



www.cheselbourne.dorset.sch.uk

School Prospectus

Telephone: 01258 837306



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Facebook – [Cheselbourne Village School](https://www.facebook.com/cheselbourne.village.school)







'Inspiring a Lifetime Love of Learning'

A very warm welcome to Cheselbourne!

Our school is situated in the centre of Cheselbourne, a charming little Dorset village with active Village Hall, the picturesque St Martin's Church and the newly-renovated River's Arms. Along with the other bordering villages, Ansty, Melcombe Bingham and Hilton; these thriving village communities support our little school which can accommodate up to 50 children drawn from these villages, as well as from further afield.

At Cheselbourne we are excited about learning and pride ourselves on our extremely passionate staff, who take advantage of our smaller classes to provide creative, stimulating and exciting learning opportunities designed to support *every* child in achieving their full potential. All of this is done in a nurturing, safe and fun environment, where strong friendships are forged and children gain a love of learning that will last a lifetime.

In 2017 OFSTED graded our school GOOD and our positive report states that:

'Pupils are enthusiastic about learning. They welcome visitors warmly, are keen to share their work and speak confidently about their learning and what they need to to improve further. They focus well in class and are respectful of others' views and responses. Pupils enjoy school. One parent, typical of many, commented that her children 'run into school in the morning'.



I hope you enjoy finding out about our school and how we work together to ensure our pupils are happy, secure and successful. Please come and meet us, visit our website, follow us on Twitter, phone or email! We look forward to hearing from you.

Kind regards,

Mary See

Acting Head Teacher

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Messages from the children at Cheselbourne



The Staff Team

| Teaching Staff <i>(Areas of Responsibility)</i> | |
|--|---|
| Mrs Mary See Acting Head Teacher and Key Stage 2 Teacher Coordinator for SEND and Assessment Subject coordinator for Maths, PE, Science & PSHE | |
| Mrs Jacquie Mowlam Early Years and Key Stage 1 Teacher/Coordinator Subject coordinator for Literacy & Art/Design | Mrs Emma Collett Key Stage 2 Teacher Subject coordinator for Humanities (RE/History/Geography/MfL), IT and Music School Council Leader |
| Support Staff | |
| Mrs Sandy White | School Secretary, Financial & Admin Assistant, Head's PA |
| Miss Fiona McIntyre | Cover Supervisor Teaching Assistant, Pre-School Leader and Emotional Literacy Support Assistant (ELSA) |
| Miss Amy Gatrill | Teaching Assistant / Green Team Leader |
| Miss Claire Bagwell | Breakfast Club Leader, Teaching Assistant and Lunchtime Supervisor |
| Mrs Sue Mullet | Lunchtime Supervisor |
| Mrs Vicki Freeman | Supply Teacher |
| Mr Bernie Edwards | Site Manager |
| Mrs Julia Bishop | SEND Leader |

"They help us learn."

"They keep us safe."

"The teachers are nice."

"The teachers let us do lots of fun lessons!"

Our Governing Body

Some of our governors are appointed and others are elected. The Governors have important responsibilities in the successful running and conduct of the school and its relations with the community.

The whole Governing Body meets at least twice each term and the minutes of these meetings may be viewed in the school office. In addition to our main meetings, smaller groups of Governors meet regularly to focus on particular areas of responsibility such as Finance and Staffing, Premises and Curriculum.

Each governor has an area of responsibility, such as Literacy, Maths and EYFS and they liaise with the appropriate teaching coordinator. Governors spend time in school getting to know the children and the staff, often working alongside them.

When appropriate, Governors are invited to share in staff professional development sessions and they are always welcome at school functions and events.

