

Welcome

On behalf of everyone at St George's C of E VA School we would like to extend a very warm welcome. It is my pleasure and privilege to be the Headteacher of such a very happy school. Our school is set in the village of Bourton next to St George's Church. We have 119 children on roll, taught in four classes by experienced hardworking teachers and teaching assistants. We pride ourselves on the warm, friendly, safe, and happy atmosphere throughout the school and the importance we place on developing the skills and talents of all our children.

At St George's School every child is enabled to do their best in a supportive, loving, and Christian environment. We believe that Primary School should be a very special and memorable time, a time to grow, participate and succeed in all areas of school life.

Our talented staff work together, with the highest aspirations for all our children, to provide a creative, innovative curriculum supported by a wide range of enrichment activities, ranging from regular class visits out of school to taking part in orchestral concerts and playing sport at county level.

Our aim is to encourage children to flourish in a supportive atmosphere where developing confidence, respect, independence, and resourcefulness is as important as achieving our high academic standards. Our children are the stars, and they SHINE!

We are very proud of our school community, if you would like to visit us to see us in action, we would be delighted to meet you and show you around.

Jill Farndale

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 28th July 1983, only to be replaced two years later with the new building on the same site.



The school building comprises of an entrance hall, kitchen, a library and three classrooms and a spacious hall. 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 woodland outdoor learning area, a large playing field and a garden area where we can grow vegetables. The Bourton and Zeals Preschool is also located on our school site.

Our School Vision:

“Let your light shine”: Matthew 5:16

To create a caring, safe, and inspiring learning community which values every child and adult as an individual, recognises their unique talents and supports and empowers them to fulfil their potential. We place an emphasis on emotional, social, and physical wellbeing and the responsibility and connection we have to others. We want our children to leave us feeling confident and enthusiastic about their future.

Our Core Christian Values

Our ethos is based on our core Christian Values of ***Kindness, Thankfulness and Perseverance.***

These values may be supported and shared by Christians and non-Christians alike. We learn in depth about our values in collective worship, through prayer and Bible stories. We actively apply them throughout all aspects of school life.

At St George’s we believe that every child and adult can shine, and we strive for every member of our school family to succeed and flourish with us. We recognise that we are all special in God’s eyes and have unique talents, which we nurture so that each of us has the opportunity to become the very best person that God intended us to be.

We want to see children flourishing and excelling in everything that they do through providing rich experiences which give everyone the opportunity to achieve more than they ever thought possible. We do not want the brilliant things that we do and learn to be hidden. We want to encourage our children to aspire to great things and for the light of their lives to shine and make a difference in their classrooms, throughout the school and when they return home and into their community.

School Hours

School Day	Morning	Afternoon
	8.50am – 12.30pm	1.15pm – 3.15pm

We ask children to arrive at school no earlier than 8.45am.

School Office Hours

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

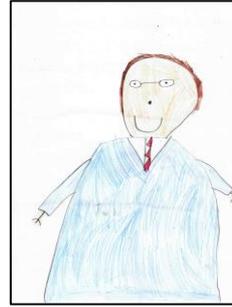
8.30am – 4.00pm Monday, Tuesday, Wednesday, Thursday, Friday

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.

Staff



Mrs J. Farndale
Headteacher



Mr T. Abbott
Deputy Headteacher
Foxes Teacher



Mrs H. Ramage
Hedgehogs Teacher



Mrs S. Toy
Squirrels Teacher



Mrs R. Cuff
Squirrels Teacher



Mrs H. Shears
SENDCO
Badgers Teacher



Mrs S. Welshman
Badgers Teacher



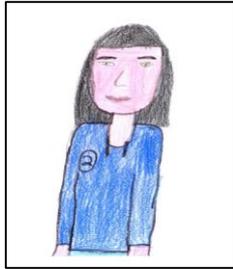
Ms K. Rankin
Outdoor/Forest School PPA Teacher



