

William Barnes Primary School



Prospectus for Parents/Carers



William Barnes Primary School

Welcome to William Barnes Primary School

At William Barnes Primary School we believe in our mission statement that "Every Child Counts". Staff and Governors are committed to the pursuit of high achievement alongside a love of learning and the development of a well-rounded child. This is shown through our school "Vision" -

- A stimulating and well resourced environment
- A high quality professional staff team
- Preparing children for life
- A safe secure school in the heart of the community
- Taking pride in all our achievements
- Inquiry, independence and enthusiasm for learning
- High standards of behaviour from all

We believe in a "Growth Mindset", where everyone can succeed if they work hard and recognise new challenges as opportunities. Underpinning this is developing healthy, emotionally resilient children, who will become independent thinkers and confident learners.

William Barnes welcomes the partnership between staff, children, parents, governors and the community so that all children can live fulfilling lives as 21st Century citizens. I am always available before school on the playground if parents/carers would like to chat or welcome parents/carers to make appointments if they would like a longer talk.

Please come and share your thoughts with me, they are always appreciated.

Fiona Locke - Head Teacher

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Working together

School vision

The school vision is a series of statements that summarise the values and aspirations of all of the staff, governors and children at William Barnes.

When decisions are made at

William Barnes, staff and governors always refer to the School vision to ensure that any change is for the long term benefit of the children and that it is consistent with the values that the staff and



William Barnes Primary School Teaching and Learning



Generic INTENT

Vision		Mission
*An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning		*Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour Where every child counts
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.		
Preparing Children for Life We believe that we are preparing children for 21 st 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.		
Aims and Objectives <u>At William Barnes Primary School, we believe that children deserve:</u> <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. <u>It is also our aim that :</u> <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. 		
Knowledge and Skills As a school, we believe in the equal relationship between knowledge and skills in our curriculum. We believe that: <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. In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge. We prefer to see the debate laid out as: <div style="text-align: center;"> Knowledge → Comprehension → Application → Evaluation </div>		
Global Community We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.		Parents "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)

and the need for a balance between knowledge and skills.

William Barnes Primary School Our Curriculum Statement



School Context	
Rural Setting with valued Traditional Events Historical Mill and Countryside An Inclusive School, serving a Diverse Community Diverse and Fluctuating Cohorts	Expanded Farming Community Local Authority run School Thriving Community Hub (The Exchange) Local Opportunities for Sport

Our curriculum philosophy

What do we believe makes a good curriculum?
Inclusion

Progression and continuity in the curriculum
Preparing pupils for life- lifelong resilience, mental and physical wellbeing
A connected, relevant, personalised, broad, balanced and rich curriculum
Strong relationships with all stakeholders

How do we deliver it?

Growth Mindset Ethos
Community Links
Connected Curriculum
High Quality Learning Behaviour
Attachment Friendly Understanding

Our curriculum threads

Passion for reading
Outdoor Education and Environment
Cultural Capital
Oracy and Vocabulary
Global Learning Ethos
Eco Friendly Development
Mental and Physical Wellbeing
Widening Opportunities for All



The National Curriculum
See subject overviews and learning organisers

children have agreed.

Curriculum intent

The purpose of the curriculum at William Barnes is explained in the school's curriculum intent. This draws together what the staff and Governors believe to be key principles that underpin all the learning your child will enjoy throughout their journey through our school. It recognizes the essential role of parents, our need to prepare children for life, our place in the global community

Every Child Counts

This is the school mission statement. It summarises the values of the staff who feel strongly that any child should be able to thrive at William Barnes, regardless of their ability or background.

Encouraging Good Behaviour

The children's behaviour at William Barnes is very good due to a hard working staff who create a safe and calm environment for the children. The school code of conduct is shared with the children regularly during assemblies and lessons. Essentially, the children are expected to treat each other with respect and consideration and they are expected to do as any member of staff asks straight away. Staff expect

Code of Conduct

Be kind and polite to everyone
 Follow instructions from staff straight away
 Always keep the playground tidy
 Tell the truth and make sure you can be trusted
 Understand that there is no place for violence, rudeness, bullying or bad language
 Tell an adult if someone is behaving badly or dangerously
 Be in the right place at the right time
 Play fighting is still fighting
 Hands and feet to self
 Learning behaviour at all times

children to behave well and they respond accordingly.

Occasionally children need to be reprimanded and this is done in line with the school's behaviour policy. Children are expected to reflect on

Assessment for Learning (AFL)

AFL is a very important part of the way we teach at William Barnes. It consists of a number of teaching strategies that allow the children to have more control over their own learning. For example, children work with their teachers to develop success criteria for their work that are written up for the children to see. When they have finished they check their own work to see if they have used the success criteria. At parents evenings you may notice that your child's work has been highlighted in pink and green. Pink shows work that the teacher is really pleased with, whilst green shows work that needs further improvement. With AFL children are also taught to learn together as partners, particularly when sharing ideas and answering difficult questions.



Growth Mindset

At William Barnes, children are taught that irrespective of any natural talent, everyone can become more intelligent if they work hard all the time and recognise new challenges as opportunities. This outlook has been researched by Professor Carol Dweck of Harvard University and is known as the "Growth Mindset". The symbol of the growth mindset is the brain which you will see displayed in all classrooms. Children are encouraged to "grow their brain" by doing their best and not worrying when they make mistakes.

How Can You Help?

All parents want the very best for their children and the teachers at William Barnes will do everything they can to make your child be successful in their learning. However, there is much that you can do to help and this section might give you a few ideas.

Keep Teaching!

