

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 115 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 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.

Our vision: "Let your light shine" : Matthew 5:16

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.

As we all demonstrate our Christian values of Inspiration, Joy, Peace, Community, Welcome, Kindness, Forgiveness, Cooperation and Creativity, in a supportive atmosphere of mutual Respect and Trust, our hope is that light will shine from St George's in many ways, every day - for the benefit of all.

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.

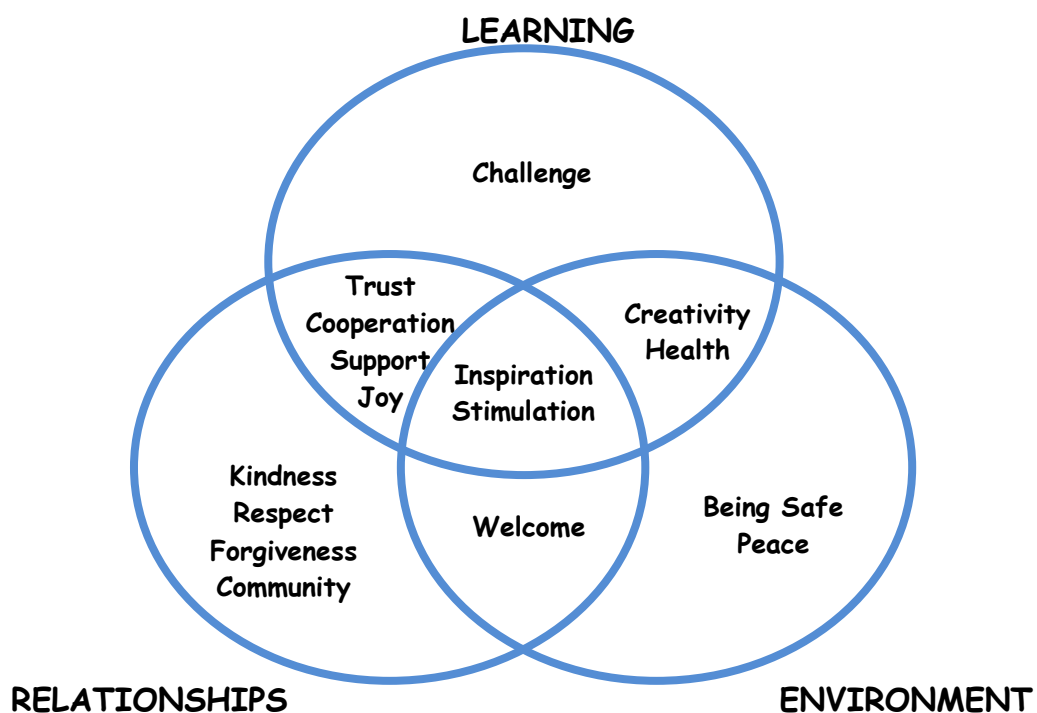
Relationships

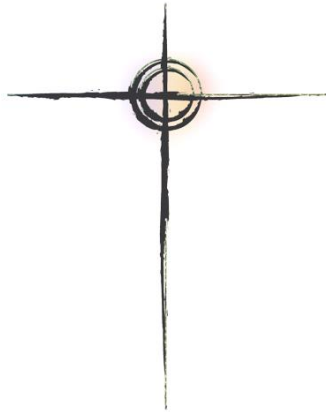
To foster relationships between children, staff, parents and Governors that are supportive, respectful, trusting, forgiving and kind, that engage our sense of community and co-operation.

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 11.10am 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 Headteacher if they are considering this.

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 Glenis Allen (Governor)

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.

Staff



Mrs J. Farndale
Headteacher



Miss A. Maskell/Mrs R. Cuff
(Hedgehogs)



Mr T. Abbott
(Squirrels)



Ms J. Rankin/Mrs S. Toy
(Badgers)



Mrs H. Shears/Mrs C. Westerman-Loe
(Foxes)



Mrs K. Hudson
Admin Officer

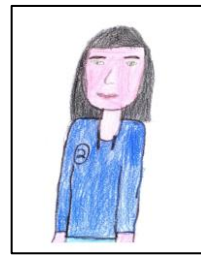
Teaching Assistants



Mrs M. Martin



Mrs R. Dickinson



Mrs W. Moores



Ms D. Karczmarczyk



Mrs L. Nicholls



Miss J. MacConnell



Miss T. Gregory



Mrs M. Waters

Kitchen Assistant



Mrs A. Rose/Miss S. Maidment

Miss H. Travers

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 2019/20 governors are as follows:-

Foundation Governor & Chairman.....	Mr C. Duffield
Foundation Governor [vice-chair].....	Mrs J. Frederick
Foundation Governor [ex-officio].....	vacancy
Head teacher Governor [ex-officio].....	Mrs J. Farndale
Foundation Governor.....	vacancy
Foundation Governor.....	Mrs G. Allen
Foundation Governor.....	vacancy
Foundation Governor.....	Mrs L. Bailward
Local Education Authority Governor.....	Ms H. Butler
Parent Governor.....	vacancy
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, (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 and contribute to school events. The school council are the official kit sponsors for our school football teams!

