

# Stickland's C.E. V.A Primary School

**Let your light shine – Matthew 5:16**

## Prospectus 2022-23

*"The school's work to promote pupils' personal development and welfare is good. Pupils enjoy their learning. Consideration of pupils' welfare is at the heart of all the school does. Teachers have high expectations of all pupils. They set tasks which are challenging but well matched to pupils' abilities. They check that all pupils understand the learning. The curriculum is relevant to pupils and well planned. The school's chosen topics develop pupils' understanding well across a range of subjects. The teachers' deep planning of the curriculum in mathematics and English has contributed significantly to pupils' progress, which is now good. "*

*Ofsted Inspection Report May 2019*

*"The happiness of the staff radiates from them when I see them at the end of the day" "Having recently attended a different school I'd say Stickland's is superb in the teaching stimulus & support he now receives" "Communication is great. I feel well informed about my son's activities & progress" "The wellbeing and safety of my children is my priority and this is something Sticklands is amazing at and I couldn't ask for more" "Stickland's students are so well behaved, polite and well presented, credit to the teachers as the children have huge amounts of respect for them"*

*Responses to 2018 Parents' Questionnaire.*

**Summer Lane, Evershot, Dorchester, Dorset. DT2 0JP**

**Telephone: 01935 83287**

**E mail [office@sticklands.dorset.sch.uk](mailto:office@sticklands.dorset.sch.uk)**

**[www.sticklands.dorset.sch.uk](http://www.sticklands.dorset.sch.uk).**

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# Introduction

## Welcome to Stickland's CE VA Primary School!

Stickland's is a happy, caring small school in a rural location with a friendly, family feel in which children are inspired by an exciting range of activities and encouraged to reach their full potential.



At our school the health, safety and well-being of every child are our paramount concern. This means that we listen to our children's voices and take them seriously. In order to promote a safe environment for pupils, our selection and recruitment policy includes checks on the suitability of all staff and regular volunteers.

Ruth Adler, Acting Headteacher, is our Designated Safeguarding Lead and Gay Lewis is our nominated Safeguarding Governor. They have both received appropriate training for these roles.

At Stickland's there are many partnerships which are a crucial part of growing as a school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

As a Church of England School, we are a spiritual community where the spiritual dimension is a key element to learning. Strong links between the church and school help us to continue to develop as a Christian community.

Partnership with the children is important and the views of the children are central to what we do. We help them to develop skills to express their views, communicate their own learning within wider school life and play their part in our school.

We ensure that all children's basic skills progress to their full potential. This means providing challenge and support in equal measure as well as making sure that we assess them accurately and extend them appropriately. This is achieved by offering a rich curriculum filled with exciting and dynamic opportunities, enabling our children to develop an enthusiasm for learning.

Successes (individual, group, class and whole school) are celebrated at regular Achievements and Parent Sharing Assemblies. It is important to recognise areas of excellence in our school. For example, in music our children have regular opportunities to perform and in sport we have been especially successful over recent years.

The staff, governors, children and parents are very proud of our school and this prospectus provides an insight into its life and work. We hope it will answer some of the questions that you may have as your child starts their school journey.

The best way to experience Stickland's is by visiting the school, seeing the children at work and talking to the staff. Please contact the school office if, after reading the prospectus, you would like to arrange a visit.



## School Ethos and Values

### **Our vision statement – Let your light shine – Matthew 5:16**

#### **Our mission statement:**

We believe all children can shine at Stickland's and we strive for every member of our school family to succeed and flourish with us. Our caring Christian Community will encourage pupils to become responsible for themselves and for others, to be independent and self-motivated and to achieve their full potential. We strive for every pupil to feel valued, knowing that their contribution to school life is unique.

As a Church of England School our ethos is underpinned by Christian values and principles and embraces the Church of England vision for young people, a vision of 'human flourishing for all' through the four basic elements of wisdom, hope, community and dignity

#### **Our aims:**

##### **EDUCATING FOR WISDOM, KNOWLEDGE AND SKILLS**

- Provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual pupils whilst offering equality of opportunity.
- Deliver teaching of the highest quality that motivates, stimulates, builds confidence and challenges all pupils, taking into account pupils' individual needs.
- Cherish imagination, creativity and daring exploration.

##### **EDUCATING FOR HOPE AND ASPIRATION**

- Share a passion for learning and a love of life in the hope that it inspires others.
- Guide pupils to overcome barriers and setbacks and develop resilience.