Up until the point at which children start school, the vast majority of their learning will have been from you, their parents or guardians. You will have read them stories, taught them nursery rhymes, played games with them and helped them to learn to count. You will also have taught them good manners and basic life skills like how to get dressed and so on. Please don't stop!!! Parental involvement is still hugely important as children get older. Research has shown that children from families who show an interest in their children's schooling and get involved with school life do better than children from families who don't support their children and "leave it to the teachers".



Praise, Praise and Praise Again

Everyone responds to praise and children in particular respond well to encouragement and positive comments. The general rule is that you need to give at least three positive comments before a child will take notice of any suggestions you may have for improvement.

This approach builds confidence. If you think of new challenges that we have all had, like riding a bike or playing a musical instrument, the willingness to give it a try is essential. This confidence comes from years of encouragement and praise from teachers and other adults. If children are confident they will succeed then they will. It may take

more time for some children than others but they will get there in the end.

Reading, Writing and Maths

You do not need to be a qualified teacher to help your child with any of these areas, but you do need to be willing to spend time with your child. Children love sharing stories and reading to adults. A bedtime story is a wonderful way to say good night to your child and this does not need to stop once they have learnt to read on their own. Enjoying books and sharing stories will help your child to enjoy reading and see it as a fun and relaxing alternative to television and video games.

Give your child the opportunity to write their own stories at home. Children who write at home will develop into confident writers at school. Provide your child with lots of pens and notepads and encourage them to write and praise the results.

Tracing and drawing pictures is a wonderful way to develop the fine finger and hand movements required for writing and other skills like playing musical instruments. Again lots of colouring pencils, crayons and felt tips and different sorts of paper will give your child confidence at school and hours of entertainment. To give your child even more confidence pin their pictures up in their bedrooms and or stick them to the fridge door.



Talking about numbers that we see in everyday life such as house numbers, television channels and coins helps children develop a sense of how the number system works. Walking to school or driving in the car is a great time to practice adding numbers together quickly. Help your child to learn their times tables as well, particularly tricky facts like $9 \times 8 = 72$ and $8 \times 7 = 56$.

Board games like Monopoly, Scrabble and many others provide great family fun and help to develop reading, social and mathematical skills.

Speaking and Listening

Chat with your child and be interested in what they are doing at school. Compared to a younger child we are all expert communicators. When we talk with children and listen to them we are showing them skills that they will learn to copy for the rest of their lives. Don't be afraid to introduce new vocabulary; children of all ages enjoy using precise and technical words.

Homework

At William Barnes children are expected to work hard in all of their lessons. At the end of the day the children should be quite tired and we believe that they should have the opportunity to relax and be themselves once they get home.

A Good Night's Sleep — Homework Part One

We all know how nourishing a good night's sleep can be and how it affects our day if we have stayed up too late. We also know how "grouchy" our children can be if they get up too early or go to bed too late. So a good night's sleep is essential for your child if they are going to do well in school. Children who are growing and have given their all at school can sleep for as long as twelve hours if they are given the opportunity. Well rested and refreshed they can enjoy a good breakfast before coming to school and giving one hundred percent. Too many children arrive at school tired and ill prepared for the day.

A Reading Routine — Homework Part Two

Developing a regular reading routine at home is really important because there is not enough time in the school day for your child to read as much as they need to. Fifteen minutes or more a day is recom-

mended for children if they are to become enthusiastic readers. Of course, good reading habits and early nights will help you to have some time to relax once the children have gone to bed. In Key stage 1 and 2, children are expected to read five times a week and record this in their reading journal.

As the children get older they will receive increasingly regular homework. For example, in KS2 children will be given weekly Maths activities to complete. Children also use the school's Mathletics or TT Rockstars website to complete activities set up for them by their teachers. In year 6, children will also be given additional homework to help them to prepare for the end of key stage 2 SATs test in Reading, Writing, Spelling and Grammar and Maths. All the children across the school have Microsoft Teams accounts and may be asked to complete homework within Microsoft Teams from time to time.



Getting Started!

A flying start is something that all parents want for their children and this section aims to make sure that this happens.

School Uniform

All children at William Barnes wear school uniform. This is simply a green school sweatshirt, black/grey trousers or skirt, a white shirt and black shoes.

Children also need a PE kit. It is really helpful if parents can label all their children's uniform so that lost property can be easily returned. (For more details about uniform please see page 21).

Breakfast and After School Club

All children are welcome to attend breakfast club and after school club. For a charge of £3.50 per session a breakfast of cereal, toast, fruit, fruit juice and a hot drink is provided. The breakfast club opens at 7.30am and finishes at 8.30am when school opens. After school club runs from 3.15pm to 5.15pm with a charge of £3.50 per hour. Bookings are made in advance in the school office.

Snacks and Drinks

A daily snack of fresh fruit is provided for all children in key stage one free of charge. Children may also bring an additional healthy snack if they choose. One packet of crisps and a treat sized chocolate containing item are allowed as part of a packed lunch. Children in key stage one and children who are eligible for free school meals can also have a free carton of milk each day.

Children may also bring a bottle of water that they can keep in their class room for when they are thirsty during lessons.

Lunchtime

Children can choose between bringing a packed lunch from home or hot lunches. The meals are delivered to the school daily and are provided by Local Food Links. Children will be offered high quality food on a three week cycle of menus including vegetarian options. All children in Reception, Year 1 and Year 2 are entitled to a free hot meal, as are some older children whose families are receiving particular benefits. All our children stay to lunch and everyone eats in the school hall. The children have the chance to enjoy a leisurely meal chatting to their friends, supervised by the lunchtime supervisors and Ms Locke or Mr Field. When the weather is dry and warm the children can picnic on the school field. Again the school encourages parents to provide a healthy packed lunch for their children (For more details about school policy on healthy snacks, drinks and packed lunches see page 22).

