



CRADLEY CE PRIMARY SCHOOL



- AGE 2-11 YEARS OLD
- BREAKFAST AND AFTER SCHOOL CLUB
- FOREST SCHOOL
- THRIVE PROGRAMME
- RHS 5 STAR GARDENING SCHOOL
- EXCELLENT SATS RESULTS
- PLATINUM SCHOOL SPORTS AWARD

PROSPECTUS

Welcome to Cradley CE Primary School. Children from our local village, wider rural communities and nearby towns attend our school because of the excellent level of teaching, care and support we provide. We benefit from modern school buildings in a beautiful setting. Pupils love their extensive play and sports areas and our productive gardens regularly feature in outside activities. If you are interested in finding out more, please get in touch.



CALL US NOW ON 01886 880315

OR VISIT US ONLINE @ WWW.CRADLEYSCHOOL.ORG.UK

Cradley Primary School
Buryfields
Cradley
WR13 5NG



CRADLEY CE PRIMARY SCHOOL

Cradley, Herefordshire, WR13 5NG
Tel: 01886 880315
Email: admin@cradley.hereford.sch.uk
Web: www.cradleyschool.org.uk
Headteacher: Mrs Donna Jones BA (Hons)

Dear Parents

Welcome to Cradley CE Primary School. We hope that this prospectus gives you a flavour of our school and explains why we are all so proud of our children and the school.

Choosing a primary school is one of the most important decisions that you will make. Your child will need to feel safe and secure. You want to be assured that they have access to a wide range of opportunities and experiences that will shape the rest of their lives. We believe that your child is entitled to the very best in education, and here at Cradley, we continually strive to offer this.

Cradley is a warm and caring Church of England primary school housed in a state of the art building, which incorporates the latest thinking in planning and layout, building standards and information technology.

As a team, we constantly strive to achieve the very best for you and your child, to create successful and happy children. Education is a partnership between home and school and we place a great deal of emphasis on our relationship with parents. We believe that children learn best when home and school work together for their benefit.

Our school is a place where children are valued for who they are and where their contributions are listened to. It is a place where children feel safe, have fun and enjoy learning. We have high expectations for all children, so that they can achieve their potential and develop into well-rounded individuals. We want our school to be a place where relationships are valued and developed; and the sense of family extends into school, into the community and globally.

This prospectus can only provide an outline of the school and what it can offer your child. For further information please visit our website at www.cradleyschool.org.uk. Should you have any further questions please contact us on 01886 880315 or email us at admin@cradley.hereford.sch.uk.

Yours faithfully

Mrs Donna Jones
Headteacher

Members of Staff:

<i>Head Teacher</i>	Mrs D. Jones
<i>Deputy Head Teacher & SENDCO</i>	Miss V. Guy
<i>Class 4 Teacher</i>	Mr J. Probert
<i>Class 3 Teacher</i>	Miss C. Hughes & Miss V. Guy
<i>Class 2 Teacher</i>	Mrs C. Theakston
<i>Class 1 Teacher</i>	Mrs L. Grizzell
 <i>Support Assistants</i>	 Mrs H. Henry Miss C. Hughes Ms V. Leven-Kildare Mrs D. Webley Miss N. Padan Mrs M. Rowley Mrs J. Ralph Mrs T. Smith Mrs J. Morgan Miss S. Dixon Miss H. Genner Ms S. Robshaw Miss V. Shepherd
 <i>School Business Manager</i>	 Mrs D. Jackson
<i>Lunchtime Supervisors</i>	Ms S. Robshaw Mrs D. Jackson Mrs E. Stevens Miss L. Smith Ms K. Creek Mrs K. Larkin Mrs D. Jackson Mrs S. Rankin
 <i>Breakfast Club</i>	 Miss H. Genner
<i>After School Club</i>	Mrs S. Rankin Miss S. Dixon
 <i>Forest School Leader</i>	
<i>Nursery Manager</i>	
<i>Nursery Deputy Manager</i>	
<i>Nursery SENDCO</i>	
<i>Nursery Assistants</i>	
 <i>Cleaner-in-Charge</i>	
<i>Cleaners</i>	

ADMISSIONS POLICY

(Please see full policy on school web site or from the school office)

The agreed number of places in the reception year is 17 (Planned Admission Number). In allocating the places the Council will follow the published criteria – found in the Admissions and Transfers booklet. Parents should also refer to this document for relevant dates as to when applications should be made. An appeals process is outlined in the Admissions document.

It is the agreed policy of the governors that all 4 year olds should be encouraged to take their place from the 1st September in the academic year in which they are 5. However, the governors acknowledge the rights of the parents to take places at the beginning of the term in which the child is 5.

Prior to starting school there will be a parents' meeting, class visits and a home visit from the reception teacher. The Cradley Primary School Early Years Policy refers to the matter.

If there are too many applications for places, the Governors will decide which children would be offered places at Cradley Primary School according to the following admissions criteria, taken in order.

