

Pimperne CEVC
Primary School



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Headteacher

Mrs. F. Waller B. ED. Honours

Deputy Headteacher

Mr. S. Thomas

**Please keep an eye on our
school website for updates**

Pimperne School Prayer

(Written by Year 6 leavers 2014)

This is our school

Let it be full of learning and laughter

Let the classrooms be filled with encouragement and joy

Let us be safe, surrounded by our friends

May God be with us, and shine upon us with love

And let us remember to respect each other

As many hearts make a family

So many hearts make a school

And many hearts make Pimperne

Amen

Our School Values

**Perseverance
Compassion
Courage
Trust**

**Forgiveness
Selflessness
Justice
Respect**

**THIS HALF TERM OUR FOCUS IS:
COMPASSION**

Our intention is to ensure that you have all future newsletters emailed directly to you. In addition, this will include class information and dates. You will be informed when an email is sent and this will help us to cut the costs in administration. The school website will be a hub of up-to-date information for reference and we hope that events will be displayed on our calendar page, enabling you to check the activities on the horizon.

Celebrate Believe Aspire

Newsletter Autumn Term 1

Week ending 20/09/2019

WELCOME BACK!

It is fantastic to be back and it seems we are now all just getting back into our routines and stride after the long summer break.

As always, we welcome our new reception children and their families as well as a few new families and children that have joined us across the school.

A big thank you from the staff for those of you that managed to come along to the 'Meet the Teacher' afternoon meetings. If you have any questions or wish to leave a message or update information with the class team, then please use the Home & School Partnership (HASP) book, ring, email or drop into the school office with a message or catch the member of staff in person to arrange a time for a conversation.

Despite, the 'out of hours' work and commitments that our staff are involved with (no, we really don't go home at 3pm!) they will always be happy to find a time to meet.

NEW STAFF JOIN THE TEAM ... and some old ones come back!

We welcome Mrs Evis (Reception), Miss Garry (Year 1) and Mr Thomas (Year 4) to Pimperne Primary. They have already become part of the team and get just as much stick as the rest of the team now! We are always pleased to bring new expertise into the school and this is invaluable to us.

We also welcome back Mrs Dunford formerly Miss Roe (Year 1). Little Rosie is doing very well and Mrs Dunford is pleased to be back in the fray! Our **CONGRATULATIONS** go to Mr and Mrs Rose on the birth of their baby daughter (impatient like her father, she arrived ahead of schedule!) Welcome to Clementine. Some of the children caught a glimpse as father and daughter visited us earlier this week. Mr Rose (Year 5) has been missed by his class team and we are pleased to have him back with us.

Autumn 'Settling In' Parents Open Afternoon & Evening Years 1,2,3,4,5 (only)

Following a review of comments and feedback around the Autumn Term Parent Consultations often held in October – we will be trialling a change for years 1-5. We are holding an open afternoon and evening so that parents may visit more than one class after the school day and at a time that suits them. The class teachers will be on hand to answer any curriculum questions and to let you know how your child has settled into their new class routines.

This is taking place on Wednesday 25th September after school when all children have been dismissed for you and your child/ren to visit and look at learning in books and have an informal conversation with the staff team – this will happen between 3.15-4.30pm, and then again re-open from 5.30- 6.30pm. Any parents that would like to make an appointment after this, may do so in the usual manner.

The Parents Evenings for Reception and Year 6 class teams will remain unaltered as these are the only 2 year groups that share baseline data and personal targets. These will be on:

Tuesday 1st and Tuesday 8th October 12.30 - 18.30pm for Reception
Monday 21st and Wednesday 23rd October 12.30 - 18.30pm for Year 6.

You will be asked to sign up for a 15 minute slot next week.

Dates for these meetings and a wealth of other dates are also on the school calendar ready for the year ahead.

SCHOOL 'DAILY MILE' TRACK



Over the past year the PTA have been fundraising to help the school develop the school grounds and widen the opportunities for children. The school 'wish list' includes a purpose built track (about 2 metres in width) following the perimeter of the field which can be enjoyed by all during the day and give a far more scenic and extensive running path than that currently used round and round the games court! (Around 9 laps of the field and we have our mile!)

Our Key Stage 2 children, have the choice before the day starts of running / jogging or walking to aim to complete the 'daily mile' during the course of the day. Key Stage 1 children are encouraged to gain daily exercise / activity and participate in a run/walk/jog either before or after their morning snack.

Why do we believe in promoting 'The Daily Mile'? The Daily Mile is simple and free and gets children out of the classroom for fifteen minutes every day to run or jog, at their own pace with their classmates, making them fitter, healthier and more able to concentrate in the classroom. It begins to instill a need for physical activity in each child and, in an age where children can fall into leading very sedentary lives, it kick-starts an often enjoyable activity. The physical and mental health of our children continues to be of real concern. The problems have crept up on us and are now so serious that immediate action is needed. The introduction of 'The Daily Mile' for every child in thousands of schools and nurseries is now building a coherent national approach to the problem at grassroots level. For us, at Pimperne Primary, a defined track around the school field (which currently is not fit for children to run on every day as it would soon turn into a mud track) is the answer to providing our children with a purposeful, healthy, free activity that is there for our children's recreational time too. We all want our children to be healthy in mind and body.

The PTA raised a fantastic amount last year and this is currently being rolled over to go some way to support a number of annual commitments such as subsidising transport for every year group when they go out and about. (PTA contribution of around £2000). This is very gratefully received, I am sure, by all families as it keeps the cost of worthwhile educational visits down so that everyone can afford to go. This is only one example of the financial support that the PTA give to the school and the benefit that all children gain from.