Arriving and Home Time

Children are welcome in school from 8.30am onwards when either Ms Locke and Mr Field are on duty in the playground. School starts at 8.45am. On rainy days the children can wait in the school hall from 8.30am. Please ensure that your child arrives promptly. Late arrival can be upsetting for children and gives them a bad start to the day.

The school day finishes at 3.15pm. Parents/Carers collect their children from the school playground. Some of the older children walk home without adults but we expect younger children to be met. Again, please be punctual as children can become upset and worried if they are not collected on time. If you are unexpectedly delayed then please ring the office and we will look after your child until you arrive.

If somebody different is to collect your child, please contact the school office so that we can make sure that they go home safely.

Illness and Absence

The school has a very good attendance record and there is no truancy. Children who are sick should not be in school. However, persistent unnecessary absence can adversely affect a child's confidence and how well they learn.

If your child is unwell then please let the office know as soon as possible. If we do not hear from you and your child is absent the school will try and contact you to ensure that all is well. If your child has been absent please let us know why, either by telephone, in person or in writing. Please note that under government regulations, Ms Locke can only give permission for children to be absent from school in exceptional circumstances.

If you think your child is well enough to come to school but think they may become ill during the day, then let us know so that we can keep a special eye on them and contact you during the day.

Medicines and First Aid

In general, we do not administer medicines. Most prescriptions require that the medicine be taken three times daily, i.e. once before school, once after school and once before bedtime. If your child has been prescribed a medicine that needs to be taken during the school day, the medicine should be taken to the school office and a short form completed. Only medicines which have been prescribed by a doctor and are with the original container and the pharmacist's instructions can be given to children. Medicines other than antihistamines cannot be given as and when.

Children with asthma will need a reliever inhaler in school; children can keep their inhaler in the classroom.

All teachers, teaching assistants and lunchtime supervisors have regu-

larly updated training in basic first aid. As well as the staff on the play ground at break time, a member of staff is also on duty at the office to deal with any injuries.

Seeing your Teacher

If you have any concerns or questions then it is possible to speak to Ms Locke or Mr Field when they are on duty between 8.30am and 8.45am. Teachers are also available before school, but they are often in a rush at this time and may not be able to speak to you for long. Similarly, teachers are available after school to deal with minor problems, queries or difficulties. However, if you need more time then it is best to arrange an appointment so you will not be interrupted. Please feel that you can come in and speak to us so that we can deal with any problems at an early stage.

After School Clubs

After school on Monday to Friday your child will have the chance to attend various clubs. These vary slightly from year to year but typically include seasonal sports, environmental, art and music activities. Children are sent a letter with a list of the clubs running at the start of each term. They then return this to the office to book a place. Once a child is signed up for a club they are expected to come each week until the end of the half term when they can decide if they wish to carry on.

Outings, Visits and School Trips

Each year all parents receive a letter asking for permission for children to go on outings within Sturminster Newton and the surrounding countryside. There are also opportunities for all the children to go on trips to make a topic more exciting. Often these trips will require us to ask for a contribution towards the cost. We recognise that this is not always easy for parents to pay and we do all that we can to keep costs

to a minimum. Parents are often asked to help on school outings, particularly with the younger children. If you can help please contact Mrs Townsend, Mrs Hudson or Mrs Dunkley-Jones in the office or speak to Ms Locke and it will be much appreciated.



Our School Year

The School Day

7.30am	Breakfast Club opens
8.30am	The rest of the children may arrive
8.45am	School starts—registration
10.25—10.45am	Morning play time
12.00—1.00pm	Lunch (Years R, 1, 2)
12.10—1.00pm	Lunch (Years 3, 4, 5, and 6)
2.00—2.10pm	Afternoon play time (Years R, 1 and 2)
3.15pm	End of school—After school club starts
4.00—4.15pm	End of school clubs
5.15pm	After school club finishes

After registration the whole school meets in the hall for ten minutes of “Wake and Shake”, an aerobic dance routine to popular music.

Events in a week

There is an assembly each day at 10.10am. On Mondays and Tuesdays this is given by Ms Locke or a visiting speaker. On Wednesday, Reception and Key Stage 1 have their own assembly, whilst KS2 have assembly in class. On Thursday, there is a key stage 2 singing assembly. Finally, on Friday, each teacher takes their turn in giving an achievement assembly where we celebrate children who have done well.

The Annual Cycle

School is an incredibly dynamic and exciting place to be and in the table below we have listed some of the key events that you might find in a typical year.

<u>Term</u>	<u>Event</u>
Autumn	Harvest celebration
	Year 6 Residential at Weymouth PGL centre
	PTFA AGM and fundraising events
	Parents evening - termly report
	Life Education workshop
	Forest School
	Family learning week
	Carol services, pantomime and KS1 performance
Spring	Netball, football and rugby tournaments
	PTFA discos and fundraising events
	Year 5 residential to Leeson House
	Parents evenings - termly report
	Family learning Week
Summer	Netball, cross country and football tournaments
	Forest School
	Year 4 residential to Rockley
	Family Learning Week - Cluster athletics trials
	Athletics, tennis, aquathlon and cricket festivals
	Swimming pool opens - Forest School
	Sports day - Annual day trips for years R to 5
	Year 6 visits to High schools
	Family Night
	Key stage 2 production
	Annual school reports—Leavers assembly

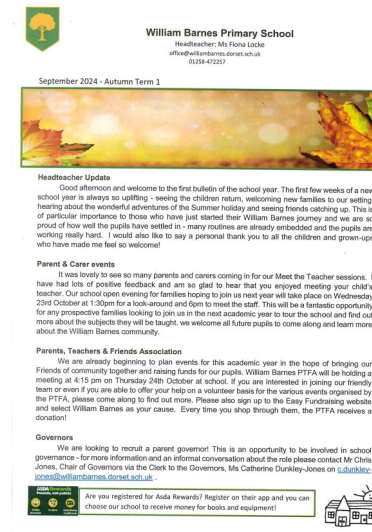
The Summer Term



With the arrival of fine weather children can play on the school field at play times and “Wake and Shake” can take place outside in the sunshine. Each class gets the chance to improve their swimming after the May half term with the opening of the pool.

