

# St George's Primary School

Clarence Road, Portland  
Dorset DT5 2BD

Headteacher Mr. T. Jameson  
Email [office@stgeorgesportland.dorset.sch.uk](mailto:office@stgeorgesportland.dorset.sch.uk)

Tel 01305 820520  
Fax 01305 823947

September 2009

Dear Parent,

Please accept this copy of the school Prospectus with my compliments. In it you will find much of the basic information you may require about the school. Additional information may be found on the school's website, and we welcome visits from existing and prospective parents alike.

We are justly proud of the school and its achievements. Its success is built upon the strong partnership which exists between children, parents, staff and governors.

Through this partnership St. George's Primary School aims to serve the community by providing an education of the highest quality for all our pupils.

The school recognises its role in the community and the special contribution it has to make. The school seeks the support of parents, carers, and the local community in fulfilling its objectives for all the pupils in providing a broad, balanced and relevant curriculum and in striving to raise standards of attainment.

Above all the school is a happy and caring place which we hope you will wish to be a part of in the future.

Yours sincerely

Mr T S Jameson  
Headteacher

*"Excellence and enjoyment through opportunity"*



## SECTION 1

### St. George's Primary School

*"Excellence and enjoyment through opportunity"*

#### The School and its facilities



St. George's Primary School is a recently amalgamated community school. The present accommodation comprises a purpose built nursery, a large double unit for reception children, and large classrooms for individual classes throughout the year groups. There is also a library and two ICT suites, conveniently situated for use by each Key Stage. The school has two large assembly halls each fully equipped with a wide range of mobile and fixed apparatus. The school also has three static huts with toilet facilities. All classrooms are equipped with interactive whiteboards.



Outside there is a very large playing field for rounders, cricket, soccer, athletics and so on. There are separate play areas for the younger and older children with a variety of play equipment. A heated swimming pool and changing room area is used during the summer months.

In addition we have two pre-school facilities on the school site which are used to accommodate a breakfast club, early years provision and after school clubs.

Currently plans are in place for a new "state of the art" building to replace the existing school premises comprising a large extended Primary School.

## **The Staff**

In the Year 2008-9 the school will be organised into 16 classes. The teaching staff are well qualified and most experienced both in general primary teaching and in specific aspects of a modern primary curriculum which require particular expertise. Specialisms include English, Maths, Science, Music, Humanities, Information Technology, Physical Education, Assessment, Special Educational Needs, Design Technology, Personal Social & Health Education and Art.

The teaching staff are supported by 23 Teaching Assistants and two Higher Level Teaching Assistants.

The School Administrative Officer is supported by the School Secretary and the Receptionist. There is also a Finance Officer, sixteen Midday Supervisory Assistants and a Site Supervisor.

## **Standards in School**

OFSTED reports have stated that the school has 'good standards'. 'The pupils are polite, friendly and cheerful and they enjoy coming to school.'

Good standards of behaviour are achieved by the example set by all adults working in the school, by the strong ethos of the school and by the expectation placed upon children for self discipline, control and a responsible attitude. In this endeavour we appreciate the support of all who have the interest of the school at heart.

# **ST GEORGE'S PRIMARY SCHOOL**

"Excellence and enjoyment through opportunity"

## **MISSION STATEMENT**

St. George's Primary School aims to serve the community by providing an education of the highest quality for all our pupils.

We aim to educate and encourage our children to live happily and work together in a caring environment by providing a range of opportunities in a rich and balanced curriculum for each individual to develop to the maximum in physical, intellectual, personal, emotional, social and moral terms.

To achieve this we seek:

## **SCHOOL AIMS**

- To provide a safe, secure, happy, stimulating environment and appropriate play and learning experiences for the academic and personal development of each child.
- To equip children with skills, knowledge and attitudes which will help them to take their place in a rapidly changing society.
- To develop the many skills of communication with great emphasis in literacy and numeracy, and to encourage high standards of achievement.
- To foster a spirit of enquiry and an individual appreciation of the environment.
- To promote good standards of behaviour through the adoption of shared values and attitudes in school and in the wider community and to encourage children to respond to and appreciate the needs and values of other individuals and cultures.
- To ensure the all round physical development of each child allowing for individual interest and ability in a setting which actively promotes the health and welfare of all.

## **SECTION 2**

# **THE CURRICULUM**

The curriculum of St. George's Primary School is set out in the school's Curriculum Policy Statement and Schemes of Work, which are kept under constant review. These are linked directly to the requirements laid down in the National Curriculum. Copies of all these documents are available to parents on request.

The school curriculum is organised in stages.

The Foundation Stage curriculum covers ages 3 to 5 and children in the Reception class follow a varied programme of individual and group learning closely linked to constructive and free play activities. The Foundation Stage and the schemes of work which support its delivery, embraces the following areas.

1. Communication, Language and Literacy
2. Mathematics
3. Knowledge and Understanding of the World
4. Physical Development
5. Creative Development
6. Personal, Social and Emotional Development

Key Stage One covers Years 1 and 2

Key Stage Two covers Years 3,4,5 & 6

Key Stages One and Two follow a basic curriculum which comprises the core & foundation subjects of the National Curriculum together with Religious Education. Subjects taught are:

### **English**

The New Primary Framework covers reading, speaking & listening, and writing, including spelling and handwriting. English takes up a minimum of 25% of total teaching time, and is taught through a Literacy Hour, and skills learned are applied across the whole range of subjects. In addition, time is given for extended reading and writing activities.

### **Mathematics**

This covers the use and application of mathematical skills, number; shape, space and measures and data handling based on the National Numeracy Strategy. Whole class teaching methods are used where appropriate. Multiplication tables are also taught. The daily Maths lesson emphasises the importance of mental mathematics.

### **Science**

This covers life processes and living things, materials and their properties, and physical processes such as light, sound, magnetism, electricity, energy and forces. Children learn through active scientific investigation and experimentation.

