



## Parent Handbook 2018 – 2019



### Welcome To Dormer

It is a real privilege to welcome your child into Dormer House School. Over the next few years we will work closely with you as parents, providing a caring and supportive learning environment for your child. I hope that this file will answer most of your questions about the routines of our school. These are our aims over the coming year:

- To give all pupils the opportunity to shine through academic excellence, sporting challenges, creative expression, technology and music.
- To provide a stimulating and creative curriculum. We are not confined by the National Curriculum. Our aim is to cover it and more!
- To deliver challenging and well-planned lessons.
- To use specialist teachers who have high expectations and a passion for what they are teaching.
- To cater for the needs of all pupils in small classes, where every child has a voice.

**Mrs Thomas, Headmistress**



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## A Note from...

### The Reception Teacher

Starting school is one of the most exciting times for both you and your child. Making the transition from Nursery to Reception should be an adventure that will excite and stimulate your child into wanting more!

During the academic year, the children will be introduced to many new skills and will grow both educationally and individually. They will learn to communicate, socialise, ask questions and enjoy each day. Throughout their time in Reception your child will be encouraged by a "hands on" approach to numeracy, literacy and subjects such as art, drama, music, French, science, nature study, history, geography, physical education, forest school and ICT.

I will be working hard towards building their personal and social skills in PSHE, as it is the ethos of the school to make sure each child feels their self-worth. Once a child feels secure, the real education can begin.

It is important that you feel as confident about your child as they do about themselves. If you have any questions or concerns, please see me or Mrs Kilmister (reception class assistant) as soon as they arise. We are always available in the morning or afternoon, before or after school.

The children's work will be displayed in the classroom and files are kept for you to look at whenever you wish. Each term a booklet is provided to give an outline of topics, aims and objectives.

I hope that you will feel a part of the school as much as your child does, enabling us to extend the family unit and atmosphere.

I am looking forward to having your child in my class.

**Mrs Barber**



## A Note from...

### The Year One Teacher

I am delighted to welcome your child to Year 1. I firmly believe that children learn best within an enjoyable and nurturing environment and you can therefore rest assured that your child will be supported and enabled to reach their full potential, both academically and personally.

Year 1 is an exciting year during which children will continue with the subjects they have encountered during the reception year, with the addition of a range of new and interesting topics. Skills they have acquired will be consolidated and built upon, to enable them to progress towards becoming independent learners.

Continuing the development of reading skills is very important throughout this year and will therefore be a focus within the class. Spelling will complement this, and you can greatly help your child by reading with them each night and helping them to learn their weekly spellings. During English lessons the children will develop their knowledge of punctuation and grammar, together with looking at various types of fiction, non-fiction and poetry to develop pleasure and interest in reading. They will also be encouraged to use their own experiences and imagination when writing creatively.

Maths is a very practical and 'hands-on' subject during the first few years at school. Interactive and engaging maths lessons will enable children to become confident and fluent with mathematical concepts, with a particular emphasis on whole numbers, counting and place value. Simple problem solving and reasoning tasks will also be introduced, to encourage a greater depth of knowledge. Year 1 children will also benefit from the school's full range of subjects offered, including science, art, French, drama, history, geography, PE, ICT and the forest school. Throughout the year, the children will also take part in exciting events and trips to support their classroom learning.

I take great pride in creating an interactive and stimulating classroom environment, which celebrates children's achievements and provides a positive atmosphere for learning. Each child's personality, interests and potential is nurtured to enable them to take pride in themselves and their work. It is my hope that children will enjoy and flourish within Year 1 and I work continually to ensure this outcome.

**Miss Gill**



## A Note from...

### The Year Two Teacher

In my classroom I seek to provide a happy and purposeful environment that is particularly suited to your child's all round development. The curriculum is broad and balanced and aims to challenge, extend and provide for the children's individual requirements. It extends beyond the National Curriculum and my aim is to make it fun and to capture their imaginations.

I encourage the children to work independently; to self-evaluate and take pride in their work. This is done through praise and by displaying their many achievements. I hear the children read on a regular basis and positively encourage them to take home reading books. It is still very important for you to support your child with further reading at home. This reinforces the school's efforts and helps to increase the potential of your child.

Homework is generally in the form of spellings and learning times tables. In the holidays they may be asked to recap what they have learnt. At the end of the Spring Term the children may be asked to complete a holiday diary, which will help to sustain their writing skills.

To monitor progress, I continually assess each child. Importance is placed on this so that each child's needs and potential can be catered for. The children in Year 2 are assessed at the end of Key Stage 1 using national tests. The results are given to the you in the end of year report.

I try to maintain a cheerful, thriving educational environment in which the children can develop their own personalities and potential. I hope that the children will leave the class as happy individuals, well prepared for their entry into Key Stage 2.

**Mrs Baxter**



## A Note from...

### The Year Three Teacher

Year Three is an exciting year as it is the beginning of Key Stage 2. This is a period of change, when the children move to become more independent learners, both in and out of the classroom. Some children find the change easier than others and support will be tailored to individual needs. I have high expectations and will encourage and support children to achieve these. I aim to provide an environment where learning is challenging and fun.

The importance of learning both through practical and written methods will continue in maths. There will be an emphasis on learning times tables as well as starting to understand mental maths. The children will work out sums involving all four operations. They will consolidate and increase their understanding of number. Other areas will include shape and space, fractions and reading a variety of scales.

In English the children will experience a wide range of texts both fiction and non-fiction, including myths and legends and fairy tales. Children will be encouraged to read regularly at home to encourage fluency and understanding. New grammatical concepts will be introduced and the children will be introduced to VCOP (vocabulary, connectives, openers and punctuation.)

In science we will be studying a variety of topics, including rocks and soils, light, forces and magnets and plants and animals. Children will be carrying out practical experiments wherever possible.

In history we will study medieval life. In art lessons the children will study work by a variety of artists and also develop and apply new skills and techniques. A variety of school trips will support our learning. We will begin our study of Latin, learning the language and culture of the time, joining Minimus, the mouse on his adventures.

Homework will reinforce class work, covering different aspects of the curriculum. This will take approximately half an hour, per night. Children will be assessed continually so that each child's needs are met. Year 3 is an exciting year for children. I aim to develop their independence and help them to become self-confident individuals ready for Year 4.

**Mrs Sandiford**



## A Note from...

### The Year Four Teacher

Throughout Year 4 the children will continue to grow in confidence as independent learners, becoming more responsible for their own learning and building on the skills and knowledge gained in Year 3. I shall also try to encourage increased organisational skills when it comes to their belongings and homework!

In English the children will experience different types of fictional writing, inspiring their imaginations. Non-fiction texts will also be explored and practised for example letter writing to non-chronological reports, explanations to persuasive texts. Literature sessions will cover both classics and the works of modern writers. Handwriting and grammar will be a regular feature as they strive to improve both presentation and content. Children will be encouraged, with your support, to continue reading regularly at home – something which will broaden their knowledge and vocabulary and aid in writing across the Curriculum.

Mathematics will incorporate a practical learning approach where children will use specific equipment, computers and real-life situations to consolidate and extend their understanding of different concepts. We will continue to build a secure knowledge of times tables as this is fundamental for accurate and efficient calculations across the maths curriculum.

Children will continue to experience a broad curriculum through science, ICT, history, geography, French and Latin. In addition, art and picture study, history and RE/PSCHE will give the children a deeper appreciation of our own heritage and a greater multi-cultural awareness.

Drama and regular discussion opportunities across the curriculum will create confident performers, speakers and listeners. They will participate in many of Dormer's annual events such as Carols at Batsford and the ever popular and exciting end of year production. Trips, including the opportunity for a residential experience, will add value to our school based curriculum and enable the children to learn from first hand experiences while working together.