##### **EDUCATING FOR COMMUNITY AND LIVING WELL TOGETHER**

- Provide a safe and happy environment in which all pupils have the opportunity to develop spiritually, physically, intellectually, emotionally, morally and socially.
- Be a school community in which governors, staff, pupils and parents relate well, put each other first and live well together.

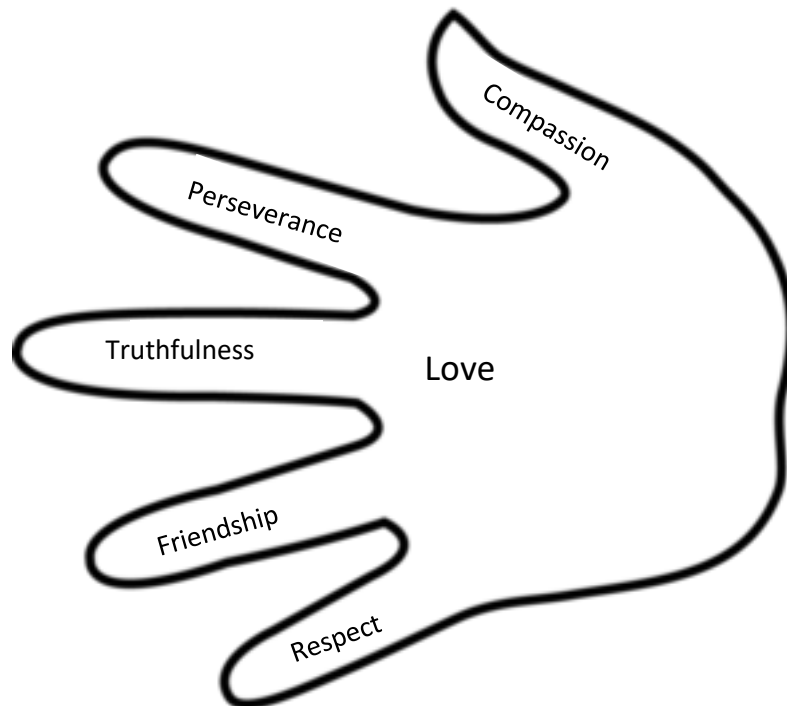
##### **EDUCATING FOR DIGNITY AND RESPECT**

- Encourage pupils to have a deep respect for self and others and value the worth of every individual.

- Promote the spiritual, physical, mental and emotional health of the child.

## **Christian Values**

Our school's core values are compassion, perseverance, truthfulness, friendship, respect and love.



These values are discussed and explored through collective worship, shared with families through our newsletter (often with activities) and related to everyday lives in the classrooms.

## About Our School - a History of Stickland's School

The school was founded in 1628 by Christopher Stickland for 'male children only'. He gave the school a farm in Kingcombe, the income from which paid for the service of a

school teacher and an assistant. The school later became known as Evershot Grammar School.

Headmasters can be traced back to 1798 and assistants back to 1747. In 1874 the School Managers, under the Chairmanship of the Earl of Ilchester, decided that a bigger school was needed, as girls were now to be admitted.

The Kingcombe farm was sold providing the money to build the new school and the land on the corner of Summer Lane and Fore Street was given by the Earl of Ilchester.

The Ilchester family's connection with the school continues with termly welly walks and visits to the estate and biennial Christmas concerts.

The school was extended in 1969 to accommodate the children from the outlying villages of Corscombe and Rampisham, whose schools closed in 1964 and 1969 respectively. The children from Halstock joined the school in 1986 and the school was extended further in 1996.



The Discovery Centre was a major building project that was completed in 2003. This area of school is equipped for teaching Science, Design and Technology and the Creative Arts.

More recently, through successful bids with the Salisbury Diocese, the school has been extensively refurbished, with the addition of areas for group work.

## Admissions

The full admissions policy of Stickland's School can be found on the school website. In essence, where possible our policy is to offer a place to all applicants irrespective of gender, religion, ethnicity or country of origin, disability or academic ability.

Stickland's welcomes children living in the villages and hamlets of Batcombe, Benville, Corscombe, East Chelborough, Evershot, Frome St. Quintin, Halstock, Hilfield, Holyway Lane, Holywell, Rampisham, West Chelborough, Woolcombe and Wraxall.