SCHOOL GOVERNORS

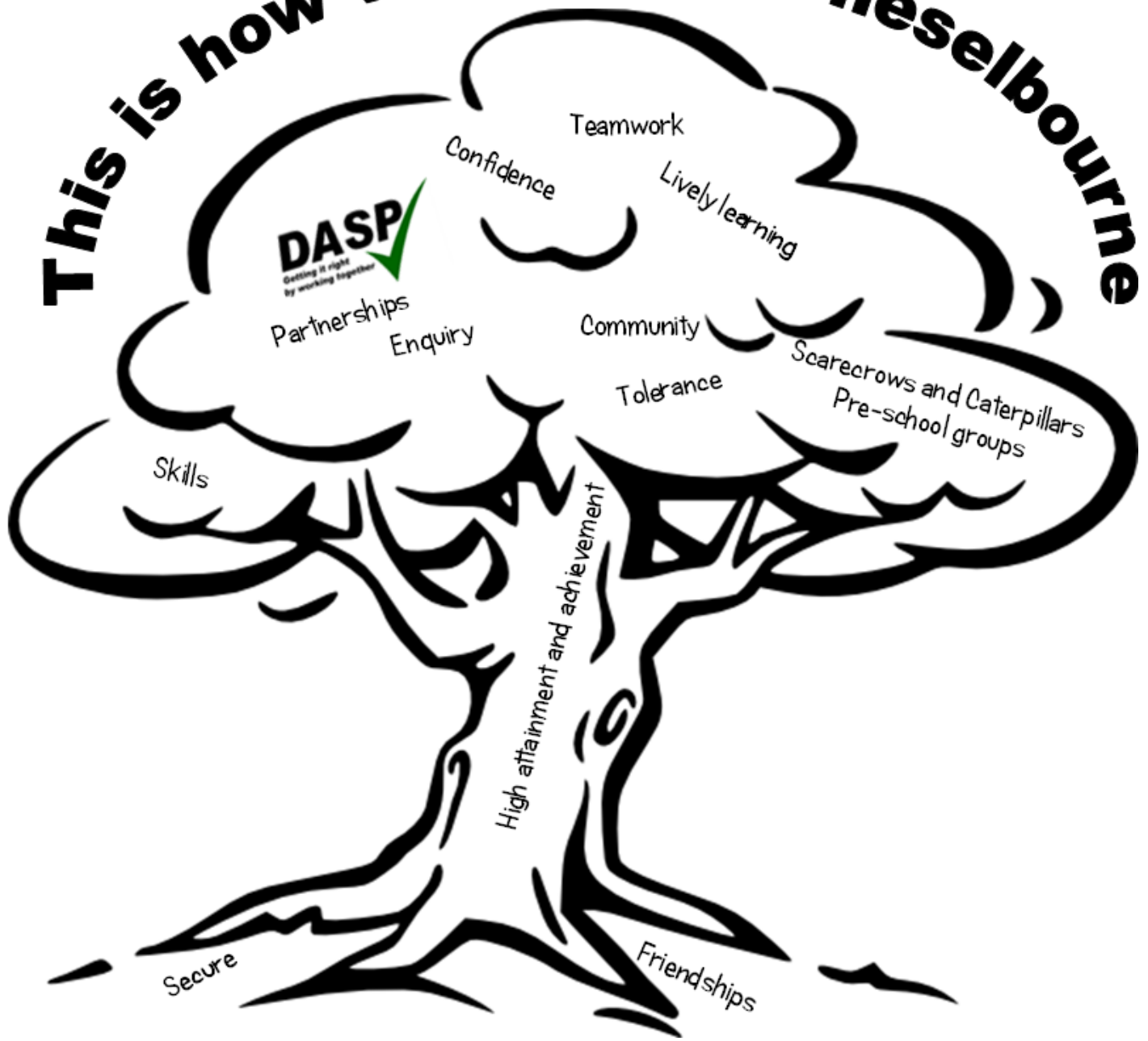
| | |
|-----------------------|--------------------------|
| Mr Will Fraser | Chair of Governors |
| Mrs Barbara Southcott | Vice Chair of Governors |
| Mr Robin Maslin | Local Authority Governor |
| Mr Nick Turner | Co-Opted Governor |
| Mrs Anna Bendall | Parent Governor |
| Mr Chris Thomas | Parent Governor |
| Mrs Susan Buxton | Co-Opted Governor |
| Mrs Emma Collett | Staff Governor |
| Mrs Mary See | Acting Head Teacher |

Cross-School Collaboration

All schools are now expected to extend their links with other schools of a similar size and type. Clustering of schools is an excellent way to continue to develop and extend the provision for children and to support staff to deliver the very best education for all children.

We are part of a large pyramid of local schools, The Dorchester Area Schools Partnership (DASP) and collaborate particularly closely with certain member schools of DASP that are similar to us in size or in being a feeder school to the same middle school.

This is how we grow at Cheselbourne



Beginning the Education Journey...

Cheselbourne Village School is supported by different Early Years and Pre-School settings which offer the younger children in our community a variety of supportive routes into school.

Scarecrows – Adult and Toddler Group



Scarecrows meet on Tuesdays during term time in the Village Hall between 9.00 and 10.30am. Babies and toddlers to rising 4s attend this group and their parents or carers remain with them. The group is organised by Mrs Penny Price, one of our senior Teaching Assistants and activities include crafts, singing, games and outdoor activities. This is a great opportunity for young children to have fun and be gently introduced to school staff whilst their grown-ups also get the chance to meet other parents and begin forming their own networks too.

Caterpillar Preschool – for children aged 3 and 4



Cheselbourne Village School Preschool (Caterpillars) is situated in the grounds of our lovely, friendly first school. Children benefit from a well-resourced learning environment with exciting indoor and outdoor play activities alongside opportunities for transition experiences getting younger children ready for their next adventure at 'big school'. Caterpillar Preschool runs all day on Monday and Friday offering places for children as soon as they turn three. We also work closely with Bumblebees, another childcare provider in the village, to provide preschool provision all week. For further information- please see our separate 'Caterpillar Pre-School Welcome Pack' (available from the school office).

Susan Buxton's Bumble Bees Childcare



This is our pre-school partner. Like our own pre-school, Susan's Bumble Bees operates on a 'learn through play and exploration basis'. Bumble Bees accepts children from the age of 6 months to school age. Located just up the road on Streetway lane, they use the house, garden and purpose built play room with a messy area for plenty of learning fun.

Each child has their own key worker who is matched to them after 6 week settling in period. Bumble Bees work closely with us as their local school and welcomes visits from prospective parents or carers. Please call Susan on 01258 837560, or email susانبumblebees@outlook.com if you would like any more information.

At School

We are proud to be a small school. We feel that our size is one of our strongest assets as it allows us to do things differently and offer the children who attend our school a unique, happy and successful start to their school experience.

Everyone at our school gets to know everyone else and this leads to everyone having a strong sense of *belonging*. All our children care and look out for one another and the all-round nurturing sense of Cheselbourne Village School means our children feel safe, acknowledged and respected. These attributes are vital ingredients in the recipe that enables children to succeed. To succeed in their learning and (through working alongside families) succeed in developing as well-rounded young people, and later down the line, adults.

Having fewer children in a class (or school) means there are more opportunities afforded to each child; rather than having to pick just a few children to take part in activities, often a whole year group or class can participate.

One particular aspect of this is our ability to offer all children the chance to speak or perform publicly in school assemblies and services, particularly during our end of year production where every member of our school is involved. This enables children to develop self-confidence and self-esteem, both so important for a successful education journey.

