

## Introduction

A school has occupied the site, adjacent to St George's Church, since 1872.

Sadly the old school building was destroyed by fire on 28<sup>th</sup> July 1983, only to be replaced two years later with the new building on the same site.



The school building comprises of an administration block, hall, kitchen, a library and three classrooms. We also have a lovely block for the oldest children, with a classroom, intervention room, cloakroom and toilets. Within the grounds, the school also has a learner swimming pool, playground equipment, an outdoor classroom, a playing field and a garden with a greenhouse where we grow vegetables and have our conservation area. The Bourton and Zeals Preschool is also located on our school site.

## Mission Statement

To create a stimulating learning environment underpinned by the Christian Ethos, valuing every child as an individual; enabling them to fulfil their potential emotionally, socially, physically and academically, giving them confidence and enthusiasm for their future.

## Values of our School

### **Learning**

To provide a challenging and inspiring learning environment for every child, which places an emphasis on joy, creativity and health.

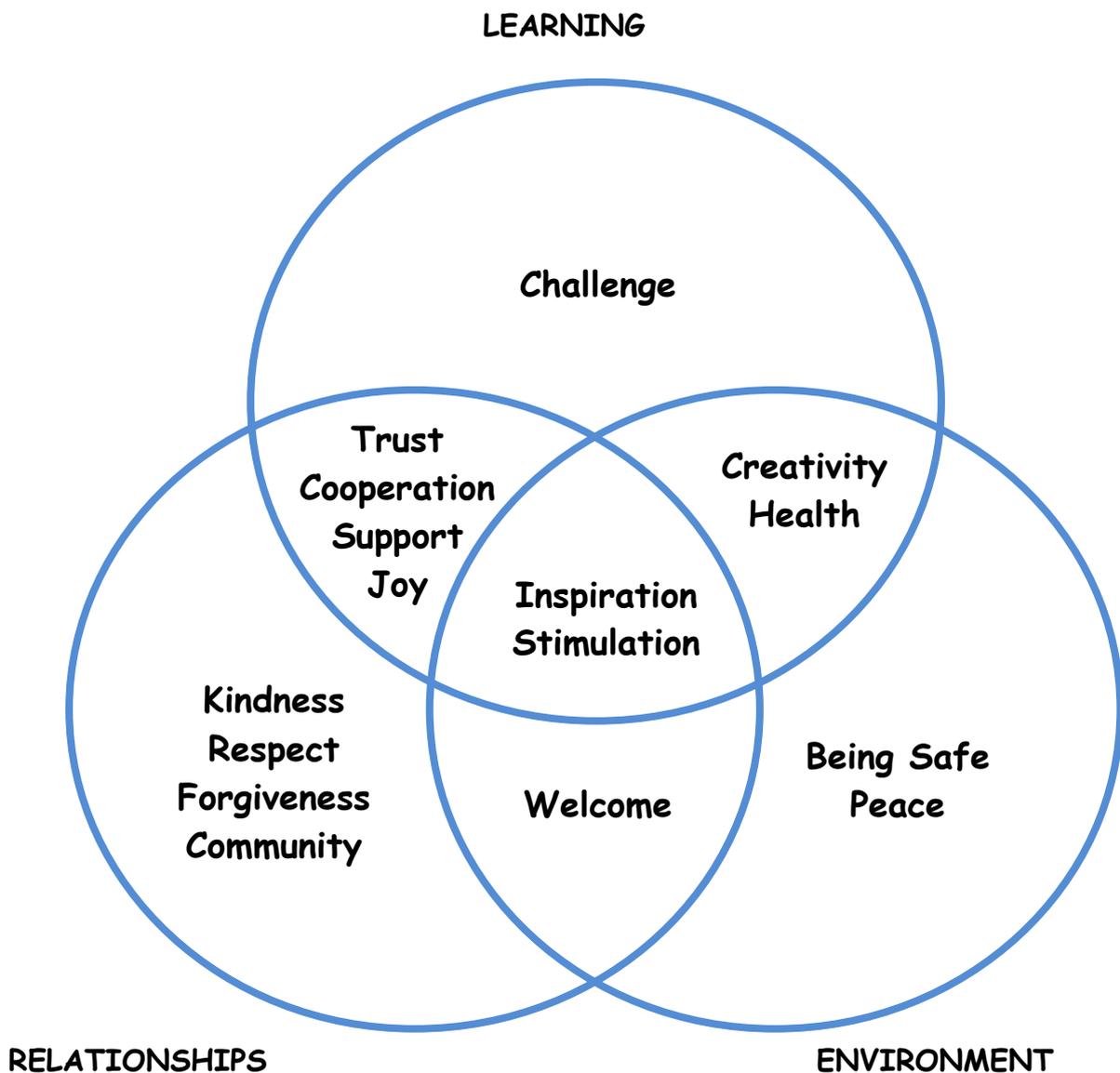
### **Relationships**

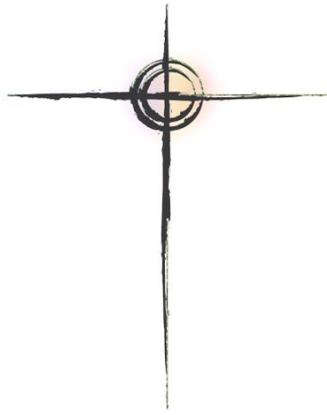
To foster relationships between children, staff, parents and Governors that are supportive, respectful, trusting, forgiving and kind, that engage our sense of community and co-operation.

### **Environment**

To provide an environment that is welcoming, peaceful and safe, which creates stimulating areas both outside and inside.

How our values interrelate





## Collective Worship

Worship plays an important role in our school. We use this time to meet together as a community, to reflect in quiet and stillness and to share ideas and thoughts about ourselves and others.

As a Church School, we have close ties with the local parish churches of Bourton and Buckhorn Weston. The Church community regularly lead assemblies and church services.

Our community is always welcome to share our worship which begins daily at 11.15am and lasts for about 15 minutes, except for Achievement Assembly on Friday from 2.40pm.

We respect the parental right to withdraw their children from collective worship, but would ask that parents contact the Head teacher if they are considering this.