- 1, Looked After children and those defined by the School Admissions Code 2012 as being previously looked after children.
- 2, Children with a statement of Special Educational Needs that names the school.
- 3, Pupils whose home address is **within** the catchment area of the school as defined by the LA and who have a **sibling in school** at the time of entry.
- 4, Pupils whose home address is **within** the catchment area of the school as defined by the LA and who request a **Church place** supported by the appropriate Vicar / Rector / Minister. Faith in this context is defined as being an adherent to the Christian Trinity.
- 5, Pupils whose home address is **within** the catchment area of the school as defined by the LA and who have the '**shortest available walking route to school**'.
- 6, Pupils who have attended Cradley Nursery in the academic year before an application is made.
- 7, Pupils whose home address is **outside** the catchment area of the school as defined by the LA and who have a sibling at the school
- 8, Pupils whose home address is **outside** the catchment area of the school as defined by the LA, but who are living within the parish boundaries of Churches within that catchment area, and whose family is actively involved in the worship, life and work of a Christian faith Church. This application must be supported by the appropriate Vicar / Rector / Minister
- 9, Pupils whose home address is **outside** the catchment area of the school as defined by the LA but who live nearest by the 'shortest available walking route' as defined by the LA

ADMISSION ARRANGEMENTS

Parents are invited to make applications in the first instance, at any time prior to the closing date indicated by Herefordshire Council. The deadline for applications is set annually by the Council and families should refer to Herefordshire Council Information for Parents Booklet

(Admission and Transfer to Schools) for the year in question.

STARTING SCHOOL

Please try to take advantage of the morning and/or afternoon visits offered in the term before your child starts school.

It would be a tremendous help to your children and us, if he/she could master some or all of the following TEN TIPS:

1. Use toilet unaided, flush it and wash and dry hands.
2. Hang coat on own peg, and change shoes.
3. Dress and undress for PE.
4. Recognise name written like this: Lisa Timothy
Please do not write in capitals LISA TIMOTHY
5. Hold pencil between thumb and first finger, with other fingers under.
6. Say "please", "thank you", and "excuse me".
7. Sit still and listen to a story.
8. Put away toys after use.
9. Sit at table to eat lunch, not leaving the table until finished.
10. Know home address and telephone number.

School will not seem so strange if some of these 'TIPS' are familiar.

Our Reception teacher visits each child in the summer term to meet the family in their home. The child then has the opportunity to talk about things they enjoy and show their favourite toys/pets. All of the children will be invited into school for one full day and a series of mornings/afternoons. This provides the opportunity to meet with other children and to become familiar with the school and staff.

A meeting for new parents is normally held in the summer term.

UNIFORM

(please see full policy on school website or from the school office)

It is essential that parents should label all items of clothing clearly with their child's name

The school takes pride in its school community and to identify pupils with Cradley School they wear:

- long or short grey trousers or a grey skirt
- red polo shirts
- red round-necked sweatshirt
- red cardigans
- white, black or grey socks
- sensible black shoes - not boots or trainers

The polo shirt and sweatshirt with the school logo are available for purchase from Your Name On It in Ledbury or via their online shop.

Summer (Optional)

Girls: red-check dresses (available from High Street Stores).

Boys: Tailored school shorts (optional)

Closed toed sandals (not crocs)

P.E. and Games

All children are expected to change for P.E. and Games in the interest of hygiene. All children should have:

- black shorts
- red top or Cradley T-shirt
- KS1 - trainers or plimsolls
- KS2 - trainers

Those who play football and rugby should have football boots, shin pads and P.E kit or a black track suit for team games. Track suits are recommended for classes 3, 4 and 5 for the winter.

TEACHING ORGANISATION

CLASS 1 – Reception & Year 1

CLASS 2 – Years 1 & 2

CLASS 3 – Years 3 & 4

CLASS 4 – Years 5 & 6

DFES circulars, HMI reports and other information legally accessible to parents may be viewed in the office by arrangement with the school secretary.

SCHOOL HOURS

Our school hours are as follows:

School begins at 8.45am

KS2 8.45 am - 12.10 pm / 1.00pm - 3.15pm

KS1 8.45 am - 12.10 pm / 1.00pm - 3.15 pm

No child may leave the school premises during school hours without the consent of a member of staff and also written permission from their parents.

EXTENDED SCHOOL PROVISION

Our Breakfast Club operates every morning from 7.45- 8.30am during term time. It is managed by an experienced children's worker.

Our After School Club operates every evening from 3.15 – 5.30pm during term time. It is also managed by experienced children's workers. To book a slot at either of these clubs please log on to your Arbor account. Club sessions must be booked and paid for in advance.



LUNCHTIME

The lunch break is at 12.10 - 1.00 p.m. for all children.

Children may bring sandwiches and a drink or buy a two-course hot meal via our lunch suppliers Elite Catering (Ledbury). They are supervised for the whole of the lunch break. Free school meals are available - please contact the Headteacher for confidential support in applying for further details. (As a general rule, children of parents on Universal Credit are automatically entitled.)

MILK

Milk is available for all children wishing to have it. This is free to all children Under 5. If after this they would like to continue receiving milk, please order directly from Cool Milk by visiting their website at www.coolmilk.com

WATER

Drinking water is available for all children all day long. Each child needs a named sports water bottle to bring to school each day filled with water. Bottles are refilled during the day as necessary. Only water is allowed in the classrooms.

FRUIT

Every child in Key Stage One receives a free piece of fruit at morning break as part of the Healthy Schools Initiative. Parental encouragement of children in Key Stage Two to bring fruit as a healthy mid-morning snack is appreciated.

