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BREDE PRIMARY SCHOOL PROSPECTUS



Headteacher: Mrs N Cummins
Deputy Headteacher/SEND/CO: Mrs S Bulgin

WELCOME TO BREDE PRIMARY SCHOOL

Ofsted Dec 2016:

“Brede Primary continues to be a GOOD school. Leadership is clear and ambitious.

There is a strong culture of safeguarding pupils. Pupils’ personal development and welfare are good. Pupils feel safe and well looked after at school.

The school is calm and classrooms are purposeful.

Reading standards are high because all pupils make at least good progress from their starting points. In 2016, all pupils reached the expected standard at the end of Year 6 and a greater proportion were reading at greater depth than was seen nationally.”

Dear Parents and Carers,

Thank you for your interest in our school. I hope that this prospectus will give you a feel for what we offer, achieve and aspire to attain.

Brede is a small school with the original building established in 1872. We provide education for children between the ages of 4 and 11 and are situated in the heart of the beautiful East Sussex countryside with close links to our local community. The village recreation ground is used regularly by the school in addition to our attractive school grounds.

The staff and governors are dedicated to ensuring that every child reaches their full potential.

Country Buttercups are an independent local nursery operating on the school site. They offer Early Years provision from 0- 5 years. We have very good transition links with them for parents who want their children to move to Brede for Reception.

This prospectus can only give a snapshot of Brede Primary School and we hope that you will visit in order to see all that we have to offer your child. A warm and friendly welcome awaits you.

Yours sincerely

Mrs Nicole Cummins
Headteacher

ACHIEVEMENT FOR ALL; ACADEMIC, ARTISTIC, ATHLETIC

Our Vision Statement

Our school aims for every child to access a vibrant and engaging curriculum that allows them to be nurtured as successful, healthy individuals in a positive and safe environment. Through collaboration, we will explore opportunities to share and respect different cultures and values. Because every child is unique and on an individual path, we will encourage and support them with the necessary skills in preparation for their life ahead.

Admissions Policy

East Sussex County Council makes arrangements for the admission of children to this school at age 4+. Further information can be obtained from the School Admissions Section, Education Department, County Hall, Lewes (Tel: 0300 330 9472) or online www.eastsussex.gov.uk

For those parents considering Brede School, the following information might be useful:
Planned admission limit for 2021 is 20 pupils.

The school accepts children from a wide area including Hastings, Rye and outlying villages. The journey from the northern outskirts of Hastings takes roughly fifteen minutes via Westfield or Ore.

Admission priorities for community and voluntary controlled schools in East Sussex

1. Looked after children and children who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.
2. Children who will have a brother or sister at the school (or linked infant or junior school) at the time of admission and who live at the same address, within the pre-defined community area*

Children are 'siblings' if they are full, half, adoptive foster or step brother or sister living in the same household. This priority includes siblings attending school sixth forms.

3. Children wishing to transfer between a linked infant and junior school (as per schools listed in the admission booklet).
4. Other children living within a pre-defined community area
Each home address within the county falls within a community area although living within the community area does not guarantee a place.
5. Children who will have a brother or sister at the school (or linked infant or junior school) at the time
of admission who live at the same address, outside the pre-defined community area.*

The definition of sibling is as shown in priority 2 above.

6. Other children living outside the pre-defined community area.

Tiebreaker

- In the event of oversubscription within any priority, place allocation will be decided by prioritising applications on the basis of home to school distance measured in a straight line (as the crow flies). For split site schools, we will measure to the site where the child will attend for the majority of lessons.

- In the event that applicants cannot be prioritised using the tie-breaker above because the distance measurements are the same, the Authority will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the Authority's admissions software.

**** Children who have a brother or sister who joined the school prior to 1 September 2017 and who is still on roll will be admitted under the previous arrangement which gave priority to brothers and sisters regardless of whether they live in the pre-defined community area or not. Where a child has been unable to secure a place at a school in his/her community area and has been directed to attend a school outside the community area as an alternative, any applications for younger siblings to attend the school will be treated as if the family were resident in the community area, as long as the sibling will still be attending the school when the younger child starts.***

Twins and children from multiple births (all community and voluntary controlled schools).

Where the admission of both twins or all siblings from a multiple birth would cause the school to rise above its Planned Admission Number, both twins or all of the siblings will be admitted. Where the admission of the additional child or children from multiple births to an infant class would result in the PAN rising above 30 (or multiples of 30), the additional child/children would be exceptions to the Infant Class Size legislation throughout the infant phase or until the number in the year group reduced to the PAN.