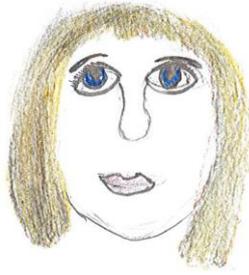


## The School Council

Each year, two children, (usually one boy and one girl) are elected by the children to represent their year group for the year. Councillors are expected to represent the school at various school and local functions. They play an important role at St George's so are expected to model high standards of behaviour, presentation, and attitudes for the rest of the school.

The council meets fortnightly. At St George's, the council is consulted on a wide range of school policies and developments. Recently, our council have been involved in contributing to the school Teaching and Learning Policy, helping with focussed campaigns on aspects of behaviour around school, updating our Anti-Bullying Policy and contributing to new School Development priorities. They recently organised an Arts and Crafts Day for the whole school. They have also raised funds for playground equipment and playground games, through the organisation of non-uniform days, discos, car-wash cafés, school Talent shows and other events. The school council makes a financial commitment to our link school in Africa each year and are the official kit sponsors for our school football teams!

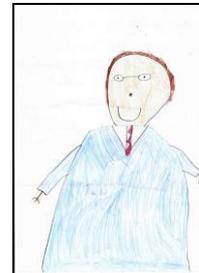
Staff



Mrs J. Farndale  
Headteacher



Ms A. Maskell/Mrs R. Cuff  
(Rainbow Base)



Mr T. Abbott  
(Blue Base)



Ms J. Rankin/Mrs S. Toy  
(Silver Base)



Mrs H. Shears/Mrs C. Westerman-Loe  
(Gold Base)



Mrs K. Hudson  
Admin Officer

## Teaching Assistants



Mrs H. Hibberd



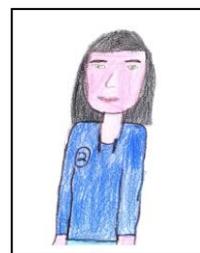
Mrs M. Martin



Mrs R. Dickinson



Ms D. Karczmarczyk



Mrs W. Moores



Mrs L. Nicholls



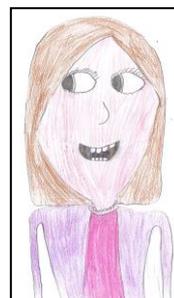
Mrs J. MacConnell



Mrs C. Edwards  
Kitchen Assistant



Mrs A. Rose/Mrs M. Waters  
Lunchtime Supervisors



Mrs E. Travers  
Janitorial Assistant/Cleaner



## Board of Governors

The governors meet on several occasions each term. There are two main meetings each term and several sub-committee meetings. A copy of the minutes is always available for you to read at the office.

The governors take an active interest in all aspects of school life and provide the support the school needs to give the best education possible for your child.