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.

Last year we introduced a new revised set of Learning Powers which we are naming 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, practised 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"?

School Hours

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

We ask children to arrive at school no earlier than 8.40am. 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 of prices are available from the school office.



School Dates 2019 - 2020

There will be a staff training day on Monday 2nd September 2019 so the Autumn Term for the children will begin on Tuesday 3rd September 2019.

Autumn Term 2019	
School commences	Tuesday 3 rd September
Half term holiday	Monday 28 th October to Friday 1 st November
Term finishes	Friday 20 th December
Spring Term 2020	
School commences	Tuesday 7 th January
Half term holiday	Monday 17 th to Friday 21 st February
Term finishes	Thursday 2 nd April
Summer Term 2020	
School commences	Monday 20 th April
Half term holiday	Friday 22 nd to Friday 29 th May
Term finishes	Friday 17 th July

Staff training days have also been arranged for Monday 6th January, Friday 3rd April, Friday 22nd May and Monday 20th July 2020.

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.

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 Reception children attend for morning sessions from 8.50am - 12.30pm in the first week and 8.50am - 1.20pm 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. However we are aware that some children get very tired during this first month, even if they have been used to full-time Pre-School. If we feel your child would benefit from half days for a longer period we will discuss this with you.

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

Teaching & Classroom Organisation

Our school has a happy family atmosphere where children and staff enjoy working together. We currently have 115 pupils on roll divided into 4 mixed aged classes.

Class	Year Groups	Teacher	Teaching Assistants
	Reception and Year 1	Miss Maskell Mrs Cuff	Mrs Nicholls Miss Gregory
	Year 1 and Year 2	Mr Abbott	Mrs Dickinson Miss Karczmarczyk
	Year 3 and Year 4	Mrs Toy Ms Rankin	Miss Karczmarczyk Mrs Martin
	Year 5 and Year 6	Mrs Shears Mrs Westerman-Loe	Mrs Moores, Miss MacConnell Mrs Martin

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 '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 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 creative 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.

At St George's we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Teaching should be about bringing out, not putting in. We aim to prepare children to be effective citizens of the future by:

- Enabling children to become confident, resourceful, enquiring and independent life-long learners
- Raising attainment through provision of high quality, challenging and engaging learning
- Personalising learning to ensure that each child can effectively develop their strengths
- Providing a broad and balanced curriculum that is both rewarding and enjoyable
- Developing skills, knowledge and understanding progressively, appropriate to individual needs
- Encouraging curiosity and risk taking
- Creating effective partnership between parents and the wider community to develop children's learning.

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

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.

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 Headteacher 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 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.



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

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, and access to Mathletics online maths work.

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 Mathletics and 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 Mathletics and 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 Mathletics and 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

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 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 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.

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. 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 [2017-2018])

Total number of registered pupils on roll:	118
The percentage of half-days missed through authorised absence:	3.1%
The percentage of half-days missed through unauthorised absence:	0.6%

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, 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.

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

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 2018 was 18

Teacher Assessment

		Year	BLW	PKF	WTS	EXS	GDS
Reading	School	2018	0	0	28	56	17
	National	2017	2	4	17	50	25
Writing	School	2018	0	0	28	44	28
	National	2017	2	5	24	53	16
Mathematics	School	2018	0	0	22	56	22
	National	2017	2	4	19	55	21
Science	School	2018	0	0	17	83	0
	National	2017	0	0	17	83	0

National figures include all schools with pupils eligible for assessment at key stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

Key to Teacher Assessment Results:

GDS is awarded if the pupil is working at greater depth at the expected standard

EXS is awarded if the pupil is working at the expected standard

WTS is awarded if the pupil is working towards the expected standard

PKF is awarded if the pupil is working at foundations for the expected standard

BLW is awarded if the pupil is below the standard of the tests

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 2018 was 16

Teacher Assessment

		Year	BLW	PKF	PKE	PKG	WTS/HNM	EXS	GDS
Reading	School	2018	0	0	0	0	6	94	
	National	2017	1	1	1	2	16	79	-
Writing	School	2018	0	0	0	0	13	69	19
	National	2017	1	1	1	3	18	58	18
Mathematics	School	2018	0	0	0	0	19	81	-
	National	2017	1	1	1	2	18	77	-
Science	School	2018	0	0	0	0	6	94	-
	National	2017	0	0	0	0	18	82	-

Test Results

	School	National Avg	Dorset Avg
SPAG percentage of Pupils reaching ARE	75%	77%	75%
Reading percentage of Pupils reaching ARE	81%	72%	74%
Writing percentage of Pupils reaching ARE	88%	78%	75%
Maths percentage of Pupils reaching ARE	69%	75%	71%

Key to Teacher Assessment Results:

GDS is awarded if the pupil is working at the expected standard

HNM is awarded if the pupil is working below the expected standard

WTS is awarded if the pupil is working towards the expected standard

PKE is awarded if the pupil is growing development of the expected stage

PKF is awarded if the pupil is working at foundations for the expected standard

BLW is awarded if the pupil is below the standard of the pre-key stage