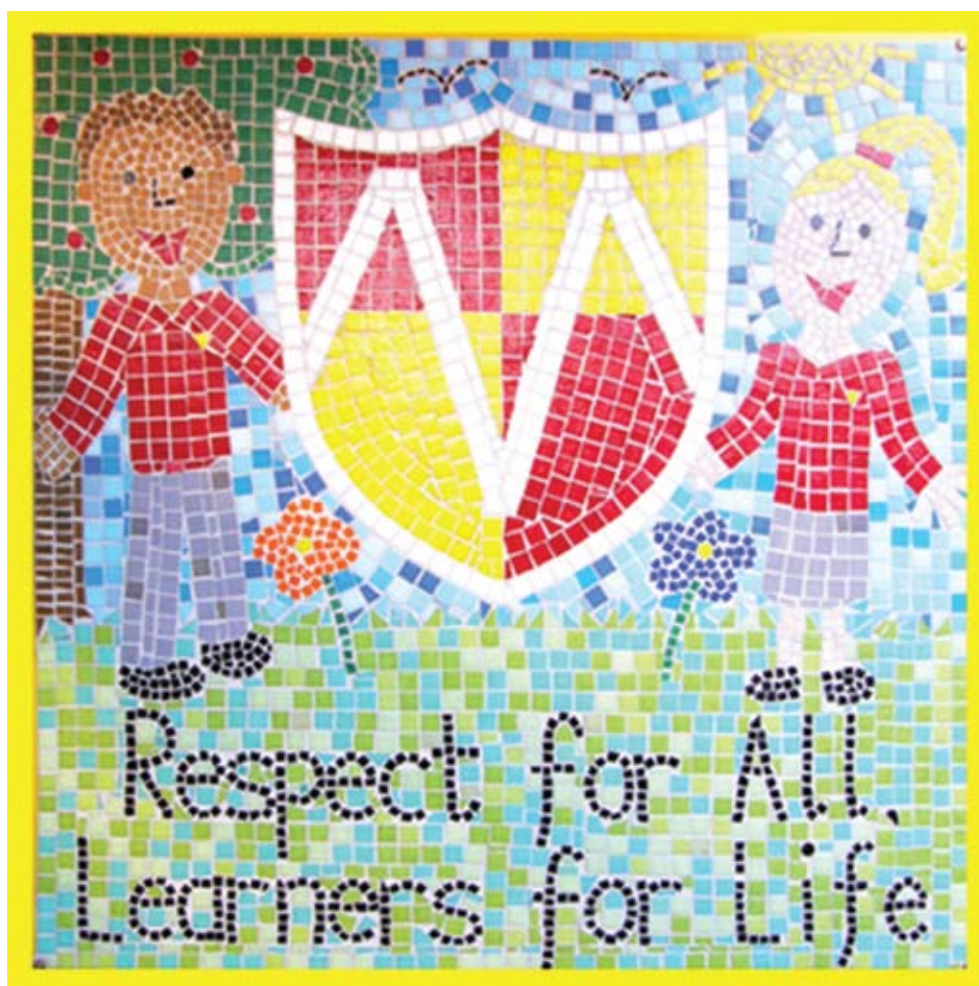




Mandeville Primary School
"Respect for All, Learners for Life"

Prospectus



Headteacher's Welcome

Mandeville Primary School is a very special place for learners of all ages.

At our school we aim to provide an inclusive, caring and supportive environment which has high expectations and values all members of the school community. We recognise and respect the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.

We have a team of enthusiastic, hardworking and highly skilled staff and governors, all of whom are committed to providing the highest quality of education for all our pupils.

We feel very strongly that co-operation between staff, parents/carers and governors is the best way to ensure success, so we actively seek a strong partnership between school and home.

We trust that this prospectus provides you with the information you require when making that important choice of the right school for your child. We hope that you will find it useful, but strongly believe that you can best appreciate what we do by coming to see us. We would be proud to show you around our school.