We are also happy to admit children from outside this catchment area provided that space permits and in conjunction with County Admissions procedure.

Children are admitted into Reception from the September before their fifth birthday. Application forms can be downloaded online from the Dorset County Council website [www.dorsetforyou.com](http://www.dorsetforyou.com)

The usual deadline for applications is November of the year prior to starting school.

The school works closely with Little Acorns, the Evershot Playgroup and Barn Owls at Frome St. Quintin as well as other local pre-school playgroups. The reception teacher will usually visit the children at their playgroup and liaise closely with staff concerning the children's progress and any specific individual needs.

In the summer term prior to starting school, all the children and parents are invited to visit us for a programme of introductory sessions in the Reception classroom. Parents are encouraged to meet our Reception teacher, the Head teacher and to tour the school. This provides an opportunity to find out more and ask any questions.

We are part of the West Dorset Schools Collaboration and work closely with the following schools to raise pupil achievement across all schools involved:

Broadwindsor CE VC Primary  
Charmouth Primary School  
Greenford CE VC Primary  
Parrett & Axe CE VA Primary  
Salway Ash CE VA Primary  
Symondsbury CE VA Primary School  
Thorners CE VA Primary School  
Powerstock CE VA Primary School

We are also part of the Beaminster Pyramid of Schools which means that we are one of six local primary schools which feed into Beaminster School.

## Absence and Attendance

### Absence

Regular school attendance is critical for academic success.

There is clear evidence of a link between poor attendance at school and low levels of achievement. Figures show that:

- Of pupils who miss between 10 and 20 % of school, only 35% manage to achieve five A\* to C GCSEs, including English and maths.
- Of pupils who miss less than 5% of school, 73% achieve five A\* to Cs, including English and maths.

Individual attendance is monitored termly. Should a child's attendance fall below 95% for any reason, an automatic letter will be generated to inform parents. Should it fall below 90% (defined by the DFE as persistent absenteeism) a letter will be generated with a request to meet with parents. This will result in an action plan being drawn up to improve attendance.

The government has decreed that, as from September 2013, the school will no longer be allowed to authorise holidays in term time except under exceptional circumstances. Any holidays taken in term time will be recorded as an unauthorised absence.

As a school we wholeheartedly support children participating in extracurricular activities and will therefore authorise absences for events within school time. However, we cannot authorise absences for siblings to attend the same events and this would have to be recorded as an unauthorised absence.

Unauthorised absences can result in a Fixed Term Penalty Notice. Failure to pay a Fixed Term Penalty Notice may result in a criminal conviction and a fine in the Magistrates Court of up to £1,000.

Absence due to illness should be notified to school before 08.45 in the morning.

If your child needs to leave school during the day, you must notify the school in writing, confirming when and for how long they need to be away. Please ensure that your child is signed out at the office before leaving.

## Illness

We would also ask that you consider carefully whether to keep your children at home for minor ailments. For example, if they just have a cough, hayfever, or are tired, we may well decide NOT to authorise the absence. Instead, it might be better to explain the situation to us and send your child to school. In those circumstances we would of course telephone you if we felt your child was too ill to be at school.

If a child is vomiting or has diarrhoea they should remain at home for **48 hours** after symptoms have finished in order to ensure that the illness is not spread.

If a child becomes unwell during the day we will contact, you on the emergency number you have provided. Please ensure this information is updated as necessary.

Parents will be contacted by telephone or by note if a child bumps their head or receives injuries and a Senior First Aider feels further action is required.

In more serious cases, parents will be informed immediately in order that they may accompany their child to hospital or meet the child and a member of staff at the hospital.

## Medication

If your child needs to receive medication during the day you need to fill in a Medicine School Form obtainable from the office. Please do not send your child in to school with medication in their bag

Any medicine will be kept locked in the school office or, if likely to be needed immediately, in the class teacher's cupboard.

All medication should be in original packaging and be clearly labelled with name and dosage. Any Ibuprofen based medication must be prescribed by a doctor.

## Charging and voluntary contributions

At Stickland's our pupils benefit from a wide range of range of activities and educational visits designed to enrich the curriculum and enhance learning.

Where these visits take place during school hours we ask parents to make a voluntary contribution to meet some of the costs. Whilst we endeavour to keep these costs to a minimum we do rely on these contributions to ensure that trips can take place.