I believe one of the most important parts of my role is creating a safe and stimulating environment for the children, providing opportunities, both academically and through the broader curriculum, for them to excel and achieve their own unique potential.

Time spent at Dormer House should be an enjoyable and worry free time for both parents and children. Please feel welcome to visit our classroom as I am always happy to speak to parents before and after school or by arrangement, should you have any questions or concerns.

**Mrs Droy**



## A note from...

### The Year Five Teacher

Year 5 is a very important year for the children. We have high expectations by this stage of their education and the children are offered a much wider range of opportunities. We will work closely with the parents and children looking at secondary school choices and the specific tuition needed to enable your child to find the perfect secondary school for them. The perfect secondary school for a Dormer child is where they will be extremely happy and achieve to the very best of their ability.

In English this year creative writing really takes off! We will look at the ingredients for a perfect story – imagination, structure, using metaphor, alliteration and simile. We will also look closely at poetry and Shakespeare, looking at his wonderful skills with poetic verse and character description. Weekly spellings and language and punctuation lessons complete our formal English curriculum.

In mathematics, pupils will continue to develop and practise the four operations and will apply these to solving word-based problems. Existing skills will be consolidated and built on, with pupils starting to see that their mathematical skills can be applied in real life situations. In ICT, we will look at how we can use computers to solve practical tasks and will study control technologies and the basics of computer programming. Pupils will write their first computer programs and learn how computers are used in our everyday lives. In science we will study Earth and Space, forces, living things and their habitats, properties and changes of materials and animals (including humans). In history our creative writing skills will be transferred into writing diary entries and stories about the Georgian Kings, Queen Victoria and the revolutionary changes of the eighteenth and nineteenth centuries. In picture study we will focus on Van Eyck and the Dutch Masters: Rembrandt, De Hooch and Vermeer. Geographically Year 5 we will be studying water around the world, climate zones, world weather patterns, local water - understanding the water supply system on a local level in terms of water supply and waste disposal and finally world disasters in terms of flooding and drought.

As ever at Dormer, the pastoral care of our pupils is extremely important. We will work as a team to ensure life in Year 5 is safe, happy and hard-working. By Year 5 the children have matured socially and should be able to sort out differences. However, as class teacher I am always available for guidance and security. The classroom will be a bright, attractive and warm place to which I hope the children will want to come each day! The aim for Year 5 is to have a class of happy, independent learners who have really achieved this year to the best of their ability. Please do not hesitate to contact me if you have any concerns throughout the year about your child.

**Mr Trafford**



## A Note from...

### The Year Six Teacher

The Year 6 pupils are almost at the end of their journey through Dormer. They will be given roles of responsibility across the school and expected to lead by example, to help and to guide. This is the year in which all the lessons they have learnt will be tested. They will be required to draw upon their inner-strengths and many talents. All the qualities that they have developed over the years at Dormer will be needed as they prepare for the next big step in their lives.

Throughout the Autumn Term we will be working hard to drive ahead with mastery tasks across the curriculum. The 11+ and November examinations will provide the opportunity to assess progress and highlight areas of strength and weakness in readiness for the demands of the Common Entrance examinations and the SATS.

December is a welcome relief as pupils enjoy their last Christmas with us; decorating the classroom Dormer-style, Christmas lunch and centre stage for carols at Batsford.

In the Spring and Summer Terms pupils will have the opportunity to fulfil their academic potential in the Common Entrance examinations and in national assessment tests.

As a reward for the hard work, Year 6 will spend three days in London in May visiting the National Gallery, Trafalgar Square, the Houses of Parliament, the Cabinet War Rooms and the Science Museum. We will visit the West End to catch a show!

On return Year 6 begin work on the Skylark, the school magazine. They will take to the Dormer stage for the very last time in their end of year production and the final prize giving ceremony. Finally, after the traditional signing of shirts and a tearful goodbye, our gates will finally close on this first, happy chapter of their lives and new doors will open onto the next exciting stage of learning and life.

**Mrs Thomas**



## **Dormer House and The PNEU Association**

The aim of Dormer House is to give children a liberal education through a wide curriculum based on the philosophy of Charlotte Mason, founder of the PNEU (Parents National Education Union).

Charlotte Mason was influential as an educationalist from the latter part of the 19<sup>th</sup> century until her death in 1923. There are six inter-related strands to her philosophy.

### CHILDREN AS INDIVIDUALS

'Children are born persons' – An honest realisation that each child is born different and will have varying talents and needs.

### A STRUCTURED SYLLABUS

There should be a framework delineating a broad curriculum so that all staff know exactly what standard is being aimed at.

### A WIDE CURRICULUM

There should be a broad-based curriculum, which will encourage critical thinking in all aspects.

### A STIMULATING AND ENJOYABLE CURRICULUM

Above all there needs to be an enthusiasm for learning. Given the awareness of individual needs and a rich curriculum, education should be enjoyable.

### THE TEACHER

Teachers should not interrupt or interfere needlessly; nor should they pre-suppose what will emerge from a lesson. Having provided the raw material and encouraged the innate enthusiasm they should leave the children to produce their own work.

### THE PARENT

The involvement of the parent in the educational process is invaluable.



## The PNEU Motto

Each person exists as an individual.

### **I am**

As individuals, we have the potential not only for doing things but also for making choices.

### **I can**

With choice comes the moral decision between right and wrong.

### **I ought**

Once a choice has been made, it must be carried into practice.

### **I will**

The Dormer House way ensures that each child is treated as a person of importance; able to develop their true potential and so become self-reliant grown-ups capable of thinking for themselves and standing by their decisions.



The PNEU badge, a skylark, represents the ability of everyone to aspire to great heights and stay there.



## CHARLOTTE MASON

Her obituary in THE TIMES the day after her death on January 16th 1923 began: "Many hundreds of parents and teachers in all parts of the world will join in mourning Miss Charlotte Mason, who died in her sleep at the "House of Education", Ambleside, at noon yesterday. She founded the PARENTS NATIONAL EDUCATIONAL UNION as long ago as 1887 and strove steadily for more than half a century to create a balanced system of education.

Charlotte Maria Shaw Mason was born on January 1st, 1841, the daughter of Joshua Mason, a Liverpool merchant. After a home education she was drawn to teaching work, and after some experience in various schools and in a training college at Chichester, she began her work as an educational reformer and eventually founded the Union associated with her name. The principles which she preached and which she lived to see widely adopted, both in schools that confessedly carried out her ideas and in schools that tacitly adopted them, were the hunger for knowledge, the use of school life as a deliberate preparation for the larger interests of life, and the cultivation of a natural and earnest interest in nature and art. She continually preached the one-ness of education and the universal necessity of knowledge: 'Without knowledge Reason carries man into the wilderness and Rebellion joins company.' That is a quotation from a remarkable series of letters on 'The Basis of National Strength', which she contributed to THE TIMES in 1921... It was the due balance on different sides of education which in her view made for national sanity."

Little is known for certain about Charlotte's early years. It seems she was the only child of very poor parents unable to afford professional schooling for her. At sixteen she became an orphan. But at all events she grew up with an intense love of learning and was sent, possibly by the Church, to a teacher training college in London. Some of the friends she made there remained supportive for the rest of her life. Her health was delicate and on more than one occasion, after illness, she was invited to the home of one of them to recuperate. This gave her time to write about her thoughts on education. Soon after, groups of interested parents invited her to talk about her ideas.

Unlike most educators at that time she believed that children, however young, should be treated as individuals and with respect - in her words that "Children are born persons". She saw that children have a natural and insatiable hunger for knowledge and believed their enthusiasm and anxiety to learn should be encouraged and that they should be allowed to take an active part and to express their ideas. They should enjoy their lessons. From the very beginning of their schooling she wanted them to have a very wide curriculum, and believed they should learn from first hand sources of information - really good books, the best on the subject. "Let them get at the books themselves and do not let them be flooded with a warm dilutant at the lips of the teacher."



