



"A good school with outstanding pupil behaviour"- "Most groups of children make outstanding progress"
OFSTED July 2013
"A good school" - OfSTED March 2017



Where every child counts

The newspaper of William Barnes Primary School has been written by the staff and pupils to celebrate the school's successes. If you have any ideas or comments concerning the newspaper, please speak to Mrs Wrixon or Mr Hull. Issue 47 Easter 2021



One Hundred Percent!!

That was the verdict given by parents on the school's response to the January 2021 national lockdown.

Responding to a questionnaire sent out at the end of February, parents had to state whether they strongly agreed, agreed, disagreed or strongly disagreed with a number of statements. These were chosen to allow parents to share their satisfaction with the school's 'Home-learning Offer'. Each statement focussed on a particular aspect of home learning including the amount of work, the breadth of the curriculum, how the work was matched to each child's ability, the quality of 'live' lessons, the feedback given to children and so on. Two slightly different questionnaires were sent home, one for families whose children had been in school, and a second for those children who been at home. The responses were universally

positive, with genuinely touching comments being given by families to express their gratitude. As for the responses to the statements, the vast majority of parents strongly agreed with all the statements, and one hundred percent of parents either strongly agreed or agreed with all the statements. See the bar charts overleaf for more details.

Office 365 Teams Saves the Day

A number of years ago, William Barnes had to decide to switch away from its old fashioned e-mail server to a system based on either Google or Office 365. As we had always used Office in school, we switched to Office 365 and hoped for the best. This meant that last Summer when we had to begin preparing for remote teaching, we more or less had to choose Teams as our home learning platform. The buzzword in various meetings and discussions with other schools was Google Classroom. Everyone seemed to be using it and giving it rave reviews. Was Teams up to the job we wondered? Had we made the right call? Well, after using Teams to more or less its full potential since Christmas, I think everyone would agree that Teams does as good, if not a better job than Google Classroom when delivering Home learning. Particularly impressive is the assignments facility, allowing staff to set work for children at home, and then receive the finished work electronically before giving feedback to the children which would arrive with a notification on the device they were using. Compared to using e-mail, the assignments tool allowed teachers to quickly mark and comment on children's work and keep records of all the assignments the children had completed within Teams. This information was really useful during parents' evening allowing the staff to show the sheer number of assignments each child had handed in on time during the period of the lockdown. Using Teams has now become part of being a teacher at William Barnes and staff are already considering ways that Teams could be used in the future to improve communication between the school and families, virtual parent consultations being the most obvious example. One thing is for sure, since the use of Teams has become embedded, teaching at William Barnes will never be the same again.

Speed Stacking for Dextrous Year 5

Children in school in year 5 developed a new Friday afternoon golden time experience when the speed stacking cups were dusted down and used once again during the recent partial school closure. Year



5, many of whom were already enthusiastic following Mr Newman's

introduction of speed stacking in year 3, could not wait to practise their slightly rusty skills. After watching a number of videos explaining the techniques required and the rules for competitive speed stacking, the children raced each other to see who was the



most agile when building and deconstructing various combinations of cups. Mr Hull even found time to master the basics. Requiring concentration and focus, speed stacking is strangely addictive and great fun. It is hoped that if funds allow, the school will purchase some more speed stacking cups so that this can become an enjoyable, if rather noisy, whole class activity.



Daily Mindfulness for Mental Health

As you will have heard in the news, there is concern about the impact of the unusual times we live in, on the mental health of all citizens and particularly children. Mind-

fulness is often recommended to help with anxiety and worry, and the children in year 5 have been exploring different styles of Mindfulness each day after the registration period. Each daily ten minute session involves the children sitting in their chairs in a special super alert posture called their 'calm me' position. The children then complete a body scan moving from their toes to the crown of their head, before Mr Hull guides them through the day's practice. The children often enjoy guided visualisations where they embark on imaginary journeys including climbing rainbows, scaling magic mountains and visiting peaceful caves. On other days, the children learn breathing techniques that help them feel relaxed and peaceful. The children also use positive affirmations and thoughts to help them appreciate and enjoy each day. Mindfulness is nothing new



to the school as children from reception to year 6 take part in weekly 'Calm me'

sessions as part of the school's Jigsaw scheme for Personal Social and Health Education.

Families Benefit from IT Loans During Partial School Closure

Last November, due to a generous donation of £6000 from the William Williams Trust, staff at William Barnes thought they were ahead of the game when nineteen laptops were ordered.