SCHOOL TRIPS/OUTINGS

During each school year there will be opportunities to take part in various activities both in and out of the school. These may include performances by visiting musicians or theatre groups or older children in residential trips. It is the school Governor's wish that these activities continue to be part of the school's annual programme of work.

The Governing body of this school considers the restrictions on the school for charging do not prohibit the school from seeking voluntary contributions for the benefit of the school or in support of any school activity, whether during school hours, residential or non-residential.

The Governing Body point out:

There is no obligation to contribute. Pupils will not be treated differently according to whether or not the parents have made any contribution in response to a request. However, if this activity cannot be funded without voluntary contributions the Head Teacher will make this clear at the outset. Thus the Head Teacher has the right to withdraw the activity if parents are reluctant to support it.

RESIDENTIAL ACTIVITIES

Years 3 and 4, and 5 and 6 have the opportunity to take part in residential activities during the academic year at activity centres for three days and two nights.



SWIMMING

Children from Cradley School are taken swimming as part of the PE curriculum. The school has a statutory duty to support children to achieve 25 metres by the end of Key Stage 2. Swimming takes place for KS2 children. They will swim for a ten day block in either the autumn or spring term. This will take place at Ledbury Swimming Pool. Costs and provision are reviewed on a yearly basis.

THE CURRICULUM

Governing Body's Statement of Curriculum Aims

The Governors aim to provide a curriculum for all pupils which is broad and balanced and which will assist the full development of each pupil's potential. The school provides a curriculum which is relevant to the acquisition of all the basic skills but which also provides opportunities for creative work and the fostering of the expressive arts.

Core subjects are English, Mathematics, Science and Computing.

Foundation subjects are History, Geography, Design and Technology, Music, Art, Physical Education and Spanish. At Cradley we also teach Primary Modern Foreign Languages (PMFL) to all children from Reception to Year 6.

For each of these subjects the National Curriculum specifies:

- attainment targets: objectives for what is to be learned at each key stage by the age of 7, 11, 14 and 16.
- programmes of study: the essential ground to be covered in order to meet these objectives.
- assessment arrangements: to find out how pupils are progressing through their school career.

ENGLISH

The overriding aim of the English curriculum offered is to enable all pupils to develop to the full, their ability to use and understand English. Since language can be both spoken and written, this means the fullest possible development of abilities in speaking, listening, phonics, reading, writing, spelling and handwriting.

Much emphasis is placed on spelling and handwriting, presentation being an important strand of any written work. Children are encouraged to be creative, reflective and also critical of their own and others writing. There is a library in the school and children are encouraged to use the library freely and with an understanding of the book classification system. Children are at liberty to borrow books for use in and out of school, thus fostering good reading habits.

Children in Reception and Key stage 1 have a daily phonics session using the Read, Write Inc. programme.

NUMERACY

The school offers a varied framework and broad based Maths curriculum based on the Primary Framework for Mathematics. The strategy provides for the complete age ability range and ensures a sound basic numerical foundation in preparation for future needs. The children benefit from a combination of written and practical tasks using appropriate structured apparatus, and the experience of calculators and computers.

A variety of learning experiences are encountered via the published schemes in use at Cradley School, and these together with the provision of investigational tasks and contextualised/real life problem solving situations provide meaningful, exciting activities. The children are encouraged to make positive contributions to their Mathematical work and are able to work comfortably at their own particular level both individually and in group situations.

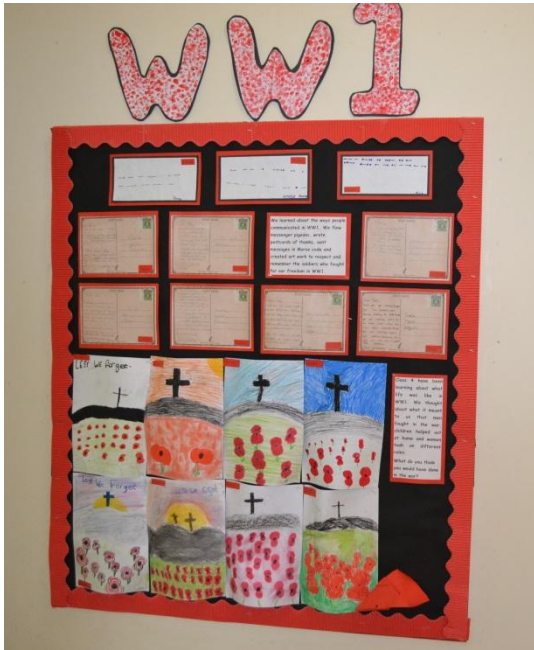
SCIENCE

This subject is taught throughout the school in accordance with QCA National Curriculum guidelines. The overriding criterion in the teaching of science is that of investigation and experimentation at all levels, in order that children are stimulated and encouraged to develop active enquiring minds. Children are provided with a great many experiences both in and out of the classroom using suitable apparatus and resources.

Visits are made to enhance their learning. The school operates a two year plan for half termly science projects thus covering all scientific aspects in depth. Despite teaching and learning taking place in groups of a two year age range, well planned use of the cross-curricular and discrete topic provide a cyclic approach which consolidates and extends previous knowledge and skills.