## HISTORY OF DORMER HOUSE

Dormer House School was started in 1875 by Mrs Emma Horne. It was originally called Wellington School and was situated on Evenlode Road in Moreton. The School remained in the same family for sixty-nine years. In 1943, the school was purchased by Miss Isitt and Miss Gray and moved to the Lilacs, Old Town, Moreton. It was at this time that the school was affiliated to the PNEU. Proper registers were kept and seventeen pupils attended on the first day of term. A high standard of work was always maintained with yearly Grammar School and Common Entrance passes and the school became well known. Miss Isitt invited H.M. Inspectors of Schools to visit long before the compulsory inspections of private schools were made law and the resulting reports were always very good. By 1948 the pupil numbers had grown to sixty.

The Lilacs moved to the Old Rectory, Barton on the Heath, in 1949. By 1951 the school attendance figures had grown to eighty. Children were brought to school by car and bus. The older pupils took the College of Preceptors examinations with good results in both Certificate and Senior Certificate Exams. Drama and elocution results were also excellent in Royal College Exams and at the Cheltenham Festival. The pupils raised money for charitable causes – Dr. Barnardo and Barton Church in particular – and regularly performed a nativity play. In April 1958 it was decided to return to Moreton to premises known as Dormer House, which had been purchased in 1957. Miss Isitt and Miss Gray continued to run the school until they retired in 1964.

The school was bought by a former member of the teaching staff who ran it for two years, but announced the closure of the school in 1966. A group of existing parents, old pupils and businessmen in the town determined to try and save the school. Under the chairmanship of Dr. Frank Haine, (great grandson of Emma Horne and an ex-pupil) a non profit-making charitable trust was formed on the 28<sup>th</sup> July 1966 – The Dormer House (Moreton-in-Marsh) School Trust Ltd. The trust bought the freehold, furniture and equipment of Dormer House School for £14,250 financed by loans and contributions from friends of the school and by a bank overdraft. Miss Simon was appointed as Headmistress. The school survived the following difficult years of financial problems thanks to the tireless fundraising efforts of Dr. Haine.

Miss Simon retired in 1973 and Miss Lowndes was appointed as Headmistress. Friends of Dormer House School was formed in 1976 – still in existence today and now called Dormer Parents Association. Miss Lowndes retired in 1981 and Miss Trembath, who had been teaching in the nursery, was appointed as Headmistress. Since 1983, school numbers rose steadily, with a downward



trend, owing to the recession in and around 1991. New classrooms, hall and kitchen were added including a Portakabin, which was intended to be a temporary measure and to be removed by April 1990. In 1996, the school leased Lucketts shop and after alterations, a language room and staff room were provided and a new front door security system installed. The classes were reduced to five, with the loss of two teachers, but full-time day care was introduced.

The Millennium marked the 125<sup>th</sup> birthday of the school and a phase of major development. With pupil numbers on the increase and a thriving nursery department, work was begun to create a new wing to the school. In September 2004 the nursery and the music department moved into their new classrooms. The winter of 2004 was a difficult time for all at Dormer. Miss Trembath, who had battled so bravely against breast cancer, was diagnosed with lung cancer. True to form, Miss Trembath gave of herself until the last. Only the day before she went into hospital, she welcomed two new pupils into her fold and waved off a bus full of excited faces as they left on an outing. A fitting memorial service was held in St. David's Church and Year 5 and 6 pupils sang one of the carols, which she had written with Ian Kellam. In January the new wing was named Trembath House in her honour and a plaque unveiled. This stands as a constant reminder of her dedication and commitment to Dormer House School.

Year 6 teacher, Alison Thomas stepped into the role of Headmistress in December 2004 keen to embrace new initiatives whilst holding fast to PNEU traditions and values. That year main school pupil numbers crossed the one hundred marker and the school began to prepare for a new wave of inspections. The flood of July 20<sup>th</sup> 2007 was a somewhat unexpected challenge. However, after a mammoth clean up operation and a costly refurbishment, the school was up and running for the start of the autumn term. As a result of their efforts over the summer, staff were rewarded with a new staff room and offices in the Old Foresters. Determined not to be blighted by the trials and tribulations of the flood, the school went on to achieve a Gold Arts Mark Award in recognition of its outstanding commitment to the arts, an accolade it still retains. In 2009 the school received recognition from the Department for Children Schools and Families for its outstanding work in promoting the social, moral, spiritual and cultural well-being of the children. In 2011 the school was awarded the British Council's prestigious International School Award for bringing the world into the classroom. The international school award is a badge of honour for schools that do outstanding work in international education, such as through links with partner schools overseas. In 2013, under the leadership of Claire May, the school purchased White Roses. In 2015 the children began to use this as a learning lab and library and a nature study garden. In 2015 we also opened the doors to our 'Lighthouse', a dedicated area for the teaching of Art. Alison Thomas is proud to be leading the dedicated staff and nurturing the talented pupils of this gem of a school and looks forward to the challenge of the years ahead.



## MAIN SCHOOL

Dormer House School was founded in 1875 and has a well-deserved reputation for recognising and developing the potential of the individual child. This very particular care can lead to scholarships and bursaries in the fields of music, art and drama as well as academically.

The school is a PNEU school committed to excellence. It is also a non-profit-making charitable trust in which money received is used solely for the benefit of the school. It is governed by a board of Trustees under the guidance of the Headmistress.

Dormer House offers the following benefits;

- Small classes with individual attention
- A liberal education delivered through a broad curriculum
- Family atmosphere with traditional values
- Active screening for learning difficulties and gifted and talented provision
- Superb sports and swimming provision
- ICT suite and classrooms with SMART boards
- Well-established tradition of art, music and drama
- French from age Reception, Latin from Year 3 and Spanish in Year 7
- Good grounding for and success in external exams at 11

There are seven classes in main school, with maximum class sizes of 18 pupils. Children study maths, English, science, information technology, history, geography, music, drama, religious studies, personal, social and health education, French, art, craft and design technology, picture study, nature study, physical education, Latin from Year 3 and Spanish in Years 5 and 6.

Dormer House is a special school where every child has a voice. Staff and pupils set themselves high expectations and conscientiously work together to ensure that we maintain our reputation for success. Teachers guide pupils using their passion for their specialist subjects and their expertise as educationalists.

Children are encouraged to take responsibility for both themselves and for the greater good. They are taught to think independently and to accept that control over their behaviour and work attitudes lies in the acquisition of self-discipline. We very much hope that our children will go on to make a positive and valued contribution to the world in which they live.



## Literacy

From the first nursery rhymes in Reception to the Shakespearean sonnets in Year 6, we strive to instil a love of the English language and its literature. In creative writing, we journey through the literary genres from classical myths and legends to futuristic science fiction. Through the spelling programme teachers communicate an enthusiasm for words, offer strategies for better spelling and investigate word roots and their origins. We look carefully at the way words work in sentences and practise the rules of punctuation. Weekly handwriting practice encourages improvement in cursive writing whilst developing fluency and speed.

## Mathematics

Our mathematics syllabus aims to teach our pupils how to make sense of our world through developing their ability to calculate, to reason and to solve problems. From Reception to Year 6 pupils are encouraged to explore relationships and pattern in number, shape, space and measure and relate it to everyday life. Access to new technology provides the opportunity to enhance their learning whilst our PNEU heritage underlines the importance of our pupils comprehending the mathematical concepts through practical experiences before using and applying their skills more formally.