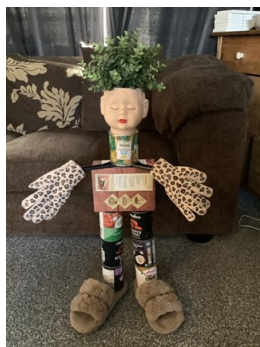
However, the school had not anticipated a huge increase in global demand and although we were promised delivery before Christmas, nothing had arrived as we broke up from the festive season. In January, when teachers started delivering home learning, it was immediately apparent that many families needed help because they lacked sufficient devices to manage the needs of all their family members. As a result, the school's laptop trolley was emptied and our much loved and cared for computers were set up so that they could be used at home. At the time the government were promising the school a batch of laptops from Dell, but as the order from November was nowhere to be seen, teachers were not confident that the government laptops would arrive any day soon. In the meantime, another generous and this time anonymous, donation enabled the school to buy a supply of ink cartridges to support the printers the school had already been given a donation to purchase. Mrs Kendall and Mrs Pitman were busy phoning families and soon the school's laptops and printers were flowing out into the community. To everyone's surprise, the government laptops arrived promptly, allowing the school to help even more families struggling at home as they shared devices with parents working and elder brothers and sisters studying online at the High School. Finally to finish the saga of endless generosity and goodwill, the school's original order of laptops has arrived. During the holidays all the new equipment will be set up so that it can be used with the school's network and for home learning. The next step for the school is to decide how to best use all the IT equipment that has been sent our way for the benefit of all the families at William Barnes.



Best Practice Emotion Coaching Introduced At William Barnes

To help children understand and regulate their emotions and their behaviour, the teaching staff have been exploring a tried and tested approach to improve mental health and well being.

Originally developed in the USA by psychologist Daniel Gottman, the approach is backed by decades of positive research studies, and has recently become regarded as best practice across the UK. At the heart of 'emotion coaching' is the attitude that an outburst of strong emotions is the ideal opportunity for a child to learn about their feelings. When difficult emotions are experienced, children are encouraged to explore them with an adult, before establishing clear boundaries. As soon as the child has calmed down, they are encouraged to seek solutions to any problems that the child might have created during the time when they were overwhelmed by the strong emotion. Finally, any consequences for their actions are agreed and put into place to complete the process. This new approach has already been really successful at helping children to understand their feelings and their behaviour and to help them self regulate and make better choices. The staff are currently discussing modifying the school's behaviour policy in order to integrate 'emotion coaching' into the school's ethos.



The Iron Man Returns Once the realisation that we are not learning about Tony Stark sinks in, year 3 soon discover that Ted Hughes' *The Iron Man* is a wonderful story to focus our writing on. During home learning, Mr Newman set the challenge of creating our very own Iron Men. The brief was short - 'make an Iron Man using whatever you can.' The creativity, resourcefulness and imagination of both children and parents alike resulted in some impressive results. Playdoh, clothes, PE equipment, Hama beads and much more! In school, the children decided they wanted to make life size models and did very well in hunting down different materials to use. Take a look at some of our creations. (JN)



Year 4 Litter Pickers We are very conscious about saving the environment and ensuring at William Barnes we encourage everyone to make small changes to help make a difference. Lots of litter gets blown onto the grounds from the recreation ground or high street and could easily get blown into the river. Although the children across the school are very careful to make sure they put their litter into the bins provided, the hidden away areas under hedges and behind walls can act as magnets for litter blown in from the surrounding area. Therefore, every Wednesday, a group of children from Year 4 wander around the school grounds collecting any litter that they see. (GM)



Although the children across the school are very careful to make sure they put their litter into the bins provided, the hidden away areas under hedges and behind walls can act as magnets for litter blown in from the surrounding area. Therefore, every Wednesday, a group of children from Year 4 wander around the school grounds collecting any litter that they see. (GM)



Open All Hours Year 4 certainly have some aspiring business men and women! We have been learning to add and subtract decimals. They have put their knowledge to the test by making their own shops. The children thought carefully about what items they wanted to sell and priced them all individually. They then visited each other's shops buying goods, the shopkeepers were excellent at calculating the change given. The children who were learning from home at the time also created some outstanding shops! Some shops were even enforcing social distancing measures! (GM)



The children who were learning from home at the time also created some outstanding shops! Some shops were even enforcing social distancing measures! (GM)