- Design Technology** Aspects of design technology are studied and children fulfil various design and make tasks using different materials and components. Cookery and needlework are taught, and construction kits are used by all children.
- I.C.T.** Information and Communication Technology forms an important part of the curriculum. Communicating and handling information are skills which play a part in other subject areas. I.C.T. lessons are timetabled each week, and children have access to the Internet to enhance learning and research.
- History** Children are given opportunities to develop an awareness of the past and of the ways in which it was different from the present. Study units include Romans, Anglo Saxons and Vikings in Britain, Life in Tudor Times, Victorian Britain, Britain Since 1930, Ancient Greece, local history and the study of a past Non European Society.
- Geography** Children are taught various geographical skills, terminology and techniques. Places studied include the school and its locality and two contrasting localities, one in the U.K. and one in the Third World. Thematic studies cover rivers, weather, settlements and environmental change.
- Art** This covers art, craft and design, and helps children to develop knowledge and understanding of the creative world through the use of a variety of media and techniques. It seeks to add to the stimulating environment of the school through imaginative display.
- Music** The school offers a broadly based music curriculum and the children's understanding and enjoyment of music is developed through singing, making music on our excellent range of percussion instruments and learning to play the recorder. Instrumental tuition is also available in school.
- P.E.** Children are taught six areas of activity which cover games, gymnastics, dance, athletics, outdoor and adventurous activities and swimming. The school is well equipped for P.E., with two good sized halls and outdoor facilities for soccer, netball, athletics, swimming, cricket, rounders and minor games. Children play individual and team games, and the school organises inter house competitions, and takes part in tournaments with other schools in Dorset.
- Religious Education** Religious Education within school follows the guidelines laid down in the New Dorset Agreed Syllabus and includes the study of the Bible together with various thematic approaches, and the daily Act of Worship. School assemblies are led by the Headteacher, members of staff, various church leaders or by the children themselves. The school values its close links with the local Churches and community as a whole.

The children and staff enjoy celebrating Christian festivals in school and in local churches at various points in the year.

Parents may, if they so wish, withdraw their children from R.E lessons and assemblies by notifying the Headteacher in writing.

## **The Broader Curriculum**

Cross Curricular themes are studied by all children at set times each year and cover:

Health Education (including Safety Education)

Citizenship

Environmental Education

St. George's Primary School is an extended school which provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community.

Educational trips and residential visits (in Years 4, 5 & 6) form an important part of the curriculum and support and enhance studies in school.

**Sailing:** At St. George's Primary School every Year Six pupil will receive the unique opportunity to go sailing during the Summer Term and achieve the RYA Qualification Stage 1 and 2.

As Weymouth & Portland will be hosting the sailing for the 2012 Olympics, the National Sailing Academy will provide the perfect facility for experience.

**West Dorset School Sport Partnership:** St. George's Primary School is a member of the West Dorset School Sport Partnership a group of 68 primary, middle and secondary schools working together to develop P.E. and sport opportunities for all young people. The West Dorset School sport partnership is based at its hub site, The Wey Valley School and Sports College.

The West Dorset School Partnership works towards seven key aims for ALL young people:

- Increase participation in high quality physical education
- Increased participation in high quality out of school hours learning
- Increased participation in high quality informal activity
- Increased participation in high quality competition and performance
- Improved attitude, behaviour and attendance in P.E. and all school activities
- Increased attainment & achievement in and through P.E. , out of school hours learning and sport
- Increased participation in community sport, and improved quality of community life

The West Dorset School Sport partnership comprises a Partnership Development Manager (PDM); 9 School Sport Co-ordinators (SSCo's); 57 Primary and Special School Link Teachers (PLTs)

Our Partnership Development Manager is Dale Rhodes, based at The Wey Valley School and Sports College. Dale manages the partnership and is responsible for developing strategic links with key partners in sport and the wider community. The nine SSCO's are based in secondary and middle schools, and they concentrate on improving school sport opportunities, including out of hours school learning, competitive school sport and club links, across a family of schools. The SSCO for our school is Lynne Read who is based at The Royal Manor Arts College.

Our Primary Link Teacher, whose aim is to improve the quality and quantity of P.E. and sport in our own school, is Mrs Becky Radford.

## **Every Child Matters**

### **Being Healthy**

The new School can meet this need by:

- Developing a robust Healthy Schools programme & achieve "Healthy Schools Status (H.S. status) by 2008.
- Ensuring that all students participate in a broad, balanced and varied programme of quality physical education
- Promoting healthy eating through the schools' fruit & veg scheme
- Promoting a healthy work-life balance for children and adults

### **Staying Safe**

The new school can meet this need by:

- Employing a range of staff with different skills and expertise
- Creating an ethos and atmosphere where violence or bullying will be seen by everyone as unacceptable
- Ensuring the road safety issues around the school are taken on board
- Developing an up to date School Travel Plan

### **Enjoyment & Achievement**

The new school can meet this need by:

- Providing a high quality, flexible and personalised curriculum for all students
- Providing a high quality learning environment
- Enhanced curriculum enrichment and extra-curricular opportunities
- Attainment for all the highest possible level

### **Making a positive contribution**

The new school can meet this need by:

- Providing opportunities for students to take on responsibility in school e.g. peer mentoring (we already have this in operation), monitors/prefects
- Providing opportunities for students to have a say in how the school is run e.g. through the School Council
- Providing opportunities for students to take part in community service activities
- Establishing links and joint activities with pyramid and partner schools and the wider community.

### **Achieving economic well-being**

The new school can meet this need by:

- The promotion of positive attitudes
- Developing an Inclusive ethos

### **Sex Education**

Sex and Relationships Education is an aspect of our personal, Social and Health Education (PSHE) programme which is followed by children in Key Stage 2, and takes the form of a brief course set in the context of family life. We are assisted by the School Nurse in the delivery of the course.

