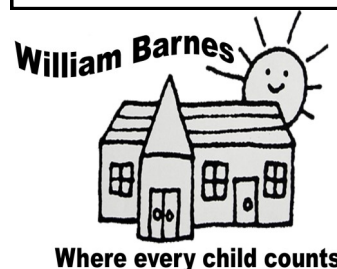




"A good school" - OFSTED March 2017
 "William Barnes continues to be a good school." - OfSTED February 2023
 "The school's motto, where every child counts, is believed by everyone."
 OfSTED February 2023



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 Ms Locke or Mr Hull. Issue 59 Easter 25

William Barnes: A School Where the Staff Truly Care At William Barnes, the staff go above and beyond because they genuinely care about every single child in their care. This dedication is evident in many ways—both big and small.

Sometimes, care is as simple as a kind word and comfort when a child falls on the playground. But caring can take many forms. It might look like offering gentle encouragement, providing clear and firm guidance, or patiently helping a child navigate a difficult moment.

Caring also extends beyond daily interactions. Teachers often stay late, refining lessons or marking books long into the night to ensure that every child receives the best possible education. Our teaching assistants regularly go the extra mile—whether it's giving up their lunch breaks to cover duties, attending residential trips, or participating in extra training to better support the children.

Even behind the scenes, our office staff demonstrate their care by promptly answering queries and ensuring that the school runs smoothly day after day.

And at the heart of it all is our headteacher, Ms. Locke. Her tireless commitment to the school is a testament to her care. She arrives before everyone else, leaves long after the day ends, and works relentlessly to make William Barnes the best it can be.

At William Barnes, caring is not just a word—it's woven into everything we do. (RH)

Nurturing Minds, Shaping Futures At William Barnes, the staff show how much they care about the children's futures by creating learning experiences that are not only enriching but also really enjoyable. They nurture young minds by making the present moment engaging and memorable.

Our teachers thoughtfully plan a diverse range of opportunities that allow children to explore and discover their talents. From cooking delicious recipes in the kitchen to exploring nature through Forest School, every experience is designed to inspire curiosity and creativity. Children also enjoy expressing themselves through art, music using the Charanga scheme, and performing in our much-loved Christmas and summer productions.

Sports play an important role too, with a variety of opportunities during lessons, after-school clubs, and even competitions against other schools—encouraging teamwork, resilience, and a healthy dose of fun. (RH)

At William Barnes, we believe that by offering these rich and varied experiences, we're not just teaching subjects—we're nurturing confidence, curiosity, and a lifelong love of learning. (RH)



Every Voice Matters: Fostering Inclusivity and Respect At William Barnes, we believe that every child's voice matters. To strengthen this value, we revisited our school's code of conduct to make it simpler and easier for the children to understand. After thoughtful discussions last year, the staff agreed on four key principles: **Respect, Tolerance, Engagement, and Democracy.**

At the start of the year, each class spent time exploring what these principles mean to them and how they could bring them to life in their daily interactions. Through these conversations, the children shared thoughtful insights. They agreed that showing respect means treating others the way they would like to be treated, while being tolerant means extending that same respect to everyone—regardless of differences.

By giving children the space to reflect on these values and make them their own, we are creating a caring school community where kindness, understanding, and inclusivity thrive. (RH)

Beyond the Classroom: Building Character Through Extracurricular Activities and Residential Trips At William Barnes, we believe that learning goes far beyond the classroom.



Our children, staff, and governors all recognize the incredible value of extracurricular activities and residential trips in helping children grow into confident, resilient, and well-rounded individuals.

We offer a wide range of after-school clubs, giving children the opportunity to explore their interests and develop new skills. Whether it's chess, girls' football, handball, homework club, or running, there's something for everyone. Beyond these school-based opportunities, children are also invited to represent William Barnes in various sporting events, including the Davison Cup, local football and tag rugby tournaments, the Shillingstone cross-country event, the Aquathon, and the annual athletics meet held at the High School. These experiences help children learn the importance of teamwork, develop grace in both victory and defeat, and build the confidence to step outside their comfort zones.

For children in Years 4, 5, and 6, the adventure continues with the chance to take part in residential trips that foster independence and resilience.

- Year 4:** A one-night stay at Buddens Educational Centre near Wareham introduces children to the experience of being away from home.
- Year 5:** A two-night adventure at Leeson House Field Studies Centre offers opportunities for exploration and discovery.
- Year 6:** A two-night stay at PGL at Osmington Mills challenges children to try new activities and push their boundaries.