Communication

Regular newsletter will be shared with you, along with emails and text messages from school and your child’s teacher.



Class to Class

Class Organisation

Traditionally, there have been seven classes at William Barnes, one for each year group, beginning with reception and finishing at year 6. Each class has roughly twenty five children, although the exact numbers vary from class to class and from year to year.

Throughout the school children are taught in their classes for all subjects. Occasionally, teachers will swap classes to take advantage of specialist teaching skills in subjects such as Art or French. All the teachers in the school have roughly half a day each week when they do not teach so they can plan their lessons. Cover is then provided by teachers who are contracted members of staff (see page 18). If staff are absent due to illness cover is provided from a very well established supply agency.



Moving Year Groups

Changing class at the end of a school year can be a worry for some children. To help them get used to their new teachers each class spends time with their new teacher in the second half of the summer term. Year 6 children also have a series of

workshops, visits and festivals at the High School in the summer term to help them prepare for secondary school. On transfer day in July the year 6 children from all the primary schools spend a day at their new Secondary school. On this day each of our classes works with their new teacher for the morning. Similarly, from the Spring term children

who are starting Reception in September are able to come and join in with the reception class for one hour each week.

The House System

During their first year at the school children are given a House to belong to, either Cedar, Bulbarrow, Meadow or Stour, (all places or things that can be seen from the school grounds). As the children progress through the school they are given opportunities to play for their House in sports competitions such as netball, football, cricket, hockey and tennis. In the Summer term, the Houses race against each other during sports day for the William Barnes Cup.



Our Connected Curriculum

Although the national curriculum divides learning into separate subjects, research shows that children learn best when these subjects are linked together to form a connected curriculum. For example, when studying India in year 2, children will learn about the religions and customs of India in history and RE, know how to find India on a globe or map in geography, cook Indian food in design technology, read traditional stories from India in English, develop their own Indian dances in PE and produce paintings and prints based on India in art, as well as listening to Indian music.

English

We believe that reading is vital to children's learning as well as a source of pleasure and relaxation. As children begin to read they are given a lot of individual help so that they can learn to "sound" out words using their understanding of phonics. As the children get older and they read more fluently, they tend to be taught in small groups so that they can improve their understanding of what they have read. Each year, all children in the school are given a reading journal to record their reading at home and in school.

Writing is another vital skill and as the children get older they spend increasing amounts of time putting their ideas into clear written pieces of work. The children are taught the same handwriting style throughout the school. We also lay great importance on developing each child's ability to write in different types of sentence. By year 6 children are writing imaginative and exciting texts that are accurately spelt and mature in style.

Speaking and listening skills are vital to the development of successful writers. Before a child can express an idea in written form they must be able to speak it aloud. In class, children are taught to listen

carefully to each other and express their thoughts clearly. Class discussions, debates, plays and assemblies provide opportunities for children to improve their ability to speak and listen. Children have about one hour of English daily.

Mathematics

Mathematics teaching has changed over the years and the emphasis is very much on understanding rather than repetition of methods. Parents sometimes comment that we teach Maths differently now compared to when they were at school. Actually, the final methods taught in years 5 and 6 such as long multiplication have not changed at all. What has changed is the many small steps that children now learn on the way to understanding a method.

Up until the end of year 3, the children will use a resource called Numicon to help them to visualise numbers and the relationships between them. By year 4, most children no longer require Numicon, but some children who need extra help will continue to use Numicon in small groups. Each child from year 1 to year 6 is given a username and password for the Mathletics website. Children can then practice their mathematical skills at home using the activities set up on line by their teachers.

Children are normally grouped within their class by ability so that the teacher can give challenging work to each child at their level. About one lesson a day is devoted to mathematics (60 minutes).

Science

The 2014 National Curriculum aims to develop scientific knowledge and understanding through the specific disciplines of biology, physics and chemistry. Children study topics such as living things and their habitats, plants, animals including humans, uses of everyday materials and rocks.

Computing

Each week the children have at least one time-tabled slot using the school's set of laptops and iPads. In addition to this the children can access computers in most classrooms during any lesson to enrich their learning. In computing, the children are taught to use many different programs to present information including word processors, desk top publishers, spreadsheets, databases, graphics packages and website design software. Children also learn to write computer code using programs such as "Scratch" and to debug any programmes they write.

The school has a highly filtered and safe connection to the internet. Any explicit content is blocked as is access to social networking sites such as Facebook. and Twitter. When your child starts school you will be asked to read and sign our Safe Internet Use policy.

Religious Education (R.E.)

R.E. provides the children with the opportunity to reflect upon the world and their place within it. The children learn about all the major world religions including Islam, Sikhism, Buddhism, Judaism and Hinduism and compare the beliefs and customs of these religions to Christianity. The children are encouraged to develop open mindedness and tolerance as well as a sense of awe and wonder at the amazing world around them by following the widely acclaimed Jigsaw RE scheme of work.