Parents have the right to withdraw their children from Sex Education if they so wish, by notifying the Headteacher in writing.

### **Assessment, Recording and Reporting.**

Teachers take great care to monitor the work and progress of individual children. A system of individual target setting is used through which children are made aware of how they may improve their work.

Targets would normally cover English & Maths work, and other (personal) targets.

Statutory assessment includes an end of Foundation Stage Profile for children in the Reception Year, continuous Teacher Assessment, and Standard Assessment Tests (SATs) in Years 2 & 6. Regular testing in English, Maths and Science is carried out, and parents are given an annual written report on their child's progress throughout the range of subjects.

**Special Educational Needs.** The school's S.E.N policy acknowledges that many children will require extra help with their learning from time to time. The policy follows the stages set out in the national Code of Practice, and allows children to receive in class support or extra individual or small group tuition from our Special Needs Teacher. Close liaison with parents is maintained and many children follow Individual Education Plans (I.E.Ps) to help with their problems.

**Homework** is given to children to support the work done in the core subjects of English and Maths and other subjects from time to time. The active support of parents in monitoring that homework is carried out is appreciated. All children are expected to take home reading books and to learn spellings and multiplication tables as appropriate. In addition, from time to time it is recognised that some children benefit from extra help at home and this can be arranged in consultation with the class teacher.

**Behaviour and Discipline.** All teaching and non teaching staff in school seek to encourage a sense of self discipline within each child and a finer consideration of the needs of others within a caring environment. Codes of conduct and acceptable behaviour form an integral part of the ethos in the school. Good behaviour is our basic expectation. Sanctions used include loss of privilege such as playtime or extra curricular clubs. Discussion with parents about a child's behaviour takes place before a problem becomes serious. Exclusion from

school only occurs in extreme cases. A copy of the Behaviour & Discipline Policy is included in this prospectus.

**Reward System.** The school operates Rewards Systems according to the children's developmental stage. Children are rewarded for work well done and commendable behaviour. The School Council contributes to the future development of the school by offering ideas direct from the children for the benefit of all, and is responsible for an annual budget to fund its proposals. The Council comprises children from each class throughout the school. Regular meetings are held with the School Leadership Team.

**Complaints.**

If you wish to make a complaint about any aspect of the school, we have an agreed complaints policy. Copies of the procedure are available on request.

## Inclusion

Inclusion covers two significant groups of children. Children identified with Special Educational Needs and those children as identified as Gifted and Talented are recorded on a school register.

The role of the SENCO is to manage the identification, provision and support of these two groups of children. They do this in a number of ways:-

- i) Ensuring the effective and appropriate identification of children by supporting the Class Teacher and Teaching Assistants.
- ii) Providing these children with relevant Individual Education Plans to address their needs.
- iii) Monitoring the progress of these children.

## Special Educational Needs

These children are provided with additional support from the class teacher and/or the Teaching Assistant. They have an Individual Education Plan that is reviewed twice a year in consultation with parents and children. This plan has targets to help the child make progress.

The school may seek external advice from other agencies such as the school nurse if a child's difficulties are causing great concern.

## Gifted and Talented

These children are identified and their strengths recorded. We aim to provide these children with learning plans and targets that challenge them.

A Talented Child is considered to be a child who possesses an ability in a foundation subject such as art or music.

A Talented & Gifted Child is considered to be a child who possesses multiple activities in the curriculum, one of which must be Literacy or Numeracy.

## Child Protection

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 or to consult other agencies such as Social Care and Health before we contact you. Our responsibility to do so is determined by Bournemouth, Dorset and Poole Inter-Agency Child Protection procedures. If you want to know more about these procedures, please speak to the Headteacher

## **SECTION 3**

# **THE GOVERNORS**

The Governing Body of a Foundation school is responsible for all aspects of school life, including:

1. An oversight of the conduct and curriculum of the school with specific policies in sex education and religious worship.
2. The management of the school budget and other grants received from central government.
3. Monitoring the extent to which the school achieves its aims and objectives.
4. The appointment of teaching and non teaching staff.
5. The maintenance and development of the school buildings and facilities.
6. The fostering of good relationships and effective communication with the parents and the wider community.

The Governing Body comprises:

|                         |                       |                       |
|-------------------------|-----------------------|-----------------------|
| 5 Parent Governors      | 3 CSA Governors       | 2 Staff Governors     |
| 1 Ex. Off (Headteacher) | 4 Associate Governors | 3 Community Governors |

The Governing Body meets formally at least once a term, and minutes of these meetings are available to parents. Each governor has a particular responsibility for an aspect of school life, and regular reports of governor business in the form of newsletters are sent to parents. The Governing Body does not make detailed decisions on the day to day running of the school; this is the role of the Headteacher. A successful school will have a close working relationship between Headteacher and Governing Body. Such a relationship exists at St. George's Primary School.

|                                   |                  |
|-----------------------------------|------------------|
| <b>Chairman of Governors</b>      | Mr. D. Crabb     |
| <b>Vice Chairman of Governors</b> | Mr C. Gover      |
| <b>Headteacher</b>                | Mr T. S. Jameson |
| <b>Clerk of Governors</b>         | Mr D. Hall       |

Further information about the school can be found in The School Profile at:

**[www.direct.gov.uk](http://www.direct.gov.uk)**

The school has close links with local pre-schools and strongly urges parents of pre-school children to make the most of the opportunities offered there. As children are about to start school they are invited to visit during the term before admission and the Headteacher is pleased to meet parents to discuss their children's future education.

The Governing Body seeks to admit children of primary school age living in the area normally served by the school.

### Admission Policy

For children starting school St. George's Primary School has one admission date each year, at the beginning of the Autumn Term in September.