## Science

Our pupils are naturally curious and excited about their world; it is therefore our aim to capitalise on this through a stimulating science syllabus. Using first-hand experiences our pupils come face to face with a range of phenomena and learn directly about the way things are and why they behave the way they do. Pupils are encouraged to develop an understanding of different concepts through hypothesising, testing, recording and evaluating what they have learnt in order to reinforce and broaden their scientific knowledge.

## Information Communication Technology

Our programme of study for ICT develops an awareness of the many uses of ICT inside and outside the classroom. We build upon skills with a variety of applications, providing ample opportunities for the use of ICT tools to support studies across the curriculum. We assess the value of ICT resources, encouraging pupils to become more discerning in their use of ICT. We also educate the children on matters of e-safety.



## Music

All children have music lessons as part of their curriculum. These sessions are a pleasant introduction to the world of musical instruments and include rhythm, timing, tuned percussion and note value. They can also serve as an early indicator of musical talent.

The earliest private lessons start in Year 1. Should you like your child to start individual lessons, please consult class and music teachers who will be happy to advise you. We currently offer tuition on the recorder, flute, clarinet, saxophone, piano, classical guitar.

Our music students perform publicly at assemblies, school concerts and the Cheltenham Competitive Festival to experience the pleasure of singing and playing to an audience. Many pupils successfully take examinations of the Associated Board of the Royal Schools of Music on piano and recorder and the Guildhall School of Music and Drama for classical guitar.

## Drama

Drama and the confidence it brings are an important part of life at Dormer. All children enjoy a drama session once a week and will be 'on stage' at least once a year. Pupils are encouraged to take an active part in assemblies where they have the opportunity to perform poems, speeches and plays. The older pupils read Shakespeare and thoroughly enjoy their visits to the theatre.

Private drama lessons are useful to bolster confidence, improve speech and can even help the children through the more difficult times in their lives when, by using role play, they can express anger or frustration in a safe environment. Drama lessons can be taken from Year 1 after consultation with the teachers concerned. Most of the children go on to sit the LAMDA Speech and Drama examinations, but the benefits gained by the lessons are, more often than not, those which cannot be tested.

Please note: Given the number of pupils who wish to take up private music and drama lessons, pupils have to be withdrawn for 30 minutes from other lessons. Class teachers will ensure that pupils catch up with any work they miss at break time. Year 6 are given priority for break and lunch time slots.



## Creative Expression

Creative talent and artistic expression are nurtured and encouraged from an early age at Dormer. We pride ourselves on our imaginative wall displays and our challenging art projects. The syllabus for picture study takes children from the palettes of the Impressionists to the canvases to the Dutch masters and the frescos of the Renaissance. Our pupils capture the subtleties of nature through their sketches and watercolours in their nature study notebooks. Many of our pupils are successful in winning art scholarships at secondary schools.

## Languages

As a linguist herself, our Headmistress actively encourages pupils to use their linguistic skills whenever possible. French is taught weekly from the Reception class and from Year 3 our pupils enjoy the Latin course *Minimus*; they are given the opportunity to appreciate the legacy of Roman rule and to meet many of the mythical characters who colour our literature to this day. Spanish is introduced in Year 6 using *La Tienda de Luis*, a lively interactive CD Rom and video package.

## Sport

We use a full sports programme for children of every age to help develop teamwork and set new challenges, as well as to burn off excess energy. The school has access to the excellent dry and wet weather facilities at the Moreton-in-Marsh Fire College along with swimming on Wednesday afternoons for Reception and Key Stage 1 swim and on Fridays for Key Stage 2. The school hall is also used for gym and dance.

The Dormer sporting calendar includes an inter-house swimming gala and sports day. We have a very successful sporting history which is reflection on the talent and determination of our pupils and the commitment of our staff who train them week in week out. We have competitive fixtures against local schools in floorball, rugby, netball, football, cricket, rounders, swimming and tournaments for cross country and tag rugby.



## History

Pupils move along the timeline of British History, developing their sense of chronology and investigating major events. They compare and contrast ways of life at different levels of society and encounter the personalities who colour the pages of history.

## Geography

In geography we learn how our surroundings have been altered by nature and by man. We follow the effects of pollution on land and at sea. We look at the development of settlements along the banks of some of the world's rivers and compare city to country life in other countries as well as our own.

## Religious Studies

We encourage pupils to explore their own beliefs, to consider the moral codes which form the basis of world religions and to recognise the need for a code of conduct to guide us safely and happily through life. Pupils watch or read and talk about events in religious life. Children study passages from sacred texts and listen to people talking about their beliefs and values. We promote understanding and tolerance of all religions necessary for life in multi-cultural Britain.

## Personal, Social, Citizenship and Health Education

From Reception through to Year 6 we encourage the children to grow into confident and responsible individuals. We prepare them to be active citizens, to develop good relationships and to respect others. We help them to understand the need for a safe and healthy lifestyle. Topics covered include relationships, coping strategies, confidence building, mindfulness, health, social and study skills.



## Reading

Although most parents are desperate for their child to read, this is a skill that takes time to develop. It doesn't always happen in the first year, however hard you and the teacher and your child may work. You will find that reading books come home most days – IT ISN'T COMPULSORY FOR YOUR CHILD TO READ TO YOU – and in the early stages you might like to just look at the pictures and 'share' the visual story. Don't worry if you are too busy, or they are too tired - tomorrow is another day.

If you do read with your child, please follow these guidelines:

- Be aware that your child is an individual and will progress in different ways and at different speeds to others.
- Don't pressure your child into reading for long periods. Be aware of their concentration span and the fact that they have already had a long day.
- Show enthusiasm for books. Your attitude rubs off, so why don't **you** read **them** a story instead sometimes?
- Give your child plenty of praise and encouragement – reading is hard!
- Encourage your child to look for visual 'clues' to the text.
- Help your child to identify the initial sound and say the letters by their sound, not by their name.
- Encourage syllable breakdown and 'clumping', e.g. tra-vell-ing. This also helps with spelling.
- Never say NO when the child gets a word wrong – use phrases like 'nearly', 'good try', 'look again', 'have another go'
- Don't let them struggle, tell them difficult words.
- Above all else, try not to be critical, as that only reinforces failure and ruins your relationship – every child wants to be able to read.

## Reading Tests

We expect children to have acquired good techniques, habits and decoding strategies by the time they reach Year 1. Teachers will have worked hard with you and the children to ensure success. This is the year however when we actively screen for any learning issues and you will be encouraged to discuss any problems that may arise. Your child's reading will be assessed twice a year starting at the end of Year 1 to track and ensure that good progress is being made.



## Assessment

Baseline assessments, Foundation Stage Profiles, National Tests at Key Stage 1 and 2, General Progress Papers, Christmas and end of year exams provide the opportunity to assess the progress of your child and highlight areas of strength and weakness upon which we can build.

Moderators from the LA visit regularly to discuss aspects of the assessment criteria for the Foundation Stage Profiles. There are strict guidelines from the Standards and Testing Agency with regards to the administration of the SATs examinations and we are, of course, subject to inspection at any time during the examination period.

## Reports and Parent Consultations

Your first formal meeting with your child's class teacher will be early in the autumn term. You will be invited to make an after school appointment to discuss how your child is settling in to the new routine. You will appreciate that it takes a child about half a term to become accustomed to new methods and to the routines of a new teacher. Similarly, the member of staff has to learn all about the quirks and foibles of each new entrant to their class. The class also has to gel as a unit under its new direction. So, your support in this transition phase is most valued.

At the end of the autumn term, the Christmas report acknowledges what your child's form teacher has learnt about your child thus far. Parents' evening in early February is a good time for discussion of points raised in the Christmas report. Y3 – Y6 parents will also be given a **Subject Review Sheet** which records Application, Behaviour and Progress as either **Outstanding**, **Good** or **Satisfactory** and Achievement as **Emerging** – working to complete the age related subject objectives for the year group, **Secure** – working confidently on the age related subject objectives for the year group or **Exceeding** – working beyond the subject objectives for the year group.

