



Cedars Manor School Newsletter

Issue 5 — 9th October 2026

RECEPTION APPLICATIONS FOR SEPTEMBER 2027 — OPEN!

Key Dates

- **Applications Open:** 1 September 2026
- **Closing Date:** 15 January 2027

How to Apply

You must submit your application **online**. You can apply through:

1. London Borough of Harrow Website

- Go to the Harrow Council admissions page: [Apply for a primary school place](#)
- Create or log in to your account.
- Follow the step-by-step form to enter your child's details and school preferences.

2. eAdmissions Website

- Visit the eAdmissions portal: [eAdmissions](#)
- Register for an account (or log in if you already have one).
- Add your child's information.
- Select your preferred schools in order of preference.
- Upload any required documents.
- Submit your application and **save/print your confirmation**.



Important Notes

- You can choose **up to 6 schools** (recommended).
- Applications submitted after **15 January 2026** will be considered late and may reduce your chance of getting your preferred school.



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DATES FOR THE DIARY

- 14th Oct — YR4 TTRS Day
- 20th Oct — Flu Vaccinations
- 22nd Oct — YR5 Visit Science Museum
- 23rd Oct — Lime Class Assembly
- 23rd Oct — Last day of Half-Term
- 24th Oct to 31st Oct — Half-Term Holiday
- 4th Nov — YR2 Visit Tower of London
- 4th Nov — YR4 Watch the Lion King
- 6th Nov — YR3 Visit Headstone Manor
- 11th Nov — YR6 Maths Parent Workshop
- 12th Nov — YR4 Visit Verulamium
- 13th Nov — Hawthorn Class Assembly
- 19th Nov — YR5 Maths Parent Workshop
- 20th Nov — Beech Class Assembly
- 27th Nov — Fir Class Assembly
- 3rd Dec — YR4 Maths Parent Workshop

OVERALL ATTENDANCE – 94.45%

Week ending 09/10/2026

	Class	%	No of Pupils late	No of lates
1	Rowan	100	2	2
2	Elm	100	0	0
3	Lime	99.23	0	0
4	Spruce	98.42	2	5
5	Yew	97.62	0	0
6	Fir	97.2	1	2
7	Beech	95.24	1	1
8	Hazel	95.6	0	0
9	Sycamore	93.64	0	0
10	Hawthorn	92	1	1
11	Pine	87.69	0	0
12	Cherry	84	2	2

The whole school attendance is **94.45%** this week, which is **BELOW** the school average of **96%** and **BELOW** the National average of **95%**

It is very important that your child is in school EVERYDAY and ON TIME, so that they can make progress in their learning. Parents must have a valid reason for keeping a child at home. Children have **13 weeks** of holiday time. Family holidays should be taken during this time only.

A SURPRISE VISITOR!

We had a very unexpected visitor at Cedars Manor School on Tuesday 6 October, when an African Grey parrot flew into the school!

The children were very excited to see this beautiful bird, making it a memorable day for everyone. Thankfully, we were able to keep the parrot safe and successfully reunite it with its owner, who was extremely grateful for our help. It certainly was a school day to remember!



LOCKDOWN PRACTICE

Just as we have fire drills to practice our fire evacuation process, we are also required to hold lockdown drills too.

This week we practiced our first Lockdown drill of the school year, our pupils responded safely and sensibly. We are incredibly proud of them. We are aware that some of our children are sensitive to hearing alarms or undergoing such practices and adults are always on hand to support these pupils. The drills do not take long and it is important that we have robust procedures in place should we ever need them.

Please see the attached letter for more information about Lockdown Drills.



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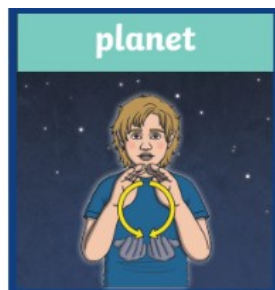
HELLO YELLOW DAY

It was wonderful to see so many children dressed in yellow to show their support for mental health and help raise awareness of the importance of looking after our mental wellbeing. Our Mental Health Ambassadors also did a fantastic job baking cakes and organising a bake sale after school. We are incredibly proud of their enthusiasm, teamwork and commitment to supporting mental health awareness within our school community.