Class Organisation

Whilst at Brede School all children will begin their school career in the Reception class. They will move onto Key Stage One (Y1 and Y2). There then follows Key Stage Two, (Y3, Y4, Y5 and Y6).

Class organisation has to reflect a wide variety of circumstances and needs. Within each class, work can be structured according to ability groups, social groups, whole class lessons or children may be working as individuals, according to the circumstances.

In common with other small rural schools, the classes at Brede School have pupils from mixed academic age ranges e.g. Y5/6. The organisation of classes needs to remain flexible with varying cohorts of pupils as a result, some year groups may need to be split to ensure class sizes are evenly balanced.

Pupil Attainment

KEY STAGE 2

SATs results 2019:

Reading	81%	at Expected Standard
Grammar & Spelling	75%	at Expected Standard
Maths	75%	at Expected Standard
Writing	75%	at Expected Standard

75 % pupils achieved expected level in Reading. Writing & Maths combined

Reading	38%	higher than expected standard
Grammar & Spelling	56%	higher than expected standard
Maths	44%	higher than expected standard
Writing	25%	higher than expected standard

2020

Due to COVID-19 no statutory tests were taken.

CURRICULUM

We believe in an imaginative and adventurous approach to topic based learning. The curriculum is a structured framework of Learning Journeys. RE is taught using the East Sussex agreed local syllabus. Other subjects are taught on a cycle using whole school learning journey themes or discrete units of work to ensure that children do not repeat an area of study. The children's own interests are taken into account at the planning stage and our curriculum is designed to allow children the opportunity to reflect on beliefs, values and the more profound aspects of human experience. They learn about right and wrong, British values and develop a respect for diversity in relation to religion, gender, race, culture and disability. Artistic and sporting opportunities offer our children the chance to appreciate theatre, music, art and literature as well as building their self-esteem and confidence. The school informs parents about the curriculum via the website and newsletters.

Our aim is to ensure that we offer a broad and balanced curriculum designed to meet the needs of our pupils and equip them with the skills to be life-long learners ready for an ever changing 21st Century.

Reception/Early Years

The Early Years curriculum is organised into seven areas of learning. Three Prime areas: Personal, Social and Emotional Development, Physical Development and Communication and Language. There are then four further Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Much of the learning takes place through practical hands-on activities. Structured play, such as in the home corner or using construction sets, is seen as an important part of the youngest children's development, enabling them to develop new skills and understanding and build relationships with other children and adults in the classroom.

Phonics and rhyme are taught using a variety of approaches as an aid to reading and spelling. The Letters and Sounds scheme is used throughout the school. Children practise letter formation in a cursive script and parents are given guidance on how to help their child if they wish to write at home.

Great emphasis is put on learning through play particularly outdoor learning. It is every pupil's way of developing new skills, such as decision making, and building up relationships with other children.

Children are assessed on six key areas which include Communication, Language and Literacy, Problem solving, Numeracy and Personal Development.

Numeracy and mathematics

Children are taught to use every relevant subject to develop their mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the curriculum. We teach children to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. They are taught to understand the cycle of collecting, presenting and analysing data. Children are given opportunities to apply the skills they have learnt so that they develop mastery and the ability to reason mathematically.

English

English has an important place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Reading enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. At Brede we encourage a wide range of speaking and listening activities to help children to build confidence and self-esteem. We use English skills across the curriculum and encourage and develop creativity in writing by using a range of starting points and stimuli.

Children in Key Stage One are taught to read with daily phonics sessions. Once early decoding skills are mastered, the children move on to the Oxford Reading Tree scheme. At the end of Year One children are screened in line with statutory phonics testing arrangements and the results are reported in the end of year reports to parents.

Children are taught to write well-structured descriptions and explanations and develop their understanding through speculating and exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing.

Children are taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. We set ambitious expectations for reading at home to encourage rapid progress. We teach children to develop the stamina and skills to write at length, with accurate spelling, punctuation and good grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use.

Children are encouraged to write independently and apply their skills across the curriculum. Each Learning Journey has a planned written outcome which builds up over a number of weeks allowing children to familiarise themselves with the text and practise new skills before applying them.

Science

There is a comprehensive programme that allows full coverage of the science strand of the National Curriculum, which may form part of a Learning Journey or taught discretely. Our aim is to ensure that all children:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Computing

Computers and other technology are used throughout the school. Computing skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. Each of the 5 classrooms is equipped with either an interactive whiteboard or a touchscreen board. The children make good use of laptop computers with wireless connection to the internet.