History

As children progress through the school their sense of the time and history is developed. At first the children focus on the re-



cent past and their lives and that of their families. As they move into key stage 2 they begin to look further back in time to learn about particular historical periods and civilizations. These include the Ancient Egyptians, Ancient Greeks, Romans and Celts, the Tudors, Vikings and the Stone Age.

Geography

Again, in geography children are given the opportunity to broaden their horizons by expanding their knowledge of the planet on which they live. As well as comparing and contrasting a variety of different places such as the Lake District and the Himalayas; they also learn about the weather and how to read maps and atlases. As they move towards year 6, the children investigate more complex ideas such as the effects of tourism on traditional cultures.

Design Technology

Most children really enjoy this area of the curriculum as it gives them the opportunity to design and make things. Children use a variety of simple tools and materials to make their own finished products. There are opportunities to work with other children to develop a range of skills. Often John Allen (a specialist teacher) works in school on a variety of projects including building water mills or models of the London Eye. The children also get the chance to use the school's kitchen to make sandwiches, breads, hot meals, pizzas, smoothies and cakes that are sometimes sold at PTFA events or charity days organised by year 6.



Art

The main corridors of the school are always filled with art work produced around a whole school theme. Once a year, each class produces work for display based on a picture chosen by the National Gallery; this is a national competition called the “Take One Picture” project. The work of the children is then photographed and sent to a panel of judges at the National Gallery; the winning school’s work is then displayed in a special exhibition. Twice, the school has been chosen as winners and the children travelled to London to see their work on display. Art work includes printing, drawing, painting and modeling in a variety of materials and scales. Children are encouraged to express themselves freely and to enjoy creating their own work.

The school frequently works with professional artists who will spend a period of time inspiring a particular year group.



Music

Music is a very important part of school life. Children can learn a number of musical instruments. Each week there is a school choir practice. Children in year 4 are all given the opportunity to learn an instrument such as the violin, trumpet, percussion or guitar. Parents can pay for additional instrument tuition in years 5 and 6.

One assembly each week is devoted to learning traditional songs and

hymns. In class the children take part in challenging and enjoyable lessons where they learn to sing and play their own compositions using the wide range of instruments available to them.

The children are given many opportunities to perform to an audience including talent shows, assemblies, school productions and collective musical events for all the local primary schools.

Physical Education (PE)

Each week children have two PE sessions; one is normally in the hall, whilst the other takes place outside. Children need to wear appropriate and safe clothing for PE; if you would like full details see page 20.

As children move up through the school PE becomes progressively more challenging. At first the children are taught basic skills such as running, catching, throwing, jumping, hopping and so on. As they grow older and these skills become second nature they apply them in various sports and activities such as football, cricket, netball, tennis, volleyball and athletics.



As well as sports, PE also includes gymnastics, orienteering and dance. Professional coaches in basketball, tennis, hockey and football work with children on a weekly basis. The school’s excellent PE provision was recognized when we received the Gold School Games award from 2016 through to 2024.

Please note : these trips and costs may change from year to year depending on the curriculum

Outdoor Education and Annual Trips Programme (all costs are approximate)

Summer Trip i.e. Longleat, Sealife Centre	Reception, Year 1, Year 2 – £15.00
Castle Gardens	Reception – £10.00
Kingston Maurward	Year 1 – £15.00
Moors Valley	Year 2 - £10.00
Bovington Tank Museum	Year 3 – £15.00
Rockley, Wareham	Year 4 – 1 Night Residential £200
Leeson House	Year 5 – 2 Night Residential - £160
Ancient Technology Centre	Year 5 – Stone Age day - £25.00
Weymouth PGL Centre	Year 6 – 2 Night Residential – £300.00
London Gallery	Year 6 – £25.00
Poole Light House	Whole School Pantomime – £15

In the Summer, the swimming pool opens and the children can learn to swim at the school. The recreation ground and the top playground are used all year for matches and practices.

The school offers many opportunities for children to join PE related clubs such as tag rugby, football, cricket, handball, netball, swimming, basketball and athletics. Throughout the year, local schools come together to compete in matches and festivals. In 2022 the dodgeball team won the Sturminster Cup, and the school were winners at the cross country running, netball and football competitions.



The school has an active curriculum so teachers plan lessons other than PE that require the children to be as active as possible. In KS2, each class runs for 15 minutes around the new running track, twice a week and a whole school dance routine called 'Wake and Shake' starts each day in the school hall.

Outdoor Education and Annual Trips

Outdoor education is an important part of the national curriculum and children are expected to take part in the school's program of residential visits that begin in year 4. Residential visits are great fun and the children often look back and see these as the highlights of their time at primary school.

Children are also given the opportunity to go on an annual school trip. These change from year to year but typical examples are shown in the table. The children also go on many other trips, such as a Stone Age related trip to Cranborne Ancient Technology Centre, and a whole school visit to see a pantomime.



Forest School

In years 1 to 6 children are given the opportunity to learn in the Forest school area in our grounds for half a term. Specialist teachers visit weekly and teach the children a variety of skills including shelter building and fire making.



Personal, Social and Health Education (PSHE)

Following the “Jigsaw” scheme of work, children learn how to lead healthy lives, both physically and emotionally. Each half term every class in the school works on a theme such as “New Beginnings” or “Changes” at a level appropriate for the child’s age. Assemblies are then linked to these themes and children who have excelled are celebrated during Friday’s achievement assembly. Each year the “Life Education” team visits the school for two days to support the children’s understanding of the human body and how to make healthy life choices. Bullying is also a theme dealt with in class during JIGSAW lessons and during anti bullying week.