Children are admitted following their 4th birthday, initially on a part time, morning only basis, for the Autumn Term. Children become full time in the January following their admission to school.

The Admission Number for St. George's Primary School is 60 for Reception/Key Stage 1 & 90 for Key Stage 2.

The maximum class size for 2008-9 at KS1 will be 30 (by statute)

### Oversubscription

The number of intended admissions for the year 2008-9 will be 60 to comply with government legislation. Where all parental preferences for places can be satisfied all children seeking a place will be admitted.

Where there are too few places available to satisfy all preferences places will be allocated according to the following priority area

- (i) children who are looked after by a local authority.
- (ii) children living within the school's catchment area and who will have a brother/ sister attending the school at the time of admission.
- (iii) children living within the school's catchment area.
- (iv) children living outside the school's catchment area who have a brother/sister attending the school at the time of admission
- (v) children living outside the school's catchment area.

Where there are too few places to satisfy all preferences in any above category, the following priority will apply:

- (i) children who have exceptional medical reasons for attending the preferred school. Applications would need to be supported by the clinical/medical officer's report which can demonstrate the reasons why the child must attend a preferred school rather than any other.
- (ii) all other children.

If too few places are available to satisfy preferences expressed within any of the priority order categories above, places will be allocated on the basis of the child's closeness to the preferred school, (defined by straight line measurement using the Map Info Professional computer mapping system.)

### **Appeals Procedure**

Any parent wishing to appeal against a decision regarding the non admission of their child should write in the first instance to the Clerk to the Governors at the school address. Details of the Appeals Procedure are available from the school office.

### **The Governing Body**

CSA = Childrens Services Appointment, P = Elected Parent, A = Associate Governors, T = Elected Teacher, Ex = Ex-Officio, C = Community, S = Staff Governor

### **Chairman**

**Mr. D. Crabb**

**(C)**

I was born and brought up on Portland. I attended St. George's Infant (at Reforne) and Portland Tophill Secondary Modern School (now The Royal Manor Arts College). I spent many years working for the MOD and am now retired. My wife Anne is the Senior Midday Supervisor at St. George's Primary School and we have two grown up daughters. I am a Community Governor and have been a member of Tophill Junior School Governing Body since 1997. I became a school Governor because of my interest and concern for Portland, its individuality and character and to try and help the children of Portland to be as lucky as I was when I was their age.

### **Vice Chairman**

**Mr C Gover**

**(CSA)**

I am Vice-Chair of the Temporary Governing Body and Chair of the Finance and Premises Sub-Committee.

I was previously an elected Parent Governor to St. George's Infant School and have been involved with that Governing Body for 3 years prior to amalgamation. I have lived on Portland since 1992 having been brought to the Island by way of the Royal Navy. I now work at Dorset County Hospital as a Registered Nurse. I am married with three children, 2 of whom currently attend St. George's Primary School. I am keen to see the school flourish and grow in the coming years and enjoy working as part of the team that will ensure its, and its pupils future success.

- Mr M Scard (C)**  
I have been a Governor of Tophill Junior School for approximately eleven years, latterly as Chair. Both my children, Jason and Jessica attended Tophill Junior School, during which time I was Chair of the P.T.A. I feel I have a lot of experience to offer the school together with enthusiasm and time. My work brought me into contact with many areas useful to the school, finance, planning, contractual matters, risk assessment, decision making etc.
- Mr M Mullender (P)**  
I am a parent governor with 2 children at St. George's. I am currently Head of Music at the Royal Manor Arts College and have lived and worked on Portland for just under four years. I run the Portland Community Swing Band with my wife Helen and am working hard on ideas for the cultural Olympiad in 2012.
- Mrs. N Briggs (CSA)**  
I have been a Parent Governor since January 2005. I work for the Methodist Church as Youth and Children's Officer providing support to the 250 Churches in the Southampton District. I have worked with children and young people in a paid and voluntary capacity for over 15 years.  
I moved to Portland in August 1997 and am married to Chris, Methodist Minister on Portland. Our family consists of Sarah-Jayne, Christy-Anna and Lisle who attend St. George's Primary.
- Mr C Dallison (C)**  
I enjoy being on the temporary Governing Body of St. George's Primary School. I am actively involved in the Health and Safety Committee. Here, I am able to use the expertise from my work place for the benefit of the pupils of the school.
- Mrs N Barker (A)**  
I am married with five children and have lived on Portland for just over eleven years. I became a Governor at Tophill Junior School three years ago which progressed to being on St. George's Governing Body. I enjoy my current role as SEN Teaching Assistant.
- Mr. T. Jameson (Ex) Headteacher**  
I have taught in Dorset since 1975 and have been a Headteacher since 1979, serving in a variety of schools. I was appointed as Head of St. George's Primary School in February 2006.

- Mrs J Luxon (A) Deputy Headteacher**  
I am Deputy Headteacher of St. George's Primary School and have enjoyed teaching in Dorset since moving from South West London where I lived until the age of 20. Having been a Governor at Tophill Junior School for eight years I look forward to the schools continued success in its new status as St. George's Primary School.
- Mr M Coombs (A)**  
I have been a teacher for eleven years 7 of which have been at St. George's Primary School. I am currently a Year 5 teacher with responsibility for Whole School Assessment and P.E. I am also part of the Senior Leadership Team.
- Mrs S Munslow (S)**  
I have taught at St George's for 6 years and been a Governor for 4 years. I live in Weymouth with my husband and 3 children and love living by the sea!
- Mrs M Mellon (S)**  
Having lived on Portland all my life, I have enjoyed being a Teaching Assistant at Tophill Junior School during the last five years. I have two children who attended both schools and are now grown up.
- Mrs J Rowe (A)**  
I have lived on Portland for twenty four years with my husband. We have three children, two sons and a daughter. All our children have been to St. George's Infant and Tophill Junior Schools. I have worked at St. George's Infant School for twelve years and have been a Governor at St. George's for the last five years. I thoroughly enjoy working with the children and I hope in some small part to help them into the world of education.
- Mr L Ames M.B.E. (CSA)**  
I became a Borough Councillor in 1976 and a County Councillor in 1981. I have served as a Governor at The Royal Manor Arts College, St. George's Infant, Brackenbury Infant and Southwell Primary Schools and was for many years Chairman of the Governing Body at Weymouth College. I was very pleased to be elected as a Governor at St. George's Primary and am delighted with its progress. I would like to congratulate the staff for their hard work and dedication to the young people & I wish them every success for the future.