For activities outside the school day, payment may be required for pupils to take part. From time to time some additional costs may be covered by donations from the Parent Teachers' Association (FOSSA). Pupils will not be treated differently regardless of whether or not their parents have made any such voluntary payments.

## Church School Status

As a voluntary aided school Stickland's is owned by the Church of England through the Salisbury Diocese. Religious education and collective worship are distinctively Anglican and the school has a strong Christian ethos.



The majority of the governing body comprises Foundation Governors who are appointed through the local Parochial Church Councils and who, in turn, form the admissions authority which appoints teachers.

Stickland's remains true to its Christian foundation. Its ethos is based on sound teaching, moral guidance, pastoral care and the development of spiritual life. Families of other denominations will however find support, respect and encouragement to consider spiritual issues, grow in wisdom and practise charity.

The school uses St. Osmond's Church in Evershot for acts of worship during special festival times such as Harvest, Christmas and Easter.

A weekly act of worship at school is led by one of the Melbury team clergy or a team of local volunteers. These are thoroughly enjoyed by the children. One of the team also leads a weekly session with Year 5 and 6 children to develop their understanding of the worship messages.

## Class Groups

At Stickland's we have four classes with mixed year groups in some of the classes.

|                                                |                          |
|------------------------------------------------|--------------------------|
| Goldfinch Class – <b>Early Years</b>           | Reception                |
| Woodpeckers Class - <b>Key Stage One (KS1)</b> | Year One and Year Two    |
| <b>Key Stage Two (KS2)</b>                     |                          |
| Kingfishers Class                              | Year Three and Year Four |
| Ravens Class                                   | Year Five and Year Six   |

The school admissions number for each year group is 17.

This means that the maximum number in Key Stage One is 51 children split across two classes and 68 in Key Stage Two.

### Key Stage One

Our aim is for the children in Reception to be part of a small class in order to give each child the optimum adult support in their early development. Currently the class sizes for Goldfinch and Woodpecker are 15 and 19 respectively.

### Key Stage Two

Currently the class sizes in Kingfisher Class and Raven Class are 26 and 27 respectively. With the support of skilled Teaching Assistants, we are able to plan for some smaller group work. This may be organised for a specific year group within a class, or it may focus at a specific ability group across the year groups within the class.

## Complaints and Concerns

From time to time in any school parents will have concerns. We aim to listen to any concerns and resolve them as quickly as we can.

It is important that concerns and complaints are taken up with the relevant class teacher. This should be the first step in what may develop into a series of discussions.

1. Parent has a quick word at the end of school or writes a concern in the Home-Link book which the teacher will deal with in an informal chat.
2. If a concern is more significant or the original concern is still unresolved, parents should make an appointment for a private discussion and NOT at the end of school in an open classroom. The meeting will be followed up in writing with an action plan and a review date for a follow up meeting.
3. If concerns continue, a meeting with parents and the class teacher will be arranged with either the Headteacher or the Deputy Headteacher. A review of actions will be taken and the agreed next steps will be followed up in writing as above.
4. If concerns continue, a meeting with parents, Headteacher or Deputy Headteacher together with the Chair of Governors may be arranged. This will follow the same pattern as above: introduction/purpose of meeting; acknowledgement and record of concerns; review and written action plan; and the setting of a review date.

If the outcome is not felt to be satisfactory, a parent may lodge a formal complaint. The procedure for complaints is detailed in the Complaints Policy on the website or available from the School Office.

## Curriculum

At Stickland's we provide a creative curriculum that children are enthused by and engaged in whilst ensuring that they are developing the English, Maths and ICT skills required to be independent learners.

The major part of the children's learning is based around the Core Subjects with English and Maths featuring throughout the school day. The remaining subjects are taught with an integrated focus on a topic basis.

The curriculum is designed around themes (Topics). Each term the children are involved in planning what they want to learn with teachers mindful of appropriate national curriculum learning intentions and core curriculum links.

A key part of this planning process involves the children developing sophisticated questioning skills. The questions they identify will form part of the shared planning process.

The curriculum is planned around a rolling programme to make links across different curriculum areas and to give greater purpose to the children's learning.



We use a variety of teaching styles and recognise that all children have their preferred learning style.

A lot of time is spent enabling the children to identify their strengths and areas for development.

We aim to make regular use of our outdoor environment for learning across the curriculum, including Forest School sessions.