We look forward to welcoming you and your child to Mandeville Primary.

A handwritten signature in black ink that reads "Kara Hales". The script is cursive and fluid, with the first letters of each name being capitalized and prominent.

Miss Kara Hales, Headteacher

Introduction to our School

Mandeville Primary School was opened on 9th September 1970 as a county controlled primary school.

It was named after Geoffrey de Mandeville, Earl of Essex, Companion of the Conqueror, whose heirs held the manor of Saxbrixteworde in Norman times.

The school is of a brick construction and comprises eight large classrooms and a group activity room built around two courtyards, one of which contains a sensory garden and the other is used for horticulture. The school is set in spacious and attractive grounds with extensive playing fields, its own conservation area and a natural pond. There is also a general purpose mobile classroom which is used for small group activities, music lessons and 'Breakfast Club'.

The two interconnecting playgrounds allow pupils to choose between active and passive recreation. The playgrounds are 'zoned', and a wide variety of play equipment is made available, which encourages the children to develop different skills.

A Nursery class opened in April 1993, providing Early Years Education for 30 pupils. This has its own enclosed playground and sheltered area, ensuring a safe and secure environment which maximises opportunities for outdoor learning.

Mandeville Primary School is extremely well-equipped to deliver learning across all aspects of the curriculum. We continually review and update the resources and physical spaces to ensure that the environment is fit for purpose and all children have the right facilities for learning.

There is a dedicated Computer Suite which is available to all children, and a fully fitted kitchen area for food technology lessons.

All classrooms have Interactive White Boards (IWBs) and a range of technology is used throughout the day. We consider Information Communication Technology (ICT) to be a fundamental tool to support learning.

The school has a comprehensive library which was refurbished in 2008, and is used extensively by children of all ages.

"We aim to recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements."



Our Vision

At Mandeville Primary School we recognise that education involves children, parents/carers, staff, governors, the community and the local authority.

For optimum benefit, all should work closely together to support the process of learning.

Working in partnership, we aim to:

- provide an inclusive, supportive, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to be adaptable and to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.



Admissions and Organisation

"This gives the opportunity to ensure continuity and progression in your child's learning over the complete primary age range."

At Mandeville Primary School we provide education for pupils from Nursery age until the end of Year Six. This gives the opportunity to ensure continuity and progression in your child's learning over the complete primary age range.

The regulations for admissions procedures for County maintained schools are set out by the Local Authority (information is available from the school office), and all admissions to Mandeville Primary School are the responsibility of the Local Authority.

Hertfordshire County Council provides a comprehensive booklet setting out the criteria for admissions for both Nursery and mainstream school, which is sent to all parents/carers of three and four year old children. The booklet contains an application form for a school place.

Children are admitted to the Reception or Nursery classes at two points of the school year:

September

Nursery: Children who are four between 1st September and 29th February

Reception: Children who are five between 1st September and 29th February

January

Nursery: Children who are four between 1st March and 31st August

Reception: Children who are five between 1st March and 31st August

Please note that there is no automatic right of admission to the Reception class by virtue of having attended the Nursery.





The process for applying for a place is listed below:

1. Parents/carers receive the booklet containing an application form;
2. Parents/carers complete the application form indicating their preferences for places;
3. Parents/carers receive notification of their given Nursery/Reception places;
4. Parents/carers accept or reject places;
5. School contacts parents/carers outlining the induction programme prior to their child starting in either Nursery or Reception.