For the Year 2018/19 governors are as follows:-



Foundation Governor & Chairman.....	Mr C. Duffield
Foundation Governor [vice-chair].....	Mrs J. Frederick
Foundation Governor [ex-officio].....	Revd G. Perryman
Head teacher Governor [ex-officio].....	Mrs J. Farndale
Foundation Governor.....	Mrs H. Bedford
Foundation Governor.....	Mrs G. Allen
Foundation Governor.....	Mrs C. Moorby
Foundation Governor.....	Mrs L. Bailward
Local Education Authority Governor.....	Mrs H. Rogerson
Parent Governor.....	Mr D. Wynn
Parent Governor.....	Mr W. LaTrobe-Bateman
Teacher Governor.....	Mr T. Abbott
Clerk to the Governors .....	Mrs K. Hudson

Golden  
Rules

Work  
hard

Listen to  
others

Be  
honest

Be kind  
and  
helpful

Look  
after  
property

Be  
gentle

## School Hours

 School Day	Morning	Afternoon
	8.50am - 12.30pm	1.15pm - 3.15pm KS1 break 2.10pm - 2.20pm

We ask children to arrive at school no earlier than 8.40am. From this time, they can wait in the playground with the member of staff until the bell rings at 8.50am. When the weather is wet children wait in the hall, entering through the rear doors.

## School Office Hours

Mrs Hudson, the admin officer, is available in the office from:

8.30am - 4.00pm

Monday, Tuesday, Wednesday, Thursday, Friday

Please telephone if you have an urgent message or wish to make an appointment to see a teacher. We will always reply, but it may not be until after school. There is a telephone answering machine which is regularly checked if we are unable to answer your call immediately.



## Early Birds

We currently offer a breakfast club called Early Birds. This is available from 8am daily, broken down into 15 minute sessions for charges. Breakfast can also be provided during the session. Regular bookings should be made for each half term in advance, occasional bookings can also be made with 48 hours notice. Booking forms and further details are available from the school office.

## School Dates 2018 - 2019

There will be a staff training day on Monday 3<sup>rd</sup> September 2018 so the Autumn Term for the children will begin on Tuesday 4<sup>th</sup> September 2018.

<b><i>Autumn Term 2018</i></b>	
School commences	Tuesday 4 <sup>th</sup> September
Half term holiday	Monday 22 <sup>nd</sup> to Friday 26 <sup>th</sup> October
Term finishes	Friday 21 <sup>st</sup> December
<b><i>Spring Term 2019</i></b>	
School commences	Tuesday 8 <sup>th</sup> January
Half term holiday	Monday 18 <sup>th</sup> to Friday 22 <sup>nd</sup> February
Term finishes	Friday 5 <sup>th</sup> April
<b><i>Summer Term 2019</i></b>	
School commences	Wednesday 24 <sup>th</sup> April
Half term holiday	Monday 27 <sup>th</sup> to Friday 31 <sup>st</sup> May
Term finishes	Friday 19 <sup>th</sup> July

Staff training days have also been arranged for Monday 7<sup>th</sup> January, Tuesday 23<sup>rd</sup> April, Monday 22<sup>nd</sup> July and Tuesday 23<sup>rd</sup> July 2019.

# STARTING SCHOOL

## Admission to the School

Although our catchment area consists of Bourton, Buckhorn Weston and Silton, we are able to take children from outside this area. We are always happy to show parents around our school, so please contact the school office to make an appointment.

Our Admission Policy is set out in full on the Dorset For You website and on our website. Copies may also be obtained from the school office.

## Class Organisation

Rainbow Base .....	Years R and 1	Ms Maskell and Mrs Cuff
Blue Base .....	Years 1 and 2	Mr Abbott
Silver Base .....	Years 3 and 4	Ms Rankin and Mrs Toy
Gold Base.....	Years 5 and 6	Mrs Shears and Mrs Westerman-Loe

## Starting at St George's

We believe that your child's transition into primary school should be a really positive experience. As soon as we know who is going to be joining us in September we arrange to visit our local feeder pre-schools where we have the opportunity to meet the children in an environment they are very familiar with. We hold our first parent information meeting in the Summer term to explain the transition process and share information about starting school. Transition visits are explained at this meeting and we actively encourage you to bring your child to our New Starter sessions in the summer term before they start school. You are very welcome to stay with your child for these sessions or until you feel they are happy to stay independently. A second parents evening is held at the beginning of the Autumn term, then the first Parent consultation meeting is just after half-term.

During the first two weeks of term in September we recommend that Reception children attend for morning sessions from 8.50am - 12.30pm in the first week and 8.50am - 1.20pm in the second week. During weeks three and four, the children can continue to be collected at 1.20pm, or you can decide to have them in for the full day. This gradual start provides the children with the opportunity to get to know their new school environment and to establish secure relationships with others in their peer group and the adults working with them. In our experience, the children get very tired during this first month, even if they have been used to full-time Pre-School. Please talk to us if you would like to make particular arrangements for your child during this time.