E safety lessons are taught across the school and all children learn about the importance of keeping themselves safe.

Our aim is to ensure all children:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Geography

At Brede we strive to provide children with a high-quality geography education which allows them to explore and explain the world around them. In turn we hope that this inspires within them a curiosity and fascination about the world that will remain with pupils for the rest of their lives. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Teaching equips pupils with the knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

History

We believe history should awaken and sustain a pupil's curiosity about the past, be that locally, nationally or globally. We feel it is important children understand how the events and people in the past have shaped the society and world we live in today – and therefore how our actions today affect the world to come. We teach our pupils to be historians themselves by analysing artefacts and carrying out their own research, questioning what they find out and comparing different versions of the same event. By doing so, pupils will develop the skills of enquiry, analysis, interpretation and problem solving that they will need in life.

Art and Design/Design and Technology

We aim to enable children to be spontaneously creative, using a variety of media and techniques. An awareness of colour, shape, balance, focus and proportion are developed alongside the use of symbols to convey ideas and feelings. The study of a wide range of artists and designers complements this work. These subjects also contribute to providing a stimulating learning environment throughout the school which we are proud to share with parents.

Music

All children have the opportunity to enjoy musical experiences through listening, composing, performing and singing as part of the music curriculum. In addition, tuition in a range of instruments is offered by Local Authority peripatetic staff

PE and Sport

Through the provision of both Physical Education (PE) and Sport we aim to provide every pupil with the appropriate motivation, confidence, physical competence, knowledge and understanding that ensures they have the movement foundation for lifelong participation in physical activity.

The school was awarded the Sainsbury's Gold School Games award for its commitment to and the development of competition, school sport and physical education.

The school has a tradition of competitive, but friendly, sporting links with other local schools. Annual sports days are held for all key stages to which parents are invited.

Modern Foreign Language

French is taught across the school by Madame Croft a native French speaker. Every class has a weekly session of 30 minutes. Each lesson actively engages the children through a variety of speaking and listening activities, songs and games.

Religious Education

Assembly is held every day. Religious education is shared with all pupils in accordance with the East Sussex Education Authority's Agreed Syllabus. The syllabus is broadly Christian and non-denominational, but recognises other religious beliefs.

Sex and Relationships

Sex education is dealt with as part of the Personal, Social and Health Education (PSHE) and Science topics that each class teacher undertakes with their children. The policy statement is available in school and parents have the right to withdraw their children from sex education when it is not part of the National Curriculum for Science.

Children with special educational needs

The school continues to provide a wide and balanced curriculum for each pupil and monitors the needs of the pupils to ensure that they have full access to the curriculum, in all areas. Where it is recognised that a pupil needs extra support this is provided through a variety of ways:

- ❖ Additional curriculum support provided by the classteacher and teaching assistants within the classroom environment.
- ❖ Specific intervention groups to target support: this may cover educational needs, social, or behavioural needs.
- ❖ Through liaising with outside agencies, both for assessment purposes and for providing guidance on the support, required resources and planning intervention.

A Special Needs Register is maintained and regularly updated by the SENDCo (Mrs Bulgin), in consultation with colleagues and shows the progress of the children and monitors their development and the nature of their needs.

The class teacher and SENDCo work together initially to assess a child's needs. Then in consultation with parents/ carers, as well as relevant outside agencies, a School Based Plan is created. It provides small steps to achieving targets. The majority of pupils on the SEN register will have school based plans. The register allows pupils to have brief bursts of input, or that which is more sustained. Pupils move up, down and off the register as their needs dictate.

A child who requires additional support, beyond that of a School Based Plan, may require a statutory assessment: a process that requires input from many agencies involved in the pupil's development, and may lead to an Education and Health Care Plan.

As a school we positively promote inclusion and work together actively to ensure that we can provide the opportunities for every child to reach their full potential and to celebrate success.

Very able children are identified through our pupil progress review meetings. Lessons will provide them with additional challenge and they are given every opportunity to develop mastery in a subject. Extra curricula activities also give these children opportunities eg creative writing groups and workshops at local primary and secondary schools.

Please see our website for further information regarding our Local Offer and SEN report.

School hours

The school day officially begins at 8.50am. Lunch is 12.00 until 1.00 pm. Morning break is 10.40 am to 10.55. School ends at 3.15pm. It is important to encourage children to attend regularly and punctually. The school has a duty to tackle poor attendance and persistent lateness.

Due to the COVID-19 pandemic, arrangements may vary with staggered start and finish times. Please check with the school office for up to date information.