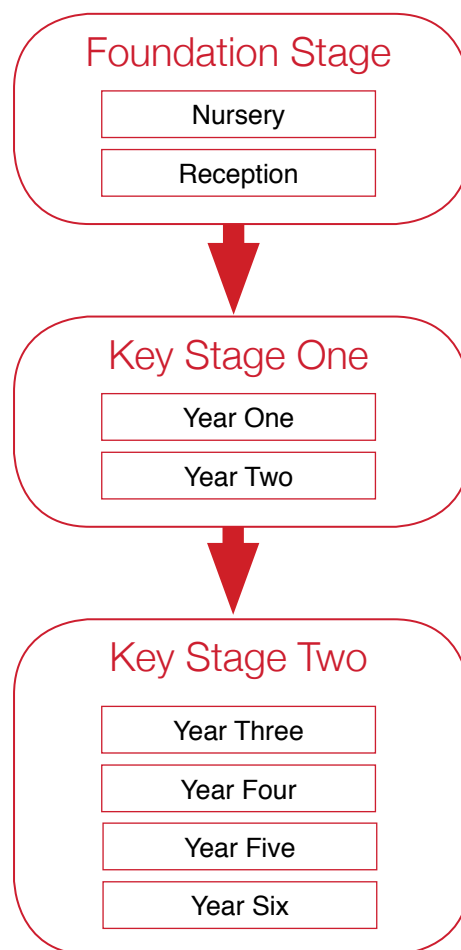
As soon as the Local Authority notifies us of the children that have been allocated to our school, we write to our new parents/carers to invite them to take part in our induction programme. This provides an opportunity to learn about the organisation of the school day, meet the new class teacher and find out about some of the activities the children will enjoy when they become part of our school.

Pupils with Disabilities

We welcome applications from all children, including those with disabilities. We continually review our 'Accessibility Plan' and will evaluate our ability to include children on a case by case basis, and with the physical limitations of the building in mind. The

most recent version of our 'Accessibility Plan', and details of facilities to assist access to the school are available from the school office, along with information about the Governing Body's policy on pupils with special educational needs.

The school admits up to 30 children in each year group and has one single age class per year. At present, we have eight classes in school. The school has three distinct stages which accommodate the different age groups. The stages and year groups associated with them are as follows:



Learning and Teaching

Curriculum

The school curriculum comprises all learning and other experiences that each school plans for its pupils.

At Mandeville Primary School we aim to provide a broad, balanced, exciting and challenging curriculum which is taught in ways appropriate to pupils' ages and abilities.

The planning by the teachers takes account of Government requirements (National Curriculum) and the school's own policies and schemes of work.

Long term plans are used by the teachers to provide rich and varied contexts and experiences for pupils to acquire, develop and apply a range of knowledge, skills and understanding across the curriculum. These plans are reviewed and refined annually by the

teaching staff of the school to ensure continuity and progression in learning.

The Foundation Stage curriculum is planned and assessed using the six 'Early Learning Goals'. These are:

- Personal, Social and Emotional Development;
- Communication, Language and Literacy;
- Mathematical Development;
- Knowledge and Understanding of the World;
- Physical Development;
- Creative Development.

The Foundation Stage staff plan a structured day which allows the children to develop their knowledge, skills and understanding within a range of teacher-led and individually chosen activities. These areas of learning then lead on naturally to the National Curriculum which is followed in Key Stage One and Two.

The core subjects within the National Curriculum are Literacy, Mathematics and Science. The foundation subjects are Information Communication Technology (ICT), Design and Technology (D&T), History, Geography, Art, Music, Physical Education (PE), Religious Education (RE) and Personal, Social and Health Education (PSHE). These subjects are integrated to provide rich and meaningful learning activities.

"Our children's excellent levels of achievement are a direct result of a rich, varied and challenging curriculum that is adapted to meet the needs of all pupils."



Our children's excellent levels of achievement are a direct result of a rich, varied and challenging curriculum that is adapted to meet the needs of all pupils. This includes children with Special Educational Needs and those who have been identified as being Gifted and Talented.