Sex and relationship education

In the Summer term, all years take part in a short program of sex and relationship education based on the Jigsaw scheme. This introduces the issues around growing up and relationships and is ideal for children of this age. Parents are given the opportunity to view the resources before the children if they wish at a parent’s meeting.

High Achieving Children

Children who are working at a high level are given extra opportunities to deepen their understanding both in and beyond the classroom. These can include special residential visits at Leeson House for very able scientists, athletics camps and clubs, as well as workshops at the High school for outstanding mathematicians. The school has also run its own “Able Learners” program where children who are exceeding in their learning are given extra teaching in a small group to stretch their abilities in maths and writing.

Special Educational Needs and Disability (S.E.N.D.)

All children have strengths and weaknesses and at some point in their school career they will probably need some extra help. The level of help can vary enormously from child to child. Some will require just a little extra support from their teacher or teaching assistant to move on. For children with a more persistent difficulty the teachers will work with the Special Educational Needs and Disabled Coordinator (SENDCO) to find out exactly what the child’s difficulties are and how they can be remedied. Sometimes help is needed from experts outside the school so teachers who specialise in working with children with S.E.N.D. visit the school weekly to help children. Often this is backed up by one to one and small group help in the classroom from a teaching assistant. Occasionally, a child has such severe difficulties in school that they are given an Educational and Health Care Plan. Such children will often have a teaching assistant working one to one with them for the majority of their time in school.

If your child does have a special educational need then an individual education plan (IEP), will be drawn up showing the support they will be given. This plan is shared with parents at parents’ evening or at any other time you may wish to make an appointment.

Teachers

Ms Fiona Locke	Headteacher - Safeguarding, Health and Safety, PSHE, RE, Assessment
Mrs Danielle Maynard	SEND/CO
Mrs Naomi Lewis	Year R—EYFS Lead, Foreign Languages, Mental Health Lead
Mrs Hannah Dyke	Year R—Phonics Lead, Early Reading Leader
Mr Joshua Newman	Year 1 PE, swimming pool, behaviour lead, maths.
Ms Rachael Gale	Year 2—History and Geography
Mrs Lisa Blackburn	Year 3—Science
Ms Rosina Gilbert	Year 4—Music, Choir
Mr Richard Hull	Year 5—Computing, Assessment, Outdoor Education, Website
Mrs Ginny Joyce	Year 5
Mr Russell Field	Year 6—Senior Leader, English, Art, DT, Teaching and Learning

Karen Hudson, Lisa Townsend, Catherine Dunkley-Jones	Finance Officer and Administrators
Phyllis Johns	Breakfast / After School Club
Keira Hargrave	Breakfast / After School Club
Sarah Selby	After School Club
Rhoda Lacy	Janitor
Bethany Goddard / Kate Smith	Cleaners

Teaching Assistants

Reception	Emma Roake, Alison Baker
Year 1	Hannah Stapley-Bealing
Year 2	Phyllis Johns, Daniella Wicks, Sharon Knowles
Year 3	Ceejay Henley
Year 4	Helen Perry
Year 5	Paphapan Bates, Keira Hargrave
Year 6	Dawn Chant, Sally Toone

Other Staff

Ceejay Henley	Lunchtime Supervisor
Alison Baker	Lunchtime Supervisor
Emma Roake	Lunchtime Supervisor
Keira Hargrave	Lunchtime Supervisor
Daniella Wicks	Lunchtime Supervisor
Hannah Stapley-Bealing	Lunchtime Supervisor

Governors

Chair	Chris Jones
Ex Officio	Fiona Locke
Staff Governor	Russell Field
Parent Governors	Emma Smith, Charlie Hepworth, Kirstin Graham, Chris Jones
Co-opted Governors	Annabel Smith, Yvonne Pitman, Peter Hallam, Carole Jones, Gilford Sweetenham
LA Governor	Maria Dixon-Amphlett
Clerk to Governors	Catherine Dunkley-Jones

Stepping Stones pre-school

Meet the Stepping Stones staff

Val Cuff	Leader	EYPS
Donna Peters	Deputy	NVQ3
Hayley Hookins	Assistant	DCPW Level 3
Mary Ford,	Assistant	DCPW Level 3
Sarah Blackhall	Assistant	DCPW Level 3
Sarah Selby	Assistant	DEYP Level 3
Hayley Frear	Assistant	DCPW Level 3
Sam Dowding	Assistant	CCYPW Level 3
Lorraine Edmunds	Assistant	CCYPW Level 2

Stepping Stones preschool has been part of Sturminster Newton for the past thirty years and on site at William Barnes since 2009. This thriving and popular pre-school enjoys the use of a large outdoor learning area which creates a safe and exciting place for young children to learn.

The pre-school offers places for children who are aged two and above and is open daily during school terms from 8.45am to 3.15pm. Children over three may also attend the William Barnes breakfast club and after school club if they are mature enough to cope.

Stepping Stones is a committee-managed pre-school and is non profit-making. This allows Val, Donna and the rest of the team to provide the very best in early years education but at affordable rates. Over many years, pre-school staff have cultivated successful links with local childminders, who can pick up from Stepping Stones when required.

The new extension allows children to have a rich pre-school experience and benefit from a smooth transition into their reception class.

The Early Years Foundation Stage (EYFS)

Your child will be in the Early Years Foundation Stage (EYFS) from when they enter a pre-school such as Stepping Stones until they finish their first year at school in a reception class. Children are given the opportunity to learn through experience and play in open ended activities guided by their teachers. Learning is fun and teachers plan to pursue the interests of the children through activities that develop the whole child in three prime and four specific areas of learning. These are:

Prime areas

- Personal, social and emotional development
- Physical development
- Communication and language

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



At William Barnes the pre-school staff and our reception teachers Mrs Naomi Lewis and Mrs Hannah Dyke work closely together to make sure that the experiences that children receive in the EYFS are enjoyable and stimulating.