We feel that the final report in the summer term should provide a thorough record of your child's academic progress. It includes comments from the specialist teachers who have taught your child throughout the academic year. For Years 2 to 6 we include test results.

If you have any worries, we try to be accommodating and you are more than welcome to set up a meeting to discuss your child at any time.



## Learning Support

Using the Department of Education Special Educational Needs and Disabilities (SEND) current Code of Practice as a guide on the identification and assessment of SEN the school aims to provide a welcoming atmosphere and appropriate opportunities for all children to fulfil their potential. Our weekly SEN Team meetings provide a platform for staff to monitor our SEN pupils, to discuss pupils on the periphery, to share areas of expertise and to provide cohesive care for our pupils.

It is the wish of the school to diagnose and apply remediation as early as possible. If, following meeting and discussion, the form teacher and/or parent feels there is cause for concern in a particular area the child's progress will be closely monitored. An informal assessment may be offered with the school's qualified Learning Support teacher. The child may be recommended for formal assessment by an educational psychologist or offered individual sessions with the school's Learning Support teacher to see if the educational gap can be closed over a term or two. We may make provision for remediation within the normal classroom structure.

Children who need extra help may be withdrawn during lessons appropriate to their needs so that they are not disadvantaged in other areas of the curriculum. Class and support teachers will work closely with parents to ensure that parents can reinforce targets at home.

Through experience, we have found that where parents and staff can work together openly and honestly, the child always benefits.

## Gifted and Talented Pupils

The broad and rich curriculum is designed to encourage mastery in all subjects. Teachers are asked to pitch high and have high expectations of all pupils, but particularly of the more able. Specialist teachers are used to inspire, challenge and identify outstanding performance or talent in their particular field. As soon as talent is spotted or pointed out, it is encouraged to the full and discussion with the parents takes place to ensure that the child is helped to realise his or her potential. We also offer an after-school study group, which allows us to stretch our gifted pupils further and prepare them for the Common Entrance and Grammar School Examinations.



## Homework

Once our pupils reach Year 3, homework becomes part and parcel of the Dormer day. In a competitive world it is a necessary evil, and more importantly, a good form of self-discipline. However, no one wants homework to place a strain on staff/pupil and child/parent relationships, so it is important to lay down a few guidelines.

Firstly, homework is the responsibility of the child, not the parent. It is intended to encourage the first faltering steps towards independent study skills. If your child wastes the time allotted to his homework, we would prefer to be told via the homework diary. We will then deal with the matter accordingly in school time. Secondly, PLEASE DO NOT FEEL THAT YOU HAVE TO BATTLE ON UNTIL EVERY LAST i IS DOTTED AND EVERY LAST t CROSSED. It is not only unnecessary, but also counter productive. In all cases homework should be done unaided, as what is required will have already been covered in class, despite what your child may tell you. If however, your child has difficulty reading the odd word or two, please feel free to help. We ask you to ensure that your child has somewhere quiet to do the work, preferably with no radio or television.

The homework diary serves as a link between home and school and you should note down any difficulty your child appeared to have, or any work not completed in the time allocated. Your signature tells us that your child has worked for the allotted time ONLY. All Staff stress to the children that they should only work for the time specified. Sometimes your child may want to work on past the given time in order to finish something. If this happens, could you please make a note of the extra time in the homework diary?

TIME ALLOWED	Y3 - ½hr per night and ¾hr at weekends. Y4 - ¾hr per night and 1hr at weekends. Y5 & 6 - 1hr per night and 1½hrs at weekends.
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## Moving on

By the time your child is approaching Year 5, you will need to think seriously about the next academic step. In the September of Year 5 we hold a 'Moving On' evening at which we outline the options available to your child after Dormer. We annually update a guidance sheet for you to consider when selecting the next school. We feed into a variety of schools and maintain contact with the pupils we send to these schools.

By the end of year 5 you will have gathered a good body of opinion and, having formed some kind of 'overview', you should send off for lots of prospectuses and go and visit as many suitable schools as you can. You wouldn't choose the first house you were shown and this decision is infinitely more important. Rest assured we will try to guide you in the right direction for your child. The teaching of years 5 and 6 is increasingly subject-led and geared towards the examinations for secondary schools. There is plenty of opportunity to practise interview and examination technique so that our pupils can perform with confidence.

All of the secondary schools hold induction days and also send representatives to meet our pupils here at Dormer. Over the last few years our pupils have been offered places (including academic, art and drama scholarships) at the following schools: -

**Private Schools:** Malvern St James, Rye St. Anthony, Bredon Hill, Bloxham, Bowbrooks, Cheltenham Ladies' College, Headington, Tudor Hall, d'Overbrooks, King's High, Kingham Hill School, Malvern St. James School, Oxford High School, Sibford, Warwick Boys' School, Abberley Hall, Kingsley, Dean Close, The Downs and New College School.

**Grammar Schools:** Alcester, KES, Pates, Stroud High and Shottonery.

**State Non-selective Secondary Schools:** Chipping Campden School, Chipping Norton School, Cotswold School, Shipston, Stratford High School.

## Year 6 Results for 2017

Cohort Number 14	Reading (Test) % met or above	Reading (TA) % met or above	EGPS (TA) % met or above	Writing (Test) % met or above	Maths (Test) % met or above	Maths (TA) % met or above
National	71	-	-	76	77	-
Dormer	93	93	93	100	86	93

86% reached the standard for reading, grammar, punctuation and spelling and maths and were working at or above the expected level in reading, writing and maths.



## School Calendar

Our school year begins in September and finishes in early July. There are 34 weeks of teaching, divided over three terms. We have a two-week half term in the autumn and generally a week in the spring and summer. School closes at 12.30 at the end of term at Christmas and in the summer.

## Absence

As a school we are firmly convinced that 'every lesson counts' and as we have such long holidays the Headmistress **cannot** authorise holidays in term time. Routine family holidays will be counted as unauthorised absence.

**Exceptional requests** for pupils to take additional time off school should be made to the Head Teacher by letter or email. If a child is unable to attend, parents are asked to telephone the school. At your request, work can be sent home if your child is unwell for a prolonged period.

## School Closure

If there is ever any reason for School closure, parents will be notified via the text alert service. For health and safety reasons, we would not wish to put staff and parents under the pressure of driving in adverse conditions. Therefore, in the event of very heavy snow it may be necessary to close the school. The school also operates the text alert service to notify you of closure or cancellation of clubs etc. If the school was to close for more than one day, work will be posted on the school website.

## School Day

The school gates are opened at 8.00 and the main doors are open between **8.30** and **8.45** for drop off and between **3.30** and **3.40** for collection. Pupils arriving after 8.45 should report to the office for a **late mark**. At all other times the doors are magnetically locked. Visitors to the school have to notify the office upon arrival and ring to request entry. All visitors are asked to report to the office to sign a visitors' book and collect an identification badge. Parking outside the school is limited and **parents are urged to park sensibly and legally. It is vital that emergency vehicles can enter and exit using the slip roads.** Parents using the drop-off for school should pull in on one of the slip roads and drive up towards the school where a member of staff on duty will open the car door for your child and guide them towards the school gates.



## Cloakrooms

On arrival school bags should be emptied and left in the cloakroom. All pupils have a peg for hats and kit. Pupils are encouraged to use the toilets at break and lunch times, but will be given permission to leave lessons for emergencies.