Assessment for Learning

At Mandeville Primary we believe that effective assessment as part of on-going teaching and learning, with the active involvement of pupils, is a powerful means of improving learning and raising standards. Assessment for learning involves:

- the sharing of learning intentions/ objectives and success criteria with pupils, and the development of these with pupils;
- giving oral and written feedback to pupils based on these intentions/ objectives, with the feedback relating directly to their learning in a way that they can understand and act upon;
- the use of questioning to help pupils express and discuss their ideas and their understanding;
- the nurturing of pupils as independent learners through the development of self and peer assessment.

Throughout the school, pupils engage in dialogue with the teacher and with their peers, but always with an emphasis on learning. We believe that this approach

raises achievement for pupils across the curriculum and develops children with lively, enquiring minds and good thinking skills. Further details can be found in the school's 'Learning and Teaching', 'Assessment', 'Special Educational Needs', and 'Gifted and Talented' policy documents.

Alongside the daily assessments of pupils, more formal assessments are carried out at key points during the academic year, and at the end of Year Two and Year Six.

At Mandeville Primary we encourage all children to be enthusiastic and committed learners. We aim to develop their confidence and capacity to learn and to work both independently and collaboratively. We view learning as a life long activity and seek to foster within our children a genuine desire to achieve and experience success.



Curriculum Enrichment

Mandeville Primary recognises the importance of providing rich and varied contexts and experiences for pupils to acquire, develop and apply a range of knowledge, skills and understanding. We aim to bring the curriculum alive for every child and enhance learning, enjoyment and achievement.

These enrichment activities are provided by clubs, special events, visits off-site and visitors to school.

Clubs

We aim to run a wide variety of clubs at lunchtimes and after school. The list of clubs being run, and the age groups they apply to, changes each term and details can be obtained from the school office or website.

Examples of club activities include sports such as tag rugby, netball,

dance and cricket. Other clubs include recorder, French, computers and gardening. In addition we run a 'Breakfast Club' for all pupils.

Special Events

Each year a number of event weeks are planned for the children. These include 'Enterprise Week' where the children have the opportunity to design, make and sell a product of their choice. This develops an understanding of business and enterprise whilst encouraging team work.

Pupils also take part in 'Creative Arts Week' where the whole school explores a wide range of different ICT, art and music activities linked to a specific theme. These events provide valuable opportunities to develop each pupil's confidence and creativity across a wide range of disciplines.

"We aim to bring the curriculum alive for every child and enhance learning, enjoyment and achievement"



In addition to these planned weeks, there are a number of special events such as seasonal performances, Sports Day, Open Afternoon and Music Concerts.

We maintain strong links with other local primary and secondary schools, taking part in many different events. These provide opportunities for extending learning in different areas beyond those normally available in our own school.

Visits and Visitors

The school is located within an area that provides excellent opportunities for experiential learning. We ensure that every class goes out on regular and frequent visits to places such as Mountfitchet Castle, Paradise Wildlife Park, the Henry Moore sculpture museum, Hatfield House and exhibitions in London.

Residential visits are offered during Key Stage Two, where children are encouraged to attend outdoor activity centres to extend their capabilities and confidence away from home.

We also welcome visitors to the school to work with the children on various curriculum areas, such as Drama, Music and Art.

Community Links

We believe that it is important for children to feel part of the local community and to contribute positively to the many events which happen throughout the year in Sawbridgeworth. We welcome members of the community to special events, such as Christmas performances and Harvest Festival celebrations, and also ensure that we participate in local fund raising and other activities.



Emotional Health and Well-Being

*"All of the pupils
recognise that
they have a voice
that is valued."*

At Mandeville Primary School, we recognise that emotional health and well-being contribute significantly to all five national outcomes of the 'Every Child Matters' agenda: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. The promotion of positive emotional health and well-being helps children to understand and express their feelings, build their confidence and emotional resilience, and therefore their capacity to learn.

Mandeville Primary places great emphasis on the emotional health and well-being of all our pupils. There is a planned and comprehensive programme for teaching social and emotional skills, and we continually review and develop our plans and protocols for working with external agencies to support individuals and

their families. In addition, we carefully identify and support pupils experiencing, or at risk of experiencing, behavioural, emotional or social difficulties.