String Telephones Year 4 have just started learning about sound in science. To investigate how sound can travel using vibrations the children made string telephones. They



figured out that the string must be kept tight in order for the vibrations to travel to the other person. (GM)



Leeson House Trip Still on the Cards for Early June Throughout this year school year, the viability of the school's residential programme has been in constant doubt. It had been hoped that year 5 would still be able to attend their residential in March up until Christmas, but it became



apparent that this would not be the case as soon as school were partially closed in the Spring term. However, Mr Hull has been in constant contact with the centre manager at Leeson House and has managed to book three days later in the year from June 7th to June 9th. This was not easy as demand for places from school has been compressed into ever shorter periods of time as the year has gone on. It is hoped that Leeson will be open to overnight stays at this point, but if not Mr Hull is planning to replicate the programme as a series of day trips down to Purbeck and the centre's grounds. As soon as the school can confirm details, the parents will be informed. Mr Hull would like to thank the parents for their patience over this matter.

New 'I Can Problem Solve' In Place

Recognising the challenges for children coming back to school after a period with limited opportunities for socialising, Mrs Wrixon has grabbed the staff's enthusiasm and imagination with the new learning program called 'I can problem solve.' This approach allows children to learn to find their own solutions to issues that naturally occur as they play, interact and learn within a school setting. It is designed to systematically develop children's sensitivity and awareness of other children's feelings before utilising their creativity to think of a variety of possible solutions to problems before then choosing their preferred solution. At first the program considers hypothetical scenarios which the children then naturally begin to apply to their day to day experience. To begin with, small groups of children throughout the school are being given the opportunity to take part in 'I Can Problem Solve' using three fifteen to twenty minute sessions weekly. Each year group has a scheme of work designed to match the needs of the children as they progress through the school.

Operation Encompass Mrs Wrixon and Mr Hull have been recently trained to be part of the national Operation Encompass project run jointly with schools and local police forces.

Operation Encompass allows the sharing of information with schools when a child or young person has experienced domestic abuse. Mrs Wrixon and Mr Hull have been trained to receive this information 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. Being part of this national approach, will allow the school to offer the best support possible and will be extremely beneficial to all those involved.



A 'Step Forward' for William Barnes With all the children arriving back in school on Monday March 8th, the staff have turned their attention to settling the children back in.

At first, teachers planned a curriculum with a focus on the well being of the children and playtimes were extended a little to give the children a chance to catch up with their friends, many of whom they had not seen physically for over two months. To make the first morning special, Mr Field spent a happy afternoon blowing up balloons for the entrance gate with the year 6 children who were already in school, and Mrs Wrixon dressed up in a fancy dress costume that included an extraordinary bubble making wand. Special events were planned across the school including a breakfast of fruit juice and croissants in year 5 and year 6.

After a period of adjustment, all the children have thrown themselves back into their learning and are working really hard. After an amnesty on homework in KS2, the normal routines have now returned and expectations are back at the same level as they were prior to home learning. The general feeling amongst the staff, is that the vast majority of children have managed to make expected progress during the period of partial school closure, whether they were learning in school or at home.



The staff are also putting into place our 'Step Forward' planning, following hot on the heels of September's 'Step up' program. As you may be aware, the government have provided funding to enable schools to support children who have fallen behind in their studies. As in September, William Barnes is using the money to provide 1:1 support from our most experienced teaching assistants for children who have fallen behind during the period of home learning. During the lockdown, teachers kept records of how well the children were able to cope with the activities sent home, and these records have been used to decide which children require extra support. This is in addition to the normal personalised learning we provide for children who have not fully understood during our on going lessons. Staff have felt this was a much more cost effective way of allocating funding because it allows their teachers to be at the heart of the planning of the catch up programme. This is then taught by experienced teaching assistants who already know the children personally.

Parents' Positive Feedback Much Appreciated by Staff The bar charts below show the universal satisfaction of the parents who completed our questionnaires with 100% of parents either agreeing strongly or agreeing with all of the statements across both surveys. Staff are genuinely pleased with the results that built upon the positive feedback that parents had already received via telephone conversations, class e-mails and Teams meetings. Parents were given the opportunity to comment as well and here are some example of what they had to say.