These residential trips provide a supportive space where children can develop their independence, face new challenges, and build the resilience needed to overcome obstacles. Each experience encourages them to extend their comfort zones, develop character, and grow in confidence as they navigate unfamiliar situations. (RH)

Healthy Bodies, Healthy Minds At William Barnes, we care deeply about the physical and mental well-being of every child. We take a holistic approach, offering a variety of opportunities to help children develop healthy bodies and resilient minds.

Alongside our **timetabled sports lessons** and **extra-curricular sports clubs**, we are fortunate to have an **onsite swimming pool** where children can build their confidence in the water. But nurturing well-being goes beyond physical activity, which is why we also use a fantastic mental health resource called '**Stormbreak**.'

Each day, every class takes part in a **Stormbreak activity** — a fun and engaging way to combine movement with important lessons about mental health. These sessions encourage children to explore key themes such as **hopefulness, self-esteem, self-care, resilience, and building positive relationships.**

For children who need a little extra emotional support, we're proud to have two experienced and compassionate **Emotional Literacy Support Assistants (ELSAs)**, who offer 1:1 sessions and small group activities designed to boost confidence and well-being. Some children may also be invited to **Mrs. Chant's and Mrs. Lewis's Monday 'Well-Being' Club**, where they can enjoy a calm, supportive space to reflect and recharge.

If a child requires further support, we are also beginning to work closely with the **Mental Health in Schools Team**, who provide counselling sessions tailored to meet the individual needs of children who would benefit from this additional care.

At William Barnes, we are committed to creating an environment where children feel safe, supported, and empowered to thrive — both physically and emotionally. (RH)



Parents as Educational Partners: Strengthening Home-School Links

At William Barnes, we believe that a strong partnership between home and school is key to helping children thrive. We show how much we value this relationship in many ways, ensuring that parents feel welcome, informed, and involved in their child's learning journey.

We operate an **open-door policy**, encouraging parents to drop in and speak with their child's teacher whenever they have questions or concerns. In addition to these informal chats, there are also three formal opportunities each year to meet with teachers during parent-teacher consultation meetings.

To keep parents informed about their child's progress, we provide a **'Parent Pledge'** in the Autumn and Spring terms. This pledge outlines how we are supporting each child in school, giving parents a clear understanding of the steps we're taking to help their child succeed.

Parents also play an invaluable role in enriching school life. Many generously offer their time to help with reading and assist during school trips and events, making a real difference to the children's experiences. (RH)

Young Geographers Enjoy Leeson Map Study Preparation

Before heading off to their three day excursion to Purbeck, year 5 spent several lessons learning how to read maps and identify places. Using ordnance survey maps, they learnt how to use 4 figure and six figure grid references to pinpoint the locations of key places such as Swanage pier, Dancing Ledge and Durlston Head. Once they had mastered grid references, they used scales to work out the distance between places by taking measurements from the maps. The children really enjoyed developing their map reading skills and the practice set them in good stead for their long walk from Studland to Swanage over Ballard down. (RH)



Reading Guardian Program

At William Barnes Primary School, we are very proud of our Reading Guardians Program. Every year, as one of their responsibilities, Year 6 children pair up with children from other year groups to form a reading partnership. Every Friday, the reading 'clients' meet in Year 6 with their Guardians for a 15 minute reading session. I am always very proud of the care and patience our oldest children show when working with younger children and the extra reading time for them is invaluable! (RF)



Focused Year 6 Prepare for Pancake Pelt

As part of the community's celebration of pancake day, the children from every class were given the opportunity to take part in a pancake race on the recreation ground. This was organised by the town council and featured teams from local businesses such as Harts and Friar's Moor vets. Although the event was designed to be fun, many of the children took the race quite seriously, remembering who came first in previous year's races. Year 6 in particular, prepared carefully for their race, honing their pancake flipping skills and preparing themselves mentally for the exciting race ahead. (RH)