## Assembly

Between 8.45 and 9.00 each morning all Main School children meet in the hall for Assembly. Assemblies provide an opportunity for us to focus on the spiritual, moral, cultural and social development of our school. We share a story, poem or play, sing a hymn and join together for the school prayer. We welcome visiting speakers from the local area and national charities. Any parents who would prefer for their child not to attend assemblies should notify the Head Teacher.

## Break Time

Break is from 10.30 – 11.00 for Reception, Y1 and Y2, and from 11.00 – 11.30 for Upper school. Pupils may use the upper and lower courtyards and are supervised by playground staff at all times. We also use Moreton play park three times a week. Any accidents are noted in the accident book located in the office and are reported to the child's form teacher, who will inform the parents at the end of the day.

Pupils may bring in snacks, but we would be grateful if you could monitor what your child brings in. The school sets very defined limits for break-time food. Mrs Fairweather goes to great lengths to produce a balanced, tasty, nutritional meal, which is paid for through the fees. It seems a shame that, because of their 'snack', some children are not hungry enough to take advantage of it. One cannot expect most children to head willingly for the healthy option, so co-operation from you is not only desirable, but also necessary.

We recommend a piece of fruit, raisins or other dried fruits, chunks of raw vegetable, cheese chunks or strips, a still drink in a carton.

The following are **not** permitted: biscuits - including cheese biscuits, cakes, pastries, sweets, cereal bars, crisps, nuts, Pepperami etc. and especially not nuts, as we have one or two children in school who are severely allergic. If you are in the slightest doubt over the suitability of what you are sending, please ask the form teacher. Should you be worried that your child doesn't like anything on the above list, be comforted: there are many children who bring nothing and we haven't lost one yet to malnutrition!



## School Lunch

School lunches are freshly prepared each day by our Cooks Mrs Fairweather and Mrs Driver. All meals and snacks provided are healthy and nutritious and care and attention is paid to the children's dietary needs. Please see the website for a copy of the latest menu.

## Hand Shake

At the end of the school day pupils leave their form rooms and collect their school bags and caps or hats. Reception pupils can be collected from their classroom, whilst all other children assemble in the courtyard and are dismissed to the parents waiting in the courtyard. In the interest of the safety of your child, we ask you to inform us on the days that you are unable to collect. The school must be notified if you wish us to release your child to another adult.

## Left Child Policy

We ask that all parents who are running late inform us as soon as possible and state a time that the child will be collected. If by 6 pm a child has not been picked up and we have had no communication from you we will then ring your home and mobile numbers. If this fails we will then ring your nominated emergency contact person. Contact details are kept in school. It is however the parent's responsibility to notify us of any changes. If by 6.30 pm all methods have been tried and failed, then Social Services will be contacted. After 6 pm a late pick up charge of £10.00 per child, per quarter of an hour applies.

## School Trips

The class programme for the school year will include a number of visits related to the school's curriculum. As well as providing lasting memories, these visits enable pupils to share experiences with their peer group and extend their knowledge and understanding of the world.

Written information will be provided prior to the trip stating, destination, food and drink requirements, transport arrangements, appropriate clothing, timings and costs. All adult/child ratios will be adhered to. First Aid equipment will always be taken, along with epipens and inhalers. All adults will be issued with a list of the children in their care. The registers will be taken at the beginning of the trip; the children will be head-counted continually throughout the day and the register taken before leaving. The form teacher will take all emergency contact numbers for the children with them. The teacher will take a mobile phone and will ring the office should there be any change in the day's schedule.



## **Wrap Around Care**

With so many working couples and single parent families, breakfast club and after school care can be essential. We can offer a secure facility for your child outside normal school hours, for any period between 8.00 – 8.30 am and again from 3.30 - 6.00 pm.

### **Breakfast Club**

This starts at 8.00 and finishes at 8.30 when school opens. Cereal or toast and jam will be provided together with a drink of either fruit juice or milk. Breakfast club does not necessarily need to be booked.

### **After School Care**

There are a wide variety of activities on offer and a quiet place to do homework when necessary. Experienced staff will make sure that the children are occupied and cared for. Tea is at 4.45 and is included in the cost. To book sessions please see Miss Tustin or email [stustin@dormerhouseschool.co.uk](mailto:stustin@dormerhouseschool.co.uk)

### **Holiday club**

Again a wide variety of activities are on offer along with parties, trips, visits to the park and local walks. We are open from 8.00am – 6.00pm daily. We only close for the week between Christmas and New Year and Inset days.

## **Clubs**

There are a number of school clubs on offer over the course of the year; Creativity, Chess, Football, Tag Rugby, Cricket, Netball, Study Group, Floorball, Lego, Drama, Dance and Gardening. We also offer several clubs which involve a charge – Watersports and Falconry.

At the beginning of each term pupils from Yr1 up will be given the opportunity to choose the clubs they wish to join and will be allocated their choices, subject to availability.



## Pastoral Care

Adapting to a new school, making new friends and adjusting to the demands of a new teacher can be very daunting, but we hope to make the transition as smooth as possible for your child. The form teacher will offer guidance and support as your child learns to cope with the new routine. You will need to ask lots of questions in the first few days, so please feel free to pop in or use the homework diary for messages. If you have a question or worry you could talk to your class mother about it; she will point you in the direction of a solution.

## Rewards and Rules

We believe that children flourish best in an ordered society in which everyone knows what is expected of them. We expect children to be able to work and play without fear of being hurt or hindered by anybody else. We aim to work towards a situation where children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this, rules governing the conduct of the group are clearly explained to both children and adults and are consistently adhered to. Children will have the security of knowing what to expect and can start to build up useful habits of behaviour. Staff will try to provide a positive model for behaviour. Staff try to avoid situations in which children only receive adult attention in return for undesirable behaviour.

## House Points

Staff praise and endorse desirable behaviour and hard work by awarding house points. At the end of each week pupils count up the house points and the winning house is announced. Six pupils from Year 6 are chosen as House Captains and act as role models for the younger pupils in their houses. The three houses are Wellington, Lilacs and Dormer; the names of the three premises, which have housed our school. At the end of each term hard workers are rewarded and an array of cups and trophies are presented to our Year 6 leavers on Speech Night and prizes to those pupils in Reception to Year 5.

## Dormer House School Council

Once a fortnight two pupils from each year group join the House Captains and Prefects to discuss general school issues. The pupils are responsible for drawing up an agenda and keeping the minutes of the meeting. The Council provides an opportunity for our pupils to gain experience of debate, decision-making and corporate responsibility.



## Loss and Bereavement

Loss and bereavement are an inevitable part of our lives. We, as a school, have a role to play in preparing our pupils for such experiences and offering support to all School members when needed and if sought. Any loss is bereavement, not only death: divorce, illness and other causes of sorrow can result in feelings of grief. We have staff members trained to assist during these trying times. Please let us know if your child ever needs help in this way.

## Medical Matters

**Pre-school check** - All parents should check that their children have the pre-school health check offered by their doctors when the child is 4 years old.

**Prescription medicines** - IF POSSIBLE THE CHILD'S PARENTS SHOULD ADMINISTER THE MEDICATION. If medication must be taken in school hours, parents must register the 'request to administer medication' in the office. Medication must be clearly labelled with the child's name and dosage. All medication will be kept in a cupboard out of reach of the children. Antibiotics will be kept in the fridge. In the Medication Book, parents should log in the name of the child receiving medication and the time/s of administration. The staff will note the date and time/s of administration and sign after each dose is given. Except to preserve life, medication will not be administered by anyone under the age of 18 years.

**Asthma** - All inhalers/volumisers are to be clearly marked with the child's name and dosage and handed to the form teacher. They **MUST NOT BE LEFT IN BAGS**. In all cases, the parent is responsible for ensuring that medication is kept within expiry dates and that 2 inhalers are available for their child's use. Clear instructions of when and how to administer must be given. Where possible, prior permission should be entered in the medicine register.