Our school Mental Health Practitioner delivered an assembly to the whole school on Wednesday to discuss the importance of looking after your mental health and gave strategies to support this.



SIGNS OF THE WEEK

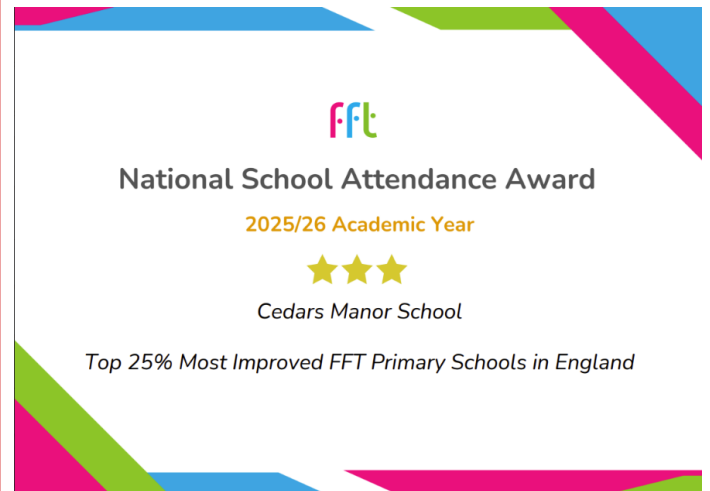


ATTENDANCE CELEBRATION

We are delighted to announce that Cedars Manor School has won an **FFT National School Attendance Award!**

We received the award in the **Most Improved** category, recognising schools whose full-year attendance improved the most between the 2024/25 and 2025/26 academic years.

This is a fantastic achievement and something our whole school community can be proud of. Improving attendance is a team effort, and we would like to thank our parents and carers for their continued support in ensuring that children attend school regularly and make the most of every learning opportunity. We are also incredibly proud of our staff and pupils for the part they have played in this achievement.



KINDNESS WEEK

This week, our children have been taking part in a range of kindness challenges to encourage them to show kindness, thoughtfulness and respect towards others. It has been wonderful to see them embracing these activities and thinking about the small things they can do every day to make a positive difference. At Cedars Manor School, we believe that even the smallest acts of kindness can have a big impact, and we are proud to see our children putting our school values into action!





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SECONDARY SCHOOL TRANSFER – SEPTEMBER 2027 ENTRY

SEPTEMBER 2015 AND 31 AUGUST 2016

You need to apply to transfer to secondary school. Please apply:

Online at www.eadmissions.org.uk

CLOSING DATE FOR APPLICATIONS IS

31 OCTOBER 2026

We strongly recommend that you submit your secondary application by **Friday 23rd October 2026**, as this is the Friday before the half term holiday

School	Open Events
Canons High School	Open Evening: Wednesday 7 October 2026 Open Mornings: Monday 12 – Wednesday 14 October 2026, 9am-10am
Harrow High School	Open Evening: Wednesday 23 September 2026, 6:30pm Open Morning Tours: By appointment. Please contact the school
Hatch End High School	Open Evening: Thursday 24 September 2026, 5:30pm-8:00pm (Headteacher's Speech at 5:30pm and 7pm) Open Mornings: Tuesday 29 September and Thursday 1 October 2026, 9:15am-10:30am Please book for both events on the Hatch End school website . 
Nower Hill High School	Open Mornings: Monday 21, Tuesday 22, Thursday 24 and Friday 25 September 2026 Information, presentations and tours for parents/carers and children to see the school in the normal working day start at 9am and finish at 11am each day. Places for any of the five Open Mornings can be booked via the link on the school website from the start of September.
Park High School	Open Evening: Thursday 17 September 2026, 6pm-8pm (last admission 7:30pm) Open Mornings: Tuesday 22, Wednesday 23 and Thursday 24 September, and Wednesday 30 September and Wednesday 7 October 2026 (Please book via the link on the school website from the start of September.)
Pinner High School	Open Evening: Thursday 1 October 2026, 5:30pm and 7pm – Head's talk and school tour for parents/carers and children. No booking required. Open Morning: Monday 5 October 2026, 9am-10:15am and 11am-12:15pm. School tour only for parents/carers and children to see the school during the normal working day. Booking required.
Rooks Heath School	Open Evening: Wednesday 9 September 2026, 5pm-7:30pm Open Mornings: Available on request between 9:10am-10:30am
Salvatorian College	Open Evening: Tuesday 29 September 2026, 5:30pm-7:30pm Open Mornings: Commencing from Thursday 1 October 2026 (9am-10am, by appointment)

