

# Dorchester Primary School



**School Prospectus  
2023/2024**





Dorchester Primary School  
Dorchester Road  
Kingston-Upon-Hull  
HU7 6AH

Tel: 01482 825207

<b>Headteacher:</b>	Mr S. Mills
<b>Chair of Trustees:</b>	Mr C. Huscroft
<b>Local Tier Board</b>	Mrs C. Wright, Mr J. Atkins, Community Vacacny
<b>Number on roll:</b>	279 (including nursery)
<b>School Classification:</b>	A community primary academy, co-educational day school (part of Hull Collaborative Academy Trust)



# Welcome

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It gives me great pleasure to welcome you to Dorchester Primary, where we are committed to ensuring that every child fulfils their potential in a safe, stimulating environment. We know that primary years are where children develop key learning traits and a 'love of learning' to prepare them for the future ahead. We are committed to ensuring that children's time at Dorchester is one filled with happiness, enjoyment and reward.

Dorchester became an academy in 2015, when it joined Hull Collaborative Academy Trust (HCAT). The trust is one of the largest in Hull and the East Riding, with sixteen primary schools and one secondary school now working in collaboration to educate over 7500 children. It is through our collaboration with other schools that we are able to provide the very best opportunities for our children.

Here at Dorchester, we have a real community feel. We work closely with our families to overcome some of the barriers to learning our children face. Our emotional well-being team offer excellent support to both children and parents where needed. We are proud of our reputation in the city as a school that really champions children with additional needs. We have a dedicated team of specialists who do everything they can to allow children to succeed. We have two internal provisions, known as 'Hives', which support children where a mainstream classroom is not always suited to their needs.

We are a restorative school, where challenge and support go hand-in-hand. Strong relationships exist between children and adults and these underpin everything we do. Everybody at Dorchester has a voice and we encourage children to play a part in their own education and successes. By doing this, we know that children will become independent, resilient individuals.

Our curriculum is bespoke to our school and is delivered through carefully chosen 'topics'.

We want children to enjoy coming to school every day. We want them to play a full and active part in all of school life and make the most of every opportunity presented to them. We love to share the successes of our children, whether that be small or large, in or out of school, individually or as part of a team.

I am sure you will find the information in this prospectus useful but if it does not answer all of your questions, please do get in touch and we would be more than happy to organise a visit for you.

Mr Stuart Mills  
Headteacher

PROSPECTUS 2023/24

# Admissions

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Hull Collaborative Academy Trust sets out the admission arrangements for all schools within the multi-academy trust. Prospective parents are welcome to make an appointment to visit the school. Class sizes are limited to 30 in Key Stage One (Reception, Class 1 and Class 2). All children who will be five during the school year will be admitted to the Reception class at the beginning of the Autumn Term.

Applications for nursery places can be made when a child reaches the age of 3 years. Children will be admitted the term after their third birthday for their 15 hours of free provision entitlement. From September 2022, the school will also be offering 30-hour places for eligible families. Please contact the school office to find out more.

For the academic year 2023/24, Dorchester will use the following admission arrangements:

Applications for pupils having statements of special educational needs will be dealt with in accordance with the Code of Practice on Special Educational Needs.

Where a school is named in a child's EHC Plan, following consultation with the Head and Governors, the governing body are required to admit the pupil.

If there are less applications than places available, all applicants will be allocated a place. After the allocation of EHC Plan pupils, where the number of applications is greater than the remaining places the following criteria will be applied in the order set out below:

- 1. Children in public care at the time when preferences are expressed and who are still in public care at the time of their admission to school, and those who have been previously looked after.**
- 2. Having a brother or sister who will be attending the school at the expected time of admission and resident in the catchment area of the school.**
- 3. Having a brother or sister who will be attending the school at the expected time of admission but not a resident in the catchment area of the school.**
- 4. Having attended a HCAT Primary School nursery (Foundation One) for at least the three terms prior to admission into the reception class (Foundation Two).**
- 5. A resident in the catchment area of the school, but not having a brother or sister who will be attending the school at the expected time of admission and;**
- 6. A child whose parent is a member of staff at the school**
- 7. Geographical, with priority being given to those living nearest to the school. Criteria 7 will be used as a tie-breaker for other criteria if, after the allocation of statemented/ECH plan and looked after children the school is full from within any of the other admission criteria.**