Being a small school also means we benefit from teaching our children teach in Mixed-Age Classrooms.

Knowledge and Understanding of Your Child's Needs...

In mixed-age classes children usually stay with the same teacher for two years, which allows a teacher to really develop a deep understanding of a student's strengths and needs. This in turn helps ensure the right support for a child's learning is put in place to enable them to reach their full potential. During the second year, the teacher already knows them so time doesn't need to be spent on assessment of a child's abilities, learning can begin right away. Mixed-age teaching also ensures teachers view students as unique individuals rather than a member of a group. More attention is paid to individual needs and as a result, teachers can focus on teaching each child according to his or her own strengths.

Sense of Community...

Children enjoy being taught in mixed-class groups and love the sense of responsibility that grows across the two years. Older children have the opportunity to serve as mentors and take on leadership roles as they nurture and motivate the younger ones. Younger children are able to accomplish tasks they could not do independently or without role-modelling from the older children. This ultimately leads to a growing sense of independence as learners develop confidence in their own abilities.

All learners also develop familiarity with their classmates and learn to mix confidently with a wide range of age groups from a young age, creating an environment that encourages learning *from* and *with* others which reflects 'real-life' outside of the classroom.

To support our learners in mixed-age classes we manage our curriculum across a two-year rolling programme.

Admissions Policy

Cheselbourne Village School Catchment Area is Cheselbourne, Hilton, Melcombe Bingham and Ansty and the surrounding villages. However, if parents wish their children to attend Cheselbourne they can opt to bring their child to our school regardless of where they live providing there is a place available. Children in our catchment area who live more than three miles from the school will be offered free school transport.

All enquiries concerning admissions to our school should be made in the first instance to the school office please.

Classes

Class sizes will vary according to the number of children in the school or the numbers in any one year or Key Stage group. We arrange children between Reception year and Year 4.

The school building dates from 1909 and retains its attractive exterior whilst offering spacious class bases and a mix of modern technology and flexible learning environments. The school building is the main teaching area and we are privileged to be able to utilise the village hall, across the road from the main building. This is used for PE, drama, concerts and other activities that need more space. We also have use of the field adjacent to the Village Hall which we use for games, lunch and break times and some of our after school clubs.

In the Reception Year

Starting school is a very important time in a child's life and at Cheselbourne Village School we aim to help both children and parents feel confident and secure at this key time. Following on from Caterpillar Pre-School, children enter in the Reception year. We also welcome children from other preschool settings (as well as children who transfer from other schools and areas in any year group). There are many opportunities for parents and children to meet with us before school starts and we have established an induction programme to ensure that each child's introduction to school is a happy experience.

In their Reception year children begin school for just the morning sessions and lunchtimes. After four weeks, Reception children attend all day.



The year before a child is due to start school parents receive an information booklet on Education in Dorset and a leaflet about DASP (Dorchester Area Schools Partnership). Later you will receive a letter inviting you to a parents evening in May or June. Arrangements are made for each child to be visited by the staff in their pre-school setting, if they attend one.



Relationships with parents at Cheselbourne are strong and excellent. Parents are welcomed into the school and usually there is time for a quick chat with the class teacher after school – if not, an appointment can be made. It is essential that we work together to ensure the best for the children.

During their first year at school staff will carry out an assessment, currently called the Early Years Foundation Stage Profile (EYFS). Parents are informed what this involves and of the findings.

Teaching methods



We have high expectations of the children and they are encouraged to take a pride in their work and their achievements. A variety of teaching methods are used in the school depending on the needs of the children and the type of activity or task involved. We believe that it is important for children to become enthusiastic learners and independent and creative thinkers. In the course of a week the children are likely to have been taught in a whole class, in large and small groups and individually; inside and outside school as well as in whole school team teaching situations.

With this in mind many tasks are targeted at offering the children the opportunity to explore and develop their own ideas. This will be balanced by more formal lessons and teacher directed tasks.



The Curriculum

The subjects in the National Curriculum are English, Maths, Science, Computing, History, Geography, Music, Art, Design Technology, Modern Foreign Language, RE and PE. The Early Years Foundation Stage curriculum comprises seven areas of learning – Physical, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Maths, Understanding of the World and Expressive Arts and Design. In addition PSHE (Personal, Social and Health Education) and Citizenship are taught to all children. We have a two year rolling programme written by staff which incorporates a creative, whole school topic approach

At Cheselbourne we are committed to a curriculum that has the needs of the children at its centre. As a state school, we adhere to the National Curriculum as required by the Education Reform Act. Religious Education is delivered using the Dorset Agreed Syllabus for Religious Education and the Curriculum Guidance for the Foundation Stage for the children in the reception class.



We believe that the children learn best by engaging in first hand experiences that help them make sense of the world around them. Our curriculum offers a balance of practical, oral and investigative activities and opportunities for writing and recording. We also acknowledge the importance of parents in the development of a child's skills and we actively promote links through the reading log, attendance at regular parent workshops and helping in school.

English

Through English (or Literacy) we aim to promote and encourage enthusiastic, independent learners who are able to speak, listen, read and write effectively. We encourage the development of good communication skills that will assist our children in communicating socially. We help them to become responsive to the needs and feelings of others. We value the opportunities for children to become reflective thinkers who are able to evaluate the many complex messages in our society. A big emphasis is placed on Reading skills. Children will experience daily group reading sessions where the skills of decoding the text lead on to reading for meaning and to fully engage with the text.