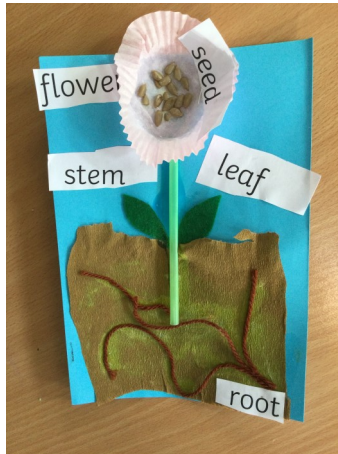
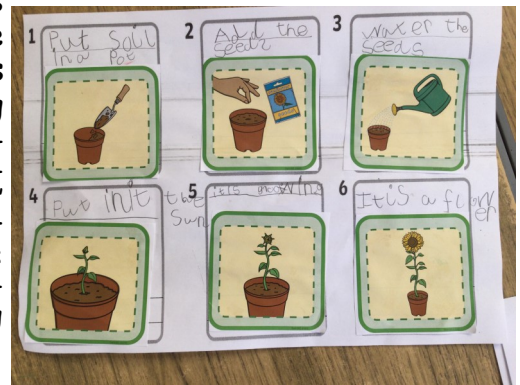




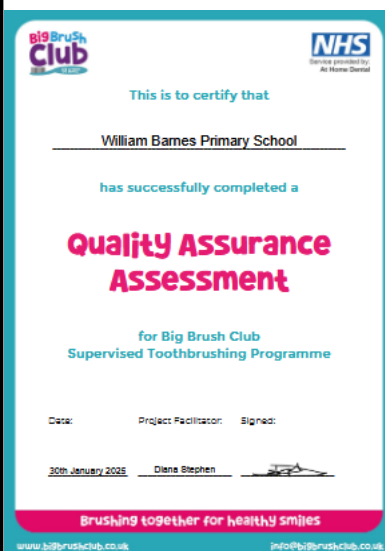
Reception Revel In Scientific Plant Play On Wednesday

26th March, Reception class were delighted to welcome parents and carers to join us for an afternoon of learning about plants. The children kick-started the afternoon by performing the song 'Plants are Growing' along with actions! Next, we got busy with four different activities:

making a cross Head, creating a diagram of a plant - collage style, studying seeds and bulbs and sequencing pictures to illustrate how to grow a plant. Thanks you to all parents and carers who joined us. It was a great afternoon. (HD)



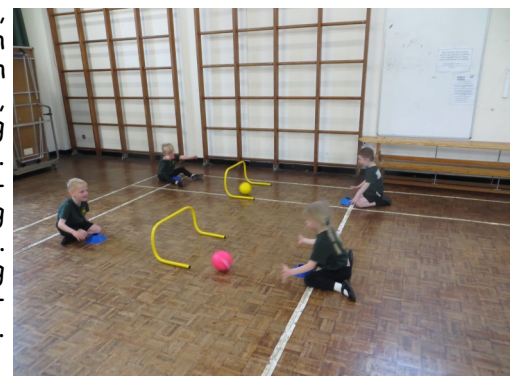
NHS Big Brush at William Barnes Did you know all the children in Reception class take part in 'The Big Brush Club' at least three times a week! All the children have their own



toothbrush and they take 10 minutes out of their afternoon to clean their teeth. This is an additional teeth clean to the morning and evening clean they already do at home. On Thursday 30th January, Diana from NHS: Big Brush Club came to see how well we are doing! She was so impressed she awarded us a certificate! Keep up the fantastic teeth cleaning Reception! (HD)



PE Practice in Year R This term we have had two sessions a week with different PE coaches. We have worked on multi-sport skills such as throwing, catching, balancing and moving in different ways. The children have focused on individual, paired and team work skills using a range of balls and equipment. They have enjoyed many traditional games as well as learning new ones to develop their skills. They have had fun developing their dance skills, moving to music in groups and individually. It's been great fun! (NL)



Monet Makes Impression on Year 2 Artists

The children made use of Claude Monet's water lily paintings as a starting point for their own artwork. The children created a backwash and then tried to paint in the style of the Impressionist artists. They used their knowledge of mixing paints to make the colours they needed. (RG)



Year 2 Discover Extreme Explorers

Year 2 have enjoyed learning about different polar explorers. They learnt about the successes and failures of different expeditions, including Captain Robert Scott's race to the South Pole. The children reflected on who has been remembered and why, in the past, some members of the team were not



recognised for their achievements at the time. They also looked at Felicity Aston and her most famous expedition across Antarctica all by herself. The children compared the equipment she used to Matthew Henson's and how this equipment has developed over time. (RG)

True Meaning of Easter Year 3 and 4

have worked hard this last half term to learn the Easter story through the eyes of a Christian. They have practised telling the story, singing songs and learning performance techniques ahead of their LKS2 assembly to the rest of the school. The children worked very hard to put together the Easter message and to explain clearly what Easter means from the point of view of Christians. (RG)



Science Family Learning Session

Year 2 focused on investigating floating and sinking. They had to look at an object, predict what would happen and then observe whether it floated or sank.