Term Dates 2020/2021

Term 1

Ends Fri 23rd Oct 2020

Term 2

Mon 2nd Nov – Fri 18th Dec 2020

Term 3

Mon 4th January 2021 – Fri 12th Feb 2021

Term 4

Mon 22nd Feb 2021 – Thurs 1st April 2021

Term 5

Mon 19th April 2021 - Fri 28th May 2021

Term 6

Mon 1st June 2021- Tues 20th July 2021

Inset days: TBC

Links with the Community

Brede School enjoys close ties with the village and wider community in the Rye area. School news and future events are published in the parish magazine and local newspaper.

Statutory Policies

The school is required to adopt a number of statutory policies that include behaviour, attendance, child protection, special needs and complaints procedure. These can be found on the website.

Safeguarding children

Parents should be aware that the school will take any reasonable action to ensure the safety and welfare of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Local Authority Safeguarding Procedures and inform Childrens' Services of their concerns. We will explain our professional and statutory responsibilities and try to give every assurance as to the reasons for our actions. Copies of our Safeguarding and E-Safety policies are available from the office or the website.

Homework

Homework is set by teachers on Wednesdays and is expected in on Mondays.

Key Stage One (including Reception, if appropriate)

Each child should read daily to, or share a book with an adult for approximately ten minutes each night.

Each child will be given an appropriate group of spellings to practise at home. There may be other pieces of work to complete, but the classteacher will inform the person collecting the child of the details.

Key Stage Two

Each child should read daily to, or share a book with an adult for approximately fifteen minutes each night.

Spellings will be sent home each week. In addition there will be work from other areas of the curriculum set by the teacher. Year Six children may be set extra revision tasks in preparation for SATs testing and to prepare them for the increased expectations of secondary school.

Communication with Parents

Regular communication with parents and carers is of great importance to everyone who is involved in the school. Any urgent messages and information are sent via our Parentmail App. The 'Brede Bulletin' is a regular newsletter also sent through Parentmail. It is important to read this when it is sent home. Staff are on duty on the playground at either end of the day for a brief word. They will be happy to see you after school by appointment if you have any concerns that require longer discussion. Important messages can be sent via the school office or by note if the class teacher is unavailable.

There are three formal parent consultation meetings. The second opportunity allows parents to discuss their child's progress in greater depth with their class teacher and to look at their child's work. Annual written reports are completed at the end of each academic year when a third consultation opportunity is offered to discuss reports if necessary. If you would like further information about your child's progress at any other time, teachers are available after school to discuss any concerns. Please make an appointment at the office to see the classteacher.

Parents are invited to regular open afternoons and other school events. There are opportunities for parents to join our governing body. Please contact the office.

Links with secondary schools

Brede Primary School has close links with feeder secondary schools. Smooth transition is achieved through pupil visits to the schools and by inviting Year 7 teachers to Brede. Important information is passed on.

Behaviour Policy

Our Behaviour Policy can be found on the website. The school follows a set of Golden Rules which promote good and considerate behaviour by pupils at all times. It is always preferable to praise and encourage rather than to punish. If a child's behaviour is a serious cause for concern the parent will be contacted and the school will work with them to resolve any issues as quickly as possible.

Each child receives points for good work, sustained effort or good behaviour. These build towards the class treat. Star Awards are given in assembly in recognition of achievement, effort and good behaviour. All pupils have Golden Time at the end of the week although parts of this can be withdrawn as a sanction.

Uniform

The Governing body fully endorses the wearing of school uniform across the school and we appreciate your support in ensuring that our high expectations are reflected in all areas of school life including the wearing of correct uniform. A uniform supplier has been sourced which provides quality clothing and value for money. In order to maintain our high standards of dress, we ask parents not to purchase cardigans or sweatshirts that do not carry the school logo. Please do not send your child to school in lace up shoes until they are able to tie laces independently.

Good quality second-hand items are also available from the school office.

Winter

Grey skirt/pinafore or dark grey trousers

Green polo shirt (with school logo) from school supplier

Grey logo sweatshirt or grey logo cardigan from school supplier (see below).

Grey, bottle green or black tights

Grey or black plain socks.



Black waterproof shoes (appropriate for outside playtimes)

Trainers, boots or canvas shoes are not suitable.