Over the next year, we hope that we will have collected enough funds together for the 'daily mile track'. We are very grateful to a local business (who has no vested interest in the school) donating £7000 to the running track appeal. We have also a further £500 which was raised by a current parent running for us. These funds are specifically for the daily mile track. If you, or someone you know would like to donate specifically to the running track appeal, your support would be very much appreciated. Please speak to either Mrs Waller (Headteacher) or Diz Farnhill (PTA Treasurer) to donate.

OUTDOOR LEARNING DAYS

Once a half term, your child will need to come dressed for the wild outdoors – come rain or shine! These dates are on the school website calendar and we have created a different day for Key Stage 1 and Key Stage 2. Please ensure that clothing is appropriate for outside learning (and it may come back with the outdoors still clinging to it!). The class teams will devise a fun day of outdoor learning. In Year 6, I quite expect Mrs Jones simply to move her tables outside and crack on with daily learning! (I do take liberties joking about Mrs Jones – she is amazing and I know she will make the most of the day!)



SCHOOL DEVELOPMENT & WORK

As you may be aware, we continue to work on the field. The previous attempts at aeration, fertilization and re-seeding have not yet given us the field that we would wish for our children. We are gratefully accepting the help of a parent with expertise in the field (forgive the pun!) We are expecting that, after treatment, it will need to be closed to heavy foot traffic for a number of weeks. We very much hope that this work will show signs of success as the only other option open to us now would be to start from scratch and dig up the field in order to renew the top-soil and seed. This type of work would look to close the area for at least 18 months to two years. (In this case – we would love to have a running track to stretch our legs!)

Over the summer break, we have taken the opportunity to convert some of the interior space into a useful room. Our children benefit from precision teaching and pre/post teach interventions – but sometimes we can't find a space to work! This new room, 'Elm' (following our tree theme) is another retreat for groups to use when needed. It is a light, bright and airy work space.

The school library had an overhaul in the summer holidays too. Thanks to a couple of members of staff masquerading as helpful fairies, there is now a good selection of fiction reads for older children. We are also beginning to audit the resources within the library. Our 'Reading Scheme' books were last topped up in 2016 costing £4500. This was followed the next year by the PTA topping up non-scheme current reads for Key Stage 2 classes costing around £2500. Books are never cheap which is why we ask that they are treasured/looked after and that water bottles and books do not mix company! Thank you to all the families that donated good quality children's books, this has been much appreciated.

Our School Development Plan (SDP) will soon be available in the foyer for you to view. Our 4 main priorities this year are:

- 1) Ensuring SEND systems are as streamlined as they can be (the behind-the-scenes work)
- 2) Raising the profile of our foundation subject curriculum (an awareness of the demands of the new Ofsted Framework)
- 3) Ensuring an enriched curriculum with good quality experiences and opportunities across the school – this includes the development of our site and provision. Thanks to the PTA we are training a Forest School Lead and have planned some outdoor learning days into the calendar.
- 4) Supporting Positive Mental Health & Well Being in our children and also our staff.

PARENT EVENT - ENGLISH & MATHS INFORMATION EVENING 16th OCTOBER 5PM-7PM

On Wednesday October 16th, we are offering all parents (no children) from all year groups the opportunity of learning a little bit more about what we teach and how we teach it. There will be a series of non-threatening workshops to attend, each with a specific focus to give you an insight into the terminology and vocabulary used (& crib sheets!) as well as the brain-puzzling methods that we use to teach maths (I certainly didn't do it like that when I was at school!) Please try and come along as the staff are kindly giving up their time to try and demystify the English & Maths curriculum for you.

There will be an email invitation coming out to you very soon.

Please RSVP to the school office in order that we can make sure we have enough workshops running.



BLANDFORD SCHOOLS NETWORK (BSN) EVENTS

As always, Pimperne Primary work in collaboration with the other schools in the area. Our Blandford Schools Network is a powerful collaboration between primary and secondary education. Headteachers across the Network have a close, supportive relationship, with the children of the Blandford area who are at the heart of our decision making. We look at the needs across our area and the strengths. As an outward facing group, we seek to improve the offer for all children. We are aware that the primary schools often share families with the secondary school and work together to support families in difficulty, attendance concerns as well as raise standards in education.

We are thrilled at the success of The Blandford School (TBS) this summer with the publication of the GCSE and A level results. Please do take time to read the article from TBS included in this newsletter.

TRAUMA INFORMED SCHOOLS FREE PARENT EVENT – THURSDAY 26th SEPTEMBER 7.00PM - 8.45PM

Following on from the last point – on Thursday September 26th at 7pm (until around 8.45pm) we are offering a free event to our parents (no children). Trauma Informed Schools lead worker, Clare Williams, will be with us to share some of the theory and research behind our developing professional practice at Pimperne Primary. If you have not yet reserved yourself a place following the invitation that came out last week, please do so by contacting the office. You do not want to miss this – it is transformational and so powerful.

Sadly, discussing mental health can often have negative connotations. People often jump to the negative aspects of mental health disorders, such as depression or self-harm but, just like physical health, people can have good mental health but still have challenges they need help to overcome. Young Minds, a leading national organization committed to the mental health of children and adolescents, defines mental health in young people as “the strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges, and to make the most of our abilities and opportunities”. With this in mind, the school community has a responsibility to look after the full spectrum of the wellbeing of pupils – the good and the bad.