Children are offered a wide range of reading materials in school and are expected to take home books to read and share with parents or carers. We are proud to have a small library on the school site where children change their reading books and get the chance to borrow a range of fiction and non-fiction books too. Emphasis is placed, throughout the school, on learning the phonics that support children when reading, spelling and writing. A systematic phonics scheme is used in school and all children have a daily phonics session. Given our small school numbers, all children are provided with opportunities to develop their confidence in speaking in public and performing.



Maths



The main aim in our teaching of Mathematics (Numeracy) at Cheselbourne Village School is to enable all children to feel confident in their understanding and application of numbers. We teach in a variety of ways - small group, whole class, in pairs and independently, using a practical and fun way to inspire the children

to learn. We use a stepping stone approach to getting the children confident in their understanding of Maths called CPA. This concept starts with teachers modelling and children using counters, blocks and the like to represent numbers. As confidence grows this develops into using pictures and in turn moves to just using the abstract concept numbers themselves. This helps build a solid foundation of understanding for children which enables them to access more complex concepts as they move through their time in the school.

Times Tables play a big part of our learning and using the same CPA strategy children develop their understanding of times tables throughout the school. We are keen to explore creativity in our maths teaching and learning and the children enjoy using both indoor and outdoor environments, as well as additional learning opportunities, such as cooking club, to enhance practical applications of maths strategies. We also hold regular Maths Workshops to share our learning with people at home and to give parents a chance to get to grips with some of the newer concepts of maths lessons.

"We learnt how to read BIG numbers- it was so fun!"

"I loved going outside to find all the shapes in the playground and around the school."

"I loved it when my Mum and Dad came in to see what I had learnt in Maths lessons this term."

Science

Science stimulates and excites children's curiosity about phenomena and events in the world around them. It links direct practical experience with ideas, and therefore engages children's interest at many levels. Children are taught to discriminate, classify, recognize and understand relationships and select information from a variety of sources. They develop skills in formulating, testing and evaluating ideas, and communicating using scientific language, drawings, charts and tables.

Computing

We currently have a comprehensive array of networked computers and netbooks which link to our central wireless network. In addition we have I-pads and net-books which children regularly use. Each device has vast array of educational programs. Each of our three teaching areas has digital projector and a SMART board to ensure the children have every opportunity to work, interactively, during teaching sessions as well as developing their individual skills.



Children are offered a range of ICT opportunities. They use word processors, graphic and data handling packages, simulations and control programs with a wide range of games to support other curriculum areas. We also have digital cameras and digital video cameras.

"I like writing code!" "The computers are cool because they have games on them to help me learn!" "I like the iPads!"

Humanities – History and Geography

History and Geography are taught across the whole school- as discrete subjects in Year 3 and Year 4 and as 'Topic' at the lower end of the school. In Geography children develop their geographical skills by learning about specific concepts such as mapping and use this to learn about the world around them; extending from our Local Area to far-away places such as South America. Using a 'creative curriculum' approach lessons can be fun as well as instructive and the children have been known to make scale models of mountains and volcanoes as well as Pirate Ships for exploration.

We use a similar approach to learning about the past in History. The classrooms are used creatively and at various times through the year house a subject-inspired role play space, such as an air-raid shelter or Celtic Roundhouse which help to bring 'history' to life and inspire children to want to know more. Children learn about people from the past and find out how their lives are different between then and now. School trips to places of local interest help to bring 'reality' to the past.

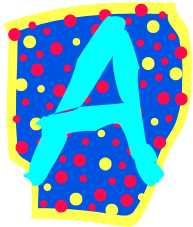
"We made masks like Anglo-Saxon warriors would wear."

"It was great fun to dress up like an evacuee and go to Nothe Fort for the day."

"We made a time machine on the playground to help us travel back in time- it was so cool."

Art and Design and Technology (DT)

The children learn-design by drawing plans, writing and following instructions and using simple tools. They use the skills learned to produce various articles using a wide variety of materials such as fabrics, wood, paper, clay, and construction kits. Children also learn about influential designers, inventors and apply their skills to simple mechanics. We have a very successful parent led Cookery club providing regular opportunities for cooking in the school kitchen.



Through art children learn to express their ideas and feeling using a variety of media. The children are taught a variety of skills including drawing, painting, collage and model making and they are given opportunities to experiment and develop skills learnt. The children are introduced to the works of influential artists both local and worldwide and are encouraged to discuss and evaluate their own work.

"It helps my creative side!" "I love painting and making things." "I love painting tractors."

Music



Singing, composition and instrumental work start with the youngest children and is developed throughout the school. Whenever possible children are given the opportunity to hear and listen to 'live' music from professional and semi-professional musicians and to participate in 'live' sessions with others. Through the DASP pyramid the children participate in a wide range of musical activities. Year 4 children take part in the annual DASP concert and both Year 3 and 4 learn brass instruments in the summer term Musicianship programme. The pyramid also supports individual and group instrument tuition. There are many opportunities to learn to play an instrument. We can offer flute, clarinet, guitar, ukulele, piano/keyboard, saxophone, trumpet, cornet, trombone, violin or 'cello.

"We do lots of singing!" "Music time is fun!" "We play lots of different instruments."

PE

For Physical Education, the school has the use of the playground, the village hall and the adjacent field. We believe PE is an essential part of our curriculum so we can help our pupils to develop a healthy attitude to life. The school aims to ensure each child develops skills in PE appropriate to their own individual ability. We believe physical exercise should be enjoyable and we encourage an awareness of the importance of developing a healthy body. Our PE curriculum includes games, gymnastics, dance, athletics, swimming, outdoor and adventurous activities and multi-skills.