OPEN DAYS

To help you make an informed decision, we've included a list of all upcoming **secondary school open days** for you to visit. These open days are a great opportunity to:

- Tour the school grounds and facilities
- Meet teachers and staff
- Ask questions about curriculum, support, and extracurricular activities

Please take the time to visit the schools you're considering — this will help you choose the best fit for your child.



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LEARNING AT CEDARS MANOR SCHOOL

Nursery

We have been learning: about the story of 'Owl babies' and different feelings we may have. We have also been exploring a story of a friendly alien visiting earth and what they might do when they are here.

You can help at home by: talk about different places that the children may visit and why they go there and what they get.

Reception

We have been learning: about the planet Uranus and it is cold and blue. We practiced our repeated patterns using two colours. We continued to practise our scissor cutting skills.

You can help at home by: letting your child practise their cutting and holding their scissors correctly.

Year 1

We have been learning: about capital letters and full stops

You can help at home by: encouraging your child to write simple sentences, reminding them to use a capital letter at the beginning of each sentence and a full stop at the end.

Year 2

We have been learning: about taking a trip to Mars as part of Space Week. We have also been practising using the greater than ($>$), less than ($<$), and equal to ($=$) signs.

You can help at home by: practising these signs with your child. Try comparing different numbers and asking your child to choose the correct sign.

Year 3

We have been learning: what foods give us the nutrition we need to live and grow

You can help at home by: discussing why some foods are healthier and more nutritious than others

Year 4

We have been learning:

You can help at home by: practicing rounding numbers to the nearest 10, 100 and 1,000 using everyday examples, such as prices, distances or scores. Ask your child to explain how they know which number to round to.

Year 5

We have been learning: about kindness and the importance of looking after our mental health and the mental health of others.

You can help at home by: discussing what makes your children feel happy or sad and by sharing ways to manage difficult emotions and overcome emotional challenges

Year 6

We have been learning: about common factors and common multiples.

You can help at home by: learning all of the times tables. Practice finding factors and multiples of numbers and identifying common factors and multiples. Look for patterns.

Thank you for supporting your child's learning at home. Your involvement helps to reinforce what they've been doing in school and makes a big difference in their progress!

What Parents & Educators Need to Know about DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 3 to 5 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

WHAT ARE THE RISKS?

SLEEP DISRUPTION

Excessive screen time, especially before bed, can interfere with melatonin production and delay sleep onset. Children may struggle to concentrate or regulate emotions due to poor sleep hygiene linked to late-night device use.

ONLINE PEER PRESSURE

Social media platforms expose children to unrealistic standards and peer validation loops. Likes, comments, and follower counts can influence self-worth and lead to anxiety or risky behaviour to gain approval.

CYBERBULLYING EXPOSURE

Children may encounter bullying through messaging apps, games, or social media. This can be persistent and anonymous, making it harder to detect. Victims often feel isolated and reluctant to report incidents.

REDUCED PHYSICAL ACTIVITY

Time spent on screens often replaces outdoor play and physical activity. This sedentary lifestyle can contribute to obesity, poor posture, and reduced cardiovascular health.

EMOTIONAL DYSREGULATION

Fast-paced digital content can overstimulate young brains. Children may become irritable, impatient, or struggle with boredom and emotional control when not engaged with screens.

PRIVACY AND SAFETY RISKS

Children may unknowingly share personal information or interact with strangers online. Without guidance, they may not understand the long-term consequences of digital footprints or unsafe online behaviour.

Advice for Parents & Educators

SET CLEAR BOUNDARIES

Establish screen-time limits and device-free zones, e.g. classrooms and dinner tables. Use parental controls and co-create a digital use agreement with children to encourage accountability. Trying a visual schedule or timer app can help children understand and stick to limits.