Factoring in subtle differences for individuals, in the context of primary school children, mental health also means having: the capacity to enter and sustain satisfying personal relationships, a clear sense of identity and self-worth, the ability to play and learn so that attainments are appropriate for their age and intellect and an acceptance that it is okay to make mistakes. We are aware that predisposing factors can also play a role so be sure to consider: genetic influences, learning disabilities, developmental delays, communication difficulties, illnesses, academic performance and low self-esteem.

Recognising and understanding the warning signs is important, but the other crucial element of safeguarding is knowing how to provide support that makes a positive impact.

Overcoming these challenges and fostering an environment for positive mental health can occur at the individual and more holistic level. An invaluable first step is to create a school culture that works towards positive outcomes for its pupils. This is something we have worked on at Pimperne Primary for the last few years. To achieve this, the outcomes that young people strive for in their mental health include, but are not limited to; an understanding of how they can improve their own well-being, feelings of control, confidence and purpose, resilience and a support network.

The best approach that educators can take is to be observant and aware of subtle shifts in behaviour, be emotionally available, learn to reflect and not react and, importantly, particularly with primary school children, be prepared to take the first step. We believe in this at Pimperne Primary. Mrs Gatehouse and Mrs Green are now our qualified Trauma Informed School Leads and my thanks goes to them for taking on the new learning and completing their course in order to help both the children (and ultimately families) as well as the staff to promote this approach throughout the school.



UNDER DEVELOPMENT— HOME SCHOOL AGREEMENT

Our Home/School Agreement will be coming out to you in the near future. This is an agreement that we take seriously as it is the root of our own relationship with our parents and children. We ask when it comes out that you read it through, share the section relevant to your child with them and then log on to ‘[My School Money](#)’ to acknowledge your agreement. If you have any questions, please feel free to ask either your class teams or myself. Thank you.

Our updated Positive Behaviour Policy will soon be available to access from our website. This has been reviewed in light of our Trauma Informed Schools approach. One of the most important sections for parents is the explanation of how we communicate with you.

In the first instance we will contact you via a pre-set email/text to alert you to either a positive praise or a consequence that has been put in place for your child. This system is to help our staff keep you updated and able to initiate a conversation to follow which allows time for the details. **From the new Positive Behaviour Policy - For Parents to note:** “We feel it is important that you know if your child has had time in the Reflection Room, therefore we will be sending notification of this in an email/text. We ask that all parents understand that the staff will have dealt with the concern in school and that you as parents/carers should not feel the need to further admonish your child. Staff will be happy to let you know further details of the incident but the text/email that comes out will simply be a notification of the use of the Reflection Room”.

What is the Reflection room? It’s our lovely ‘Sapling’ room, comfortable and safe. Children have time to talk and reflect on their feelings, the behaviours, the impact, the consequence and also how to ‘repair’.

It is the last resort for staff to need to use the ‘time in’ the Reflection Room, but by communicating this with you means that you will be aware that your child was struggling to work through something today.

CONGRATULATIONS TO OUR Y6 HOUSE CAPTAINS – Following the British value of democracy, the houses gathered together with teams of staff members to listen to each prospective House Captain candidate’s speech. A secret ballot was then held. The outcomes were shared with Year 6 and they were all congratulated for stepping outside their comfort zone and having a try.

Sagano – Julide K and Ella B

Longmore – Olivia R and Ollie E

Redwood – Ava L and Thomas H

Sherwood - Jess B and Oliver B

CONGRATULATIONS TO THE SCHOOL COUNCIL FOR 2019-2020

Year 1 - Solara W and Teddy L

Year 2 - Bella S and Harry E

Year 3 - Martha G and Jacob B

Year 4 - Olivia B and Jack L

Year 5 - Poppy P and Will P

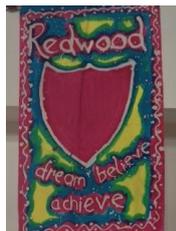
Year 6 - Ava L and Max P

Thank you also to the staff, Mrs Green and Mrs O’Boyle, who will be supporting the Council meetings across the year.

OTHER RESPONSIBILITIES - Some of these roles are yet to be announced.

- Play Leaders (Y6 and y5)
- Eco Council (Initially Y6) - **HOT OFF THE PRESS** - Charlie G, Mollie G, Bethany C, Marleigh D, George E, Jacob B
- Librarians (Y6) - **HOT OFF THE PRESS** - Emma-Leigh O, Finley E, Katherine L, Claudia B
- Lunch Time Helpers (Y4,5,6)

We believe that, as children take on responsibility, they learn from it. The commitment alone can sometimes be the biggest hurdle. Developing positive working relationships, listening as well as talking or stepping back to take the supporting role whilst someone else leads are all challenges that our children come across. However, we still maintain it is good for them to be involved somewhere they can put into practice and live out our school values. We would like to wish all our pupil helpers the best of luck as they embark on a role that really could make a difference - whether that be to one child at one moment or to the school forever. Thank you.



CHANGES TO CHILD ACCIDENT FORMS

Accidents happen and we have a large number of staff who are qualified to deal with accidents and injuries.

If the minor accident/injury is of concern, then you will be notified either by text/email or, more typically, by the sending home of an accident home in your child’s bookbag. If the minor injury is to the head, then we will send a text message to alert you to the fact that this will need monitoring. You will also receive a paper copy of an injury/accident form. Please do not panic on receiving such a text; you are welcome to phone the office but we will always telephone you if it is a concern or if we require any further information. Accidental head bumps are very common in primary age children.