Where an offer of a place is made to a child below compulsory school age (the term after the child's fifth birthday), parents have the right to defer their child's entry to school until later in the school year. The place is held for that child and is not available to be offered to another child. Entry may not be deferred beyond the beginning of the term after the child's fifth birthday, or beyond the academic year for which admission is sought.

## Preparing Your Child for School

We believe that the process of educating children is a caring and sharing one, which starts in the home. Here are a few helpful points for preparing for school life:

- \*Share books together about going to school
- \*Talk with him/her as often as possible
- \*Listen with interest when he/she has something to tell you
- \*Play with him/her and allow him/her to play with friends

Help him/her to learn to:

- \*dress and undress including putting on/taking off their coat and shoes
- \*use the toilet independently
- \*wash and dry hands
- \*tidy up after using toys, apparatus and books
- \*eat independently

## Uniform

We are very proud of our school and wear our uniform with pride.

School sweatshirts, polo shirts and sports shirts may be obtained from 'Schoolwear and more' in Yeovil. You can visit to be fitted and buy or they will post items ordered via their website [www.schoolwearandmore.co.uk](http://www.schoolwearandmore.co.uk) or by telephone, contact them on (01935) 478178. Sun hats, book bags and P.E. bags are also available.

**Please label all clothes and belongings clearly.**



## School uniform

Blue school polo shirt

Navy blue V-necked jumper or school sweatshirt

Navy blue or Grey trousers or shorts

Blue or Black socks

Sensible black shoes should be worn at all times

Blue check dress [Summer]

Navy blue V-necked jumper, school sweatshirt or cardigan

Blue blouse or polo shirt

Navy blue or Grey skirt or pinafore

Navy or black trousers

Blue or White socks

Sensible black shoes, plain sandals in the Summer

### PE kit

This is best kept in a kit bag

- slip on plimsolls
- navy blue shorts
- pale blue school t-shirt
- navy jogging bottoms

### Games kit (Key Stage 2 children)

- football boots or strong trainers
- shirt
- shorts
- socks
- tracksuit

In the summer term, children will need a swimsuit, towel, flip flops and bathing cap. Children in Key Stage One may need armbands.

### Jewellery

Jewellery should not be worn for P.E. At other times, no jewellery should be worn other than wrist watches and stud earrings.

### Clothing Grant

Grants for school uniform are administered by the school. The School governors will consider claims from parents of children who are joining the reception class and from any other children who have been in receipt of free school meals for at least one term. Enquiries should be made to the office in the first instance.

# CURRICULUM

St George's School provides a broad and balanced curriculum in line with the National Curriculum, which involves a range of activities organised to allow for personal and academic growth and development. We aim to include a range of activities off site, in order to enrich the learning experience of the children. Developing individuals as learners for life and responsible citizens is at the centre of our curriculum.

We aim for high standards of teaching and learning, which we continually seek to improve. We aim to set achievable, challenging targets for individual children and to help every child to progress on their learning journey, fulfilling their potential.

An outline of the curriculum to be covered by each child is shared with children and parents at the beginning of each term.

We believe children learn best through:

- Active child initiated learning which allows pupils to be independent and to explore
- An integrated whole curriculum style which allows for extended periods of time for children to become absorbed in activities
- Planned and free access to activities both inside and outside
- Flexibility to accommodate individual needs and interests, recognising that boys and girls learn differently
- A good balance of individual, small group and whole class activities.
- Adult intervention and assessment based on close observation of children's learning.

**THE NATIONAL CURRICULUM** consists of a number of subjects which primary children must study:

English   Mathematics   Science   Computing

Design and Technology   Music   Art   R.E.

Physical Education   P.S.H.E.   Geography   History

The whole curriculum of our school encompasses environmental studies, health education, citizenship and personal and social education.

The work for each child is carefully planned to ensure continuity and progression. Whole class teaching, group work and individual tuition and investigation are all used as methods of learning within our school.

## Learning at Foundation Stage and Key Stage One

Rainbow Base is set up for child initiated learning and focused teacher input. We aim to develop the children's skills, encouraging them to become independent thinkers and learners.

The Foundation Stage curriculum is planned through seven areas of learning:

Prime Areas:-

- communication & language
- physical development
- personal, social and emotional development

Specific Areas:-

- literacy
- mathematics
- problem solving, reasoning and numeracy
- understanding the world
- expressive Art & Design



At Key Stage One, through topic themes promoting cross curricular links, all children cover the objectives of the foundation subjects of the National Curriculum and the four guiding principles that shape practice within our Early Years setting:

- every child is unique
- children learn through positive relationships
- children learn & develop in enabling environment
- children develop & learn in different ways & different rates

## Learning at Key Stage Two

At Key Stage Two, Literacy and Numeracy is taught daily. Subjects such as Music, Computing, PE, PHSE, Languages, Science and PE are taught weekly. Other subjects are taught within topics over a half term or term. As a result, coherent links can be made in learning, broadening the pupil's understanding. This in turn leads to better investigative skills, better quality of work and higher standards.