**Ms S Shirley (P)**

I am a Parent Governor with a child currently in Year 5. I grew up on the Island and currently work at the Wey Valley Sports College as a Learning Mentor. I am keen to see the continued success of St. George's Primary School and for the children to be reaching their full potential.

There are currently 3 Parent Governor vacancies.

**Clerk to the Governors: Mr David Hall**

## **SECTION 4**

### **THE PARENTS**

#### **Parental Involvement**

Parents are encouraged to take an active part in the education of their children and in the general life of the school. We value their contribution to many different activities ranging from listening to readers, cookery, art and craft, to swimming, games, and many more. Parents are regularly invited to attend class assemblies, celebrations and concerts.

Any parents wishing to help in school in a voluntary capacity should initially contact either their child's class teacher or the Headteacher. All staff and volunteers have police checks.

#### **Parent Teacher Friends Association**

We have a Parent, Teacher, Friends Association whose aim is to promote the education and enjoyment of school by the children and to provide funds for various activities and equipment. The Committee is elected annually at the AGM held in the Autumn Term. The Headteacher and staff work closely with the PTFA and value most highly the contribution which the PTFA makes to the life of the school. Regular PTFA and school newsletters listing social and fund raising events are sent to all parents.

#### **Parent Consultation**

There are opportunities for parents to take part in formal consultation evenings with teachers in the Autumn and Summer Terms. During the Summer Term written progress reports are sent out to parents. All staff are happy to see parents, either formally by appointment or at the end of the school day to discuss any problems.

#### **Home School Agreement**

In September 1999, a national system of Home School Agreements was introduced which identified the basic responsibilities of teachers and parents in their relationship with each other. Although the Agreement is non-binding, we hope all parents will wish to subscribe to its aims. A copy of the Agreement is to be found at the end of this Prospectus.

## **General Information**

### **School Times**

|       |                        |
|-------|------------------------|
| 8.45  | School Open            |
| 8.55  | Registration           |
| 9.00  | SESSION 1              |
| 10.00 | Assembly               |
| 10.15 | Break                  |
| 10.30 | SESSION 2 & 3          |
| 12.15 | Lunch                  |
| 1.10  | Registration           |
| 1.15  | SESSION 4 & 5          |
|       | (15 min break for KS1) |
| 3.15  | School Ends            |

### **Taught Time**

|     | a.m. | p.m.      | total x 5 |
|-----|------|-----------|-----------|
| KS1 | 2½   | 2 hours   | 22½ hours |
| KS2 | 2½   | 2 ¼ hours | 23¾ hours |

Extra Curricular clubs run from 3.15 to 4.00 p.m. approximately.

### **Travel To and From School:**

With the safety of the children in mind, the school gates are closed during the school day. Vehicular access to school is limited to disabled drivers. If children arrive at school by car great care should be taken.

### **Emergency Closure:**

Parents would be notified of early or emergency closure of school through a network of staff and teaching assistants. In times of severe weather conditions, parents seeking information can telephone school or listen to local radio stations for news of school closures.

### **Uniform:**

The School Uniform comprises:

School shoes (preferably black, low heels for girls)

Black or grey trousers, maroon sweatshirts (crew neck) with school logo

Grey or black skirts, or red and white small check dresses in summer

Children also require P.E. kit comprising:

White t-shirt, dark shorts, plimsolls or training shoes in a named bag. Leotards may also be worn. Children wishing to play football require appropriate kit from Year 3. Tracksuits are strongly recommended for all children, especially during the winter months.

A small stock of school sweatshirts are held at the School Office. These and all other items of school uniform can be purchased from the National Schoolwear Centre, Great George Street, Weymouth.

Swimming kit, including a hat, will be needed in the summer term. (Hats are on sale at the school office.)

For safety reasons children are actively discouraged from wearing items of jewellery.

### **Lost Property:**

Parents are urged to label all their child's possessions. Should items become lost the school has a lost property box which can be viewed by contacting the school office.

### **Lunch:**

If children stay at school for lunch they will require a packed lunch. Free packed lunches are available to those eligible upon application. Lunch at school is taken in the classrooms under the supervision of the Headteacher and a team of supervisors. The school aims to promote healthy eating and provides a piece of fresh fruit or vegetable for morning break for those children in the Infant classes, and milk is available upon request. Juniors are encouraged to bring a healthy snack for break time.

### **Absences:**

The school should be notified of absences on the first morning of absence.

A list of term dates is sent out at the beginning of each year and is also available on request. A copy is enclosed within this Prospectus. Request forms for annual holidays during term time are available from the office but the school would prefer holidays to be taken during the holiday dates. (Please avoid Year 6 SATs week during May)

### **Health, Welfare and External Agencies:**

All children should undergo a medical examination by their G.P. prior to starting school. During the first year of schooling the School Nurse carries out health interviews with parents and children.

The school can also call upon the help of the Educational Psychology & Speech Therapy Services and close liaison is maintained with the Education Social Worker.

In the rare event of a child requiring medication during school time, medicine should be brought in a labelled container and given to your child's teaching assistant to administer. For children with asthma, juniors keep their inhalers with them, infant inhalers are kept by their own class teaching assistant. Should a child fall ill or suffer an accident at school, parents or their nominated emergency contact will be informed. In the event of non-contact or severe emergency the school will take all action necessary for the safety and well being of the children.