We endeavour to take a common sense approach to school-related minor accidents and injuries and, for these minor cases, we will leave this for your child to explain the circumstances. We always ascertain the background to the event and, if satisfied with the children’s accounts, we would not always feel it necessary to send forms home. Staff are always happy to be asked for further information or will catch you to let you know.

LUNCH TIME 12-12.30 DAILY

We ask for your support in speaking to your child about eating their lunch during the allocated time. As we settle into our new year, we are noticing that in some cases the children across the school are taking nearly the whole 50 minute break to eat their lunch. I can only assume this is a legacy of leisurely summer holiday lunches. Unfortunately, we are not able to sustain the adult supervision across the school for this to happen and firmly believe that all children should be accessing some outside/break time. Therefore, 30 minutes from starting their lunch, children will be asked to pack away as the adult supervision is needed in other areas of the school.

Whether children eat school meals or have packed from home a generous 30 minutes is the norm in most schools. The majority of children take between 15 and 20 minutes, they then patiently await signs of supervision outside before they can pack up and leave. If your child has a medical reason please contact your class teacher as provision could be made in another area with similar needs.

We provide longer for our Reception children and Key Stage 1, as they have a staggered entry – prior to 12 noon - to help take account of their developing organisation skills.

Generally, eating speed is directly related to social factors and how much chatting goes on. (eating is a social occasion in many cultures and should be encouraged).

PLAYGROUND NEWS & RAISING AWARENESS TO RISK

Our school play trails have been examined and maintenance completed over the school holidays and been given a clean bill of health. However, we are making the children aware that because they are made of wood (a natural material) they change and cracks and splinters can develop. As a school, Health and Safety is important to us and therefore we are making you (as Parents/ Carers) aware of the risks of falling from height, splinters and finger traps. **Please may we ask that you re-enforce these points (especially finger traps) to your child when playing on the play trails.**

School staff are not able to remove splinters from children unless the end of the splinter is clearly protruding and it can be accessed with tweezers. In other circumstances, we will cover the splinter with a plaster and advise you to soak the area and look again at it.

Whilst on the subject of **risk management**, please could I raise the possibility of risks elsewhere in the grounds. Year 6 children are allowed to walk the path from the amphitheatre to the top of the hill. We ask that they stay on the mowed shorter grass rather than venture into long grass. We also ask that no child climbs the long bank which borders the field (usually kept with long grass to deter little people). Long grass is notorious for carrying pests like 'ticks', which should be taken seriously if found. Even short grass can harbour insects that bite or sting and although unavoidable from the risk management perspective, children need to know there are risks in different areas. Currently, our ivy bees are back. There is a slight risk of being stung by the females but only if they are squeezed! The males on the other hand have no sting? These non-stinging bees are underground-living bees and therefore by sitting on the field, there is a risk that one may 'protect' itself by biting somehow!

No child should pick or eat berries, grasses, leaves from the surrounding plant life! Please re-iterate this at home so that your child knows not to eat from the school grounds. We do not choose to plant poisonous plants but from time to time we find new life forms trying to grow!

LOST PROPERTY

Lost property should find its way to the School Office. All named property will be returned to classes. If unnamed lost property can not be returned to an owner, it will be kept in the school office for approximately one week. Unnamed uniform will then be placed on the second hand uniform rack outside the school office – which is offered for sale. Other items will be recycled or disposed of. If your child has lost something, please encourage them to look for it and visit the school office to see if it is there as soon as possible.

A reminder to label all clothes – even initials are better than nothing.

SECOND HAND UNIFORM

If you have a school jumper, cardigan, summer dress or shirt that you no longer need, please donate clean clothes that still have some life in them to the School Office. These will be placed on the rack in the foyer and offered for sale. All proceeds go towards school funds. **Thank you.**

WANTED – If anyone is clearing out, decluttering or donating...

Toy Cars for play (for Reception Class) small or large.



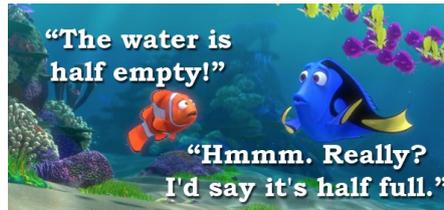
AN ATTITUDE OF GRATITUDE

In 2018, research showed that practising regular gratitude actually changes the molecular structure of the brain, making people happier overall. And, quite frankly, who doesn't want to be happier?

At the end of each day, just before children go to sleep, together think of something they're grateful for - even if they have had a tough day. It makes a difference! Make sure you share something with them from your day too.

On a similar thread, encourage children to think of something that's gone well for them that day too. What successes have they had? Again, it trains the brain to look for the positives, improving our overall wellbeing. Occasionally we talk about things that didn't go as well as they'd hoped, but we always finish with what we learned from it and what we could do next time.

Flip the negatives to positives and true personal growth occurs.



VALIDATE CHILDREN'S FEELINGS

As parents and carers, our initial response to a child in distress is to make them feel better. If faced with your child saying, 'I'm terrible at maths' – we tend to respond with, 'Of course you're not' or, 'Don't be silly' or, 'Don't worry, I was terrible at maths and I turned out okay.' The trouble with these kinds of responses, as well meaning as they are, is that they don't validate how your child is feeling. Instead of making them feel better, they feel dismissed. They feel as though you don't really understand how they're feeling at all. Quite the favourite statement of teenagers across the world...