Stepping Stones and the school have worked together over many years to make the transition for the “little ones” to school as smooth as possible. See the admissions section (page 20) for more details.

Starting School - Admissions

How Can I Find Out About the School?

Before deciding to send your child to William Barnes, you and your child are given a number of opportunities to visit us to ensure that you make the right choice of school. The table to the right gives details of these events.

If you wish to get more of a flavour for life at our school, then you can also look at the school's website, www.williambarnes.dorset.sch.uk or pick up a copy of our termly school newspaper "Barnestorm", (see page 11 for more details). Back issues of Barnestorm are also available to peruse at the school office.

When Can My Child Start?

Children can be admitted to school in the September following their 4th birthday. However, if a parent or the school thinks that a child is not ready, then starting school can be delayed for a while. We are always happy to discuss individual needs with you.

In the term after a child's fifth birthday the law requires that he/she must start school.

Part Time or Full Time?

There are two main options available to parents up until Christmas.

1. You may wish that your child starts school gently by attending for mornings only. School will start at 8.45am and the children are collected on the playground at 11.45am.
2. You may want your child to start full time. School will start at 8.45am, the children stay for lunch and are collected at 3.15pm.

Whether you want your child to start full or part time it is important to

discuss your child's needs with Ms Locke, Mrs Dyke or Mrs Lewis. If Mrs Lewis, Mrs Dyke or Ms Locke feels that your child isn't ready to come for the whole day, then they will start mornings only to begin with, however we encourage every child to join us at full-time unless their specific circumstances suggest this would be unsuitable.

Worries or Concerns

We always make sure that you are aware of how your child is settling in. If there are any problems we will let you know and work together to sort them out. Similarly, if you have any worries or concerns please come in and speak to either Ms Locke, Mrs Dyke or Mrs Lewis.

When?	What?	How?	Who?
All year	Take a tour of the school with Ms Locke the Headteacher and see the children enjoying their lessons.	Ring the school office to make an appointment.	Parents, carers, grandparents of all year groups
October	Open meeting - presentation, tour of school, meet Yr R teachers Mrs Lewis, Mrs Dyke and Head Ms Locke, chance to ask questions informally, refreshments.	Details in local press, information sent to preschool, ring school office for details.	Parents, carers, grandparents of all children starting reception following year
From May Half term	Weekly "Rising Five" afternoons - children starting school in September join reception class to help them to settle in.	Details available from the school office and local preschools.	Parents, carers, grandparents of all children starting reception

Helping your Children Make a Good Start

- Label all of their belongings so they don't get lost.
- Get them into school on time.
- Play lots of games with your child like 'I-spy', card games and board games.
- Go to the library, share books, read your child a bedtime story.
- Read signs, newspapers, menus, recipes, instructions whenever you are with your child.
- Write and draw together letters, shopping lists etc.
- Teach your child nursery rhymes and make up stories together.
- Talk about numbers, on telephones, the pages of books, the numbers on doors. Count together and sing traditional songs like "there were ten in the bed and the little one said..." and "ten green bottles..."
- Play Lego and other building games with bricks and blocks
- During the walk to and from school practice numbers, chant tables, talk about shapes and other things you see.



School Clothing—(Please refer to the School Uniform Policy for more detail)

We encourage children to take a pride in their appearance and it is expected that they will all wear the recommended School Uniform. Parents' co-operation concerning this is appreciated. The uniform is simple and can be obtained from many shops. Uniform can also be ordered online at www.myclothing.com.

It is recommended that children do not have hairstyles that are likely to be very different to those of their peers, and long hair should be tied back neatly. Jewellery should not be worn, including earrings, although children who have pierced ears are allowed to wear simple studs. In the interest of safety, children will need to remove their studs or cover their earrings with surgical tape. Staff are not expected to assist in searching for lost jewellery of any kind.

All items of clothing and footwear should be clearly marked with the child's name. Neither the school nor Dorset Council can accept responsibility for any personal property in school.

Recommended School Uniform

Plain white shirt.

Plain dark green pullover, school sweatshirt or cardigan.

Plain grey skirt or black skirt, pinafore dress, trousers or shorts

Summer dress optional - white and green check print

Plain grey, white or dark green socks or tights

Low heeled black shoes or sandals. Trainers are not suitable for all day wear in school.

Recommended PE Kit

No jewellery. Long hair is to be tied back. All kit should be named and kept in a drawstring bag or PE bag.

Inside - Green school PE shirt, navy or black shorts, black or white plimsolls, extra socks.

Swimming Art, Craft & Technology

Swimming trunks or one-piece swimsuit, swimming hat, towel and a separate plastic carrier bag to hold wet items. Earrings (including studs) must not be worn in the pool.

Some form of overalls is essential for Art, Craft and Technology work to protect the child's clothes - a shirt, suitably altered, is most acceptable.

Parents, Teachers and Friends Association

The PTFA organises a variety of social and fundraising events throughout the school year. The proceeds of these events are used to improve the educational facilities and opportunities for children. The PTFA have recently provided funding for the swimming pool, maths and EYFS resources.

Healthy Snacks and Packed Lunches

William Barnes was awarded "Healthy school" status in 2010. To maintain this award the school must have a "healthy food" policy. To encourage children to develop healthy lifestyles our policy requires that children do not eat confectionary in school, and that they only have crisps and one chocolate treat sized item, as part of their packed lunch. If you would like ideas for healthy alternatives to crisps and chocolate, please ask at the school office.