The Early Years Foundation Stage Curriculum, for the children up until the end of their Reception year, is also integrated with the projects running throughout the school.



## Early Years

Reception is where the children's journey begins and includes the personal, social and emotional aspects of learning. The children in Reception play an active and significant part in school life.

The Early Years Foundation Stage (EYFS) Curriculum is continuous from Pre-School Playgroup until the end of the year when the child is five years old.

The EYFS underpins all future learning by supporting and promoting children's development. At Stickland's this is child centred with the children taking part in a wide range of stimulating learning activities child-initiated or adult-led, both inside and outside the classroom.

The EYFS is grounded in active learning. Through practical activities, purposeful play and discussion pupils develop an understanding of the world and the basic skills they will need for their later learning.

## Enriching the Curriculum

At Stickland's, we believe that a wide and varied curriculum is important for an exciting and inspiring education.

We take every opportunity to extend our curriculum beyond the classroom into the school grounds and further afield.



Throughout your child's time at the school there will be a variety of educational visits. These have included the Nothe Fort, Sherborne Castle, Monkeyworld, Carymoor Environmental Centre, Haynes Motor Museum, Pizza Express, Living History at the New Barn Field Centre and the Melbury Estate.

Staff also plan enrichment days or activities to enhance topics. These may be school based or an educational visit and it may be a day or be planned across a week.

We welcome many visitors into school to enrich the curriculum and the children take part in projects which focus on developing a range of skills such as the creative arts and music. Days are also based on significant annual events, for example World Book Day, National Poetry Day, Anti-Bullying Week, Rights Days and British Values. These days provide whole school shared learning opportunities outside of the 'normal' curriculum. They are thoroughly enjoyed by children and adults alike and bring the school together with a real family feel. We encourage parents and carers with experiences or skills to share to come into school.

As part of the transition to Beaminster School, Stickland's works closely with the other schools in the Beaminster Pyramid. We have joint activities which take place at one of the pyramid primary schools or at Beaminster School such as the Beaminster Music Festival and many sports festivals and competitions.

## Expectations of Behaviour

Stickland's Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our aim is that everybody will maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the rules of being: 'Be READY, Be RESPECTFUL, Be SAFE'. This work was inspired by the educational advisor and reformer Paul Dix.

### Examples of READY

- Be READY to learn - Arrive on time - Have a positive attitude to learning, sit in your seat/space.

- Be READY for lessons - Have ALL necessary equipment with you e.g. pens, water bottle etc.
- Be READY to contribute and have your say
- Be READY for assembly/lunch - Line up sensibly.

#### Examples of RESPECT

- Be RESPECTFUL of people – physically and mentally
- Be RESPECTFUL of places and equipment,
- Be RESPECTFUL of people's beliefs, opinions, cultures and families.
- Show RESPECT to yourself

#### Examples of SAFE

- Keep yourself SAFE – physically and mentally
- Keep other people SAFE - physically and mentally
- Keep yourself SAFE online

At Stickland's, all of our staff are committed to embedding a trauma-informed approach in order to encourage students to cultivate lasting resilience.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all pupils and staff follow. Good behaviour is recognised sincerely. Pupils are praised publicly and reminded in private.

Our emphasis is to focus on good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to all situations and are taught and modelled explicitly as part of our school ethos and behaviour and attitudes learning. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all and support is offered to those having difficulty meeting those expectations. The behaviour strategies and approaches we employ are high in expectation but gentle on the child.

We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which are based on individual needs, positive relationships and may include rewards to reinforce positive behaviour. Liaison with parents about a child's circumstances, attitudes to learning and behaviour is essential.

## Bullying

We do not tolerate any form of bullying at our school.

### **Bullying can take many forms, including**

- Verbal: teasing/name-calling/insults relating to physical/social appearance, disability, gender, ethnic origin, sexual orientation or personality
- Psychological: spreading rumours, excluding from activities/discussions/groups of friends
- Extortion: threats to obtain money or property
- Cyber bullying: using technology (phones; texts and calls, social networking sites, emails etc) as a means to bully or threaten others
- Damage/Theft to/of belongings.
- Physical: hit, kick or manhandle

We will:

- provide an atmosphere where bullying will not take place
- investigate and act promptly on all incidents of bullying
- ensure that all pupils feel able to confide in an adult if they either witness or experience bullying

Children may say that they are being bullied, but investigation reveals that it is in fact one of the following:

- 'One-off' arguments between children.
- Teasing which stops when corrected.
- Loss of temper by one child with different children at different times.
- Loss of temper during a playground game.
- Retaliation by the victim of a 'one-off' incident.
- Rough play.
- Accidental injury.
- Minor 'one-off' insults.
- The falling out of friends (they often make up!)