So how can you make them feel as though you validate what they're saying? How can you stop the, 'You don't understand me' type comments and the stomping off?

Well, it's actually not too complicated.

Start by saying that you're sorry they're feeling that way

Name the emotions they are experiencing, e.g. using phrases such as, 'I can see that's upsetting you' or 'I can tell you're feeling frustrated.'

Then the magic happens.

You ask them to tell you a bit more

You remain silent – bite your lip if you have to

Let them have the space they need to vent

Don't chip in with what it was like in your day. Don't tell them what you think they should do

Just listen

Often, when telling you exactly how they feel, children calm down and begin to see things more rationally. Sometimes they need a bit more time, but almost always though, they find the solution themselves. They might ask you for your opinion or help, but if they don't, leave it for another time.

Validate their feelings; let them know it's okay to be upset. But most importantly, listen.

TALK TOGETHER
about Compassion

Compassion is about 'standing in someone else's shoes' when they are having a hard time. In other words, trying to understand how they might be feeling and doing our best to try to help.

Talk together about:

- how we can show **compassion** and kindness to one another at home
- recognising when friends at school need us to listen and act with **compassion**
- stories in the news demonstrating how strangers show **compassion** in times of natural disasters
- how nations show **compassion** to other nations at times of disaster or need by sending money or volunteers to help



THINK TOGETHER
Words of Wisdom

"No act of kindness, no matter how small, is ever wasted."
Aesop



READ TOGETHER...

The good Samaritan

When someone asked Jesus the question, "Who is my neighbour?" he told a story that surprised everyone who heard it. The hero was from Samaria but those listening were mainly Jews. (Jews and Samaritans usually kept well away from each other.)

"A man set out on foot from Jerusalem to a town called Jericho", said Jesus. The crowd murmured and exchanged knowing glances. They knew this was a lonely, dangerous road, a favourite place for robbers to attack travellers. "As the man reached a rocky and desolate place, a gang of robbers leapt out and beat him. They took all that he had and left him bleeding and bruised. To the man's relief, he saw in the distance a priest from the temple. A priest is bound to help me, thought the man. He waited until the priest came a little closer and then called out, 'Thank goodness it is you. Please Sir, take me to safety.' But to his amazement the priest hurried past pretending not to see or hear him.

As the poor, injured man grew weaker and weaker in the burning midday sun, he once again heard footsteps. Looking up he saw a Levite, another of his own people. 'Please Sir, please help me', he called out. Surely this Levite would take pity on him, but to his horror the Levite just kept on walking.

The man had almost given up hope when he felt a gentle touch on his shoulder. A stranger, a Samaritan, had bent down beside him and was bandaging his wounds and giving him sips of water to drink. The Samaritan helped the man on to his own donkey and slowly, carefully took him all the way to an inn. There he paid the innkeeper to look after the man until he was well. The man never forgot the **compassion** and kindness of the Samaritan stranger."

"Who do you think was a good neighbour?" asked Jesus.

Bible story based on Luke 10:30-35



QUIZ The Stranger on the road was kind....

Change one letter in the word to answer the next clue.

- | | |
|---|------|
| The traveller was attacked as he walked along the | ROAD |
| Watching from the rocks was a small creature like a frog | ---- |
| The Samaritan ____ the innkeeper to look after the man | ---- |
| The Samaritan acted with courage. He was ____ | ---- |
| We sometimes talk about the ____ of friendship (rhymes with pond) | ---- |
| Wrap tightly with a bandage (rhymes with find) | ---- |
| The Samaritan in the story was | ---- |



FAMILY FOCUS

Random Acts of Kindness

Kindness is often appreciated most when it is offered at unexpected times.

Choose one week this term for your family to have "a random acts of kindness" week, and do something kind for someone each day. Try to do it without telling people it was you!



www.randomactsofkindness.org



HOME-SCHOOL CHALLENGE



Helping hands

As well as being kind and showing **compassion** in what we say, it is often what we *do* that other people remember.

Draw and cut out the shape of each person's hand in your family. Decorate it with all the random acts of kindness that they have shown. Mount the hands of each member of your family on some paper so they look fantastic and ready to be displayed.



FASCINATING FACTS

What a difference **compassion** and kindness can make! Numerous charities help people who have been hurt, are ill or suffer through lack of resources. Below are just 3:

- **World Vision** encourages individuals and groups to 'Sponsor a Child' in an area of the world where food, health and education cannot be taken for granted. For just 75 pence a day the life of a child, in for example Uganda or Bolivia, can be transformed by providing help to grow food, source clean water, improve health services and pay for education.

www.worldvision.org.uk

- **Help for Heroes** was set up after many British soldiers returned from war zones in Iraq and Afghanistan. By giving to this charity the public show their **compassion** for the soldiers and their families and recognise the service they gave on behalf of us all.

www.helpforheroes.org.uk

- **Help the Hospices.** Sometimes when people become very ill they go to a hospice which will provide them with care and **compassion**. Often hospices are maintained by donations from people who admire and value their service or who have had a relative who has been helped by the hospice.

www.hospiceuk.org



HALL OF FAME

A famous bear with a spotty scarf



Pudsey Bear became a national mascot in 1985. He was designed by Joanna Ball and she named him after the small town in Yorkshire where she lived and went to school for many years, Pudsey.