As part of our DASP membership, we are supplied with a designated PE specialist, Mr Dailey, who teaches all year groups each week. Mr Dailey also organises Year 7 sports leaders to visit and help with competitions and sports day. We often have ex Cheselbourne pupils return to help the younger children.

Premier Sports are our chosen extra-curricular activity provider for our after school sports clubs. The children themselves choose the clubs they wish to have provided. The qualified coaches lead the children in sports such as football, gymnastics, tag rugby, athletics as well as the more alternative sports such as dodgeball and ultimate frisbee.

Religious Education



Through our RE lessons we aim to teach an awareness of the important spiritual and cultural aspects of Christianity and other religions. Children will explore the major celebrations from a variety of religions and have opportunities to reflect on these findings.

*"I like the Bible stories." "You can learn about Jesus."
"We made lamps for Diwali."*

Personal, Social and Health – Sex and Relationships Education

Our school is a community where we live and learn together. Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We believe that it is crucial for the development of young children that they should be given an increasing measure of responsibility for themselves, others and their environment and community. We aim to promote a healthy lifestyle at Cheselbourne. Health education plays an important role in developing the physical, mental and social wellbeing of our children. We promote and encourage positive relationships.

"I know what is healthy food!" "I have lots of friends."

Collective Worship

Collective worship is an important part of our school. It is an opportunity for the whole school to get together to celebrate and support all aspects of our school life, to promote a spiritual viewpoint and to provide a time for stillness and reflection in what is often a busy, active day for our children.

There are also frequent visits from other clergy, preachers and speakers in assembly. Throughout the year there will be special occasions to which parents, friends and villagers will be invited. These may include our Remembrance Day service, Leavers' Service, Harvest and Christmas concerts, sports days and open days. Every half term, there is an opportunity to share in the children's learning at our Open Assemblies.



"We have lots of different assemblies." "I like singing in assembly." "We go to the Hall."

Home Learning

We believe that Home Learning enhances and reinforces the learning in school whilst at the same time develops children's skills of independence and provides opportunities for children to share learning with those at home. Depending on the age of the child, children will bring home spellings, times tables, phonics sounds, Maths and Literacy activities. Individual reading is encouraged as much as possible at home with adult comments and feedback noted in the Reading Record Book.

Promoting Positive Behaviour

Our school has been consistently graded highly for good behaviour. Members of the public frequently comment on and praise the excellent behaviour of our children. The DASP Seven 'caterpillar values' are a set of positive learning 'attitudes' which are displayed throughout the school. These are reinforced at the middle school and later at the Thomas Hardy School creating a pyramid wide, consistent approach to behaviour. Good behaviour and good work is also praised in our Celebration assembly. In addition we award House Points for good behaviour or good work. Each week a Thinking Focus is discussed in assembly and displayed throughout the school. This forms a focus for the week's assemblies.

We have policies stating our guidelines for behaviour that can be viewed in the school office. The Governing Body has given their enthusiastic support to these policies.

Special Educational Needs

We aim to offer all children the highest level of education acknowledging that some children need more support. Children with SEND (Special Educational Needs Disabilities) are well supported according to the DfE's Code of Practice with input from teachers, the SENCO (Special Educational Need Coordinator) and external agency consultants. When teachers are concerned in any way, parents are consulted and invited to speak with the class teacher and the SENCO. The support offered is outlined on an IEP (Individual Education Plan). This is regularly reviewed by staff, parents and the child.

More Able Children

More able children are those that display greater depth of understanding or aptitude to learning in a particular subject. These children are offered enrichment activities both in school and within the pyramid.

The School Day

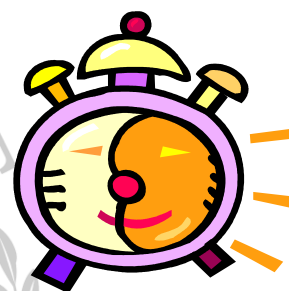
Breakfast Club

We offer a Breakfast club on every day that the school is open. This opens at 7.45am and parents should book a place in the school office in advance. (Currently the cost is £5 which includes a healthy breakfast) The Club is run by a Teaching assistant and activities are provided to ready the children for school

The school day begins at 8.45 for all children. (9am for Pre-school) The main door is opened at this time and a teacher is there to greet the children. In the classrooms, focussed independent activities are provided. These activities are carefully planned to ready the children for the day ahead. In addition, the teacher shares the outline of the school day with the children and addresses any pastoral concerns at this time. All children should be in their class areas by this time ready to start lessons.

The school day finishes at 3.15pm. The children are brought to the front playground to be collected by their parents or carers. If your collection arrangements for you child need to change, please advise the office in the morning.

A lot of children travel to and from school on the school bus. They are supervised as they get on and get off the bus by a member of staff. Children who live within our catchment area qualify for a free bus pass if they live beyond a certain distance. Please apply to County Hall for this.



Clubs and after school activities

A rich and varied range of lunchtime and After-School clubs are offered at Cheselbourne. These are ever changing depending on the time of year and the availability of staff. These are charged at an additional fee though still subsidised. They are well advertised in the weekly school newsletter. Some examples include, football, hockey, multi-skills, Gardening club, tennis, golf, recorders, art, ukuleles.

School session times

| Morning | Afternoon |
|----------------------|--------------------------------|
| 8.45am to 12.00 noon | 1pm to 3.15pm (Pre-school 3pm) |

All children have a mid-morning break. The younger children (up to Year 2) have a short break in the afternoons.