# Our Team



We have a wonderful, caring team at Dorchester, who do all they can to make children's time at Dorchester a happy one. All staff are approachable and are here to support so please don't hesitate to speak to us if needed.

## Senior Leadership Team (SLT)

Mr Stuart Mills	<i>Headteacher / Deputy Safeguarding Lead</i>
Mrs Nic Van der Walt	<i>Deputy Headteacher</i>
Mrs Laura Horsham	<i>Assistant Headteacher / Y1/2 Phase Leader</i>

## Wider Leadership Team (WLT)

Mrs Emily Robinson	<i>Y3/4 Phase Leader / SENDCo / Y4 Teacher</i>
Mrs Nic Chironda	<i>Deputy Safeguarding Lead / SENDCo</i>
Mrs Laura Tee	<i>Y5/6 Phase Leader / Y6 Teacher</i>
Mrs Beth Hamer	<i>EYFS Phase Leader / Reception Teacher (on maternity leave)</i>
Mrs Angela Gasparelli	<i>Designated Safeguarding Lead</i>

## Teaching Staff

Mrs Simone Townsend	<i>Teacher (on maternity leave)</i>
Miss Karen Lucas	<i>Reception Teacher (covering maternity)</i>
Mrs Claire Pullen	<i>Y2 Teacher (part-time)</i>
Miss Amy Fletcher	<i>Y2 teacher (part-time)</i>
Miss Katie Platten	<i>Y1 Teacher</i>
Miss Millie White	<i>Y1/2 Teacher (covering maternity)</i>
Mrs Chloe Fisher	<i>Teacher (on maternity leave)</i>
Mrs Sarah Patrick	<i>Y3/4 Teacher</i>
Miss Amy Wilmott	<i>Teacher (on maternity leave)</i>
Miss Olivia Nassau	<i>Y3 Teacher (covering maternity)</i>
Miss Charlotte Ede	<i>Y5 Teacher (part-time)</i>
Mrs Clare Powell	<i>Y5 Teacher (part-time)</i>
Mrs Ash Jackson	<i>Teacher (on maternity leave)</i>
Mr Mark Prendergast	<i>Y6 Teacher</i>
Miss Robyn Ashton	<i>Hive Teacher</i>

## Support Staff

Mrs Sue Smith	<i>Office Manager</i>
Mrs Nicky Adams	<i>Admin / Finance Assistant</i>
Mrs Angela Steer	<i>Admin / Attendance Assistant</i>
Miss Emmi-Leigh Wainwright	<i>Admin Assistant (on maternity leave)</i>
Mrs Debra Boothby	<i>Emotional Well-being Worker</i>
Mrs Alison Cook	<i>Senior Achievement Support Assistant</i>
Mrs Helen Crosby	<i>Senior Achievement Support Assistant</i>
Miss Danielle Laud	<i>Senior Achievement Support Assistant (Hive)</i>
Mrs Linda Rippin	<i>Nursery Nurse</i>
Miss Charlene Steels	<i>Nursery Nurse</i>
Mrs Julie Everett	<i>Achievement Support Assistant</i>
Mrs Paula Fullard	<i>Achievement Support Assistant</i>