When we see Pudsey Bear we immediately think of Children in Need. This charity has grown enormously since it began and raises millions of pounds every year. Thanks to people all over the country, children in the UK and across the world have come to know real kindness and **compassion**, made possible by generous donations to the charity. www.bbc.co.uk/childreninneed

RESIDENTIAL EDUCATIONAL VISITS

Why bother?

- fun
- make friendships
- laugh
- face a challenge
- feel pride in achievements
- develops independence
- make memories
- try something new
- learn social skills



Residential educational visits provide unique opportunities for kinaesthetic learning i.e. 'learning by doing' and encourage pupils to engage with people, places and buildings in new ways. This is particularly beneficial for many children who find visual and sensory experiences helpful to their learning and understanding.

More than just a fun 'school trip away', residential school visits are a key part of the national curriculum. The diverse and high quality school trips on offer mean teachers can create experiences that enhance pupils' classroom learning, adding opportunities pupils may not otherwise have. The English Outdoor Council actively campaigns to ensure schools are offering pupils interesting and meaningful adventures, educational school trips and outdoor learning opportunities in line with the curriculum. It promotes the importance of allowing children to connect with the outdoor world, and the powerful and inspirational lessons to be learned by getting children outside.

At Pimperne Primary we always check that we receive value for money and keep a close eye on the cost of similar products.

Time away at activity centres can offer a wide range of diverse and exciting activities from developing practical bushcraft skills like firelighting, tracking, foraging and shelter building, to outdoor educational adventures like abseiling, climbing, archery and team games. All exciting and fun activities for pupils to enjoy, but all chosen with specific goals in mind – whether it's confidence building for children unwilling or unable to engage with their teachers and/or peers in the classroom, teambuilding to encourage pupils to work together, or to encourage independence and a sense of personal responsibility for pupils moving on to a new school or Key Stage.

Residential trips for schools are not just beneficial but vital to providing balance and a renewed enthusiasm for learning. There is no better reward for a teacher than a pupil's beaming face glowing with pride having built their own fire, or seeing pupils previously struggling to be in the same room huddled closely together working on building their own shelter.

As well as the physical health benefits, school residential visits have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and well-being. The importance of allowing children to explore their environment, take responsibility for creating their own fire / filtering their own water, and generally sustaining themselves with minimal obvious adult intervention is significant. Even the down time of a residential where children can relax, play and take stock is hugely important in allowing children to make their own decisions and discover who they are. For children residential visits for schools offer a unique opportunity for them to claim their independence, make their own decisions and build new friendships. Undoubtedly, a school residential trip can bring about positive, long term change for pupils and teachers both in and out of the classroom.

We believe in the benefits of these visits, however, looking to the future, the cost is becoming prohibitive. We do not wish individual children to miss out on such fantastic opportunities nor would we ever expect the families of others to 'over-pay' in order that the overall cost of a visit is covered. School funding is so poor that we may be forced to stop our educational visits, which neither staff nor governors would be happy about, therefore we continue to search for streams of revenue to help the school provide these opportunities for all.

MACMILLAN COFFEE MORNING

Friday 27th September

9.00-10.30am

Donations to Macmillan

Start your day with a coffee and a chat

Join us in the hall (via the main school entrance)



SAFEGUARDING - PEOPLE TO CONTACT

Our Designated Safeguarding Lead is: Mrs F Waller



Our Deputy Designated Safeguarding Lead is: Miss S Lee



Our Designated Safeguarding Governor is: Mr M Raine



Safeguarding Team -

Mrs G Gatehouse



Mr S Thomas



**Safeguarding is everyone's
responsibility**



1) For all referrals (concerns about children, which require a social work assessment)

Call Dorset's MASH – Multi agency safeguarding hub; 01202 228866

3) Out of Hours Service 01202 657279

4) Dorset Safeguarding and Standards Team 01305 221122

MEAL ORDERING - LOCAL FOOD LINKS

A Reminder to please ensure that you place your child's hot school meal order at least 7 days in advance of the required date. Menus can be found online or the school office do have some spare. **We do not bulk order and therefore spare meals are not available.** We encourage you to discuss with your child the menu options.

<https://www.myschoolmeals.co.uk/Account/LogOn>

FIRST AID SESSION FOR ALL CHILDREN

Something that our school feels strongly about is equipping our children for life and all eventualities. Once again we are able to offer each class an 'emergency first aid' session thanks to the generosity of Mr and Mrs Lewis (Year 1), who have supported this provision with a kind donation.

This is fantastic news for our children and was also to be fully supported by the P.T.A.



PIMPERNE PRIMARY PTA



The PTA minutes are now published on our school website. If you are unable to make the meetings - please catch up via the minutes.

Tuck shop dates are on the school website calendar.

Movie Night - Friday 11th October 3.00pm. Tickets on sale Monday 7th October after school in the playground.

Tuck Shop - Year 6 27th September after school

Disco - TBA

Wrap Around Provision – Breakfast Club & The Orchard After School Club

Our provision for before and after school remains available to our children from 3pm until 6pm each day of the week. However, we have had to make some changes for the forthcoming year.

The club will have a maximum of 30 spaces for children for each session. The staffing will reflect this and therefore **last minute bookings or those NOT made via the on-line booking system will incur a further manual administration charge of £2.50 (for each session) and/or may not be successful if the club is fully booked.** If you do not have access to the internet please speak to the School Office. In order to guarantee a place for your child, please book and pay 7 days in advance using the online system. We do not wish to turn people away, as refusal often offends, but we are now limited to numbers. Places will be allocated at the time of each week closing (Friday 9.00am) on our School Money booking system. We understand that emergencies happen and if there is space available, we will happily add children onto the register, however, as this is done manually and then a payment request has to be set up - **an administration charge of £2.50 will be made in addition to the cost of the provision.** We have maintained the cost of our provision, despite rising costs and inflation. It remains very good value and in line with local providers. It is a provision that we are proud of and the staff involved in the running of it are committed and dedicated to the children's welfare and enjoyment.