School Information

Absence from School

County authorities now require parents to inform the school about all absences for whatever reason we appreciate a telephone call or note before 9.30am on the first day of absence but require a written note when your child returns to school. If we are not informed of the reason for absence we are bound, by law, to mark an illegal absence in the register.

We are bound by The Education (Pupil Registration) (England) Regulations 2006 for our rules on Attendance. This act has been amended and from September 2013 Amendments to the 2006 Regulations remove reference to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. **Holidays in term time will not be authorised.**

Drinking Water, Breaks and Lunchtimes

Children need a packed lunch or to book a school meal in advance using the online booking system from Local Food Links – our meal provider. Lunch is eaten in the Village Hall or outside in the summer, weather permitting. Two lunch time supervisors care for the children during the lunch break. Drinking water is provided. Drinks brought from home must be in a spill proof flask or carton with a straw. Cans, glass bottles and fizzy drinks are not allowed. Please make sure lunch boxes are clearly labeled with your child's name on the outside. In the playground children are encouraged to drink from the fresh water drinking fountains or from their bottles of drinking water.

School Milk

Children in Reception who are younger than 5 are entitled to free school milk at morning break time. Other children can purchase this. Please contact the school office.



Children in Reception, Year 1 and 2 receive a free Healthy Snack as part of a Government Scheme. Children in Years 3 and 4 may bring in their own fruit snack from home for morning play if they want to.



Parents in receipt of Income Support are entitled to claim a Free School Meal or packed lunch for their children. They simply need to call County hall 01305 251000 and ask for the Free School Meal line. You will need your National Insurance Number for this call.

Universal Free School Meals

Children from Reception up to an including Year 2 are entitled to receive Free Hot School Meals under a Government initiative begun in September 2014. Parents order food online and then meals are delivered into school and served by our Lunchtime Staff. There is a wide choice and the food is of a good, balanced

and healthy standard. In addition, the children are able to learn about eating together with other children and staff. Full details for Universal Free School Meals will be provided by the School Office.

Medical Treatment

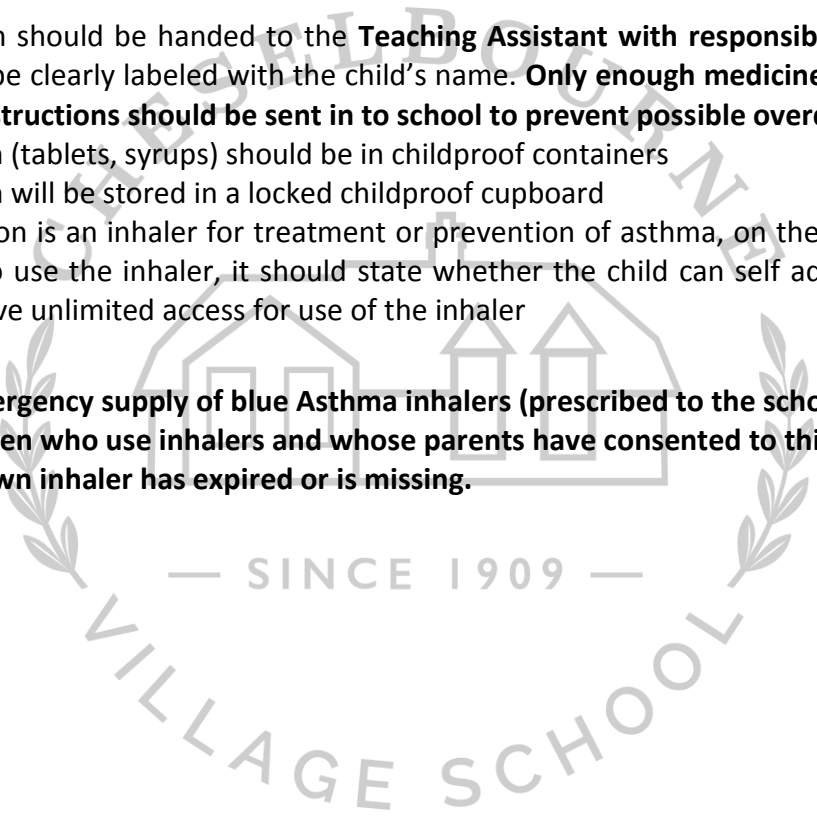
County policy is set out as follows:

It is occasionally necessary for children to receive medication during the school day.

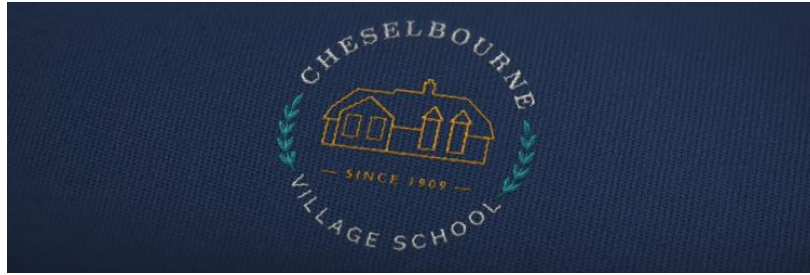
In all cases when medication (tablets, syrups or inhalers) is required to be taken when the child is at school it is essential that:

- The School has a written request from parents stating the name of the medication, the dose to be administered and the time the drug needs to be administered
- The medication should be handed to the **Teaching Assistant with responsibility for administering medicine** and be clearly labeled with the child's name. **Only enough medicine for one day together with dosing instructions should be sent in to school to prevent possible overdosing.**
- The medication (tablets, syrups) should be in childproof containers
- The medication will be stored in a locked childproof cupboard
- If the medication is an inhaler for treatment or prevention of asthma, on the request from parents for the child to use the inhaler, it should state whether the child can self administer and whether s/he should have unlimited access for use of the inhaler

The school has an emergency supply of blue Asthma inhalers (prescribed to the school) which may be administered to children who use inhalers and whose parents have consented to this. The purpose of this is in case the child's own inhaler has expired or is missing.