## English

We aim to teach our children to use language as effectively as they can in a wide variety of situations. They will be introduced to many types of literature and will be encouraged to read widely.

Our overall aims for all pupils are to be able to:

- Read and write with confidence, fluency and understanding, using their reading skills to monitor their reading and correct their own mistakes
- Understand and use their knowledge of phonics and spelling to read and spell accurately and have an interest in words and their meanings and develop a growing vocabulary;
- Know, understand and be able to write in a range of genres in fiction, poetry and understand and be familiar with some of the ways in which narratives are structured through ideas such as setting, character and plot;
- Have fluent and legible handwriting and plan, draft and revise their own writing;
- Understand, use and write a range of non fiction texts and be interested in books, read with enjoyment and evaluate and justify their preferences;

- Have access to suitable technical vocabulary through which to understand and discuss their reading and writing;
- Through reading and writing, develop their powers of inventiveness and critical awareness

## Mathematics



We aim to help children develop their knowledge and understanding of Maths in an enjoyable way which will fit them for adult life. Our children are given the opportunity to work both in groups and individually, using a variety of resources.

In the daily Maths lesson, children are encouraged to cooperate within a group and to discuss the task in hand by thinking and planning, trying, observing and checking.

We aim for all our pupils to be able to:

- Have a sense of the size of a number and where it fits into the number system;
- Know by heart number facts such as number bonds, multiplication tables, doubles and halves;
- Use what they know by heart to figure out answers mentally
- Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies and recognise and use a calculator effectively
- Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them;
- Explain their methods and reasoning using correct mathematical terms;
- Judge whether their answers are reasonable and have strategies for checking them where necessary;
- Suggest suitable units for measuring, and make sensible estimates of measurement;
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables.

We encourage positive attitudes towards mathematics by developing pupils confidence, independence, persistence and co-operation skills in both mental mathematics and written calculations.

When appropriate, opportunities are used to make links in other subjects to show how using and applying mathematics is relevant to real life.

## Science

In Science children have the chance to experience of a wide range of practical work, as well as to develop scientific skills and attitudes. Science helps children to understand more about the world around them and encourages them to question aspects that they don't understand. Children are given an awareness of the role and importance of science in everyday life together with a consideration of the part that science has played in the development of everyday items. Our children are also given the opportunity to consider ways in which living things and the environment need protection.

They are encouraged to observe, to collect and record information and to interpret that information linked to these two main areas.

1. Scientific knowledge and conceptual understanding.
2. The nature, processes and methods of science



## Computing

The school is committed to offering the pupils the widest possible access to Computing and so, over the course of their time at the school, they will be given the opportunity to use a range of equipment including laptops, ipads, netbooks, pc's, floor turtles, audio recording equipment, scanners, digital cameras, digital video cameras, digital microscopes, data handlers and control technology.



Each class has timetabled slots for use of the Library to learn specific skills and to learn about the use of Computers as a tool. The children are also able to use laptops, netbooks and ipads anywhere in the school during other lessons.

The school has filtered Broadband Internet connection and e-mail service. This allows the pupils to have access to a vast range of resources which are available on the Internet, subject to parents signing an acceptable use policy allowing their child access.

Within each classroom there is an interactive whiteboard and a networked computer to bring the wider world into the classroom and add to the stimulating environment.

## Design and Technology

Design and Technology draws from and contributes to all the other areas of the curriculum and involves the children in planning, making and evaluating. We encourage children to:

- ✓ Develop their designing and making skills and nurture creativity and innovation through designing and making
- ✓ Develop knowledge and understanding, exercising their initiative, proposing, planning and developing ideas;
- ✓ Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
- ✓ Explore values about/attitudes to the made world and how we live and work within it;
- ✓ Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- ✓ Enjoy exercising and developing the manipulative skills that realising ideas entails
- ✓ To develop a critical awareness of both their own and others' responses to designs

## Religious Education

Religious Education at St George's School provides opportunities for pupils to think about their own beliefs and values in the light of the beliefs of others, both religious and non religious, and the values of the school community. We develop understanding of Christianity as a world faith and make comparisons with other faiths whilst aiming to encourage a sense of respect for religious traditions, beliefs and practice. It is important to us to support children as they develop skills and attitudes which will support their personal, moral, social and cultural development.

### The right of Withdrawal from RE

We aim to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from Religious Education. We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at St George's School.