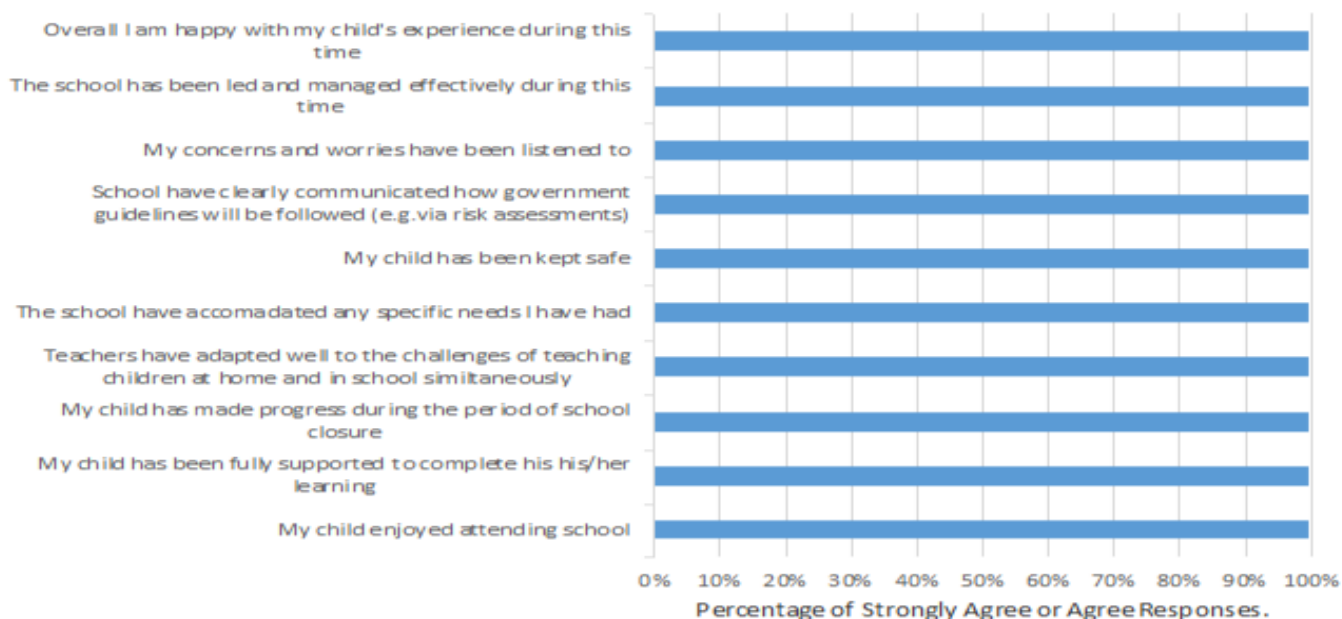
"Overall I think that _____ and _____ have been amazing with the situation they have been thrown into and have been very patient and engaging with all the children."

'Overall I have been very happy. Been very happy with the Teams support and lessons. The timetable has been good all day with set times to go online. Many thanks to you all."