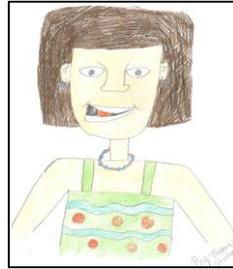
Mrs K. Hudson
Admin Officer



Mrs R. Dickinson
Learning Support Assistant



Mrs W. Moores
Learning Support Assistant



Mrs L. Nicholls
Learning Support Assistant



Ms D. Karczmarczyk
Learning Support Assistant



Ms P. Frewer
1:1 Learning Support Assistant



Mrs M. Waters
Kitchen Supervisor



Mrs M. Rose
Lunchtime Supervisor



Miss H. Travers
Lunchtime Supervisor



Mrs L. Myerscough-Walker
Lunchtime Supervisor



Mrs E. Travers
Cleaner and Caretaker

Our Governing Body

Our governors we have a range of roles and responsibilities. Working with the headteacher they set the strategic direction for the school, establishing the school's aims and objectives and how we want the school to develop and improve to the benefit of all our children. The governors are there to support and challenge the school's leadership team. It is their job to hold the head teacher to account to ensure the best possible outcomes for our children. It is the governors' responsibility to oversee the finances of the school, to agree the annual budget, and to ensure that money is well spent in line with the school's priorities. The governors have a responsibility to ensure that the school complies with all relevant legislation and regulations, especially safeguarding.

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

For the Year 2021/22 governors are as follows:-



Foundation Governor & Chairman.....	Mrs J. Frederick
Foundation Governor [ex-officio] & Vice Chair...	Revd B. Rundell-Evans
Head teacher Governor [ex-officio]	Mrs J. Farndale
Foundation Governor	Mrs H. Bedford
Foundation Governor.....	Mrs A. Goodman
Foundation Governor.....	Mrs L. Bailward
Foundation Governor.....	Mr R. Clothier
Foundation Governor.....	Mrs C. Worthington
Local Education Authority Governor.....	Ms H. Butler
Parent Governor.....	Mrs H. Ridout
Parent Governor.....	Mr W. LaTrobe-Bateman
Teacher Governor	Mr T. Abbott
Clerk to the Governors.....	Mrs K. Hudson

The School Council

Each year, two children 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.

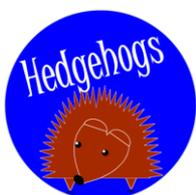


The council meets fortnightly. At St George's, the council is consulted on a wide range of school policies and developments and contribute to school events. The school council are the official kit sponsors for our school football teams!

Teaching & Classroom Organisation

Our school has a happy family atmosphere where children and staff enjoy working together. We currently have 119 pupils on roll divided into 4 mixed aged classes.

Class	Year Groups	Teacher	Teaching Assistants
--------------	--------------------	----------------	----------------------------



Reception and Year 1	Mrs Ramage	Mrs Nicholls
----------------------	------------	--------------



Year 1 and Year 2	Mrs Toy Mrs Cuff	Miss Karczmarczyk
-------------------	---------------------	-------------------



Year 3 and Year 4	Mrs Shears Mrs Welshman	Mrs Dickinson
-------------------	----------------------------	---------------



Year 5 and Year 6	Mr Abbott	Mrs Moores
-------------------	-----------	------------

Safeguarding

At St George's we take our Safeguarding responsibilities seriously. Our top priority is that all children are safe and secure. This means that everyone working in our school has successfully completed the necessary clearances to enable them to work with children.

Roles and Responsibilities

Designated Safeguarding Lead: **Mrs Jill Farndale** (Headteacher)
Deputy Designated Safeguarding Lead: **Mr Tom Abbott** (Deputy Headteacher)
Nominated Governor for Child Protection: **Mrs Alison Goodman** (Governor)
Designated Teacher for Looked After Children: **Mrs Jill Farndale** (Headteacher)

Policies and Procedures

We are all expected to share any concerns we have about staff conduct around children with the Headteacher. If there are concerns about the conduct of the Head, then these should be shared with the Chair of Governors. All staff follow the 'Whistleblowing Policy'. We follow the Dorset Local Authority's Protection Procedures and the Local Safeguarding Children's Board local guidance. We share concerns regarding children's welfare with the designated person. Part of our legal duty to safeguard our children may also include us needing to consult specifically with and take advice from, the Police or Children's Social Care, should the need arise. By working closely together as a staff and with our partner agencies, we firmly believe that we will continue to offer a safe learning environment for all our children.

Prevent

As part of St George's commitment to safeguarding and child protection we fully support the government's Prevent Strategy and prevent children from being radicalised. The Prevent Strategy is a government strategy designed to stop people becoming terrorists, supporting terrorism, fundamentalism, or extremist behaviours.