Mrs Mel Watson	<i>Achievement Support Assistant</i>
Mrs Emma Short	<i>Achievement Support Assistant</i>
Mrs Sarah Graves	<i>Achievement Support Assistant</i>
Mrs Paula Kerry	<i>Achievement Support Assistant</i>
Mrs Paula Sizer	<i>Achievement Support Assistant</i>
Mrs Carrie Joyce	<i>Achievement Support Assistant</i>
Mrs Shelley Lowthorpe	<i>Achievement Support Assistant</i>
Mrs Christina Webster	<i>Achievement Support Assistant</i>
Mrs Natasha Young	<i>Achievement Support Assistant (Hive)</i>
Miss Debbie Harries	<i>Achievement Support Assistant (Hive)</i>
Mrs Kerry Gurnell	<i>Achievement Support Assistant (Hive)</i>
Mrs C. Pease	<i>Achievement Support Assistant 1:1</i>

**Premise Staff**

Mr Tony Rand	<i>Premise Manager</i>
Mr Chris Horton	<i>Premise Assistant</i>
Mrs M. Potter	<i>Cleaner</i>
Mrs J. Balderson	<i>Cleaner</i>
Mrs A. Davison	<i>Cleaner</i>
Mrs W. Fox	<i>Cleaner</i>

**Lunchtime Staff**

Mrs Jenny Hewkins	<i>Head Cook</i>
Mrs Kerry Tait	<i>Senior Lunchtime Supervisor</i>
Mrs Jane Baker	<i>Lunchtime Supervisor</i>
Mrs Wendy Fox	<i>Lunchtime Supervisor</i>
Miss Cara Hamilton	<i>Lunchtime Supervisor</i>
Miss Elle Welford	<i>Lunchtime Supervisor</i>
Miss Emmie Wainwright	<i>Lunchtime Supervisor (on maternity leave)</i>
Miss Natalie Whurr	<i>Lunchtime Supervisor</i>
Miss Katie Binns	<i>Lunchtime Supervisor (covering maternity)</i>

# Vision and Values



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Core to the success of our pupils and school, we have identified five values that underpin everything we do, and which we believe our children need to show in order to be successful in the future:

**Respect:** a feeling of admiration for others because of their good qualities, actions and achievements.

**Resilience:** the ability to cope when things don't go as planned.

**Empathy:** being able to understand how someone else feels.

**Tolerance:** accepting and respecting other people for their differences.

**Self-Belief:** a belief in ones own ability to complete tasks and reach their goals.

Every child who attends Dorchester is given the best opportunities to thrive and develop the skills to go on and be successful, life-long learners.

We have developed an exciting, flexible curriculum which is tailored to the needs of our children; developing their knowledge, skills and understanding as well as providing a wide-range of enrichment opportunities to excite them. Our curriculum is mapped out carefully to ensure that there is a clear progression of skills

Our focus on basic skills ensures children are 'Secondary ready' when they leave us, ready to face the challenges of the next stage of their education.

We prioritise our children's well-being and promote a real sense of belonging. We are well aware of the challenges our children face and have a strong pastoral team in place to help them overcome any difficulties.

We strive to develop inquisitive learners, who question the world around them and independently find solutions to problems. We expect our children to build resilience and confidence to enable them to face any challenge they come across.

We prepare our children for life in modern Britain by looking at the values that uphold our society and we allow children to discuss and express themselves in a safe non-judgemental environment.

# Key Information



## Visiting Arrangements:

Visitors are always welcome, but are asked to make an appointment at the school office so that a key member of staff can arrange to be available.

All visitors to the school will be accompanied within the school by a member of school staff.

## Religious Affiliations:

The school is not affiliated with any particular religious denomination.

## School Hours:

8:00 – 8:45am	Breakfast Club
8:45am	School doors open to pupils
8:55am	School begins
10:20-10:35am	Key Stage 1 break time
10:50-11:05am	Key Stage 2 break time
12:00-12:55pm	Lunch
12:55pm	Afternoon sessions start
3:05pm	Assembly
3:25pm	End of school day
3:25-4:45pm	After-school clubs run

EYFS	Nursery and Reception
Key Stage 1:	Year 1 and Year 2.
Key Stage 2:	Year 3, Year 4, Year 5 and Year 6.