When these incidents occur in school they are obviously dealt with, but in a different manner to bullying incidents. Staff support children in trying to reconcile differences and negotiate solutions to disagreements.

If as a parent, you have reason to believe your child is unhappy at school or unwilling to attend and you suspect they are being bullied, please do not hesitate to communicate with us.

The school's full Pupil Behaviour Policy can be viewed on the school website.

## Forest School

Children in all year groups and classes will take part in regularly timetabled Forest School sessions. Forest School offers regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment.

You will receive details of the sessions that your child will take part in, and the clothes that they will need to bring. In most cases, Forest School sessions will take part regardless of the weather conditions.

## Homework

At Stickland's we believe that homework forms an important part of a child's learning process. It gives them a chance for them to reinforce skills by practising them at home and an opportunity to extend their learning. It also offers you a chance to engage in their education.

We value very highly the partnership between you as parents/carers and the school. Parental support and help for children with their homework is a key part of the learning experience.

Reading is one of the most important elements of homework with which parents can help their children. This may involve sharing their first book. Later, as they move to more independent reading, helping them to develop their understanding of more complex issues.



## Homework expectations

Stickland's Primary School has reviewed home learning to ensure that it is effective in meeting the needs of the children, in line with national curriculum expectations.

We appreciate that home life can be busy, so home learning will focus on developing the core skills (reading, spelling and times tables) which enable children to access all areas of learning more confidently.

The expectations for each class are listed below:

### **Goldfinch Class**

Reading – at least 3 times per week; daily is preferable

Phonics - Letter sound and high frequency word keyrings

Weekly alternating phonics/maths games

### **Woodpecker Class**

Reading – at least 3 times per week; daily is preferable

Y2 – times table practice

Splashlearn

### **Kingfisher & Ravens' Classes**

Reading – at least 3 times per week, to an adult

Splashlearn – minimum 20 mins per week

Times tables practice (Kingfisher).

In addition to these tasks, children in all classes will complete one piece of Topic homework per term, relating to their topic. These tasks will provide the children with an opportunity to express their learning in the way that suits them best.

We ask that parents fill in their children's reading records each time they listen to their child read. We have a termly reading challenge, resulting in a reward (these have included pool parties, a film and popcorn, and a fire and hot chocolate at forest school) for children who have their reading recorded 3 times per week.

Your commitment with home learning is essential to your child becoming a confident learner and we appreciate your support. If you have any questions about your child's learning or homework expectations, please contact the class teacher directly, who will be happy to help.

## **Meeting the needs of individual children**

### **Children with Special Educational Needs and Disabilities**

At Stickland's we are committed to meeting the needs of individual children, offering an inclusive curriculum that ensures the best possible progress for all of our pupils whatever their needs or abilities. Our SEND Co-ordinator is Miss Adler.

Central to our SEND policy is the prompt identification, assessment and provision of additional support.

## More able children

All children have the right to an education that challenges, stretches and excites them on a daily basis. At Stickland's School we are committed to providing a learning environment which encourages all pupils to maximise their potential and clearly this includes those pupils whom we may identify as more able. Children identified as more able have their needs met through a combination of in-class provision, extension and enrichment activities.

## Music and Performing Arts

Violin lessons are available through Penny Tweed who visits the school. Please contact the school office for further information about lessons.

Stickland's excels in whole school music and drama productions giving every child the chance to take part.



## Our Staff Team

### Teaching staff



Miss Ruth Adler  
Acting Headteacher  
SENDCO  
Woodpecker Class Teacher



Mrs Katharine Will  
Goldfinch Class Teacher



Mrs Caroline Hart  
Woodpecker Class Teacher



Mrs Anna Low  
Kingfisher Class Teacher



Miss Marie Stone  
Raven Class Teacher

## Support Staff



Mrs Lisa Cracknell  
School Secretary



Mrs Sadie Watson  
Senior Teaching Assistant



Mrs Eleanor Symington  
Teaching Assistant



Mrs Kerry Straughan  
Teaching Assistant



Mrs Nerissa Oliver  
Senior Teaching Assistant

Mrs Julia Dodds  
1:1 Teaching Assistant

Miss Kathryn Hemsley  
1:1 Teaching Assistant

## The Governing Body

The Governing Body has overall statutory responsibility for the strategic planning of the school whilst the Headteacher deals with the operational management of the school.