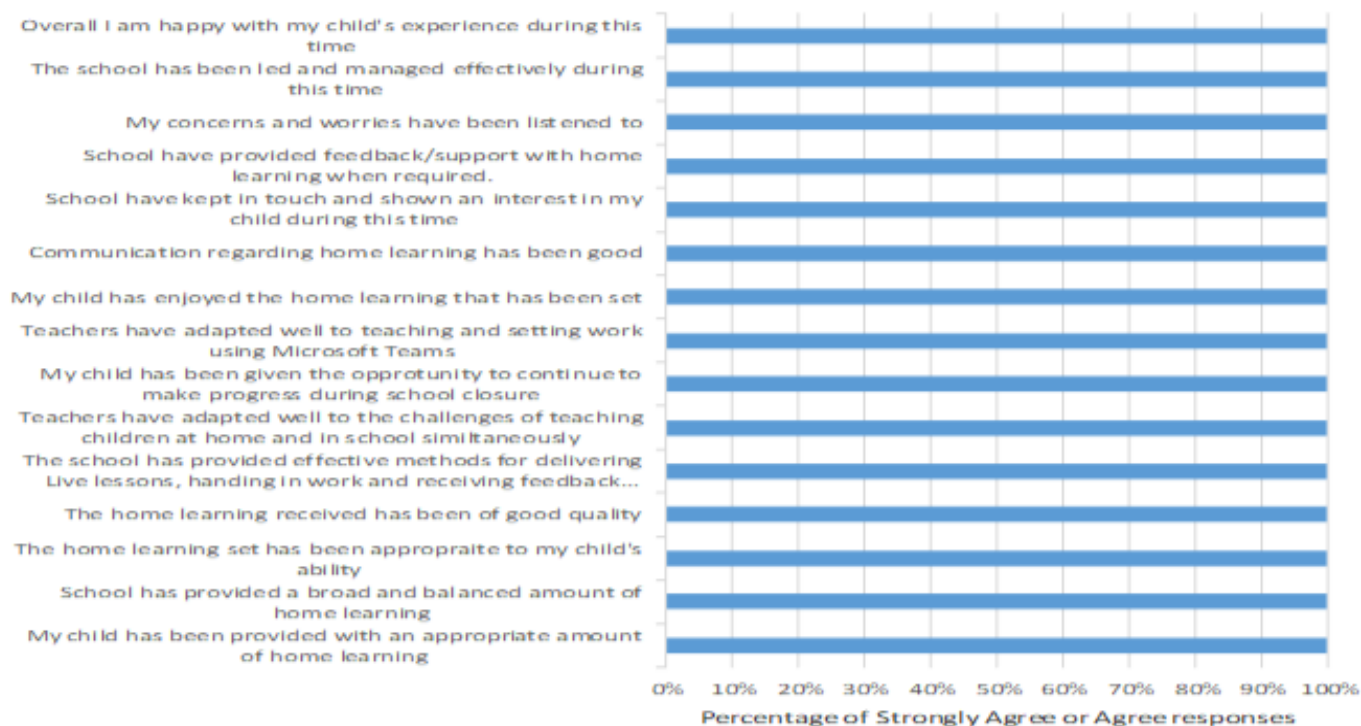
'I feel that the school could not have done anymore and compared to schools of my family members I feel very lucky to have such a caring and supportive school. The use of a laptop and a printer made it a lot easier. The work has been thoughtfully planned and prepared with differentiated options make it accessible to all. The live lessons have been interesting and fun and the pre recorded teaching videos were a huge help! Thank you."

'William Barnes and all its staff have been excellent during these difficult times. They have remained calm, caring and committed throughout. _____ has felt safe and only mildly affected by the changes; as I have also felt safe sending him to school. Thankyou so much for all of your hard work.'

February 2021 Home Learning Questionnaire - Children in School



February 2021 Home Learning Questionnaire - Children at Home



Please note : in one questionnaire where multiple ticks were included for some statements—the most positive choice has been included.

Average Attendance at 96.7% for the Spring term. The staff have been really pleased with attendance this year which continues to remain high. High attendance makes a huge difference to the children's progress; the staff and governors would like to thank the parents for playing their part in helping us to nearly reach our target of 97%.

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
97.2%	94.7%	96.9%	97.5	96.4%	96.3%	98.2%

Mother's Day Planters

In Reception class this term we have been learning all about planting and growing. Therefore, we were delighted when Castle Gardens in Sherborne and Harts of Stur donated plants, compost and pots so every child could create a beautiful planter. The children thoroughly enjoyed filling their pots with compost and choosing and potting up their plants. The children chose from pansies, violas, primroses and daisies.



It was a busy time looking after the planters until it was time to take them home; the children had to ensure the planters had plenty of sun, enough water (but not too much!) and shelter from the wind. We hope they are surviving well at home and you are continuing to enjoy their blooms.

A huge thank you to Castle Gardens and Harts of Stur for donating all the resources - we are truly grateful. (HD)



Delightful Daffodils

What seems an exceptionally long time ago, way back when we were in between lockdowns 1 and 2, everyone in Year One planted a daffodil bulb and a pansy. Sadly, the pansies didn't fare too well, providing a tasty meal for our local slugs and snails, but the daffodils started to appear a couple of months after planting. We were delighted when the first buds appeared and amazed at how beautiful the bright yellow flowers are. Luckily, there are still many buds developing with the promise of



more flowers to enjoy in the coming weeks.