Children with specific issues have planned and structured interventions carefully matched to their needs. All pupils learn to explore, express and manage their feelings and we promote the importance of empathising with others. We encourage children of all ages to seek help if they are upset or troubled in any way. Pupils have opportunities to participate in activities designed to allow them to share concerns with their peers and members of staff.

The school 'Behaviour Policy' and 'Anti-Bullying Policy' strike a healthy balance between rewards and sanctions and clearly explains how positive behaviour is rewarded and promoted. Children and parents/carers have the opportunity to regularly discuss the implementation of these policies and raise concerns if they arise. We firmly believe that an early intervention approach helps to safeguard the well-being of our pupils as well as encouraging them to play their part in creating a society in which everyone is treated with dignity and respect.

All staff promote emotional health and well-being and the school has regular celebration activities, reflecting achievement and positive events across the curriculum.



Pupil Voice

We believe that the voice of our pupils is of paramount importance. We aim to ensure that the views, opinions and ideas of all of the children are heard, listened to and acted upon where possible.

School Council

The School Council is highly respected and comprises of a Chairperson and Secretary from Year Six and two elected representatives (one girl and one boy) from each year group from Year One to Year Five. The Year Five representatives automatically become the Chairperson and Secretary when they move into Year Six.

The aims of the School Council are:

- to be a voice for the children of Mandeville School;
- to suggest ideas which will promote improvements throughout the school;
- to provide a link between the school and the local community;
- to support fund raising events as appropriate.

The monthly meetings follow a regular pattern; minutes of the previous meeting are agreed and an agenda is followed. It is the responsibility of the Chairperson and Secretary to run the meetings. Issues that arise within the school are discussed when the School Council meet. Children are encouraged to let their class representatives

know about any ideas that they feel need discussing, or issues that need addressing. All of the pupils recognise that they have a voice that is valued.

Regular fund raising events are organised and run by the School Council. During each term money is raised for either a school project or a specific charity, which may be local or national.

Mandeville Primary Link Up

Each term the pupils of Mandeville Primary School produce the 'Mandeville Primary Link Up' magazine which is distributed to all parents/carers and the local community. Every class contributes an item and editing is the responsibility of the Chairperson and Secretary of the School Council. This document celebrates the successes and achievements within each class.



Parent/Carer Involvement

We believe that pupils' education is most successful when parents/carers are active partners in their child's learning. We encourage and welcome parent/carers involvement in all aspects of school life, and offer support and guidance to ensure home based learning is as effective as possible.

The 'Home-School Agreement' details the ways in which the school, parents/carers and children will work as a partnership to support learning.

At Mandeville Primary we recognise that education is an ongoing process which continues after the end of the school day. Homework is used to reinforce learning that has taken place and parent/carers encouragement is expected. Further details are available in the 'Home Learning Policy' available from the school.

There are many informal opportunities for parents/carers to discuss matters relating to their child's progress throughout the school year. We will also contact you from time to time to let you know of any areas of concern or particular success. In addition there are formal consultation meetings held in the Autumn and Spring terms, where you can review the progress that your child is making with the class teacher.

During the Summer term you will receive a full report on all aspects of the curriculum relevant to your child and invited to discuss the content. This report will contain any formal assessment levels that have been achieved, if relevant.

At the end of the year parents/carers are invited to an 'Open Afternoon' where you have the opportunity to view the work and celebrate the achievements of the children.

The 'Friends of Mandeville Primary PTA' work to support the school by planning and running enrichment activities for the pupils and raising funds. We welcome involvement from all parents/carers and friends of the school, and would encourage you to become a part of this strong and thriving group.

We send home regular newsletters to keep you informed of events happening in school and changes that might occur from time to time. Information is also made available on the school website.

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