## History

Through History our pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, and cultural perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. Good use is made of the local environment, which is rich in resources.

## Geography

Pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, including the local area, then find out about different environments and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. Children are encouraged to ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and Computers.



## Art



Through Art, our children are encouraged to develop their creativity and imagination. Children are encouraged to build on skills to develop their control of materials, tools and techniques. We develop our children's critical awareness of the roles and purposes of Art, craft and design in different times and cultures. Our aim is for children to become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

## Music

Children participate in a range of musical activities, which include singing, composing and performing using tuned and percussion instruments. They listen to and discuss a variety of styles of music. Children have the opportunity to learn guitar, brass, string or woodwind instrument through Peripatetic teachers. There are opportunities for children play in concerts and musical groups, and join the choir run by our music teacher throughout the year. Piano lessons are also offered to individual children.



## PSHE and Citizenship

In order to allow individuals, friendship groups, and classes to react to, and cope with, the pressures of the world around them, we allow time for talk, discussion and reflection so that everyone knows that they are important and that their opinions are valued. 'Circle Time' is a method of sharing which allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. It aims to encourage the development of self-esteem, interpersonal skills and strengthen relationships, whilst at the same time allows all involved to have fun together.

Sex Education is also part of the Personal, Social and Health Education programme. Care of oneself and consideration for others are central themes that lead naturally to later work on the physical and emotional changes that take place during puberty. Sex Education is taught in the context of marriage, family life and the responsibilities of parenthood. Copies of the full Sex Education Policy are available upon request at the school office.

## Physical Education

In this subject, we aim to provide children of all abilities with a varied and well balanced Curriculum which is progressive, stimulating and challenging. We aim to encourage, improve and promote not only physical development but also social, moral and aesthetic qualities. Physical Education enables children to enjoy, pursue and maintain a lasting interest in an active and healthy lifestyle.

Dance and gymnastic activities take place in the school Hall, Games are played all year with all children taking part in rugby, football, netball and hockey in the winter months and rounders, tennis and cricket in the summer.

The other summer activities are athletics and swimming. The school has its own learner pool, which is used by all pupils in the second half of the Summer term.

There are various lunchtime and after school clubs and children take part in football, rugby, hockey and netball matches with other schools and various local sporting events.

The school currently holds the prestigious 'Activemark' award for its commitment to sport.



## Extra Curricular Activities

The school provides a wide range of activities thanks to the dedication and generosity of parents and staff.

Our current clubs include football, netball, tag rugby, rounders, gardening, board games, reading, 'Mathletics', choir, athletics and cricket. The school also offers weekly music tuition on strings, guitar, woodwind, piano and brass for which a charge is made (for strings, guitar, brass and woodwind, children also need their own instruments).

## Homework

All the children will have some homework each week. This will range from simple alphabet and number recognition in Reception to spellings, multiplication tables and written English, Mathematics and Science in the Key Stage 2 classes. All children are encouraged to read daily at home. In addition to reading, children will also be set other work. Please support your child by ensuring they have somewhere free of distraction in which to complete homework. If you have any questions about a piece of homework, please do contact the class teacher.

There is a progression in the type and quantity of homework given as children move through the school. The schools' agreed homework policy gives these as recommended home learning times:

Years 1 & 2: 1  $\frac{1}{2}$  hours per week,

Years 3 & 4: 1  $\frac{1}{2}$  hours per week,

Years 5 & 6: 2  $\frac{1}{2}$  hours per week,

All these times include reading time.



## Bullying

We are a 'telling' school. We believe it is unacceptable for children to be hurt emotionally or physically. If it happens, children are told to tell their teacher, the head teacher, or their parents who will phone the school.

It is important that children feel safe at school, so we promote the Golden Rules fairly and consistently. We have an agreed understanding of bullying and when children report issues to staff, we take concerns seriously and act promptly. Through Circle Time, we focus on bullying to make children more aware of others' needs and feelings.

## Special Educational Needs

Many children from time to time have special needs: educational, social, emotional or physical and some will only need short term support. Concerns are discussed between staff, the parents and where appropriate, the child.

The school follows the Government's *Code of Practice on the Identification and Assessment of Special Educational Needs* which requires a staged approach to the identification and assessment of needs and our subsequent provision. This starts as school based and progresses, if necessary, to the involvement of outside agencies. Parents are always consulted at the first stage and involved in all subsequent decisions, along with the children. One of our priorities is early intervention & identification thus ensuring all who are supported to achieve their potential in learning.

Copies of the school's full policy for dealing with Special Educational Needs may be obtained from the school office.

## Accessibility

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

The school has an accessibility strategy and action plan. A copy is available at the school office. Information can be obtained in enlarged A3 size on request.