HISTORY

History is experienced at all levels in the school through a variety of approaches in accordance with the National Curriculum. Through a topic linked directly to National Curriculum levels, children are encouraged to handle and hypothesise using artefacts obtained from a variety of sources. Books, drama and video all have an important part to play in the teaching of history. Visits by experts and members of the community with a first-hand experience of historical events or specialist knowledge are organised for the benefit of our pupils. Pupils are encouraged to discuss their work, and we aim for even the youngest pupil to develop a good understanding of the 'past'.



GEOGRAPHY

In order to fulfil the requirements of the National Curriculum, all children are taught Geography from the earliest opportunity. Exploration of our community, the wider environment in which we live and the British Isles as part of Europe are all researched and compared through the QCA scheme of work.

Visits are made both locally and further afield. Residential provide an opportunity for practical fieldwork. Children are encouraged to look carefully at the world in which they live; the climate, landscape, buildings, materials, leisure activities etc. They are motivated to question why, where and how with support from structured resources in the form of books, maps, videos and scientific apparatus.



RELIGIOUS EDUCATION

This is a Voluntary aided Church of England School. We set out to provide education within a Christian environment where there are close links with the local Church and Clergy. Children have the opportunity to receive religious education rooted principally in the teachings of the

Church of England.

At Cradley School we aim to provide children with opportunities of enjoying religious experiences and to give them knowledge of the Bible. It is our intention that the children should learn to translate their learning about religion into life. Children will receive an introduction to the major faiths of the world. We aim to provide the pupils in our care with knowledge and understanding that will enable them to project a tolerant, interested and informed awareness of other faiths and beliefs. The school uses the Diocesan Agreed Syllabus to support the teaching of RE.

ART

Art is taught at the school in accordance with the National Curriculum. Children experience a wide range of materials and are taught the fundamental skills necessary for drawing, painting, modelling and collage etc, whilst maintaining their own individual creativity. Ample opportunity is given for self-examination through art and the development of personal styles.

QCA schemes of work offer a framework for teaching and learning through a wide range of visual aids, pupils are able to appreciate and discuss varying styles and techniques of classical and contemporary artists. Visits are made by local artists in order that the children may learn through observation and discussion the many diverse techniques and mediums.

DESIGN TECHNOLOGY

Design Technology is taught throughout the age range – through the QCA scheme of work children are encouraged to identify needs and to be inventive in their design of practical solutions and the critical evaluation of their achievements. The children experience a range of materials and tools. Instruction is given in the handling of equipment and the necessary awareness of safety procedures. All Design Technology teaching is in accordance with the National Curriculum.

COMPUTING

Computing is taught both as a subject and as an integrated part of the curriculum. The school is in the fortunate position of having a wide range of I.T. equipment including Dell laptops and iPads. Inter-active whiteboards, screens and visualisers are available in all classrooms. The school makes good use of the QCA scheme of work for ICT and staff planning ensures that good use is made of ICT to support and enhance all curriculum areas.



MUSIC

The school has established a good music tradition and music is taught throughout the school in accordance with the National Curriculum through a scheme of work. Guitar, piano, and wind instrument lessons are available as paid lessons with qualified external Music teachers.

Musical appreciation is encouraged throughout the school and the children experience a wide range of styles, composers and performers. Every child has the opportunity to perform and sing to our community at various times throughout the year. We have a popular school choir which participates in local singing competitions.

PHYSICAL EDUCATION

The school has good facilities for Physical Education including a Hall, playing fields, concrete playground with 2 mini netball courts and 1 full size netball court and the secure forest school area for cross-country. We also have an adventure playground which the children love to use.



The aims of physical education are to provide each child with a variety of skills at their appropriate level of development. The children are taught these key fundamental skills that can be applied to any sport; agility; balance and co-ordination. The children are encouraged to experience a sense of achievement through physical activity and are guided towards co-operating with each other, to learn and discover. All children are provided with a balanced programme of movement, which gives them experience in the areas of gymnastics, creative movement, such as dance and drama, games skills and swimming. Children spend two sessions on games or PE activities each week in the halls, playground or field.

Swimming is an integral part of the National Curriculum and all the children in Key Stage 2 have the opportunity to swim and use the Ledbury pool for up to 10 weeks in each year, as well as taking part in local and national galas.

Through extra-curricular activities/clubs, links with local sporting organisations and the local cluster, many children are able to take part in a wide range of competitions, festivals,

experience days and leagues. The sports have included: football, netball, basketball, tag rugby, rounders, cricket, girl's football, dance, swimming, athletics and fundamental skills. The school also has excellent links with the local high school (John Masefield).

We are proud to have been awarded the School Games Platinum Sports Award in 2023/2024.



EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage is the period of education from birth to five years. There is a strong emphasis on learning through play, both child initiated and planned play. The curriculum is delivered through a combination of whole class activities, adult led focused activities and child initiated activities. Topics are usually cross curricular and are planned to include the interests of the children.

There are seventeen Early Learning Goals divided into three prime areas; Personal, Social and Emotional Development, Communication and Language and Physical Development. The prime areas include Literacy, Maths, The World and Expressive Arts.

During the Reception Year the children work towards the Early Learning Goals. The majority of pupils will achieve these goals by the end of the Foundation Stage. Some children will make further progress and pupils may still need to work towards some of the goals at the end of Reception.