**Non-prescription medicine** - Cough sweets are allowed and must be handed to the form teacher who will distribute them as necessary. Parents should make children aware of this before giving them the sweets.

**Skin cancer** - It is the policy of the school to encourage children to avoid over-exposure to the sun. Sun hats must be worn on the playground and games fields and children should use barrier creams. Parents are encouraged to apply creams before school, this cannot be done by a member of staff.

**Gastro-enteritis and associated episodes** - Parents are asked not to bring to school any child who has been vomiting or had diarrhoea until at least 48 hours have elapsed since the last attack.



**Head injury** - If your child has a head injury, you will be given a copy of our head injury form, which offers advice.

**Nits** - It is likely that at some stage your child will acquire nits. Be comforted they only like clean heads. From time to time we will send out 'the nit letter' and we would be grateful if you could all use it as a sign that a thorough check is needed. There are some children who are particularly sensitive to the stronger de-lousing shampoos, so we do ask that you use the nit comb and follow it up at regular intervals.

**Impetigo** - If your child is diagnosed with Impetigo, please keep at home until lesions are crusted or healed.

**Conjunctivitis** - If your child is diagnosed with Conjunctivitis, we ask that you keep your child at home until infection has cleared as this is extremely contagious.

**Notifiable diseases** - If your child is diagnosed with a communicable disease, please let us know and we will notify other parents, staff and OfSTED accordingly.

## Health and Safety

Being Healthy is a weekly item on our Senior Management Team and Staff Meeting agenda to ensure a healthy and safe school environment. We arrange annual training for all staff to keep up to date with safety, fire training and First Aid courses. We commission an annual fire risk assessment, hold a fire drill each half-term and test fire alarms and emergency lighting weekly. We co-ordinate an annual review of incident and accident records and check First Aid provision each month. The classrooms and the site are checked routinely for risks by a Health and Safety consultant. Risk Assessments for trips are approved prior to all visits. The school has an emergency plan to deal with a major incident.

Mrs Thomas and Mrs McPherson are our appointed Designated Safeguarding Lead and Deputy Safeguarding Lead. Our Safeguarding Policy helps us to create an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately addressed. **All** staff, trustees and volunteers are vetted via the Disclosure and Barring Service.

The school is committed to promoting the health and welfare of all pupils and if staff see signs which suggest that one of the pupils may have been the victim of abuse, staff will (as is required by law) follow the procedures laid down by the Gloucestershire Safeguarding Children Board. The Board will then take responsibility for managing any subsequent investigations.



## STAFF LIST 2018 – 2019

<b>Teaching Staff</b>	
<b>Mrs Thomas</b> , BA Hons, PGCE	Head Teacher, Designated Safeguarding Lead, Y6 teacher, History Subject Leader
<b>Mr Trafford</b> , BSc. Hons, PCGE	Deputy Headteacher, Y5 Teacher, Assessment/Geography Subject Leader
<b>Mrs Droy</b> , BEd. Hons, PGCE	Y4 Teacher, Science and Sport
<b>Mrs Sandiford</b> , BA Hons, PGCE	Y3 Teacher Y5 & 6 English Teacher, English KS2 Subject Leader
<b>Mrs Baxter</b> , BA Hons, PGCE	Y2 Teacher, English R-Y2 Subject Leader
<b>Miss Gill</b> , BSc. LLB, PGCE	Y1 Teacher, RE Subject Leader
<b>Mrs Barber</b> , BA Ed.	Reception Teacher, PSCHS Subject leader
<b>Mrs Redgewell</b> , BA Hons, PGCE	Art & DT Teacher
<b>Mrs Scates</b> , BA Hons, PGCE	Drama Teacher
<b>Mrs McQuail</b> , BA Hons, MA, PGCE	SEND Teacher and Maths Subject Leader
<b>Miss Kearns</b> B Mus	Music Tutor
<b>Mrs Cross</b>	ICT Tutor
<b>Mrs Marshall</b> , NVQ 3	Teaching Assistant and Learning Support
<b>Mrs Kilmister</b> , EYFS Found. Deg.	Early Years Teaching Assistant
<b>Mrs Lafferty</b> , BEd. Hons	Peripatetic Teacher (Guitar)
<b>Mr Bright</b> , Cert. Ed.	Peripatetic Teacher (Piano, Clarinet/Saxophone/Recorder)
<b>Nursery Staff</b>	
<b>Mrs McPherson</b> , NVQ 4	School Office Administrator/Nursery Manager
<b>Miss Roberts</b> , BA Hons	Skylarks Teacher
<b>Miss Brown</b> , NVQ 3	Fledglings Leader
<b>Miss Tustin</b> , NVQ 3	Nest Leader, SENDco
<b>Miss Loughlin</b> , NVQ 3	EYFS Assistant
<b>Miss Willis</b> NVQ 3	EYFS Assistant
<b>Miss Dill</b> , NVQ 3	EYFS Assistant (Maternity Cover)
<b>Support Staff</b>	
<b>Mrs Wright</b>	Accounts Manager
<b>Mrs Driver</b>	Cook
<b>Mrs Bishop</b>	Playground Supervisor
<b>Mrs Groom</b>	Playground Supervisor/Kitchen Assistant
<b>Mrs Fairweather</b>	Cook



Mrs Thomas  
Headmistress, Y6



Mr Trafford  
Deputy Head, Y5



Mrs Droy  
Y4 Teacher



Mrs Sandiford  
Y3 Teacher



Mrs Baxter  
Y2 Teacher



Miss Gill  
Y1 Teacher



Mrs Barber  
Reception Teacher



Mrs Kilmister  
Teaching Assistant



Mrs Marshall  
Teaching Assistant



Mrs McQuail  
SEND Teacher



Mrs Redgewell  
Art & DT Teacher



Mrs Scates  
Drama Teacher



Mr Cox  
PE Coach



Miss Kearns  
Music Tutor



Mr Bright  
Music Teacher



Mrs Bishop  
Playground Supervisor



Miss Brown  
Skylarks Leader



Miss Willis  
EYFS Assistant



Miss Dill  
EYFS Assistant



Mrs Roberts  
EYFS Assistant



Miss Loughlin  
Fledglings Leader



Mrs Driver  
Cook



Mrs Groom  
Playground Supervisor



Mrs Fairweather  
Cook



Mrs Wright  
Accounts Manager



Mrs McPherson  
School Administrator/Nursery Manager



## DORMER HOUSE TRUSTEES

Dormer House is run as a non-profit making charitable trust and its fees are used solely for the benefit of the school. Although the day-to-day running of the school is left to the Head Teacher, a board of Trustees meets regularly to assist and guide her decisions.

**Chairman:** Nicholas Fulcher



With professional expertise in conservation, heritage administration and educational outreach at the Shakespeare Birthplace Trust, Nic is well placed to offer advice on how best to move forward whilst holding steadfast to the PNEU roots of Dormer House. His management skills include project coordination, budget management, hospitality, facilities management, performance management and staffing. His contributions during Shakespeare Week have made a lasting

<b>Non-Parent Trustees:</b>	Jack Langdon	Finance Committee
	Finnula Allen	Finance Committee
	Carol Rutter	Education Committee
	Caroline Paxford	Safeguarding
	Nick Irvine	Marketing Committee

<b>Parent Trustees:</b>	Justine Berry	Marketing Committee
	Donna Holland	Premises Committee

Meetings are chaired by Nic Fulcher. The remaining Trustees are a mix of parent and non-parents, each with their own special area of expertise, from education to marketing to finance to law, which they apply to school matters. Having a number of parent Trustees ensures that the group stay in touch at grass roots level with every aspect of the school and they welcome any questions or feedback on any matters connected with the school. The Trustees meet once every term as a Board, with sub-committees meeting once every half-term. There is also an annual AGM, to which former Board Members are invited. Minutes of each meeting are kept by the Secretary of the Trustees.