We are also looking forward to a bumper crop of potatoes; green fingered year ones planted a potato each a couple of weeks ago and excitedly spotted the first shoots and leaves appearing at the beginning of this week. I am looking forward to seeing what the children will grow when we start our topic on plants after the Easter break. (JH)



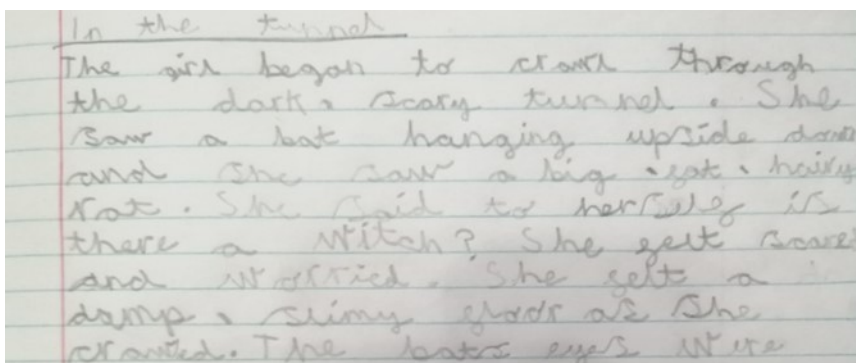
Koboca Sports Challenge - learning from home or learning in school? There will always be a way for competitive sport!

It has been clear that William Barnes' pupils have missed competing against other local primary schools over the past year so the introduction of the Koboca league was extremely welcome. The Koboca league consisted of a different physical challenge each week that required plenty of practice before a final score was submitted allowing some competition between primary schools in North Dorset. William Barnes' sporting prowess shone through with some very good final positions each week with respectable finishes in the league table each week. Check out all of the final tables on the school's Instagram account - [williambarnesprimary](#). I would like to say a big well done and thank you for all that represented our school in these challenges! (JN)



Dozing Hedgehog Visits Year 1 Special visitor in Key Stage One's outdoor area - Mrs Roake was pleasantly surprised to find a hedgehog snoozing under an old cupboard when she was tidying up Reception's outdoor area. Year 1 children were amazed to see it lying curled up and asleep, even though they had been making a lot of noise during playtime. Luckily, Mrs Haselgrove had an old hedgehog house from Nature Detectives which was used to give the hedgehog some shelter until it felt brave enough to venture out (probably once the children had gone home!). Hopefully it will make the school grounds its permanent home and will help keep those pesky slugs and snails at bay. (JH)

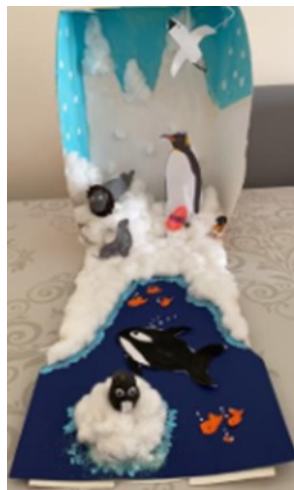
Thank You and Goodbye After almost 7 years working here at William Barnes I am leaving at the end of this term. I first came to the school back in 2010 as a parent when my son started in reception, followed a few years later by my daughter. It was clear to me at that time that William Barnes is a special place, full of wonderful people so I was thrilled when I was appointed as Year 2 teacher back in September 2014. My start at the school coincided with Mrs Wrixon's and I am privileged to have been part of the school's journey for the past 7 years. Being able to set up and enjoy events such as the pantomime trip, beach trip and Christmas play has truly been a highlight of my teaching career and something that I hope will continue to be enjoyed long after I have gone. However, after 20 years as a teacher, it is time for me to start a new chapter in my life and I shall be taking up a new position at Dorset Council as part of the Dorset Families Matter Project team. I know that I am leaving behind an amazing team of staff, parents and children and will miss you all so please make sure to say hello when you see me around town. William Barnes Primary School will always hold a special place in my heart so please continue to look after and support one another and to appreciate all that is to offer at this fantastic school. Take care and stay safe, Sarah Strudwick (SS)



An Extra Chilly Start To The Year For Year 2! Our amazing children in Year 2 all worked really hard during Lock-down 3.0 and have made a flying start back together again at school. A big thank you to all our parents for their support this term and making sure the children

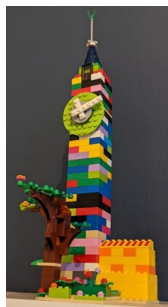
didn't miss out on the all the exciting learning opportunities within our Explorers topic. We started the term reading Anthony Brown's book 'The Tunnel' and completed some really descriptive creative writing about Jack and Rose's adventures through the tunnel. We made a huge tunnel at school to explore and some children even made one at home, to bring their imagination to life to help with their descriptive writing.