MODERN FOREIGN LANGUAGES

Modern Foreign Languages are taught throughout the school. In KS1, children are introduced to Spanish, mainly through the medium of songs and games. Spanish is taught in KS2, and children are encouraged to develop speaking, listening, reading and writing skills in the target language.

MULTI-CULTURAL EDUCATION

Through the curriculum areas children will experience multi-cultural education in a natural, stimulating way. By the exploration of other cultures and customs, the celebration of events such as Mardi Gras, Chinese New Year, Diwali and visiting theatre workshops the children will be prepared for the wider community and the world at large.

By example and positive teaching we endeavor to provide children with a respect for the values and needs of others in their community and of other races and creed.



ENVIRONMENTAL EDUCATION

At Cradley School we believe the main aim of environmental education is to help pupils play a fulfilling and enriching role in society by:

- Providing opportunities for pupils to foster a clear awareness of, and concern about social, political and ecological interdependence in urban and rural areas.
- Providing opportunities for pupils to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve our environment, creating new patterns of behaviour of individuals, groups and society as a whole towards the environment.

At Cradley School we believe environmental education should come from the example of the home and the school. It is our aim to create awareness of environmental concerns from the earliest age. We are justifiably proud of our beautiful location and make every effort to draw pupils' attention to the captivating countryside and its need for protection, care and thought.

We encourage pupils to revel in the beauty around them and to feel their lives have an added richness by the nature phenomena they experience almost daily whilst giving thought to, and making investigations into, the environmental issues further afield.

Environmental education is delivered initially through our Geography, Science and Forest



School programmes but it is also consolidated and enhanced by thought provoking exercises during circle time and assembly.

SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION

At Cradley School we understand the spiritual, moral, social and cultural development of pupils to mean the emerging individual. The values they hold, their understanding of faith and commitment, the code of conduct by which they live and learn, their ability to communicate, co-operate and to work as a team, and the understanding and respect they have for those around them and further afield who display different sets of values or beliefs. Their continuing development is illustrated by the tolerance and awareness they display for others, and their sense of personal achievement and worth.

PERSONAL SOCIAL HEALTH EDUCATION

The school has a programme for personal, social and health education and is adequately resourced. The local school nurse has close links with the school and she is able to contribute positively to our projects. Some learning is affected discreetly through other curriculum areas, i.e. science, however time is set regularly aside for the exploration of specific issues, i.e. relationships, bullying. This might also be explored in 'circle time'.

SEX EDUCATION

Some sex education is integrated in National Curriculum science for years 1-5, this being fundamental information regarding life processes, hygiene, families etc. During Y6, pupils are given a programme of specific lessons to provide information and understanding of puberty, menstruation and basic human reproduction. Parents are entitled to withdraw their children from these lessons and in order to make an informed decision are invited to discuss the materials used and the content of the programme, before making their decision.

DRUGS

Children are made aware of the importance and value of drugs as medicine from an early age. They are warned of the dangers of misuse and the use of illegal substances including solvent abuse.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The school caters for the needs of all pupils with special educational needs, with and without Educational Health Care plans. All teachers plan, set and mark work which is appropriate and relevant to the individual needs of all pupils. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for overseeing assessment and provision.

Parents are consulted at all times and regular review meetings are held – allowing decisions to be made regarding provision. We value Parent-Teacher partnership, believing it has a crucial bearing on children's education.

Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the school. A copy of the Special Educational Needs policy is available on the school website.

The name of the Special Educational Needs and Disabilities Co-ordinator is Miss Guy.

If you have any concern about the special educational provision for your child, or about special educational needs provision generally, please speak to the class teacher.

INCLUSION AND ACCESSIBILITY

At Cradley School the policy for inclusion is interpreted as the pupil's entitlement to a broad and balanced curriculum through appropriate, effective learning and assessment opportunities.

We recognise the need to provide differently for some pupils and that this provision will require compromise, adaptability, and above all, respect for the individual. We understand that pupils have the right to engage in all areas of the National and Foundation Stage Curriculum and that it is the task of the staff and governors to facilitate this.

At Cradley School we understand the term 'accessibility' to mean the way in which we ensure that the buildings, curriculum, pastoral care and out of hours learning provided by us is available to all groups of users; staff, pupils and parents.

In accordance with our policy for equal opportunities we aim for all pupils to have equal access to the curriculum, premises and resources wherever possible; although we understand this may require negotiation, compromise funding and/or differentiation.

THRIVE APPROACH



Our outdoor Thrive Zone



Here at Cradley School we are proud to have been using the Thrive Approach for the last 2 years. Thrive's vision is of a world in which children's social and emotional needs are better understood and met. Created to support this vision, the Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.

The benefits of using this play technique based on neuroscience, attachment theory and child development.

Positive relationships are at the heart of Thrive. We will use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development.

- Thrive teaches the understanding of children's behaviour as communication, improves learning skills and leads to greater attainment.

- It promotes productive learning for all children.
- It supports practitioners, providing them with confidence to work with more challenging and vulnerable children, and with parents and integrated teams.
- It leads to better relationships at home and in school.
- Thrive is a way of assessing and supporting children's emotional and social development, which can then be used to provide personalised programmes for classes, groups and individuals.