The children also had the challenge of using the equipment provided to make a coin float. Some children came up with some very inventive ideas. Year 2 also had a range of containers and investigated which ones would make a good boat for a cuddly toy. Unfortunately, some didn't and the toys ended up a little soggy! (RG)



Family Learning Week Does the length of wire affect the brightness of the bulb?



It was a full house during our Family Learning Week Science Lesson, when children and parents were asked to predict the answer to the above question. Each prediction needed a hypothesis and there were careful plans made for a fair test before they actually investigated. We can't reveal the conclusion because it's future learning for younger children! (RF)



Year 1 Science Expedition to Dorchester Mansion Year 1 enjoyed a trip to Kingston Maurward recently to enhance their science learning.



The class received the opportunity to see a variety of animals, showing off their knowledge in classifying animals by identifying the groups they belonged to after extensive learning in the classroom at William Barnes. The day began with the children exploring the animals, discussing habitats and diets with many children being able to spot herbivores, carnivores and omnivores. The class particularly liked the couple of friendly donkeys who were eager to be stroked by many pairs of hands. After a spot of lunch, the class embarked on a walk around the lake with the early spring sun shining over us. We hunted for signs of

Spring, spotting leaf buds, blossom and a few flowers. (JN)

Forest School Art. Year 1 took to the forest school area during art lessons this term, enjoying the opportunity to complete their learning outside.

The class have fashioned many pieces of art recently using artist Henri Matisse as inspiration. They have explored a range of different mediums such as collage when completing their artwork in the classroom. This was finalised in our forest school area with children creating visions of animals using whatever they could collect. This was extended to constructing clay faces upon the trees adorned with supplies scavenged from the environment. Keep an eye out for this artwork which will soon be exhibited on our display board in the corridor. (JN)

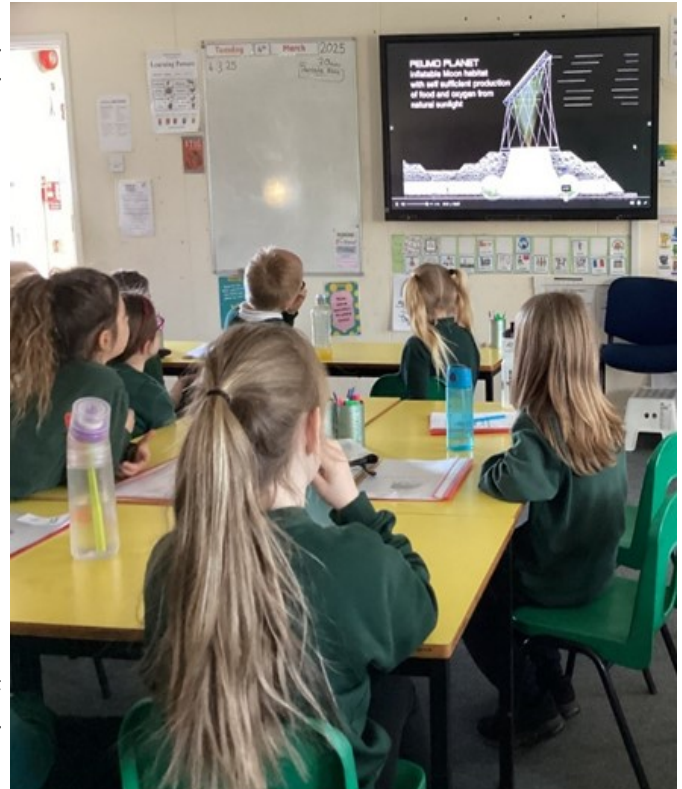
Comic relief: Dress up and Party like it's 1985! Comic relief celebrated its 40th year of raising money this year.

On the day, William Barnes certainly dressed to impress with its 1980s theme. A big thank you to everyone for their efforts and we raised a total of several hundreds of pounds which has been split between Comic Relief and the MYTIME charities. The school Council ran a fun obstacle course on the day which the children enjoyed. A big thank you to the School Council and other year 5 and 6 children who volunteered their time to run the event. Mrs Blackburn. (LB)



Mars Day - 04/03/25 Year 3 had the chance to join an online live lesson to embark on an exhilarating, interactive, online space adventure with spacefund.co.uk and **ESERO-UK**.

They stepped into the shoes of engineers and scientists working on the international Artemis program and helped propel humanity back to the Moon and onward to Mars! We watched a video of launching a rocket, explored a space station and had a conversation about space junk!