MODEL HEALTHY HABITS

Children mirror adult behaviour. Demonstrate balanced device use, take regular screen breaks, and prioritise face-to-face interactions to reinforce positive behaviours. Making a habit of putting your phone away during meals and conversations can show that real-life interactions come first.

ENCOURAGE OPEN DIALOGUE

Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What did you enjoy online today?" to build trust and awareness. Try setting aside 10 minutes each day for a digital check-in where children can share what they've seen or done online.

PROMOTE DIGITAL LITERACY

Teach children how to evaluate online content, recognise misinformation, and understand privacy settings. Empower them to think critically and act responsibly in digital spaces. You could use real-life examples from the news or social media to help children practise spotting fake information.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provision.



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Top Tips for Educators

PUPIL WELLBEING CONVERSATIONS

It can feel difficult to know how to start a conversation with a pupil about their wellbeing, either because you do not feel equipped with the information you think you need, or because you do not feel confident opening it up. You do not need to be a specialist. This guide covers how to start, what to say about confidentiality, and what to do with what you hear.

1 NURTURE WARM, TRUSTING, & KIND RELATIONSHIPS

When pupils have a consistent, emotionally available adult who shows they care and who holds them in mind, they thrive. They are also far more willing to open up and seek support. Positive, trusting relationships are an important part of supporting pupil wellbeing and complement more formal wellbeing programmes or sessions.

2 KEEP CALM, EVEN IF YOU'RE WORRIED

When a pupil discloses, stay calm while showing that you take it seriously. Panic can raise their anxiety and teach them that telling an adult makes things worse. Your steadiness can help them to keep calm and give them enough space to say the rest. Calm does not mean unmoved, and it is fine to tell them that what they have said is important and will be heard.

3 HAVE SIDE-BY-SIDE CONVERSATIONS

Many pupils find it easier to talk when a conversation does not require them to sit face to face with an adult. For example, conversations might take place while walking, tidying the classroom, or taking part in a lunchtime club. Sitting alongside someone removes the demand of eye contact, allows longer thinking time and lowers the intensity of the exchange. This can be particularly true for neurodivergent pupils, and for anyone who needs a moment before answering.

4 THINK ABOUT WHERE YOU ARE

Consider whether the pupil can speak without being overheard or interrupted. If a pupil has already started talking, avoid unnecessarily disrupting the conversation by moving elsewhere. Where a more appropriate location is needed, explain why you need to move and give the pupil the opportunity to continue what they were saying.

5 BE HONEST ABOUT CONFIDENTIALITY

Never promise to keep information to yourself. Schools have a legal duty to share information relevant to a pupil's safety or welfare. Tell them at the start that you may need to pass something on, and who to. Then involve them in what happens next, as far as their age and understanding allow. Ask what they want to happen, what they want to say, and who they want to be told. Be honest that some things will need to happen whether they agree or not. A pupil who helped shape next steps is far more likely to tell someone again.

6 CREATE A SAFE ENVIRONMENT

Provide a classroom free from belittling and shame-based behaviour management. Pupils who expect to be humiliated will not disclose. Where they feel listened to and see that difficulties are acted upon, they share worries earlier and whilst those worries are still small. If pupils hear adults belittling or talking about other pupils openly, it damages trust and they are likely to assume their worries will also be handled this way.

7 DO NOT CARRY IT ON YOUR OWN

Hearing something difficult can stay with you. When informing your designated safeguarding lead, share with them how it left you feeling and whether you feel you need further support. Your role as a trusted adult is what makes all of the above possible, and just as you have a responsibility to protect pupils' welfare, your school has a responsibility to protect yours.

HELPFUL OPENERS

- I've noticed you've been quieter. How's your week been?
- You don't seem your usual self, when might be a good time to catch up today?
- Sometimes it's hard to know what to say, but I'd like to understand?
- You don't have to talk now. I'll check in with you later?

Meet Our Expert

Anna Bateman is a mental health and wellbeing specialist with nearly thirty years in education. She is a multi-academy trust director, special adviser, and a former adviser to the Department for Education on its mental health green paper.



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See full reference list on our website



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MOTION4KIDS SPORTS DEVELOPMENT CENTRE



CEDARS MANOR SCHOOL

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