All class teachers have used of a tool called Thrive-Online to screen their classes. The results will help them to plan their social and emotional curriculum and teaching will be adapted to best meet the needs that are indicated. Strategies and activities are suggested which can be built into lessons and work.

GIFTED AND TALENTED CHILDREN

At Cradley School we define gifted and talented children as being those for whom the 'Normal Curriculum' offered to their class, group etc., may not be sufficiently challenging and stretching. We understand pupils may be very able in one area only or in one or two areas, or (less frequently) across the board.

It is the policy of the staff of Cradley School to cater for the very able children in our school by differentiation, enrichment and the development of an Exceptional Educational Plan where appropriate. A carefully planned program of workshops for more able pupils is organised by the high schools with workshops led by specialist teachers.

COLLECTIVE WORSHIP

Cradley School has the status of a Church of England Voluntary Aided School and close links with the local church and the diocese are valued. The school fulfils its Christian character through daily collective worship, an important part in its life when everyone meets as a 'family'. This may be led by members of staff, clergy and representatives from St. James' Church (including the Open the Book programme) and occasionally other invited speakers. Sometimes the school meets in the Parish Church for seasonal festivals and celebrations supported by local clergy. Parents are invited to join the school for these special events.



ECONOMIC & INDUSTRIAL UNDERSTANDING

At Cradley School we interpret the term Economic and Industrial Understanding to mean awareness of the interdependence of all people and their activities to ensure economic growth and survival by the employment of strategies, cost effectiveness, planning and evaluation, and a production force. It is the aim of staff at Cradley School that our pupils should gain a developing knowledge and understanding of the need for co-operation, strategising, budgeting, quality control, market forces and appraisal or review. This we endeavour to do through our Geography, Numeracy and other programmes.

CITIZENSHIP

At Cradley School we aim to lay the foundations for positive, participative citizenship in the following ways:

- by helping pupils to acquire and understand essential information.
- by providing them with opportunities and incentives to participate in all aspects of school and the life of the community.

EQUAL OPPORTUNITIES

It is our intention that every child at Cradley School should have equal opportunity in all areas of school life regardless of race or ability.

Children will be provided with experiences in order that they become tolerant and informed treating their fellow human beings with respect at all times.

The books, equipment and activities used in Cradley School are in no way regarded as being more appropriate to either gender or to project stereo types inappropriate to the development of equal opportunities. Use will be made of video and music in order to treat this sensitive area with understanding and respect.

A range of suitable materials i.e. books, puzzles, role play, equipment etc is incorporated into our everyday resources, thus projecting a positive image of a puritanical society.

PASTORAL CARE

Class teachers are responsible for the general pastoral care of their pupils. Support staff and teachers are involved in discussion, circle time, regular staff meetings and training days to ensure consistent approaches.

HOMEWORK

It is usual practice to give children some homework from the earliest age. This may be in the form of spellings to learn, the reading of library books, investigation or the continuation of project work.

Children in Years 1-6 are usually set regular homework of approximately thirty to ninety minutes per week respectively. This is excellent preparation for the demands of secondary school and develops organisation and self-discipline. All children are expected to practice reading, multiplication tables and spellings daily, in addition to their music practice if applicable.

REPORTS FOR PARENTS

Every child is given an annual written report on progress. Parent evenings for consultations with teachers are held in the autumn and spring terms. The autumn term parents evening is a target setting evening, where the teacher will share your child's targets for the year and provide support and guidance on how to help your child achieve their targets. During the summer term parents are invited to discuss the report. Parents are welcome generally to make appointments to see teachers when they wish.

ASSESSMENT, RECORDING AND REPORTING

At the end of the Reception Year, assessments are made for each of the seventeen Early Learning Goals (ELG) in the Early Years Foundation Stage Profile. We assess whether each child has achieved the ELG by;

- Attaining 'expected' (reaching the level of development expected for the end of Reception)
- Exceeding
- Emerging (not yet attained the ELG)

Assessments are made through observations, photographic evidence and teacher led activities. A Good level of development is determined by reaching at least expected in all the 'Prime Areas' and in Maths and Literacy.

Children at Cradley School are continuously assessed by their class teacher. Year 2 and 6 children undertake Standardised Assessment Tasks (or SATs) which are legally implemented across the country.

Children's progress is continually assessed by the class teacher. Each term summation assessments are carried out to reinforce teacher assessments to ascertain which children are working at age expected levels and which children need additional support.

There are autumn and spring Parents' Evening and staff value the contribution parents are able to make. Parents are sent annual written reports in the Summer Term.



MARKING

All work, including homework, is marked in accordance with the school's Marking Policy.

MEDICINES

The school policy for medication is as follows:

Please ensure that any allergy, medical and dietary information for your child is regularly updated. Please let us know if your child should be wearing spectacles or a hearing aid.

Receiving medicines:

Cradley Primary School will only accept medicines that have been prescribed by a doctor, dentist, nurse practitioner or pharmacist provider and which are provided in the original container as dispensed by the pharmacist and include the prescriber's instructions for administration. Medicines provided by parents must be accompanied by a signed Medical Authorisation Form requesting the administration of the medicine. Only medicines prescribed by a doctor requiring administration 4x/day will be given. Instructions and name should be taped to the medicine container.