Operation Encompass

The school has been given the opportunity to take part in a project that will run jointly between schools and Dorset Police, commencing 1st April 2021. Operation Encompass is the notification provided to schools when a child or young person has experienced any domestic abuse and this information will be shared with the schools. Operation Encompass will ensure that senior safeguarding members of the school's Leadership Team (Mrs Jill Farndale and Mr Tom Abbott) also known as a 'Key Adults', are trained to allow them to receive information from the police and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in a domestic abuse incident.

The Designated Safeguarding Lead (Headteacher) will typically deal with any incoming notifications in the first instance, but our DDSLs (Deputy Headteacher) are on hand to take over when necessary. We are keen to offer the best support possible to all our pupils and we believe this will be extremely beneficial for all those involved in providing the best support to the children and families in our care.

Collective Worship

Worship plays an important role in our school. We use this time to meet 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 leads assemblies and church services.

Our community is always welcome to share our worship which begins daily at 11.10am and lasts for about 15 minutes. We also hold an Achievement Assembly on Friday from 2.40pm where we celebrate everyone's successes from the week.

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

St George's "Learnimals" Learning Powers

At St George's School we believe that learning should be a life-long enterprise. We aim to develop our pupils "Learning Power", not just so they can complete school learning more easily and effectively, but so they will leave school with the "disposition" (a set of habits and attitudes) which will serve them well as they boldly go through the journey of life. Learning skills are taught through our "Learnimals".

What are "Learnimals"?

Our "Learnimal" characters all represent a different learning power. These help the children to become better learners. Each Learnimal is like a different "learning muscle" that need to be exercised so that they grow strong helping everyone become a better learner. They are all things which can be learnt, practiced and improved.

Our "Learnimal" characteristics are there to help everyone create habits and attitudes which will enable learners to face difficulty and uncertainty calmly, confidently and creatively. It is about practical strategies that can be used in real situations. It is not about subject in itself, rather it is a "framework" that sits within all lessons.

Our "Learnimal" Characters:

Concentrating Camel



Questioning Queen Bee

Persevering Penguin



Imagining Iguana



Noticing Newt



Reviewing Rabbit

Teamwork Tiger



Planning Panda

Have a go Hyena



Reasoning Robin

Each week, we present our "Learnimal" certificates in Achievement Assembly. We challenge the children to see if they can collect a certificate for each "Learnimal"?

Breakfast Club

From January 2021, our breakfast club facility has been run by PH Sports. The sessions include breakfast followed by sports and games activities. To book your child onto a session you need to visit the booking page at www.phsports.co.uk/book-online/ and follow the link. You'll also find a video tutorial there to support you with the registration and booking process.

Breakfast Club (07:45 – 08:45) - price **Includes Breakfast**

Payments can be made by card. We ask that you book at least 24 hours in advance to ensure they have enough staffing in place.

School Dates 2021 – 2022

There will be a staff training day on Thursday 2nd and Friday 3rd September 2021 so the Autumn Term for the children will begin on Monday 6th September 2021.

Autumn Term 2021	
School commences	Monday 6 th September
Half term holiday	Monday 25 th to Friday 29 th October
Term finishes	Friday 17 th December
Spring Term 2022	
School commences	Wednesday 5 th January
Half term holiday	Monday 21 st to Friday 25 th February
Term finishes	Friday 8 th April
Summer Term 2022	
School commences	Tuesday 26 th April
Half term holiday	Monday 30 th May to Friday 3 rd June
Term finishes	Thursday 21 st July

Staff training days have also been arranged for Tuesday 4th January, Monday 25th April and Friday 22nd July 2022.

Starting School

Admission to the School

Although our catchment area consists of Bourton, Buckhorn Weston and Silton, we can also 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.

Starting at St George's

We believe that your child's transition into primary school should be a 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.

During the first two weeks of term in September Reception children attend for morning sessions from 8.50am – 12pm in the first week and 8.50am – 1:30pm in the second week. A 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. After the first 2 weeks the expectation is that the children will be in school full 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

School House System

Each child is placed in one of the school's three houses – Sandways, Chaffeymoor and Queen Oak, on entry to school and remains a member of this team throughout their time at the school. Each house is vertically grouped across the school and siblings will be allocated to the same house. Each house is led by House Captains who are elected from Year 6 pupils following a letter of application. The role of a House Captain is a prestigious one, they provide positive leadership to the children in their House and during the various competitions and events organised throughout the year.

Every Friday, the house points are counted by our House Captains and a weekly winner announced during our Achievement Assembly. These are then added to the house points display tubes in the corridor. House points are then tallied over the course of a term, a winner is announced, and the children in that house are rewarded with a special event or treat. At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the coveted House Cup.