## Nursery Times:

Morning Session:	8:45am – 11:45am
Afternoon Session:	12:15pm – 3:25pm

## Assemblies:

Day	Time	Type	Theme
Monday	3:05pm	Whole-school	Picture News / PSHE
Tuesday	3:05pm	Whole-school	PSHE / Picture News
Wednesday	No Assembly		Class community building
Thursday	3:05pm	Whole-school	Reading
Friday	2:50pm		Celebration – parents welcome



# Special Educational Needs

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Dorchester is a fully inclusive school and makes provision for pupils with additional needs. We understand that sometimes children may need extra support during their life at school. This may be related to their academic work, for example, an exceptionally gifted child, or one who needs specific help with reading, writing or number work. Other children may need some physical or emotional support. We have a very strong reputation in the city for supporting pupils with additional needs and, as a result, we have a significantly higher number of pupils with an EHCP than other mainstream schools.

Due to complexities of some of our children, we have created a bespoke and specialist internal provision known as 'The Hive'. All children who access this provision have an EHCP. Some children may spend all of their time accessing this provision whereas others may split their time between The Hive and their mainstream classroom. The Hive teachers work closely with class teachers to ensure that the provision the children receive is right for them.

Wherever possible, provision will be made within the classroom for pupils with learning difficulties. Appropriate support will be arranged with the School's Psychological and Special Educational Needs Support Services, or the relevant IPASS.

The names of the members of staff having responsibility for the school's arrangements for identifying and meeting the special educational needs of pupils are: **Mrs E. Robinson and Mrs N. Chironda.**

Teachers and parents work together to identify and support the needs of pupils with SEN. Staff also work very closely with outside agencies to best support the needs of the child.

If you feel your child has additional needs, which the school should be aware of, or require additional help, please do not hesitate to contact Mrs Robinson or Mrs Chironda via the school office.

# Our Curriculum



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Foundation Stage:	4-5 years old
Key Stage 1:	5-7 years old
Key Stage 2:	7-11 years old

Dorchester's Curriculum is designed for our pupils in partnership with our pupils. The children at Dorchester are the driving force behind what we teach, how we teach it and ultimately what they learn in knowledge, skills and understanding across all core and foundation subjects.

The intent at Dorchester is to always give each individual child a broad, rich and deep learning experience. Learning experiences that they can take with them through life; whether it is through subject knowledge, skills and understanding or through instilling in them vital character traits to make them ready for life's challenges.

The school offers a broad and balanced curriculum covering all the subjects of the Foundation Stage (for Nursery and Reception) and the National Curriculum for Years 1 to 6: - English, Mathematics, Science, Religious Education, Information & Communication Technology, History, Art, Design Technology, Music, PE & Personal, Social, Citizenship & Health Education. The school's curriculum has been developed and planned around 'topics' to link subjects together and provide meaningful learning opportunities. Over the last year, it has been updated to reflect the community we live in and the needs and interests of our pupils. Reading is at the heart of the curriculum and there are regular and wide-ranging opportunities for children to develop a love of reading. Texts are carefully chosen to promote language development at the same time as broadening children's understanding of the world they live in. The school follows the Maths Mastery approach for learning in Numeracy, which enables pupils to gain and demonstrate a greater depth of understanding across all topics.

We celebrate the work that children produce and this can be seen in the corridor displays within school. We also invite parents/carers into school to share the success of pupils through our 'Presentation of Learning' events.

## **Religious Education and Collective Worship**

The school's religious education curriculum follows the 'Discovery R.E.' syllabus. The school makes arrangements for parents to exercise their statutory right to withdraw their children from religious education. The school meets its statutory obligation for daily collective worship, through whole school assemblies and class circles.