There are 11 members of the Full Governing Body (currently 2 vacancies) which meets approximately once per half term although sub committees of staff and governors meet on a more frequent basis to assist in the management of the school.

Governors come to the governing body through different channels. Parent Governors are elected by a ballot of the parents; Foundation Governors through the local Parochial Church Councils; and one further governor is appointed by the Children's Services Authority. In addition, there is a Staff Governor and a member of the local clergy operating on an ex-officio basis.

If you would like more information about becoming a School Governor, please contact the Chair on [s.mutch@sticklands.dorset.sch.uk](mailto:s.mutch@sticklands.dorset.sch.uk) or through the school office.

## Parent Teachers Association: FOSSA

We value our partnership with parents very highly and encourage you to take an active part in all areas of your child's education.

FOSSA or The Friends of Stickland's School Association is our PTA at Sticklands and meets regularly, usually about once per half term.



The support from FOSSA helps to fund some of the extended curriculum activities that enrich the lives of children at our school. FOSSA raised enough money to re-open our school pool. Fundraising for this is on-going and details of the monthly splash lottery draw can be found in the school office.

Another example is the FOSSA Fun Day which takes place each summer towards the end of term when parents and children can get together for a day of fun and educational activities.

None of this can succeed without the help of FOSSA members. Participation is fun for families, beneficial for children and a great way of getting to know other families and learning more about the school.

All parents of children at Stickland's School are members of FOSSA and are encouraged to get involved in order to enrich school life for their children, either by attending committee meetings or responding to requests for help with fundraising.

## School Houses

On arrival at school your child will be put into one of the four school houses each associated with its own house colour.

|         |        |
|---------|--------|
| Sphinx  | Yellow |
| Pegasus | Blue   |
| Dragon  | Green  |
| Phoenix | Red    |

## School Uniform

Stickland's has a school uniform which we encourage all children to wear.

We regard our uniform as practical for everyday wear, of good quality and value for money. If, however, you have financial difficulty in providing clothing, please discuss the matter with the Headteacher on a strictly confidential basis.

Second hand uniform is usually available from the PTA (FOSSA). There are drawer units in the entrance foyer. Please help yourself and leave a donation to FOSSA.

New uniform can be ordered online via [kitz.co.uk/shop/](http://kitz.co.uk/shop/). There are additional items available such as book bags and PE hoodies, with the school logo.

### Uniform list

Grey shorts, trousers, skirt or pinafore, or in summer a blue checked dress.  
Navy blue Stickland's sweatshirt or cardigan  
Royal blue Stickland's polo shirt.  
Plain white, grey or black socks or navy/grey tights.

## Footwear

Children should wear sensible black shoes that provide good support. Trainers are not suitable everyday footwear. Please do not send your child to school with laced shoes if they are unable to tie them themselves.

All children with long hair should tie it back. Hair must be a natural colour. No jewellery is to be worn with the exception of one pair of small plain stud earrings and a watch.

## PE Kit

Children come to school dressed in their P.E. kit on the days that they do P.E.

P.E. clothing and footwear

Plain white t-shirt or polo shirt.

Plain black/Navy blue shorts or tracksuit bottoms

KS1 children - trainers that the children can fasten themselves or black plimsolls.

KS2 children must have suitable trainers for outdoor PE.

Football boots, long socks, shin pads, gum shields etc. may also be needed for sports such as football/rugby/hockey.

## Swimming Kit

Trunks or costume

Swimming Hat

Goggles/nose clip if required

Shoes to wear whilst walking round the pool such as jelly/beach shoes (optional)

Towel

If children come to school wearing incorrect uniform/without PE kit they will be given spare kit if available.

We encourage all children to take responsibility for their own belongings. However, lost property is kept in the front entrance of the school.

## Other equipment

All children should bring a named water bottle daily in addition to their lunch-time drink so that they can keep hydrated throughout the day.