On Sports Day the Houses compete against each other as teams and a cup is awarded to the winning House.

Teaching and non-teaching staff also belong to a House, with the exception of the Headteacher, and they encourage and support the children in positive team building through the House system.

Earning House Points

House Points can be awarded by all staff to children for a variety of reasons. For example:

- Polite, well-mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Excellent attendance
- Putting special effort into a piece of work
- Neatly presented work
- Positive attitude towards work
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

Purpose of our House System

The House system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

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 'South West Schoolwear' in Yeovil (www.swschoolwear.co.uk telephone (01935) 478178 or 'Ram Sports' in Wincanton (www.ram-sports.co.uk telephone 01963 31779). You can visit to be fitted and buy or they will post items ordered via their website, Ram Sports also offer delivery to school at short notice. Sun hats, book bags and P.E. bags are also available. **Please label all clothes and belongings clearly.**



School uniform

Blue Blouse or school polo shirt
Navy blue V-necked jumper, school sweatshirt or cardigan
Navy blue, Black or Grey trousers or shorts
Navy blue or Grey skirt or pinafore
White, Blue or Black socks
Blue check dress [Summer]
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 or black jogging bottoms
- School Hoodie (optional)

Games kit (Key Stage 2 children)

- football boots or strong trainers
- shirt
- shorts
- socks
- tracksuit
- School Hoodie (optional)

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.

Curriculum

We are proud of our Christian community and the values we uphold. Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We believe in lifelong learning aiming to equip our children to live life today and for tomorrow in a safe, nurturing and fulfilling environment.

“Let your light Shine” (Matthew 5:16)

Our school is the light that brings Jesus into the lives of all in our community.

If you would like any further information on our Curriculum please contact the school office or look on our website <http://www.bourton.dorset.sch.uk>

Our Curriculum Intent:

At St George’s our Curriculum has been designed to ensure each and every child can ‘Shine, living a life in all its fullness’ by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

It is bespoke to the needs of the pupils at St George’s, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by modelling the virtues given to us by Christ and by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom.

We are a small and semi-rural school with a constantly evolving curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we will develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures.

Ultimately our curriculum is intended to:

- Develop our hearts and character: Who we are
- Develop our head and body: What we learn
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true potential. Social, Moral, Spiritual and Cultural Development (SMSC) underpins much of the learning and curriculum. Accordingly, St George’s School provides an educational environment which is values based, caring, friendly, well-structured, positive, and academically challenging for all pupils.

Our curriculum includes the various extra-curricular activities that are organised in order to enrich the children’s experience as well as the ‘hidden curriculum’ – what the children learn from

the way they are treated and expected to behave as a result of our strong Christian vision, associated values and nurturing ethos.

Our Curriculum Implementation:

St George's School is organised into four classes: YR/1, Y1/2, Y3/4 and Y5/6. Each Year group has an annual Long term Plan which is followed and a two year cycle (KS2) and a three year cycle (KS1) ensures appropriate coverage for mixed age classes. Each term, all classes have a 'focus theme', which links English to the wider curriculum. Teachers use carefully selected, high-quality focus reading texts, relating to the History, Geography or Science focus themes, to deliver elements of the English curriculum. Within the wider curriculum, teachers ensure that there are opportunities planned for children to further develop their literacy skills, including regular cross-curricular writing, ensuring that standards are consistent across the curriculum.

Our curriculum is planned into Topics/Themes which are chosen to capture the interests and imaginations of the children. Skills based learning is further developed by linking subjects such as history, geography, art, design technology and music to the topic being studied where relevant links can legitimately be made. This allows children to make purposeful links in their learning. We also use every opportunity to make further links through reading, writing, mathematical problem solving, science and computing where relevant. RE, PE and maths are often taught as discreet subjects to allow coverage of the main objectives and age appropriate skills development. Our teachers plan foundation subjects using progressive skills, which show what pupils should be learning in each year group in each subject. They check the learning against these, and subject leaders check that they are doing this correctly. They keep a record of how each pupil is doing in each subject, including who is secure in the areas and who is working at age related expectations, at greater depth or towards age expected standards.

For each 'focus theme', teachers plan an inspiring stimulus, a trip or visitor, or a celebratory showcase event, to hook and engage children and parents and make learning purposeful and relevant. Parents are provided with 'theme mats' at the start of all our termly themes to encourage discussion with their child and deepen their knowledge.