School Uniform



| | |
|---|---|
| <p>Girls:</p> <p>White blouse – polo shirt Cheselbourne sweatshirt Grey skirt/pinafore or school trousers Shoes - black with flat heels and non-slip soles (not trainers) Tights or socks - grey, navy or white Blue gingham dress in the summer</p> | <p>Boys:</p> <p>White shirt - polo shirt Cheselbourne sweatshirt Grey school trousers Shoes - black or brown with non-slip soles (not trainers) Socks - grey or navy Grey shorts in the summer</p> |
| <p>PE kit: - boys and girls</p> <p>Blue Polo shirt Dark blue shorts Trainers / plimsolls – outside games Kit should be kept in a drawstring bag</p> | |

School uniform (including Cheselbourne logo sweatshirts) can now be ordered from larger TESCOs supermarkets. Please ask in the office for information about ordering.

Please mark these and all other items of clothing with your child's name.

Long Hair

Long hair (for safety and for hygiene) should be tied up please.

Jewellery

For the safety of all children, the only jewellery allowed in school is a small stud earring. Children will be asked to remove these for PE lessons or put a plaster over them if they are newly pierced.

Charges for school activities

Activities and visits made to places outside school premises will be of educational value. Parents will normally be asked to make a voluntary contribution towards the cost and visits will only be able to go ahead if sufficient contributions are received. No child will be prevented from taking part because parents have not made a contribution. Please speak with the Headteacher if you have a problem concerning visits. We do reserve the right not to take any child whose behaviour could put themselves or others in danger.

Bad Weather

If getting to school is going to be a problem because of snow or ice, please listen to the local radio stations (such as HeartFM) before setting out to ensure the school is open. In addition, there is a county web page which informs parents of all closed schools. Please visit

<http://mapping.dorsetforyou.com/closedservices/schools>

The school website will also state whether the school is open (depending on when the decision to close is made) Children should **never** be left at the school without checking that a member of staff has arrived.

Teachers' cars outside are not an indication that someone is on the premises.

If conditions deteriorate rapidly during the day, please arrange to collect your children. We have a 'round robin' telephone system to inform parents and you are asked to ensure you inform the next person in the line.

Communications between Home and School

Please read our 'Home / School Agreement'. This has been devised with the rest of the 17 DASP schools and is in line with the statutory government requirements. Please read it carefully and return the accompanying slip to the school. We encourage parents to be positively involved in the development of their child's education. If any parent has a concern please speak with the class teacher before it becomes a worry, similarly if the school is concerned about a child we will contact you. Brief, informal chats are often manageable or an appointment can be made in the first instance with the teacher. Contact details for all parents are securely kept in school and updated each September. **Please will parents be sure to update the school if any details should change – particularly mobile telephone numbers.**

Our website gives you lots of information and is a window to our school. The website is updated three or 4 times a week. There are photographs to enjoy and website links to support parents and take children forward in their learning. Well worth a look!



You can also follow our school on Twitter - [@cheselbournevs](https://twitter.com/cheselbournevs)

Newsletters are sent out every Friday to keep you informed of what is happening in school. In addition, these are posted on the school website on Friday evening. Each month the school submits an article for the local 'Village News'.

Annual Reports and Formal Meetings

In line with Government and County policy, parents are presented with a written report on their child's progress in all curriculum areas annually in the summer term. Parent consultations are held in the autumn and spring terms providing opportunities to view the children's work and to discuss progress with the class teacher. We have open mornings when the children have the opportunity to share their work with parents.

Please be aware that there is a legal responsibility for all schools to share information and liaise with all who have parental responsibility, not just the parent who the child lives with. We will automatically send school information to both parents (where the address has been provided).

If there is a legal reason why information should not be shared or that access is restricted, then a copy of the court order (or other legal document) must be provided so that the school is fully aware of any restrictions.

The Cheselbourne School Friends (CSF)



Friends

The Cheselbourne School Friends work extremely hard supporting the school by raising funds for us. Fund raising takes various forms and is a means not only of raising money, but also of coming together socially. The money raised helps to pay for things such as educational visits, entertainments and extra equipment. A half termly newsletter comes out from the friends with information about fundraising, spending and upcoming meetings and events.

Links with the Community

We believe that our links with the local community are very important and these help the children to feel proud that they are part of this community and can positively contribute to it. We attend the local church regularly, inviting villagers and the congregation to join us. Often our celebrations happen in the church or Village Hall.



At Christmas the children put on a concert to which villagers are invited. We also have a retiring collection for charity. In October the children have a Harvest celebration for parents and villagers and there are also further festivals and events depending on the time of year such as a Remembrance Day Service.

Volunteers from the **Dorset Reading Partners** visits each week supporting reading in the classrooms. Villagers also support us with projects where they have a particular expertise. These include sharing WWII experiences, weaving, lace making, cooking and gardening.

Complaints Procedure

We sincerely hope that you do not need to use our Complaints Procedure! Please contact us as soon as possible if you are unhappy about anything so that we can talk through, and deal with any problems before things get worse. Should this not resolve the problem, the school has a Complaints Policy that can be viewed in the school office.