### **Secondary Education:**

Children are educated at the school until the end of the Summer Term following their eleventh birthday, when they usually transfer to The Royal Manor Arts College which caters for children aged 11 – 16. The Royal Manor regularly achieves the best “value added” scores in the area, which means that children make excellent progress there, whatever their starting point. As children approach the age of transfer we are pleased to discuss with parents the range of options available for secondary education.

### **Charges for School Activities:**

The policy of the Governing Body on charges is that for any school activity which takes place during the normal school day there is no charge. The exception to this is for the provision of individual or small group instrumental music tuition where a termly fee is charged and pupils are expected to hire or purchase their own instruments. Further details are available from the school office.

For an activity such as a school trip or visit, we may ask parents for a voluntary contribution to cover the cost of transport, admissions etc. Should we receive insufficient donations to cover cost, such trips may be cancelled and donations refunded.

The School invites donations to help cover the cost of swimming each year.

For longer out of school activities such as field studies and venture weeks charges are made to cover costs. The major part of these are for residential fees. Remission of such fees is available to parents who are in receipt of Income Support. Details are available from the school office.

Some after school clubs are run by external providers who may make a small charge for their services.

## **SECTION 5**

### **FURTHER INFORMATION**

**List of Holiday Dates**

**List of School Staff**

**Homework policy**

**Behaviour policy**

**Home/School Agreement**

**Map of Easton**

## **Term Dates for Academic Year 2008-2009**

|                         |   |
|-------------------------|---|
| <b>Autumn Term 2008</b> | <b>Tuesday 2 September</b><br><b>Friday 19 December</b> |
| <b>Half Term 2008</b>   | <b>Monday 27 October</b><br><b>Friday 31 October</b>    |
| <b>Spring Term 2009</b> | <b>Tuesday 6 January</b><br><b>Friday 3 April</b>       |
| <b>Half Term 2009</b>   | <b>Monday 16 February</b><br><b>Friday 20 February</b>  |
| <b>Summer Term 2009</b> | <b>Monday 20 April</b><br><b>Friday 17 July</b>         |
| <b>Half Term 2009</b>   | <b>Monday 25 May</b><br><b>Friday 29 May</b>            |

**( ALL DATES INCLUSIVE)**

**\* N.B. In addition the training days are as follows:**

**Monday 1 September 2008**  
**Friday 24 October 2008**  
**Monday 5 January 2009**  
**Friday 13 February 2009**



## **Homework Policy**

### **1. Research**

Over a number of years research, in this and other countries, has shown that homework can make an important contribution to pupils' progress at school. Following the publication of new DfEE guidelines on homework in November 1998, St George's Primary School has reviewed its policy on homework to take account of current good practice.

### **2. The Purpose of Homework**

- developing an effective partnership between school and parents and other carers in pursuing the aims of the school
- consolidating and reinforcing skills and understanding, particularly in Numeracy and literacy
- extending school learning, for example through additional reading
- encouraging pupils as they get older to develop as independent learners and to prepare for secondary school.

### **3. The Type and Amount of Homework**

- The main focus of homework for children at primary school should be literacy and Numeracy. Science and other subjects may be added to the programme as children move up the school, without losing this focus on literacy and Numeracy. Homework does not just mean formal exercises carried out by children without help from adults. Particularly in the case of younger children it is the involvement of parents and carers in joint activities, which can be very brief, which is most valuable in promoting children's learning.
- Regular reading is vital. At Key Stage 1 homework should very largely consist of regular reading and looking at books together. This may take from 10 to 20 minutes a day, and longer as fluency develops.
- Other literacy related homework will include learning spellings, practising correct punctuation, and writing.
- In maths, at Key Stage 1 homework may include number games and tasks, with more formal exercises at KS 2. Multiplication tables are introduced from Year 2 as appropriate.
- Other activities might involve finding out information, preparation and background reading, or written assignments.

#### 4. **Time Allocation for Homework**

|             |                |   |
|-------------|----------------|---|
| Years 1 & 2 | 1 hour/week    | reading, spelling, other literacy work and number work                                  |
| Years 3 & 4 | 1.5 hours/week | literacy, Numeracy & reading and occasional assignments in other subjects               |
| Years 5 & 6 | 2 hours/week   | literacy and Numeracy linked to setting & reading and other work across the curriculum. |

## **Behaviour and Discipline Policy**

### **Introduction**

In St. George's Primary School good behaviour is a basic expectation of all children. Our children generally meet this expectation, and behave in a pleasant, friendly, cooperative manner. They are particularly sensitive and caring towards younger children, helping them at playtimes and lunchtimes. Any problems which may occur are usually among peer groups rather than between children of different ages.

We encourage our children to live, work and play together by following our "Golden Rules".

### **Our Golden Rules**

**Do be kind and helpful – Don't hurt people's feelings**

**Do be gentle – Don't hurt anyone**

**Do listen – Don't interrupt**

**Do work hard – Don't waste other people's time**

**Do be honest – Don't cover up the truth**

**Do look after property – Don't waste or damage things**

**Always try to make the most of their time at school and strive to do their best**

### **Playground Supervision**

Staff are responsible for the health, safety and welfare of all children in the playgrounds. Playtime should allow children the freedom to make their own decisions about games, who to play with and what to do. Staff should support and encourage cooperative play activities by:

- being aware of any child who has difficulty with social relationships and finding opportunities for them to join in constructively.
- intervening if any activity is likely to harm or hurt anyone, and disciplining the children as and when necessary. This might include a simple telling off, a period of cooling off inside school, or referral to the Head or Deputy Headteachers.
- sharing ideas for games and help children to learn new skills.
- listening to children and helping them to be honest.