Enrichment opportunities, including outdoor learning, inspirational visitors and exciting educational visits, provide our children with rich experiences and enhance teaching, learning and knowledge. Knowledge and skills are accurately assessed against 'Age-Related Descriptors'.

Our curriculum is continually shaped and developed to meet children's interests and needs, and is supported by practices based on credible research.

Through quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all children will be challenged to be inquisitive, compassionate, courageous and creative learners. All our children have opportunities to influence their own learning through age appropriate and progressive themes and topics.

At St George's we embrace good pedagogy, which expects all children to work towards reaching or exceeding national expectations, to fulfil and develop their potential. High expectations of progress apply equally to children working above, at, or below age-related expectations,

including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious expectations and outcomes, challenging personal targets and early intervention to keep pupils on track. We use accurate assessment to check and maintain pupil progress. There are also clear plans to support those who are struggling to maintain progress.

Over and above any of our national curriculum learning, we will deliver holistic childhood experiences for all our children throughout their journey at St George's.

Learning at Foundation Stage and Key Stage One

Hedgehog Class 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.



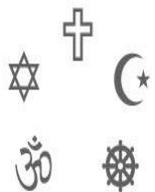
Maths – we cover the Maths curriculum in units with enough flexibility to spend as long on a unit as dictated by the children’s learning and progress. We follow a Maths Mastery approach which has been developed in school by our Maths Subject Lead. We teach Maths daily in mixed ability classes following our Maths Curriculum which is based on the White Rose Scheme of work. We assess using teacher assessment and more formal assessments throughout the year. We plan daily mental maths skills activities each day in each class.

Writing – we use a Book based curriculum. This means each half term we study a new book in each class, and our teachers generate writing opportunities out of this. We look at comprehension skills, grammar skills, writing planning and extended writing each week, to give us a regular routine that helps us build up competency. We assess using Writing assessment grids that we frequently moderate ensuring standards across the school are high. We work hard on handwriting and presentation, and edit our work carefully to improve it.

Reading Phonics – Early phonics skills lay the foundations for children learning to read and write. Pupils are taught to read using resources from the synthetic phonics programme Read Write Inc. We deliver phonic teaching in small groups, ensuring children are working at an appropriate level while covering the phases identified for their chronological age. Children are assessed regularly.

Reading – Reading is a fundamental part of everything we do at St George’s. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach and the high profile of reading in school is further enhanced by the numerous reading initiatives we carry out throughout the year. Across the school each class carries out a quality story time sharing high quality text every day at 3pm celebrating a love of books and storytelling.

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.



We aim to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from Religious Education.

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.

- Scientific knowledge and conceptual understanding.
- 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, iPad, netbooks, pc's, floor turtles, audio recording equipment, scanners, digital cameras, digital video cameras, digital microscopes, data handlers and control technology. Computing skills are embedded in fun and interesting ways. When developing Computer Science skills, 'unplugged' activities embed a deep understanding of the importance of precise commands to form algorithms,

while discussions around errors in these tasks helps children to develop their debugging skills. These activities are used alongside Programming software such as Scratch Animation. Children apply I.T skills in creative ways to inform learning across the whole curriculum; this engagement in creative aspects of their curriculum helps all children to make progress. Ensuring that all children at St George's become Digitally Literate is a key focus of the curriculum. Children understand how Technology has an impact on the real world and how to stay safe online. Regular Online Safety lessons helps pupils understand both possible online dangers and a range of appropriate and necessary safety measures to action.

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

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 – Music is a universal language that embodies one of the highest forms of creativity. We believe a high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. At St George’s 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, and string or woodwind instrument through Peripatetic teachers. There are opportunities for children to 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.



MFL – French – At St George’s, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including the key skills of speaking and listening, and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures, their own languages, and the culture and languages of others. As part of the National Curriculum, all Key Stage 2 pupils must now learn another language in school time. At St George’s, we have chosen to teach French to all children in KS2.

PSHE and Citizenship – At St George’s we use the Coram Life Education programme called SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship) this provides a whole-school approach to building the essential foundations – crucial for children to achieve their best, academically and socially. Mapped to the PSHE Association programmes of study, SCARF is comprehensive PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing. We also have yearly visits from the Life Education Mobile Classroom. The syllabus contains many units relating to current issues within today’s world and society, while providing full coverage for all areas of PSHE. Lessons are taught through a variety of teaching and learning styles such as role-play,

storytelling and games and these are extremely effective when engaging pupils, making learning purposeful. In addition to this, elements of PSHE are taught subtly.