## Sex and Relationships Education

Sex education and education about health forms part of the new curriculum. Within Science, children are taught the basic principles of 'changes' at an age that is appropriate to them. As they move through the school the children build on this knowledge in preparation for Secondary school.

At the end of Year 6, the Year 5/6 teacher revisits the children's learning during their time at Primary school and provides the children with the opportunity to discuss further any specific issues already covered. Parents are kept fully informed about any sex education sessions that are delivered.

Please refer to the Sex and Relationships Education Policy on the website for further information.

## Sport



As members of the West Dorset Sports Association and we work closely with the other Primary and Secondary Schools in the Beaminster Pyramid and West Dorset area.

We participate in a number of tournaments and cup competitions including football, netball, tag rugby, swimming, unihoc hockey, cricket, cross-country, athletics and short tennis.

All children have PE and Games each week in which a range of games and skills are taught. We are always looking to draw upon expertise and often invite coaches into school to lead sessions during these lessons, as funds permit.

During the summer months, when the swimming pool is open, all classes will swim 1-2 times per week.

## The School Day

### Arrival

08.30 -8.40am. The school gate will be unlocked at 8.30am by a member of staff. Children should arrive before 8.40am and walk to their classrooms ready to start the school day at 8.45am. We ask that parents leave their children at the gate in order to encourage independence.

The school gate is locked at 8.40. Entry after this time is via the front door signing in at the School Office. Children make their own way down to class so as to minimise any disruption.

### Assembly - Daily Act of Collective Worship

8.45-9am

### Morning Break

KS1 – 10.00 – 10.15am

KS2 10.45 – 11.00am

All children are encouraged to be outside during breaks unless the weather is very unfavourable and should come to school with a waterproof coat if thought necessary.

Children in KS1 are provided with a fruit snack and up until their fifth birthday children are also entitled to free school milk. In order to qualify for this, a form for completion and return can be found in the school office. After their fifth birthday, this provision can be extended and parents will be contacted by Cool Milk.

We also provide fruit snacks free of charge to all children in Key Stage 2.

Children are supervised at break times by at least two members of staff.

### Lunch

12.00 - 1.00 pm



The school offers a hot meal service which is served in the Discovery Centre provided by Dorset Local Foodlinks, a non-profit making company based in Dorchester. Those children eligible for free school meals are provided with a hot meal. To enquire about eligibility for free school meals ring 01305 221000.

Lunches are supervised, with children expected to wash their hands before eating and clear the tables after they have finished.

### End of Day

3.00 pm

The school day ends at 3.00pm. We appreciate it if children are picked up promptly. **Please ensure that you notify us by 1pm of any changes to end of day arrangements, preferably by e-mail to [hometime@sticklands.dorset.sch.uk](mailto:hometime@sticklands.dorset.sch.uk).**

If you are unavoidably delayed, please let the school know as soon as possible. Please note that from time to time the school phone may go through to answering machine if staff are away from the office. This machine is checked at frequent intervals during the day so please leave a message.

Children will leave school in one of two ways either collected by an adult or on the school transport.

### School Transport

A staff member will escort children that travel by bus or taxi, ensure that they board safely, fasten their seat belts and check the register before the vehicle is allowed to depart.

Whilst on the school bus, children are the responsibility of parents and Dorset School Transport Service. However, we expect continuing high standards of behaviour.

All children will be expected to catch their normal bus or taxi unless the school receives a note or telephone call to the contrary.

Contact details: 01305 221000 Dorset County Council ask for school transport.



### **Collected by an adult**

In order to ensure that every child leaves with an appropriate adult, children will leave in an orderly fashion. Please note that children may only leave with their parent/carer or any other person nominated in writing to the school.

If parent/carers want a child to go home with a friend, they must notify the school by phone call or e-mail beforehand in order to ensure that children are not collected by unauthorised persons.

## **Valuables**

We discourage children from bringing valuable items into school.

Items such as toys or mobile phones will be kept by the class teacher if they are brought into school and returned at the end of the day.

The school cannot be held responsible for loss or damage to any personal property.

## **Volunteers**

There are many ways in which you can be involved in your child's schooling and we welcome volunteers into school on a regular basis.

Volunteers play an important part in supporting the staff in delivering the curriculum and their help enables many of the extra-curricular activities to go ahead. The school benefits enormously and is extremely grateful to all our volunteers.

Please contact the office if you think you may be able to help or wish to come into school, and we will arrange the necessary DBS checks.