Staff should try to be positive and cheerful, but should be prepared to deal firmly with any child who is putting himself or others in danger, or behaving in an antisocial manner. Persistent misbehaviour should be reported to the Headteacher.

Anyone watching the play area should be approached by a member of staff on duty and asked if they need some help. This is particularly important if the person is unknown, but applies to anyone who comes into school or appears to be watching the children.

### **Discipline**

At all times children are to be encouraged to behave sensibly, politely and calmly. While playtime is an opportunity to relax and socialise, it should not be a time for antisocial or aggressive behaviour. This will be dealt with immediately by the staff on duty and persistent misbehaviour must be notified to the Headteacher. Children should not be left unsupervised in the classroom or playground.

When children move in groups around the school they should walk sensibly, quietly and without haste, and in single file where appropriate. Corridors and doorways should be particularly monitored. Children should stand aside for an adult and should be encouraged to show respect and politeness to all adults and children.

If there is any concern over a child, please let the class teacher or Headteacher know, however small or unimportant it may seem. Everything contributes to an overall view of the child and may help us to help the child more effectively. Also remember to praise the children for good behaviour.

## **Our Approach to Bullying**

### **Policy**

Bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and with this in mind the governors have laid down the following guidelines.

The school will react firmly and promptly where bullying is identified. There is a range of sanctions available to the staff depending on the perceived seriousness of the situation. Some of these include:

- Discussions with parents and children
- Referral to senior staff
- Withdrawal of favoured activities
- Exclusion from school during lunchtime
- Exclusion from school.

The school will:

- Support children who are being bullied.
- Help bullies to change their behaviour.
- Take bullying seriously and find out the facts of any incident.
  - a) Meet those concerned individually
  - b) Use peer group pressure to actively discourage bullying.
  - c) Break up bully groups where it seems necessary.
  - d) Involve parents at an early stage.
  - e) Help children develop positive strategies and assertion.
- Be equally concerned about bullying to and from school.
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- Discuss with and involve children in agreed class and school rules and behaviour.
- Request advice from external agencies and the Educational Psychologist where necessary.

## Pastoral Advice

It is everyone's responsibility to prevent bullying, here are some things you could do.

### PARENTS

It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of school. As well as keeping up to date with your child's friendships you may well learn of disagreements or difficulties.

Watch for signs of distress in your children. There could be an unwillingness to attend school, headaches, stomach aches, etc., toys or equipment going missing. Requests for extra pocket money, etc. There are many reasons why your child may be unsettled at school, bullying is one of many possibilities.

If you think your child is being bullied, inform the school immediately and ask for an interview with the member of staff who should deal with the incident.

If you are dissatisfied with the outcome, request an interview with the Headteacher.

Remember, it is everyone's responsibility and allow the school time to investigate the problems. All reports will be investigated urgently.

### CHILDREN If you are being bullied:-

- 1) Try not to show that you are upset - this is difficult.
- 2) Try to ignore the bullying.
- 3) Walk quickly and confidently - even if you don't feel that way inside.
- 4) Try being assertive - shout loudly.
- 5) Get your friends together and say no to the bully.
- 6) If you are different in any way, be proud of it - it's good to be an individual.
- 7) Avoid being alone in places where bullying happens.
- 8) If you are in danger, get away.
- 9) Tell an adult you can trust.

You can help stop bullying:-

- 1) Don't stand by and watch - fetch help.
- 2) Show that you and your friends disapprove.
- 3) Give sympathy and support to children who may be bullied.
- 4) Be careful about teasing or personal remarks - imagine how you might feel.
- 5) If you know of serious bullying, tell a trusted adult. It's not telling tales, the victim may be too scared or lonely to tell.

*Our Golden Rules*

**Do be kind and helpful – Don't hurt people's feelings**

**Do be gentle – Don't hurt anyone**

**Do listen – Don't interrupt**

**Do work hard – Don't waste other people's time**

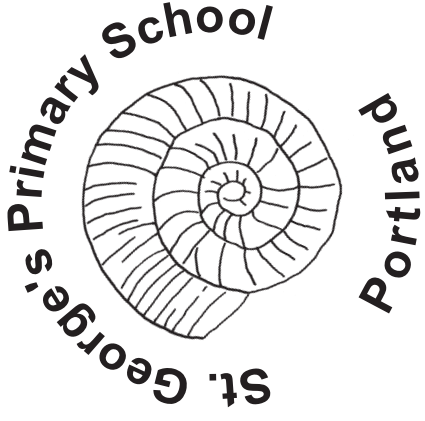
**Do be honest – Don't cover up the truth**

**Do look after property – Don't waste or damage things**

**Always try to make the most of their time at school and  
strive to do their best**

\_\_\_\_\_ **will try to keep**  
**these rules.**

\_\_\_\_\_ **Child's Signature**



*My picture .....*

**"Excellence and enjoyment through opportunity"**

**School will:**

- a. Do all it can to ensure that your child feels happy and secure at school.
- b. Encourage children to do their best at all times.
- c. Help them to reach their full potential and enjoy all the school has to offer.
- d. Inform parents of the children's progress and behaviour at regular meetings.
- e. Inform parents about what the teachers aim to teach the children each term.

**Family will:**

- a. Make sure child arrives at school on time – 8.45 each morning.
- b. Make sure child attends regularly and provides a note of explanation if child is absent.
- c. Attend Open Evenings to discuss child's progress.
- d. Try to support children through attendance at special events organised by the school.
- e. Support the Child by ensuring that their child wears the appropriate uniform.
- f. Support their Child's education by ensuring completion of the regular homework set by the class teacher.