## Equal Opportunities

We wish to promote positive attitudes in children, staff, governors and parents so that the children can fulfil their potential and make choices, unhampered by expectations based on gender or role stereotyping. We seek to fulfil the aims of the school regardless of age, gender, ability (both academic and physical) ethnic origin or background of the child. The school follows the Diocesan and L.A. Admissions Policy, which does not permit sex, race, sexuality, colour or disability to be used as criteria for admission. The school will liaise with the L.A. when assessing the needs and providing for children admitted to the school with particular physical disabilities.

## Race Equality

In our school community, each person is valued and respected in the belief that all people are created and loved by God. We aim to ensure that we work effectively in partnership with all parents, celebrating and valuing diversity.

We challenge discrimination and racism in all forms and aim to provide equality of opportunity for all pupils to achieve according to their full capabilities, regardless of their ethnic background

Copies of the school's full policy for Race Equality may be obtained from the school office.

## Arrangements for Making Complaints about the Curriculum

The head teacher and staff are always willing to discuss problems. Please contact the school office initially, to make an appointment. A complaint form and procedures are available from the school office.

## Gillingham Area Schools Partnership

The school is part of a thriving group which consists of these primary schools:

St George's Bourton, Milton-on-Stour (Gillingham), St Mary the Virgin (Gillingham), Gillingham Primary, Wyke, St Gregory's (Marnhull), St Mary's (Marnhull) and Stower Provost, along with our secondary school, Gillingham School and some Wiltshire feeder schools.

The group works together to provide many opportunities for the children and staff in these schools.

## Parent - Liaison

We firmly believe that good contacts between parents and teachers allow for the exchange of ideas, the passing on of relevant information and the building of a partnership to help your child gain the maximum benefit from school life.

If you are concerned about any aspect of your child's education, please contact us as soon as possible. It does help and is very important.

We are willing to see parents on most afternoons after school. If you wish to make an appointment, please write a note or phone the office. Several open evenings are held during the year to give you the opportunity to view your child's work and to discuss your child's progress with the teacher.

The Parents, Teachers and Friends Association; every parent automatically becomes a member of the Association and you are warmly invited to join us on all occasions. The Association organises a programme of educational events, social occasions and fund-raising events, details of which are circulated each term.

There are many areas of school life which would be almost impossible without your help. These include labelling books, transporting children, working in classrooms, supporting school swimming and supervision of summer holiday use of our swimming pool.



## Home School Agreement

The school has a home school agreement which we ask all families to discuss and sign with their children. This sets out the expectations of the three main contributors to your child's education; your child, you and the school.

## Transfer to Secondary School

At the end of Year 6, most children transfer to Gillingham School. Parents of Year 6 children will receive information from the County Education Office and Gillingham School which outlines the provision for secondary education.



Both schools take the greatest care in preparing your child to transfer *confidently*. This is carried out by providing meetings, and visits at both schools before transfer which we believe will give the opportunity to look forward to a new stage in their education.

## Absences

We wish to work in partnership with you in encouraging good attendance at school. The following information outlines the legal framework within which the school has to work.

When a child is absent from school due to ill health, please telephone the school on the morning of the first day. If the absence is for longer than one day, please send a written note on the child's return to school. This absence will automatically be treated as authorised.

We would ask you please to make a careful judgement as to whether or not your child is fit enough to be in school.

Leave for medical or dental appointments may be given and therefore the school will authorise these absences. Where a pupil is present for registration and subsequently leaves to attend an appointment, the registration will remain as an attendance although the fact will be recorded for purposes of emergency evacuation. Parents are requested to collect children from school for medical or dental appointments, as we do not like children to leave school during the day unaccompanied.

There is no automatic entitlement for pupils to be granted leave of absence for holidays during term time. Permission is at the discretion of the school and is not granted lightly. Cost alone is not considered sufficient reason. Applications must be in advance by letter giving as much information as possible.

Other events which at the school's discretion can be treated as authorised absence are:

Educational activities, interviews, examinations.

Days of religious observance.

Public performance [to participate in].

Family bereavements.

Truly exceptional special occasions.

All other absences have to be registered as unauthorised. Both authorised and unauthorised absences are required by law to be recorded on your child's report.

## Rates of Attendance (Authorised and Unauthorised Absence [2016-2017])

Total number of registered pupils on roll:	123
The percentage of half-days missed through authorised absence:	2.6%
The percentage of half-days missed through unauthorised absence:	0.5%

## Emergency School Closure

School closures will be announced on the school website and county website, the children will only be sent home if contact has been made with a designated adult.