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 is available on the school website.

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 rounder's, 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.

Forest Schools – Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. As a school we are very fortunate in having access to a woodland area in our village and a teacher trained to deliver an outdoor learning “Forest Schools” programme. Forest schools is offered to all pupils in our school, every week throughout the school year. Sessions are designed around a theme, themes are sometimes subtle such as evolving or exploring the site or more obvious such as spies, fairies or nature investigators. Many areas of the National Curriculum are intrinsically covered in the Forest Schools experience without the programmes needing to be curriculum led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened throughout activities such as, shelter building, tool skills, lighting fires or environmental art. All children are encouraged to manage risks and take “risks” in a safe and managed environment. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.

Homework

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. We feel homework is beneficial in further stimulating enthusiasm for learning, and fostering good habits of organization and self-discipline in preparation for the demands of secondary school. However, we do not want homework to dominate home and school life. We believe that homework should be enjoyable and manageable for all concerned. We prefer not to give specific amounts of time that must be spent on a task, preferring individual children and families to set their own routines.

Before setting any homework the teachers consider what it is they hope to achieve and how the work set will relate to the educational needs of the individual child.

Homework Expectations:

Reception – daily reading and sharing of a book with an adult, learning key words and sounds.

Year 1 and 2 - daily reading, weekly spellings and mental maths for a weekly test. Occasional talk homework linked to the class topic. The children are also expected to carry out tasks on TTRockstars.

Year 3 and 4 - daily reading, weekly spellings and mental maths for a weekly test. Occasional topic related research tasks. The children are also expected to carry out tasks on TTRockstars.

Year 5 and 6 - daily reading, weekly spellings and mental maths for a weekly test. Occasional topic related research tasks. The children are also expected to carry out tasks on TTRockstars.

In addition, **Year 6** children will also be set alternate tasks for Literacy or Maths from a SATs Practice Booklet.

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 Headteacher, or their parents who will phone the school.

It is important that children feel safe at school. 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

At St George’s we pride ourselves on developing the individual child. This encompasses all children, including those with special educational needs and/or disabilities (SEND).

Mrs Shears leads the area of Special Educational Needs at St George’s and believes passionately that every child, of every ability should have equal opportunities to achieve, to develop and to believe that they can do and be anything they wish.

Through careful identification, high quality first teaching and targeted support at St George’s we strive to meet the needs of all children in an inclusive environment. Teaching staff training, outside agency and expert support, apt resourcing and highly positive relationships between staff and children all help our children to make progress, particularly for those who are finding the curriculum challenging.

Parents are considered key additionally, and through parent partnerships, our open-door policy and availability of the SENCo, we are able to act quickly, have open and honest dialogue and offer relevant support to our children and their families when supporting their educational journey.

Please come and arrange to speak with Mrs Shears regarding what to do should you feel your child has special educational needs, what we will do if we feel your child has SEND and how we support all children with SEND at St George’s.



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 from the school website. 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 website.

Arrangements for Making Complaints about the Curriculum

The Headteacher 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.

Stour Vale Collaboration

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

St George's Bourton, Gillingham Wyke, St Gregory's (Marnhull), The Abbey (Shaftesbury) and Stower Provost. We also work closely with our feeder schools and other schools within our locality.

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 and Good Attendance

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. Holidays during term time are not authorised under an agreement covering all schools in our area. Holidays of 5 days or more could result in a fixed penalty fine from Dorset Council. Applications must be in advance by letter giving as much information as possible.

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 [2019-2020])

Total number of registered pupils on roll:	114
The percentage of half-days missed through authorised absence:	4.9%
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 (UFSM). Menus are published seasonally, all orders need to be placed at least one week in advance on the Dorset Meal Selector website www.dorsetmealselector.co.uk.

Parents whose children are entitled to benefit related free school meals can apply on <https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/at-school/free-school-meals.aspx>. Families entitled to UFSM 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 a member of staff.

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.

Cycles

Please let the school know by letter or email 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.



Visits

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.

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.

Church Track, Bourton, Gillingham, Dorset SP8 5BN

Phone: 01747 840409

e-mail: office@bourton.dorset.sch.uk

Website: www.bourton.dorset.sch.uk