The children then learnt about some of the most famous explorers from the past and present, in particular learning about Robert Falcon Scott and his fated race to the South Pole. We wrote diary entries based in the past and compared them to diary entries from present day visitors to Antarctica. We then pretended that we had had a wonderful trip to Antarctica and wrote some great diary entries describing our day there. The parents then helped the children get super crafty as we designed and built dioramas of habitats around the world that we would love to explore. Didn't they do a brilliant job! (LG)





UK Landmarks We have been studying the UK in Year 4. We specifically looked at landmarks and the features of them. The children who had been at home learning put in a spectacular amount of effort into building one of the UK landmarks. Take a look at some of them below. Have you visited any of these landmarks? (GM)



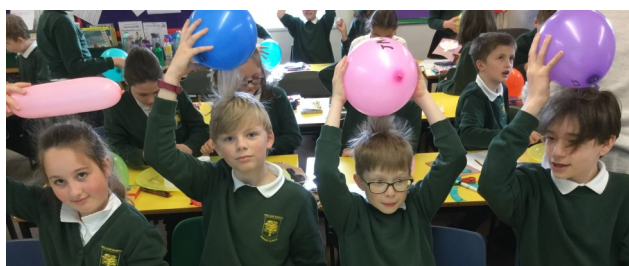
World Book Day 2021 It was a Lockdown World Book Day this year and that wasn't the only difference! We decided to drop the dressing up aspect and instead, children were asked to dress up a potato instead. On Teams, children who were in school shared their potatoes with those who were home learners, which everyone enjoyed. The school made much use of the official online events this year, watching authors read and illustrate their work, or in McFly's Tom Fletcher's case, sing songs from his book.



Children also enjoyed our 'Drop Everything and Read' event, whereby, unannounced, an alarm would sound and everyone, including teachers, had to stop what they were doing and read for 5 minutes! The free £1 book tokens were given out and the time given to use them has been extended until shops fully open. Remember, they can be used on any of the official £1.00 books or as a reduction on any book. (RF)

William Barnes Primary School Online! The Spring Term saw William Barnes' long awaited arrival on social media with the new Instagram page for the school. We are limiting our account to the celebration of the outcomes of children's learning - written work, technology, artwork - rather than the children themselves and there is no capacity for comment but you can still like! If you haven't yet followed, please support this belated innovation by looking up @williambarnesprimary. (RF)

It's Electrifying ! Year 6 enjoyed a very hair raising Science Day recently, as part of the William Barnes Primary Science Week. As part of our current unit on electricity (see what I did there!) they investigated static electricity. After learning about how it is created and why it is so called (it does not move from the surface it is sitting on) they undertook a variety of experiments to best illustrate its power. They were able to bend water past a comb which had been made static, they moved a tissue paper butterfly's wings with a balloon, made their hair stand on end and finally, were able to separate pepper and salt by allowing the pepper to stick to a plastic spoon. There was great attention to Covid rules, each child



had their own set of materials and not one balloon was burst! (RF)



International School Award

British Council International School Award success for William Barnes Primary School!

We are delighted to announce that last term, William Barnes Primary was awarded the Foundation Level of the British Council's prestigious International School Award in recognition of its work to bring the world into the classroom.

The International School Award celebrates the achievements of schools that do exceptional work in international education. Fostering an international dimension in the curriculum is at the heart of the British Council's work with schools, so that young people gain the cultural understanding and skills they need for life and work in today's world.

William Barnes international work includes embedding aspects of Global Learning and Citizenship in to our everyday classroom teaching and having a whole school focus on three of the United Nations Sustainable Development goals; SD3 Good Health and Wellbeing, SDG 12 Responsible Consumption and Production and SDG15 Life on Land which has led to a number of projects that are currently running or planned for in school.

In the last two years, some of the highlights of our Global Learning have been:

- Year 6 Malala Day
- Year 4 Weekly 'Plogging' – Picking up litter around the school environment whilst also raising fitness levels, learning about the impact of litter on local, national and global environments and learning about how the problem is being tackled on the local, national and global scale.
- Connecting with an International School through the British Council's Connecting Classrooms scheme. This was initially with a school in Nepal but unfortunately coincided with global lockdowns last March and may need to be with a school in a different locality in the future.
- Reducing single use plastic waste in school; the TerraCycle scheme, getting rid of plastic straws for milk and reducing the amount of laminate used in school.

We were so excited to be able to communicate and launch our plans properly with our whole school community but like so many things, our efforts have been somewhat thwarted by the impact of Covid. We are sure that 2021-2022 will be an exciting year though, so please watch this space for further information about Global Learning at William Barnes!