Summer

Green/White check dress (available from leading supermarkets)

Grey shorts

Green logo polo shirt

White or grey/black plain socks

Grey sweatshirt or cardigan (with school logo)



PE/Games

White polo shirt

Black gym shorts and Velcro plimsolls (not trainers)

Uniform Suppliers:

SuperStitch 86

Visit our showroom at;

SuperStitch 86
7 Castleham Road
St Leonards on Sea
East Sussex
TN38 9NR

Opening Hours 8.30am – 5.00pm Monday-Friday
9.00am - 12.30pm Saturday

We are closed on all Bank Holidays throughout the year

Tel: (01424) 852225

Fax: (01424) 852225

Email: sales@superstitch86.co.uk

Long hair should be tied back to reduce the risk of catching head lice. Hairbands should be plain and discreet.

Children should not wear any jewellery for health and safety reasons. One pair of small studs may be worn in the ears but should be removed or taped for PE lessons. Please supply your child with tape.

Children who wear makeup and nail varnish to school will be asked to remove it.

Please avoid lace up shoes until your child is able to tie their own laces.

We would ask that all items of clothing including footwear are named. We reserve the right to forbid items of clothing that we consider inappropriate for school.

STAFFING STRUCTURE – 2020/2021

Headteacher Mrs N Cummins
Deputy Headteacher/SENDCO Mrs S Bulgin

Classteachers

Mrs J Burrows
Mr B Harvey
Mrs S Webb
Miss M Nugent
Miss L Skidmore
Mr S O'Beirne
Mrs P Heynes

Teaching Assistants

Mrs Billenness
Mrs Herring
Mrs Davidson
Mrs Sherwood
Mrs Peters
Mrs Sharp
Mrs Powell

Office Staff

Mrs H Batten Bursar/secretary
Mrs A Schalch Secretary

Midday Supervisors

Mrs M Bull

Kitchen staff

Mrs C Robertson

Caretaker/site manager

Mr N Ledger

School Governors

The school is governed on behalf of the LEA by a board of Governors. They are appointed from the LEA, Rother District Council and representatives elected by parents and teaching staff. The governors have an extensive role to play in all aspects of school life especially in the areas of curriculum and finance. They meet and visit the school regularly to fulfil their statutory duties. Please see the website for further information.

The Chair of Governors is Mrs Anne Hanney
To contact the governing body, please email the Clerk to the Governors,
acraddock@brede.e-sussex.sch.uk

Attendance & Punctuality

In accordance with your statutory obligation, we expect to see your child at school every day unless they are too unwell to attend. Please confirm all absences with a call to the office. If your child is not present for registration and we have received no prior notification, we shall try to contact you by telephone to fulfil our safeguarding duty. The DfE, local authority and governing body expect the school to take a robust stance on attendance and punctuality. The Behaviour and Attendance Service monitors our registration data and any persistent absence or lateness will be addressed by the school. Term time holidays or days out of school will not be authorised except in very exceptional circumstances. Parents are advised that taking holidays during term time is detrimental to their child's progress and parents may be subject to a Penalty Notice and fine issued by the local authority. Persistent lateness may also be subject to penalties if intervention from the Local Authority is required.

Accident or Illness at school

Minor injuries such as cuts, bumps and bruises will be treated by trained first-aiders. Any injuries sustained that are judged to be more serious will be brought to your attention. If necessary, you will be contacted by telephone so that you can arrange for your child to see a health professional. If we cannot contact you, we shall assume responsibility and if necessary call an ambulance or take them to the Conquest Hospital. It is very important to keep us up to date with home and work contact numbers.

Medicine

If children need to take prescribed medicine during the school day, a medicine form will need to be completed at the school office. Medicine should be provided in the original dispensed packaging. Please ensure that the medicine has your child's name on it along with the dosage instructions. We are unable to administer any medicine unless it has been prescribed by a doctor and carries a pharmacy label.

Sun cream/sun hats

We encourage children to wear sun hats during the summer months and apply their own hypoallergenic sun cream brought in from home. Staff are unable to apply cream to pupils.

Headlice

All schools suffer from occasional outbreaks of head lice but prompt action by parents will quickly deal with the problem. Regular combing and examination will help to keep the problem at bay.

School Dinners

Meals are cooked on the premises by a contracted catering service. A menu is posted in the school entrance and sent home with your child. Children in Key Stage One receive a free school meal. If you are in receipt of benefits and are entitled to claim free school meals anyway, please complete the form at the school office.

Payment for meals should be made online via Parentpay. Please ask at the office for further information.

The school kitchen is operated by an external contractor and is financially independent from the school office. Parents are unable to go into arrears when booking and paying for lunches. Please ensure you keep a careful eye on your balance, as office staff are unable to chase individual parents regarding insufficient funds.