Medicines will be stored by the school secretary. Most medicines should be stored away from pupils, with the exception of asthmatic inhalers, diabetic glucose remedies and adrenaline injections. Pupils should be made aware of the need for control over medicines and that they should not touch or tamper with any medicine whatsoever.

Administration of medicines:

- Written instructions from the parent must accompany all medicines. A pre-measured dose must be sent.
- Parents should leave a definite point of contact for each day of the school administration of medicine, i.e. mobile no, should the parent leave home even for a short time.
- Any school concerns should be addressed to the parent immediately.

Return of medicines:

- Medicines should be returned to the parent at the end of the school day however the responsibility for ensuring this does lie with the parent.
- It is not acceptable for pupils to bring medicine to school unaccompanied; therefore it is also not permitted for medicine to be returned to a child.

These guidelines do not preclude the staff and governors' belief that pupils who are on medication for an isolated illness, should, in most instances, remain at home until they are fit enough to face the challenges of a rigorous school day; normally at the end of a prescribed course of medication.

MEDICAL EXAMINATIONS

Parents can request an appointment for their child to be seen by the local school nurse if they so wish.

ABSENCES

If pupils are absent through illness, please ring the school before 9.00am on the first day of their absence, and each day they are absent. We need to hear from you every day when your child is not in school. We are asked to inform the education welfare officer about unexplained absences.

Please inform the school IMMEDIATELY if your child has an infectious disease – especially if he/she has GERMAN MEASLES. Parents/Guardians must be notified of this to safeguard mothers in early pregnancy. If your child has HEADLICE, please let us know at once. The information will be treated in the strictest confidence. Please make sure everyone in the house treats their hair. Local chemists will advise you on the most effective treatment.

No child can be allowed to leave the school premises for medical appointments unless the school office has been informed, and he/she is collected by a parent/guardian. This is for reasons of safety.

LATENESS

If a child arrives after registration he or she will receive a late mark - this will count as absent. If there is no explanation for the lateness this will be counted as an unauthorised absence. Children should not be brought onto school property before 8.30 a.m. The gates will close at 8.45am promptly. The school day starts at 8.45am.

Registers close at 8.55 a.m. and 1.05 p.m.

No child may leave the premises during school time except when collected by a parent. This is for the child's safety.



HOLIDAY REQUESTS

In 2013 the Government introduced updated statutory guidance regarding the requests for holidays during term time. Amendments to the 2006 regulations remove references to family holidays and extended leave as well as the statutory threshold of ten days. The amendment makes clear that Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Any requests under these exceptional circumstances must be submitted to the school office.

NEWSLETTERS

Newsletters are emailed to parents every Friday. Newsletters are a valuable method of communication for Cradley School, as they will inform you of events that have taken place as well as forthcoming dates.

We also use Scholar Pack, a mobile texting facility to remind parents of deadlines, or the cancellation of clubs, for example.

VISITS BY PARENTS/GUARDIANS

There are parent's evenings in the autumn and spring terms. The autumn term parents evening is a target setting evening. Your child is given his national curriculum targets for the year and also a series of smaller targets that can be supported at home. A written annual report is sent home in July, the report format includes a comment slip for parents.

If you are worried about something, please come and discuss the problem with your child's class teacher – it is better to get an explanation direct from the staff than to rely on gossip and rumour, or even on what your child thinks is happening.

EXTRA-CURRICULAR MUSIC

Music has a high priority and all children have music in their timetable. There is a good selection of instruments in school which are regularly used. Pupils also have the opportunity to learn to play the flute, clarinet, guitar, piano and ukulele. The school puts on regular performances involving music and drama in which all pupils are encouraged to take part, e.g. the annual Christmas Celebration Service, Nativity play and Year 6 play. The school has a good reputation for the high standards reached by the children in musical performance. Children who receive music lessons from Encore peripatetic teachers may join a county orchestra along with other children who play a musical instrument. The Ledbury cluster group musicians all join together to rehearse and play in their Prom Concert in the John Masefield High School each spring.



FRIENDS OF CRADLEY SCHOOL (FOCS)

This is our flourishing parent association which meets once or twice a term. Many school projects are paid for or subsidised by the association. It arranges fund-raising events as well as social activities for parents and children. Meetings are very informal and any matter of general interest may be raised at them. Details of meetings are sent out regularly. All parents automatically become members of the association. Fundraising events such as school discos, apple juicing, Christmas & Summer Fayres, Easter competitions are very popular and raise much needed funds for the school.



Friends of Cradley School



LEDBURY CLUSTER

In order to deliver an education of the highest standard, we participate in an established cluster of schools. Through the cluster we are able to link with other schools and work collaboratively for the benefit of our pupils. Much liaison and discussion, including the use of colleagues' expertise is achieved by staff from the pyramid. We also liaise with high schools in Malvern as some of our children move to these schools in year 7.

DISCIPLINE

School rules are based upon the simple principle of "consideration for others and respect for self", they are designed for the protection of the pupils.