Please note, staff are obliged to admit all children to After School Club if no one has arrived to collect by the time the rest of the class has gone. This will usually incur a charge for child care provision.

HEALTH AND SAFETY

REMINDERS

- No Smoking on site - this includes e-cigarettes / vaping
- No pets on site - this includes the carrying of pets
- No earrings to be worn for P.E.
- No nut ingredients in Key Stage 2 snacks or in any lunch boxes please.
- Please ask your child/ren not to use the playtrails and amphitheatre. We are trying to maintain a consistent approach to it's use for everyone's safety and enjoyment.



PLEASE



**NO PEANUTS
OR
NUT PRODUCTS**

THE BLANDFORD SCHOOL

GCSE RESULTS - A WINNING FORMULA

The atmosphere as students collected results this morning was fabulous. Maths results broke school records for the second year running, with an outstanding 75% achieving a standard pass, and 55% a strong pass. In addition, 19% of students achieved a Grade 7 or above. English results were also very good with 76% of students achieving a standard pass, 56% a strong pass and 17% of students a Grade 7. The combined figure – those students who achieved at least a standard pass in both English and Maths was therefore 66%, with 45% achieving a strong pass. This beats last year's impressive results which were well above the national average (national averages for this year will be confirmed in due course). Science also performed exceptionally well following their outstanding A Level results last week. At GCSE, 3 in every 4 students achieved 1 grade above the national average in Science.

The class of 2019 achieved in total an astonishing 65 Grade 9's which is the highest grade, awarded to only the top 4.5% of students in the country (the 2018 GCSE cohort achieved 56 Grade 9's). In addition the cohort were awarded 76 Grade 8's, 134 Grade 7's and 184 Grade 6's. High fliers this year include the incredibly talented Sidney Jenkinson with his 9 Grade 9's and 1 Grade 8. Rose Amey achieved 7 Grade 9's, 2 Grade 8's and 1 Grade 7. George Hutchings also did brilliantly, with 6 Grade 9's and 4 Grade 8's. Lottie Sims gained 5 Grade 9's, 2 Grade 8's and 3 Grade 7's. Matthew Hancock performed very well with 5 Grade 9's, 1 Grade 8 and 3 Grade 7's. Jacob Kingman achieved 5 Grade 9's and 1 Grade 7. Other students who performed very well were Aislinn Lewis-Smith with 4 Grade 9's, 5 Grade 8's and 1 Grade 7 and Nathan Scott who received 4 Grade 9's and 2 Grade 7's. Lucy Denton-Smith was delighted with her 3 Grade 9's, 2 Grade 8's and 4 Grade 7's. Maisy Allen, who last week represented England Under 18's Rugby Sevens in the Home Nations Tournament (beating Scotland in the final), also achieved excellent results with 3 Grade 9's, 5 Grade 8's and 2 Grade 7's. The school is exceptionally proud of Maisy, who is now heading to Hartpury College to further her Rugby career and will be representing England again at the European Championships in September. Maisy is one of several talented students who, with support from staff, manage to balance their studies with demanding training programmes in sports and the arts.

Sally Wilson, Headteacher of The Blandford School said, 'We have had a really exciting day today with students of all abilities doing so very well. In particular, I have been impressed by the work ethic of Year 11 with the majority of them taking up every single opportunity staff offered them which included holiday, after school revision sessions and breakfast briefings. I really do believe we have found a winning formula. I would like to thank parents and carers for their ongoing support, many of them were with us today and it was great to share this special morning with them. Staff and our Governing Board are thrilled with these results which reflect the high aspirations of us all and are consistent with last year's results which smashed school records.'

Sally Wilson, Headteacher



THE BLANDFORD SCHOOL

Cambridge student leads the way

Summary

A*- A	32%
A*- B	51%
A*- C	83%
A*- E	99.5%

The Blandford School is celebrating today with excellent sixth form results.

Blandford's top A level performer this year with an outstanding set of grades is Darcy Emmet, who is heading to Newnham College, Cambridge to read Natural Sciences after achieving A* A* A* in Chemistry, Mathematics and Further Mathematics. Staff are thrilled for Darcy, whose work ethic over the course of her time at TBS has been phenomenal. Other highfliers include Lauren Stephenson who achieved A* A A in Mathematics, Biology and Chemistry. Lauren is heading to the prestigious Royal Veterinary College in London to study Veterinary Science. Ben Smurthwaite achieved A* A B and will read Philosophy and Theology at Durham University, commencing in September 2020.

Top performers on vocational courses include Cameron Guest, Harriet Phipps and Chloe Parsons, who achieved double Distinction* in Business Studies, and Megan North was awarded Distinction* in Health and Social Care.

The overall pass rate this year was 99.5%, with 32% of students achieving the coveted top grades of A*- A, and 51% achieving A*- B.