The school will remain open whenever possible, provided that the staff and children are not exposed to unacceptable conditions at school or on their way to or from school.



## School Meals



We offer hot lunches in our School Hall or parents have the option to provide their own packed lunch in a non-breakable container. Children in Years R, 1 and 2 are entitled to Universal Infant Free School Meals (UIFSM). Menus are published half termly on [www.parentpay.com](http://www.parentpay.com), all orders need to be placed at least one week in advance (a username and password will be issued to parents). Parents whose children are entitled to benefit related free school meals can get further information

from Dorset Direct who can be contacted on 01305 221000. Families entitled to UIFSM should still apply for benefit related free school meals if they think they may be entitled.

## Medicines



Parents are required to sign a consent form before any medicines can be administered to their child. Please make sure that you give clear guidance for the administering of the medicine and that it is clearly labelled and handed to your child's teacher.

Some children need medicine on a longer term basis, e.g. asthma sufferers. In these cases, it is strongly recommended that parents obtain an extra spray to be kept permanently in the school office.

## Cycles

Please let the school know by letter if your child cycles to school and needs to store a bicycle on the school premises during the day. The school will take reasonable precautions to ensure the safe keeping of bicycles but cannot be held responsible in the case of loss or damage.



## Charges for School Activities

It is the policy of the school to ask parents for contributions towards visits which take place in school hours. However, with residential trips, there will be a charge for board and lodgings, and parents will be asked for contributions towards transport and entry fees as a minimum. Full details of costings and payments for trips will be sent with details of each trip.

**Practical subjects:** The school will charge for ingredients or materials where parents [or children with parents' consent] ask to take the product home. For some activities it will be necessary to request contributions and these products will be either taken home or, in the case of food, may be consumed by the children.

## Standard Assessment Tests - Key Stage 1

Summary of the National Curriculum Assessment Results of pupils in school and *nationally* [2017] at the end of Key Stage 1 [Year 2].

The number of Year 2 pupils in 2017 was 14

<b>Teacher Assessment</b>		<b>Year</b>	<b>Working towards</b>	<b>Working at expected</b>	<b>Working in greater depth</b>
Reading - teacher assessment	School	2017	21	43	36
	<i>National</i>	<i>2017</i>	<i>23</i>	<i>50</i>	<i>25</i>
Writing - teacher assessment	School	2017	21	65	14
	<i>National</i>	<i>2017</i>	<i>31</i>	<i>53</i>	<i>16</i>
Mathematics - teacher assessment	School	2017	21	50	29
	<i>National</i>	<i>2017</i>	<i>25</i>	<i>55</i>	<i>21</i>
Science - teacher assessment	School	2017	7	93	-
	<i>National</i>	<i>2017</i>	<i>17</i>	<i>83</i>	<i>-</i>

Notes:

For Key Stage 1 pupils:

Working towards the expected standard.

Working at the expected standard.

Working in greater depth at the expected standard.

## Standard Assessment Tests - Key Stage 2

Summary of the National Curriculum Assessment Results of pupils in school and *nationally* [2017] at the end of Key Stage 2 [Year 6].

The number of Year 6 pupils in 2017 was 17.

<b>Teacher Assessment</b>		Working towards	Working at expected	Working in greater depth
Reading	School	6	94	-
	<i>National</i>	21	79	-
Writing	School	18	76	6
	<i>National</i>	24	58	18
Mathematics	School	18	82	-
	<i>National</i>	23	77	-
Science	School	0	100	-
	<i>National</i>	18	82	-

<b>Test Results</b>	School	Local Authority	National
Percentage of pupils meeting the expected standard in reading, writing & maths	70	50	52
Percentage of pupils achieving at a higher standard in reading, writing & maths	6	7	9
Average score in reading	109	104	104
Average score in maths	104	103	104

Notes:

For Key Stage 2 pupils:

Working towards the expected standard.

Working at the expected standard.

Working in greater depth at the expected standard.

There were no pupils who could not be awarded a subject level for teacher assessment because they were exempted under statutory arrangements from all or part of the National Curriculum requirement because of special educational needs or any other reason.

## A People Place

If this is not a place where tears are understood,

Where do I go to cry?

If this is not a place where my spirits can take wing,

Where do I go to fly?

If this is not a place where my questions can be asked,

Where do I go to seek?

If this is not a place where my feelings can be heard,

Where do I go to speak?

If this is not a place where you'll accept me as I am,

Where can I go to be?

If this is not a place where I can try to learn and grow,

Where can I be just me?

*William J Crockett*

And Finally.....

We want your child's time at our school to be happy, exciting and educational.

We believe that learning should be fun and that by encouraging respect for each other and valuing the opportunities available, we all grow and learn together.

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