## Dormer House School Parents Association

The DPA provide support to the school and through our programme of social events we raise funds for additional items that directly benefit the pupils of the school.

We work in conjunction with the school's objectives for each year; last year we supported the school's application for the Artsmark Award by dedicating our funds to the art and drama departments and we are currently aiming to support the school's application towards the Healthy School Status Award with funds to provide playground equipment and a mobile kitchen for teachers to utilise within the constraints of the classroom.

Over the last few years our fundraising has enabled us to:-

- Stock the new library
- Provide a new sound system for the drama department
- Provide extra resources for the art department

Funds raised also enable the school to provide gifts for the children at Christmas and presents for all the school leavers at the end of the year.

At the beginning of the school year we prepare a programme of fund raising activities and social events to take place throughout the year i.e.

- A series of morning seminars – anything from homeopathy to learning how to sell on e-bay
- Film nights
- Bake Sales - always very popular with the children
- Provision of refreshments at school events – always very popular with the adults!
- Second hand uniform sales – one per term
- Sale of PE Kit and accessories
- Summer Cocktail Party
- End of Year School Disco – a great opportunity for the children (and the Mums) to get their dancing shoes on!

The DPA meet regularly and everyone is welcome. Please do come and join us. Don't feel that you have to be formally involved if you can only attend now and again – it's a great way of meeting other parents, supporting the school and having fun! DPA dates and activities are always incorporated within the school weekly newsletter.



## SCHOOL FEES - SEPTEMBER 2018

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### Admission

Registration fee (not refundable)		£100
Deposit refunded against first terms fees	(Main School)	£200
Nursery Registration Fee		£25

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**Main School:** £8,586 per year £2,862/term

- £50 reduction per term for each Main School sibling

The fees include travel for sports, school lunch, Common Entrance preparation, Gifted and Talented provision, clubs (subject to availability) and trips.

### Reception

Universal 15hr and Extended 30hr funding available until the term following a child's 5th birthday. For further information, please contact Nursery Manager, Mrs. McPherson, on 01608 650758 or office@dormerhouseschool.co.uk

**Learning Support** £18.00 per lesson

### Optional Extras (A term's notice is required)

**Music** £18.00 per lesson

**Drama** £18.00 per lesson

Please note that a term's notice is required for those pupils choosing not to continue with music and drama tuition.

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### Wrap Around Care- Term Time: Reception – Year 6

Breakfast Club: 8.00am – 8.30am £3.00 per session

After School Club: 3.30pm – 6.00pm £6.00 per hour

### Holiday Club: Ages 2 – 11Yrs

Daily 8.00am – 6.00pm £37.00 per day or 6.00 per hour

**The Nursery** - A range of sessions are available. For further information on this and Early Years Universal and Extended entitlement funding, please contact Nursery Manager, Mrs. McPherson, on 01608 650758 or office@dormerhouseschool.co.uk

**Fledglings** - 15 Universal funding hours or 30 Extended funding hours per week commencing the term following a child's 3rd birthday. **Skylarks** - 15 Universal funding hours or 30 Extended funding hours per week for all children.

Nursery hours are 8.00am-6.00pm.



## DORMER HOUSE UNIFORM

### AUTUMN TERM

Optional Winter or Summer uniform (September)

Winter uniform (1 October – December)

### SPRING TERM

Winter uniform

### SUMMER TERM

Summer uniform

### BOYS

#### Winter

Grey Trousers

Grey V-neck pullover

Blue long sleeved shirt

**PNEU school tie\***

PNEU school brown blazer & badge\*

PNEU school brown cap & badge\*

Grey socks (long or short)

Black shoes

#### Summer

Grey shorts or trousers

Blue short or long sleeved shirt

Grey socks (long or short)

PNEU School tie\*

PNEU school brown blazer & badge\*

PNEU school brown cap & badge\*





## GIRLS

### Winter

Brown pinafore/skirt  
Brown V-neck pullover/cardigan  
Blue long sleeved shirt  
**PNEU school tie\***  
PNEU school brown blazer & badge\*  
PNEU school brown hat & band\*  
Beige/brown socks/tights  
Blue or brown hair accessories  
Brown shoes (see back page for suppliers)



## GIRLS

### Summer

Blue school summer dress (Banner style 3119)\*  
Straw boater & PNEU school band\*  
White socks (long or short)  
Brown shoes or sandals (see back page for suppliers)  
PNEU school brown blazer\*





## OUTERWEAR & MISC

***It is your personal choice as to which coat you wish to purchase.***

Brown Duffle Coat\*  
Blue/brown striped PNEU scarf\*

Navy PNEU raincoat with logo  
(via school website, JTL)

Navy PNEU fleece lined coat with logo (via JTL)

**Plain Brown Gloves\***  
**Navy Beanie Hats**

**Blue painting overall**

***The school does insist on brown gloves and school scarf.***



### **Bags:**

School reading/book bag Yrs Reception – Yr3

School back pack Yrs 3 - 6

School drawstring swimming/PE bag (with or without zip)



## BOYS & GIRLS GAMES UNIFORM

Navy shorts  
Sky blue polo shirt  
Joggers Yrs Reception – Yr2  
Sweatshirt  
Tracksuit Yrs 3 - 6  
Rugby Shirt  
Pale blue sports cap/legionnaires style (Summer Term)  
Navy skort (optional – girls from Yr 3)  
Girls plain black swimming costume  
Boys plain black swimming trunks (from The Famous or other plain black)  
Swimming hat – house colours for year 3 – 6 (Fire College)  
White sports socks – Summer term  
Navy blue long football socks –

Winter term  
Trainers  
Football boots for winter outdoor activities (from Year 3)  
Shin pads  
Gum Guards – Years 5 & 6  
Navy blue underlays only.

***Tracksuits may be worn summer and winter (weather dependent)***





## NOTES

\*All asterisked items can be purchased from  
School Togs 252 High Street, Cheltenham 01242 523632

All items typed in '**bold**' can be purchased from the school office.

Other items as noted can be purchased through Marks and Spencer, Asda,  
Next etc.

A variety of uniform items and all embroidered sports kit, book bags etc. may  
be purchased from [www.gooddies.co.uk](http://www.gooddies.co.uk) Please see our website for a direct  
link.

Brown shoes can be obtained from:

E.H. Spencer, 9-11 Market Place, Shipston on Stour, Warks. CV36 4AG  
01608 661529

Russell & Bromley, 100, The Promenade, Cheltenham, Glos. GL50 1NB  
01242 232762

Groovy 2 Shoes, Sheep St, Stow-on-the-Wold, Cheltenham GL54 1AA  
01451 798171

John Lewis on line – [www.johnlewis.com](http://www.johnlewis.com)

The DPA hold regular sales of second hand uniform at school, generally once  
per term. If you require specific items please contact [clareabyrd@gmail.com](mailto:clareabyrd@gmail.com)

## General School Uniform Rules

- All uniform should be in **good condition** and **clearly labelled** with your child's name
- No jewellery is permitted
- Hair should be neat and tidy, hair below the collar **MUST** be tied back with a brown hairband.
- Blue sun hat must be worn for all outdoor activities in the summer term (sports and playtime)
- Each Friday all children participate in swimming and/or PE and should wear PE kit to school on this day. Caps/felt hats/boaters need **NOT** be worn, but pale blue caps/legionnaires caps **MUST** be worn in the summer term.
- To maintain the tradition of the Dormer uniform, girls may only wear trousers when the school has given consent to a request in writing stating medical or religious grounds.