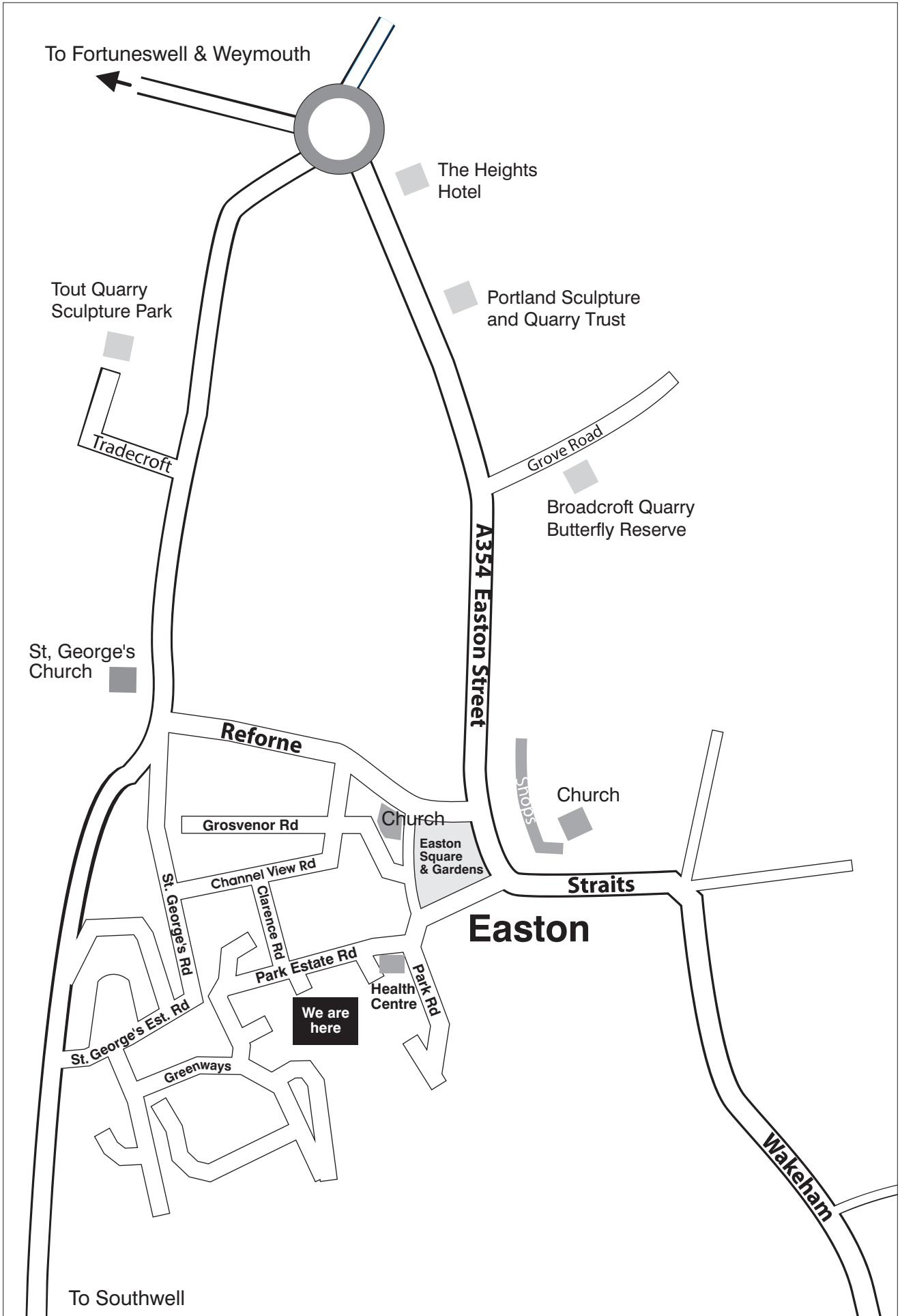
**Headteacher's signature:** .....

**Child's signature:** .....

**Parent's signature:** .....

**Together we will:**

- a. Tackle any special needs
- b. Encourage the children to keep the school's Golden Rules.
- c. Support child's learning



## **Other Information Available on Request**

1. School Curriculum Policy
2. Complaints Procedure
3. Governing Body & Committee Minutes
4. School Profile
5. P.T.A Committee Minutes
6. School Inspection Reports

The school's website can be located at: [www.stgeorgesportland.dorset.sch.uk](http://www.stgeorgesportland.dorset.sch.uk)

The School Profile can be located at: [www.direct.gov.uk](http://www.direct.gov.uk)

The information contained herein relates to the current Academic Year and is accurate at the date of publication. It is necessary to point out in accordance with the Education (School Information) Regulations 1981 that it should not be assumed that there will be no change affecting these arrangements during the school year in question or in subsequent years.

# School Analysis

Period: 04/09/2006 to 18/05/2007

Pupils in DOB range 01/09/1990 - 31/08/2001

| Group  | Total No of Pupils | Authorised Absences |             |               | Unauthorised Absences |             |               |
|--------|--------------------|---------------------|-------------|---------------|-----------------------|-------------|---------------|
|        |                    | No of Pupils        | % of Pupils | % of Sessions | No of Pupils          | % of Pupils | % of Sessions |
| Year 1 | 53                 | 51                  | 96.2        | 7.8           | 10                    | 18.9        | 1.0           |
| Year 2 | 50                 | 49                  | 98.0        | 6.0           | 4                     | 8.0         | 0.4           |
| Year 3 | 56                 | 53                  | 94.6        | 6.2           | 9                     | 16.1        | 0.4           |
| Year 4 | 69                 | 68                  | 98.6        | 6.3           | 6                     | 8.7         | 0.1           |
| Year 5 | 86                 | 82                  | 95.3        | 7.0           | 11                    | 12.8        | 0.2           |
| Year 6 | 70                 | 64                  | 91.4        | 5.1           | 4                     | 5.7         | 0.0           |
| School | 384                | 367                 | 95.6        | 6.4           | 44                    | 11.5        | 0.3           |