Maya Daya! The end of the Easter Term saw Year 6 enjoying Maya Day. All the activities which would have been very difficult to have completed during lockdown were added to a very enjoyable and creative day. Children prepared their own salsa to eat in tortilla, sampled hot chocolate the Mayan way - with chilli and cinnamon, made terracotta jewellery, designed and made head-dresses and designed their own tattoos - a key feature of celebrations in Mayan life. They then used face paints to transfer their design on to the back of their hands. Other activities included research into why chocolate was so important to the Mayans and also information on what the difference was between the Mayans and the Aztecs. (RF)

From: Cliff Walters
Chairman of Governors



William Barnes Primary School
Bridge Street
Sturminster Newton
Dorset DT10 1BZ

March 2021

To the Head Teacher and All Staff,

I am writing to you on behalf of the School Governors to express our gratitude to you for all your continued hard work and honest endeavours throughout this term.

We are aware that this has been a period of considerable turmoil. There have been many problems to overcome and it has been a very stressful time in many respects.

From the briefings we have had at our Board meetings and from contacts that Governors have had with staff, parents and pupils it is evident that your combined efforts have brought excellent results. This excellence has resulted from a combination of strong leadership coupled with dedication, determination and persistence from everyone concerned working as a team.

We can only hope that the future will bring a measure of normality. But, whatever it throws at us I am confident that William Barnes Primary School's Staff and Governors are well placed to tackle all obstacles and provide continued excellence.

Thank you for your dedication and support. The Governors wish you well and look forward, with great optimism, to ongoing success.

Chairman of School Governors.

Staff and Children Frustrated by Teams Farewell Teacher have been scratching their heads trying to work out how to properly say goodbye to Mrs Strudwick our year 2 teacher, and Mrs Ridout our school site manager. All the staff and children are feeling really sad that Sarah and Fran (seven years and fifteen years at William Barnes respectively) are leaving without a proper fanfare. All the staff and children would like to be able to give them both a proper send off with a physical get together, but unfortunately with classes still maintaining bubbles and social distancing rules amongst staff still being sensibly and strictly enforced, arranging a suitable and safe gathering has proven impossible. Sarah will be sorely missed for her relentless dedication to the children's welfare and progress, as well as her awe inspiring organisational skills. As she moves onto a new career, all the staff and children and governors wish her every success. Fran has been an exceptional site manager for more years than we all care to remember and has also been a key member of the breakfast club team for many years. Fran is taking a step off the accelerator and moving into retirement. Both members of staff will leave holes in the staff team that will not be easy to fill, and the staff, children and governors would like to thank them both for all the hours of hard work and the commitment that they have both given to William Barnes.

The Staff and Governors
of
William Barnes Primary School
would like to say

‘Thank You’

and to express our appreciation
for all your time, support and understanding
during the spring lockdown and home learning.



We're not through things yet, but there is light at the end
of the tunnel and your children have returned to school
willing and ready to continue their learning journey with
us.

Have a Happy Easter!

Generic INTENT

Vision		Mission
<ul style="list-style-type: none"> *An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning 	<ul style="list-style-type: none"> *Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour 	Where every child counts
<p>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</p>		
<p>Preparing Children for Life</p> <p>We believe that we are preparing children for 21st Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p>		
<p><u>Aims and Objectives</u></p> <p><u>At William Barnes Primary School, we believe that children deserve:</u></p> <ul style="list-style-type: none"> • To be set appropriate and stimulating learning challenges • To be taught well and be given the opportunity to learn in ways that maximise the chances of success • To be given quality feedback which highlights successes and areas for improvement. • To have adults working with them to tackle the specific barriers to progress they face. <p><u>It is also our aim that :</u></p> <ul style="list-style-type: none"> • Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life. • Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts. • Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy. 		
<p><u>Knowledge and Skills</u></p> <p>As a school, we believe in the equal relationship between knowledge and skills in our curriculum.</p> <p>We believe that:</p> <ul style="list-style-type: none"> • Knowledge can be declarative (to know that) or Procedural (to know how). • Both these forms are important and that Declarative knowledge is turned into Procedural knowledge through action and the act of applying. • Skills can be Procedural knowledge as a result of the application of Declarative knowledge. • Skills can be linked to dispositions and behaviours. <p>In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.</p> <p>We prefer to see the debate laid out as:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Knowledge → Comprehension → Application → Evaluation</p> </div>		
<p><u>Global Community</u></p> <p>We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.</p>		<p><u>Parents</u></p> <p>"For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are." (EPPE)</p>