The aim for the event was to help raise the profile of STEM jobs in science and engineering and to increase the children's interests in Space exploration. (LC)

Ancient Egyptian Adventure Year 3 have thoroughly enjoyed their Ancient Egypt topic. Throughout the spring term the children have learnt about Ancient Egyptian life, building pyramids, Howard Carter's discovery of different Ancient Egyptian structures, Gods and Goddesses and the class' favourite, mummification! The children have all created a Death Mask in their Design and Technology lessons; they have used techniques such as joining, lamination and creating initial ideas. The children have put a lot of time and effort into making their masks and they should be very proud of the outcome. (LB)



Sporting Extravaganza for KS2 Athletes Competitive sport is always a highlight for many children at William Barnes and this term has offered lots of opportunities for many of our children.

Plenty of football has been played with the annual Sturminster Pyramid tournaments being hosted by Child Okeford Primary School. The schools ever-growing girls side were excited to test their skills against other schools and proved their abilities by finishing runners up, a tremendous effort. The year 3 and 4 team gave it their all and represented the school fantastically with Miss Gale commenting on their exceptional team-work skills and encouragement towards one another. The year 5 and 6 team brought back the silverware after scoring an abundance of goals throughout the tournament and finishing in a well-deserved 1st place.

The school's netball team performed exceptionally this year, finishing second in the local competition, qualifying for the North Dorset finals. William Barnes have not reached this round for a number of years so we are all extremely proud of this achievement. The North Dorset finals, hosted by Sherborne Girls School, contained some tough competition and the team applied a lot of effort, winning two and losing two games in their group.

Congratulations to all that have represented William Barnes during spring term competitions - Roll on summer! (JN)



Friction Force for Family Science Lesson Year 5 were able to show off their expanding knowledge of physics when parents joined the class for an early morning science investigation.

Using the school's collection of Newton meters they compared the friction force provide by various surfaces, to answer the question which material has the best grip. Before the start of the lesson, the children completed an outdoor 'Buddy' run to highlight the school's new approach to well being 'Stormbreak.' (RH)



Ukulele Magic Year 4 have spent this term putting their music skills to the test and have been learning how to play the ukulele.

The children have been building their resilience when things were a bit tricky and using their listening and teamwork skills to encourage each other along the process. They have all worked tremendously hard and I

Attendance Remains Steady For Spring Term Despite their being a variety of unpleasant colds and viruses in the community this , attendance has remained fairly steady at 94.6%. However, looking back to 2018, prior to the pandemic, average attendance was 97% at this point in the year, 3% higher. (RH)

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95.2%	95.6%	95.4%	93.6%	95.4%	95.3%	91.4%

Electronic Rock Paper Scissors A set of tiny BBC Microbit computers have proved a huge hit with Year 6 in their computing lessons.



These deceptively basic looking devices have a set of LEDs, a light sensor, motion sensor, a movement sensor, compass, temperature sensor and a microphone and speaker. The children create code on a laptop and then download it to their Microbit. They can then control the computers

various inputs and outputs. The children have completed various mini projects including making a mood sharing name badge, a step counter and a 'Rock, Paper, Scissors' game. (RH)

Year 5 Flourish at Leeson Residential Parental tales of children who never slept had worried Mr Hull and his party of willing helpers in the run up to this year's Leeson House adventure.

However, they need not have worried as all the children slept really well fol-



lowing hours in the fresh air enjoying all the activities. One night owl even reported the best night's sleep he had ever had. Miss Bates was particularly excited by the improved catering arrangements that included a cooked breakfast and baguettes for lunch. Mr Hull would like to thank Miss Bates, Miss Hargraves and Mrs Gilbert for all their help during the trip. (RH)

PTFA Organise April Fool's Day Celebration Fundraiser Teachers were a little concerned as April 1st loomed this year and they faced the prospect of the children bending and breaking the school's rules.

They needn't have worried as the children entered into the spirit of things with genuine excitement. Many pairs of odd socks and odd shoes were worn. Mr Field had two ties, whilst Mr Hull was dressed half as a PE teacher and half as a suit wearing executive. Children lined up backwards before lessons and were able to sit wherever they chose in the lunch hall. Olivia in year 5 secretly swapped Mr Hull's lolly sticks (he uses them to choose where children sit or select helpers) for another set she had prepared the evening before—everyone with her name on it. (RH)



World Book Day 2025! The whole school enjoyed another successful World Book Day in March. This year, the idea was to add clues to your school uniform and to invite others to guess your character!