We have developed the following codes of conduct as a whole school approach to discipline:

BE HAPPY STAY SAFE

This requires the following behaviour:

Be considerate

Be fair

Always do your best

Work quietly

Keep loud voices outside

Always be polite to everyone

Look after your belongings

Respect other people's belongings

Keep yourself neat and tidy

Stay on the premises

Keep chair legs on the floor

Climb and jump only in playground

Never fight or kick

Always ask an adult for first aid

Keep the classrooms tidy

Stay friends

Always walk in school

Celebrate one another's achievements

We hope parents will support this code and we look to the home to ensure children arrive at school punctually, appropriately dressed and ready for a school day. This means well rested and in good health.

At Cradley School we look to parents to support and supervise any homework given to encourage respect and commitment to the school.

BULLYING

At Cradley School we have agreed to reject bullying in any shape or form. We realise bullying

can happen to some degree in many schools and that the school makes a statement to its pupils in the way it handles this type of behaviour. We claim to be a 'telling school', and encourage pupils to speak about their experiences good or bad, in order that we can all work together for common good. Please see our website for a copy of our Anti-Bullying policy.

TRANSFER TO SECONDARY SCHOOL

Pupils completing their primary education at the school usually transfer to local high schools such as John Masefield High School, The Chase and Dyson Perrins. Children from Cradley School have, in the past, also transferred to schools such as Hereford Cathedral School, King's School Worcester, Malvern St James, St Marys School and Queen Elizabeth High School. A prospectus for most local secondary schools can be obtained through the high schools.

Visits are made to Cradley School by staff from these local high schools and transferring pupils can also spend time at the secondary school. Strong liaisons are maintained by Cradley School and high school staff in order to ensure a happy and smooth transition.

There are also Church places available at the Bishop of Hereford's Bluecoat School, Tupsley, Hereford. These have to be supported by the local vicar and the Head Teacher of Bluecoat School. Applications should be made at the beginning of the child's Year 6.

COMPLAINTS PROCEDURE

This is rarely needed but parents should know that the 1988 Education Act provides clear guidelines. The full guidelines are available at school but, briefly, any complaint should be first made to:

- a) the Headteacher, and only if that matter is not settled satisfactorily should the parent proceed further.
- b) to the school's Governing body, and if still not satisfied;
- c) to Children's Services

A formal complaint can also be made directly if it relates solely to Children's Services.

SCHOOL GOVERNORS

The school governors are listed as follows:

- Chair: Mrs S. Jackson
- Mrs D. Jones (Headteacher)
- Mrs E. Copp
- Mr P. Mifflin
- Miss V. Guy (Deputy Headteacher)
- Mr R. Shalofsky
- Mrs K. Parsons
- Clerk to Governors: Mrs D. Merker

The governing body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement including setting targets for pupil achievement, managing the school's finances, making sure the curriculum is balanced and broadly based, appointing staff and reviewing staff performance and pay and many more.

The governing body has considerable discretion as to how to discharge its responsibilities but is required to constitute itself in line with the regulations and to appoint a chair and vice chair. The governing body may delegate certain of its responsibilities to certain governors or committees of governors, although in general, it is not compelled to do so.

The Ethos Statement, taken from the School's Instrument of Government, states:

"Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality with the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes values through the experience it offers to all its pupils."

The governors can be contacted by email via the School Office. Further information about our governors can be found on our website.

INFORMATION FOR PARENTS

SCHOOL POSTAL ADDRESS

Cradley C E Primary School
Buryfields
Cradley
Near Malvern
Worcestershire
WR13 5NG
Telephone: 01886 880315

COUNTY EDUCATION OFFICE

Children's Services
Herefordshire Council
Education Directorate
Plough Lane
Hereford
HR4 0ZF
Telephone: 01432 260000

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

There is a Herefordshire Standing Advisory Committee on Religious Education (SACRE) which has a statutory duty to advise the LEA on religious education and collective worship in maintained schools.

It consists of representatives of:

- Christian and other religious denominations which reflect appropriately the principle religious traditions of the area
- The Church of England
- Teachers' associations
- The Local Education Authority

Mr Andrew Teale
The Hereford Diocesan Board of Education:
The Diocesan Office (Ludlow)
Units 8 & 9
The Business Quarter
Ludlow Eco Park
Ludlow
Shropshire
SY88 1FD

Tel: 01432 357864
Fax: 01432 352952

Cradley CE Primary School

Our School Aims

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils."

The five core values in the centre of the wheel represent the very heart of what we are aiming to achieve at Cradley. They are supported by our principles in the outer wheel.

LEARN at Cradley CE Primary School



Lifelong Learners – We seek to develop your child into an independent learner, who will use the skills taught at Cradley to continue to learn and progress throughout their lives. We are also alluding to our role in supporting all adults in our school community to develop themselves further.

Everybody Matters - To us at Cradley School, it is not just the children that matter, rather we seek to embrace and support all sectors of the school community.

Achieving - At Cradley School we have high expectations of all our pupils and will continually strive to ensure that they can achieve to the best of their abilities.

Respect - Respect for all within our Christian values is the very cornerstone of life at Cradley School, we support, encourage and celebrate each other within the Christian faith.

Nurturing Partnerships - A school cannot exist in isolation. At Cradley we see the nurturing of partnerships as crucial to both the children's and the school's success. We seek to develop partnerships with our parents, our local village, our links to the Church and Diocese, and our developing international links to provide the best possible education for our children.