Headteacher, Sally Wilson expressed her personal delight for students in the year 13 cohort:

"Our results this year are very good and I am particularly thrilled at the variety of destinations our students have chosen. A real strength of the school is the broad and balanced curriculum we have from the point of entry in Year 7 through to Year 13. In addition to this, sixth form students take part in a variety of enhanced curriculum activities which include university summer schools, work placements and work shadowing; without a doubt this opens numerous doors for students. This year we have one Year 13 student who is embarking on a Higher Apprenticeship with Lloyds Bank, another is commencing a Nursing Apprenticeship with the NHS. Students will be studying a range of subjects at University, including degrees in Fine Art, Illustration, Audio and Music Technology, Sports Sciences, Primary Education, Business Studies, Criminology, Nursing, Physiotherapy, Architecture, Musical Theatre and History.

On behalf of the staff at TBS and our Governing Board, I would like to congratulate all of our Year 13 students and wish them well for the future."

Sally Wilson, Headteacher



COMMUNITY

Regular Events at St Peter's Church , Pimperne

Morning Worship: Every Monday at 9 a.m. for 30 minutes

Family Communion: Every First Sunday at 9:15 a.m. for 1 hour

Morning Service: Every Third Sunday at 11 a.m. for 50 minutes

Holy Communion: Every Second, Fourth Sunday at 9:15 a.m. for 1hour



DIARY DATES

Monday 23rd September

- Parent Drop in Sessions with Mrs Gatehouse 9.00-10.30am
- Lorna Leese piano lessons
- Choir 12.20-12.50
- Champion Football Club 3.00-4.15pm
- KS1 French Club 3.00-4.00pm

Tuesday 24th September

- Kev Jackson guitar lessons
- Lorna Leese piano lessons
- Netball Club 3.00-4.00pm

Wednesday 25th September

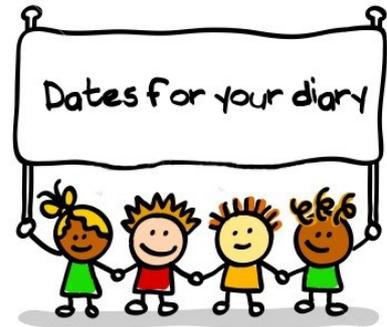
- Neil Evans drum lessons
- KS2 Celebration Assembly
- Years 1,2,3,4,5 Parent/Teacher Open Evening 3.15pm-4.30pm
- Years 1,2,3,4,5 Parent/Teacher Open Evening 5.30pm-6.30pm
- Kev Jackson guitar lessons
- Step into Sport 3.00-4.15pm

Thursday 26th September

- Kev Jackson guitar lessons
- KS1 Celebration Assembly
- Blandford Tennis 3.00-4.00pm
- KS2 Outdoor Blast 3.00-4.00pm

Friday 27th September

- MacMillan Coffee Morning 9.00am—10.30am
- Year 6 PTA Tuck Shop
- Church Craft Club 3.00-4.00pm
- KS2 French Club 3.00-4.00pm



Drop in Sessions with Mrs Gill Gatehouse

2019 drop in sessions - please contact the office to reserve a time slot.

Monday 23rd September 8.50-10.00am

Monday 30th September 8.50-10.00am

Monday 7th October 8.50-10.00am

Monday 14th October 8.50-10.00am

Monday 21st October 8.50-10.00am

Monday 4th November 8.50-10.00am

Monday 11th November 8.50-10.00am

Monday 18th November 8.50-10.00am

Monday 25th November 8.50-10.00am

Monday 2nd December 8.50-10.00am

Monday 9th December 8.50-10.00am

Pimperne CE VC
Primary School



Thursday 26th September

7.00-8.45pm in the School Hall

***A talk for parents that could change
your life or that of your child's.***

Take the opportunity to act...now

When you keep
criticizing your kids, they don't
stop loving you, they stop
loving themselves.

Let that sink in.

*We are adopting protective factors from Trauma Informed Schools—
whose practice is rooted in scientific research in adverse childhood
experience & the developing brain. Our aim is to give our children optimal
opportunities to maintain good mental health.*

***Visiting speaker, Clare
Williams, Trauma Informed
Schools lead, shares some
of the research behind
Pimperne Primary's move
to Trauma Informed
practice. She offers some
very practical advice for
parents to help protect
children against poor
mental health. This applies
to every parent & every
child. Please prioritise this
event .***

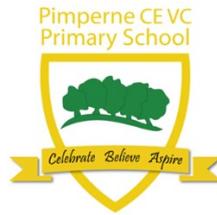
Can you afford to miss this?

RSVP by 23/9/19— By returning this slip to the office or emailing/telephoning the office. I would like to book a seat for the Trauma Informed Schools talk on Sept 26th at 7pm. Print Name _____

Child in Year _____

Please be aware of a date change to the Early May Bank
Holiday from Monday 4 May 2020 to Friday 8 May 2020

Pimperne CE VC Primary School



Whole School Term Dates 2019/2020

Autumn Term 2019

Term begins: Wednesday 4th September

Half term: Monday 28th October - Friday 1st November

Term ends: Friday 20th December at 3pm

Spring Term 2020

Term begins: Monday 6th January

Half Term: Monday 17th February - Friday 21st February

Term ends: Friday 3rd April at 3pm

Summer Term 2020

Term begins: Monday 20th April

Bank Holidays: Wednesday 1st January, Friday 10th April,
Monday 13th April, Friday 8th May, Monday 25th May

Half Term: Tuesday 26th May - Friday 29th May

Term ends: Friday 17th July at 3pm

Provisional Inset Days (subject to change)

Monday 2nd September 2019

Tuesday 3rd September 2019

Friday 20th September 2019

Monday 6th January 2020

Monday 20th July 2020