Mr Field took an assembly where some children were chosen to be guessed from their clues and also a game of guessing the well-known story from the very first sentence of the book.

There were also online activities, extra Reading Guardian sessions and in the afternoon, a Secret Reader session; children signed up to listen to a story without knowing which book and which classroom was involved until just before. Keep Reading with and to your children! (RF)



READING SUPPORTS CHILDREN TO...
Meet speech and language milestones and do better at school

- They have better brain development, attention, and cognitive ability
- They have better speech and language development and literacy skills
- They have better school readiness and knowledge about the world
- They make more progress across the curriculum






 BookTrust
Getting children reading



READING SUPPORTS CHILDREN TO...
Develop imagination, empathy and creativity

- Shared reading nurtures empathetic skills and understanding of others
- Reading with children enhances their creative development
- Stories prompt dramatisation, allowing children to use their imagination

 BookTrust
Getting children reading

<p>S</p> <p>STAY SAFE</p> <p>Stay safe. Protect your own and others' private information.</p> 	<p>M</p> <p>MINDFUL</p> <p>Be mindful. Respect yourself and others in online communities.</p> 	<p>A</p> <p>ASK</p> <p>Ask yourself, is this someone I know? Should I accept their friend request or open their email/text?</p> 	<p>R</p> <p>RELIABLE</p> <p>Check all information before you believe it. Is the person or website telling the truth?</p> 	<p>T</p> <p>TELL</p> <p>Tell an adult if someone or something makes you feel worried or uncomfortable.</p> <p></p>
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An inspirational,
stimulating well resourced
environment.

preparing all
children for
life

A high quality
professional
staff team

A safe and secure
School at the heart
of the community.

inquiry,
independence
and enthusiasm
for learning

Taking Pride
in all our
achievements

High Standards
of behaviour
From all



William Barnes Primary School
Where every child counts

Publish date: 06/02/19



What parents need to know about AGE RATINGS



If you have children, it is understandable to have concerns about the films and TV shows they watch, as well as the games they play. In this guide, we take a look at the two official ways you can assess if a particular title is suitable for your child. Both the BBFC and PEGI have search facilities on their websites that can be used to look up individual titles so you can check their ratings.



RATINGS FOR FILMS, TV & MUSIC VIDEOS

Since 1912, the BBFC (British Board of Film Classification) has informed UK residents of the age suitability of films, TV and music videos - providing parents with the information needed to assess whether or not it is appropriate for their child's age. This applies to cinema releases, DVDs and streaming video services such as Netflix.

WHAT ARE THE BBFC RATINGS?

BBFC ratings are broken down into seven age categories:



WHAT ELSE CAN BBFC REVEAL?

Accompanied with the age suitability rating, BBFC also provide an additional warning regarding the content and what to expect, such as swearing, sexual content, violence and anything you may consider to be inappropriate for your child. In addition to this, the content is also rated in three levels: frequent, mild or strong.

LIMITATIONS OF BBFC RATINGS

It's important to note that there is no obligation on streaming video services to use or display BBFC ratings. Due to this, we advise that you check the rating online before your child streams the content. It may also be a good idea to watch the content first yourself or discuss it with other parents to help you decide whether or not it is suitable for your child.

RATINGS FOR GAMES

PEGI (Pan European Game Information) is a content rating system that ensures all video games are labelled with a minimum age recommendation. These age recommendations are based on the types of content featured within a game. With each game, PEGI also provide a content descriptor that indicates the potential issues and concerns, including sex, violence, bad language and drugs.

WHAT ARE THE PEGI RATINGS?

PEGI ratings are split into age restriction and content descriptors. Additional 'content descriptors' help parents and children to understand the type of content featured within a particular game, including sex, fear, bad language, discrimination, gambling, drugs, violence, and in-game purchases. In combination, the two different ratings can provide a good level of information to help make informed decisions regarding the suitability for your child.

PEGI age ratings are broken down into five categories:



PEGI content descriptors are broken down into eight categories:



LIMITATIONS OF PEGI RATINGS

It's possible for young people to buy games online without a required proof of age, opening them up to age-inappropriate content without you knowing. We advise that you regularly monitor your child's gaming activities and maintain a honest and healthy dialogue with them about the online world.

PARENTAL CONTROLS

It is a good idea to put in place parental controls for all online accounts which your child may use to purchase or download online games e.g. The App Store, Google Play Store, PlayStation Store and Microsoft Xbox Store etc.

Source: www.bbfc.co.uk

Source: www.pegi.info



www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /NationalOnlineSafety

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