Teacher Assessment and National Tests

One of the school's many strengths is the accuracy with which teachers continuously assess their children. This allows the teachers to know exactly where each child is and what they need to do next to improve. Teacher assessment is very accurate because it is based on the teacher's knowledge of what the child can do day after day.

In contrast, annual tests provide a snapshot of a child's ability and can lead to unwelcome pressure on children to do well which can make

them anxious.

It is the law that each year national SATs tests must be given to children in years 2 and 6, times tables check in year 4 and phonics screening for children in year 1. These take place during the Summer term and your child's teacher will do everything they can to ensure that your child does as well as they can without being worried or upset.

Religious Education

Under Section 23 of the Education Reform Act parents have the right to withdraw their children from RE lessons and collective worship. However, even with a very sensitive approach by staff, children who are identified as being different by other children feel uncomfortable - parents should bear this in mind when making this decision. Our RE lessons and assemblies are not denominational and use stories and ideas from many religions. They include many moral issues which are of interest to children and are acceptable amongst all religious and non-religious groups.

Safeguarding

Our first priority is your child's welfare and we will usually discuss any concerns we might have about your child with you. There might be occasions, however, when we have to provide information to or consult other agencies such as Children's Services Social Care before we contact you. Our responsibility to do so is determined by Bournemouth, Dorset and Poole Inter-Agency Child Protection Procedures, 2006. If you want to know more about these procedures, please speak to Ms Locke, who is the Designated Safeguarding Officer for the school, Mr Field, who is the deputy Designated Safeguarding Officer or to Mrs Dixon-Amphlett who is the Designated Governor for Safeguarding.

Absence

Our school attendance is consistently above the national level.

Please help us to improve this excellent record. If your child is absent then make sure that we are told the reason either in person, by phone or by letter.

KS2 National Test Results in 2022 - 2023

% of children reaching expected standard in Reading 72%,

Writing 84%, Maths 79%

% of children reached the expected standard in Writing, Maths and Reading combined 54%

% of children reached a high level of attainment in Reading 32%, Writing 14%, Maths 18%.

Progress was above national expectations in Writing and Maths, and slightly below in Reading.

There are no progress measures available for 2023-2024.

The school exceeded the floor standards.

Please note : the data used was up to date as of August 2023 but may have been adjusted by the DFE at a more recent date.

Holiday Dates for 2024/ 2025 (Training dates to be confirmed).

Autumn Term 2024			
SEPTEMBER 2024	OCTOBER 2024	NOVEMBER 2024	DECEMBER 2024
Mon 2 9 16 23 30	Mon 7 14 21 28	Mon 4* 11 18 25	Mon 2 9 16 23 30
Tue 3* 10 17 24	Tue 1 8 15 22 29	Tue 5 12 19 26	Tue 3 10 17 24 31
Wed 4 11 18 25	Wed 2 9 16 23 30	Wed 6 13 20 27	Wed 4 11 18 25
Thur 5 12 19 26	Thur 3 10 17 24 31	Thur 7 14 21 28	Thur 5 12 19 26
Fri 6 13 20 27	Fri 4 11 18 25#	Fri 1 8 15 22 29	Fri 6 13 20# 27
Sat 7 14 21 28	Sat 5 12 19 26	Sat 2 9 16 23 30	Sat 7 14 21 28
Sun 8 15 22 29	Sun 6 13 20 27	Sun 3 10 17 24	Sun 1 8 15 22 29
Spring Term 2025			
JANUARY 2025	FEBRUARY 2025	MARCH 2025	APRIL 2025
Mon 6* 13 20 27	Mon 3 10 17 24*	Mon 3 10 17 24 31	Mon 7 14 21 28
Tue 7 14 21 28	Tue 4 11 18 25	Tue 4 11 18 25	Tue 1 8 15 22* 29
Wed 1 8 15 22 29	Wed 5 12 19 26	Wed 5 12 19 26	Wed 2 9 16 23 30
Thur 2 9 16 23 30	Thur 6 13 20 27	Thur 6 13 20 27	Thur 3 10 17 24
Fri 3 10 17 24 31	Fri 7 14# 21 28	Fri 7 14 21 28	Fri 4# 11 18 25
Sat 4 11 18 25	Sat 1 8 15 22 1	Sat 8 15 22 29	Sat 5 12 19 26
Sun 5 12 19 26	Sun 2 9 16 23 2	Sun 9 16 23 30	Sun 6 13 20 27
Summer Term 2025			
MAY 2024	JUNE 2024	JULY 2024	AUGUST 2024
Mon 5 12 19 26	Mon 2* 9 16 23 30	Mon 7 14 21 28	Mon 4 11 18 25
Tue 6 13 20 27	Tue 3 10 17 24	Tue 1 8 15 22 29	Tue 5 12 19 26
Wed 7 14 21 28	Wed 4 11 18 25	Wed 2 9 16 23# 30	Wed 6 13 20 27
Thur 1 8 15 22 29	Thur 5 12 19 26	Thur 3 10 17 24 31	Thur 7 14 21 28
Fri 2 9 16 23# 30	Fri 6 13 20 27	Fri 4 11 18 25	Fri 1 8 15 22 29
Sat 3 10 17 24 31	Sat 7 14 21 28	Sat 5 12 19 26	Sat 2 9 16 23 30
Sun 4 11 18 25	Sun 1 8 15 22 29	Sun 6 13 20 27	Sun 3 10 17 24 31

William Barnes



Where every child counts

Other Information

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DT10 1BZ

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