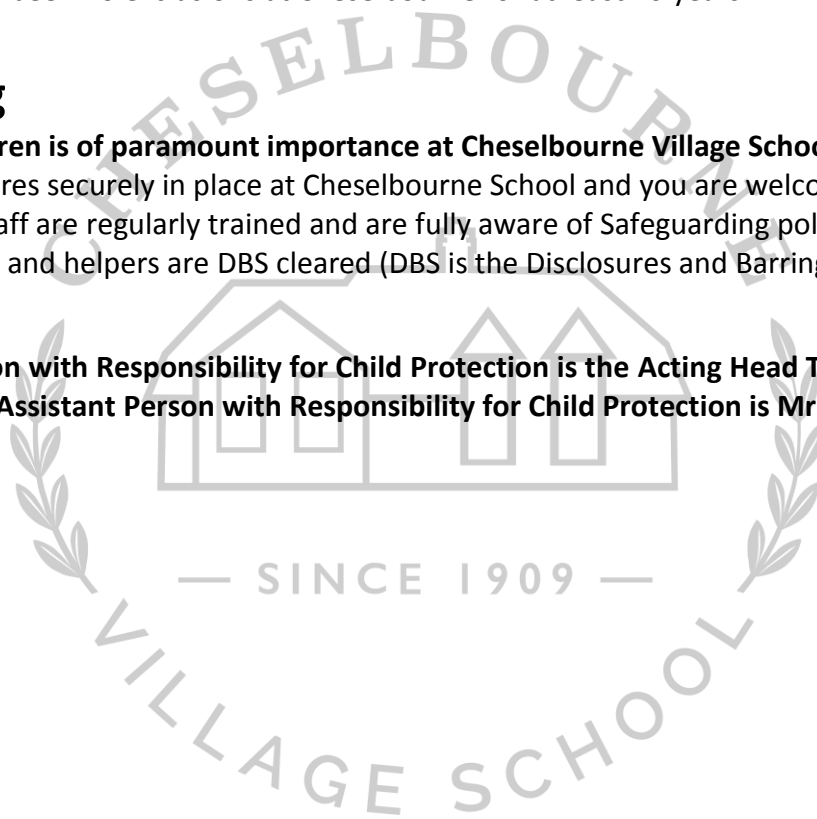
Exclusion from school

Law governs exclusion from school. Should it become necessary, only the headteacher can exclude a child and certain procedures, detailed in the school documents, must be followed. School Governors are required to review exclusions that exceed five days. Due to our positive and consistent approach to behaviour, there have been no exclusions at Cheselbourne for at least 20 years.

Safeguarding

The safety of all children is of paramount importance at Cheselbourne Village School. We have Safeguarding Procedures securely in place at Cheselbourne School and you are welcome to view our policies on site. All staff are regularly trained and are fully aware of Safeguarding policies. All our staff, governors, volunteers and helpers are DBS cleared (DBS is the Disclosures and Barring Service, formally the CRB).

The Designated Person with Responsibility for Child Protection is the Acting Head Teacher, Mrs Mary See. In their absence, the Assistant Person with Responsibility for Child Protection is Mrs. Jacquie Mowlam.



The Dorchester Area Schools Partnership (DASP)

Cheselbourne Schools is a member of DASP. This group comprises thirteen first schools, three middle schools, one special and one upper school.



**St Mary's Middle School
Puddletown**

From Cheselbourne our children transfer to St Mary's Middle School in Puddletown and then on to The Thomas Hardy School in Dorchester.



**The Thomas Hardy School
Dorchester**

You will, when your child attends Cheselbourne, quickly realise just how exceptional this partnership is and how much your child will benefit from being a DASP citizen. Some of our shared activities

- DASP peripatetic music teachers
- Children participate in joint musical, creative, sporting and residential activities
- Additional funding for PE, musical and creative initiatives

Children participate in many projects through DASP that it would be difficult for us to do on our own and which support transition. The children also have the opportunity to participate in activities in the middle school and upper schools ensuring they are excited about transferring to their next school, when the time comes. The transfer is always smooth and competently managed.

If you would like to find out more about DASP and the schools that your child would be involved with, take a look at the DASP website at www.dasp.org.uk.

Dorset Local Authority

The Local Authority is very supportive and works closely with all its schools. As well as providing excellent legal and personnel support it has a comprehensive team of experts that provide professional development for staff and advice and provision for Special Educational Needs. In addition we have a **School Evaluation Partner** who visits every term to ensure that we are providing the very best education for all children in our school.

Pupil Premium

Pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

Schools are given a pupil premium for:

- Children who have qualified for free school meals at any point in the past six years. The school receives £1320 for each of these children.
- Children who are or have been looked after under local authority care for more than one day. These children are awarded a premium of £2300.
- Children from service families who receive a child pension from the Ministry of Defence. They are awarded £300.

Schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible.

Prior to April 2018, children qualified for free school meals – and accordingly pupil premium – if you received any of the following benefits:

- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

Speak to the school office if you think you could be eligible for this.

Cheselbourne Village School is here to serve the needs of your child and the care of each individual is our primary concern. The links established between home and school are of great importance in a young child's life. We will do our utmost to establish and maintain these firm links and hope that you will support us in this.

Everyone at Cheselbourne is very proud of our school. We firmly believe that children at Cheselbourne are safe, happy and secure and that we get the very best from each and every child.

We hope that you will take the time to visit us and see for yourselves!

Mary See

Acing Head Teacher

office@cheselbourne.dorset.sch.uk

www.cheselbourne.dorset.sch.uk

Current Version - September 2018

The information contained in this prospectus is correct at the time of printing. It must not be assumed, however, that no changes will be made during the school year or in subsequent years.