## **Relationship, Sex and Health Education (RSHE)**

The school understands the sensitive nature of RSE to some families and will always consult with parents where sensitive issues are discussed. The teaching of RSE is

statutory from September 2020 and the school covers the objectives through a range of subjects, including Science, RE, PSHE, P.E and bespoke RSE lessons.  
Please refer to the school's RSHE policy for further information.

# Attendance and Punctuality

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Parents are required to send their child to school each day during term time. In the event of absence due to illness, please notify the school on the first day of absence no later than 9:30am.

In the event of absence not being reported to the school, the attendance officer will make a telephone call home to establish the reason for the non-attendance. If contact via telephone cannot be made, the attendance officer and/or emotional well-being worker will make a visit to the home address. The school has a responsibility to know where its pupils are during term-time and therefore, if children are absent, the school will make every effort to establish the reasons for this. If the school cannot make contact with parents/carers and the child is absent for five days without reason or contact, then the school will make a referral to the 'Child Missing in Education' team.

Prompt arrival at school is very important and is one of the reasons why we open our doors at 8:45am (ten minutes prior to school starting). Registration closes at 9:00am; beyond this time, a late mark will be given and any child arriving after 9:05am will be given an unauthorised late mark.

All children that are late must pass through the school office to gain their attendance mark. All children needing to be taken out of school during the school day must be met at the school office and signed out by an adult, with appropriate supporting evidence.

It is important for parents to note that all access gates to the school site will be locked at 9:10am and reopened at 3:10pm. Therefore, all access between these times will be from the main side gate and through the office. Our primary commitment is to safeguard our children and these measures will support this.

If you require any support with your child's attendance, please contact the school and speak with Mr Mills (Headteacher), Mrs Steer/Mrs Gasparelli (Attendance Leads) or Mrs Boothby (Emotional Well-being Worker).

## **Term Time Holidays**

As a school, we work with other HCAT schools and the Local Authority to reduce the number of school days missed due to term-time holidays. Good attendance in school is critical to academic and social development.

There may be times where exceptional circumstances are applicable and all requests should be submitted, with supporting evidence, to the Headteacher for consideration. To obtain a 'leave of absence' form, please contact the school office.

**All term-time holidays are unauthorised** and unless they meet one of the below exceptional circumstances, may be referred to the Local Authority, who may choose to issue a fine (currently £60 per parent per child):

- Service personnel who are prevented from taking holidays outside term-time (employees refused leave during school holidays, may not be referred for a fine at the Headteacher's discretion).
- Acute crisis within the family and the family needs to spend time together to support each other.
- Court order/formal agreement where parents have separated and have allocated dates for contact.

## **Rates of Authorised and Unauthorised Absence for 2022 - 23**

Actual Attendance	Authorised Absence	Unauthorised Absence
<b>92.5%</b>	<b>4.2%</b>	<b>2.7%</b>

# House System

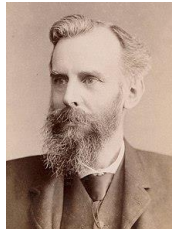


Dorchester Primary School operates a successful house system as part of our positive, family ethos. It promotes our sense of 'belonging' and encourages pupils to be supportive of others in their house. Each of the houses were chosen due to their historic links to our city and supports our children in understanding and being proud of their city.

On entry to the school, children are allocated a house for the duration of their time at Dorchester. Each house has a house captain and vice-captain, selected from our year 5 and year 6. Pupils from these year groups put themselves forward for nomination and are selected by their 'house'.

Our five houses are:

- Reckitt
- Venn
- Wilberforce
- Sullivan
- Johnson



# Rewards



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Our full list of our rewards and sanctions can be found in our 'behaviour and culture' manual.

Our whole-school rewards consist of 'Dojos', which are awarded to children who demonstrate any of our five core values: 'respect', 'resilience', 'tolerance', 'empathy' or 'self-belief'.

Children collect Dojos throughout the week and can visit the 'Dojo store' at any point, to exchange their Dojos for a prize. There are a whole-range of prizes, which can be exchanged for different amounts of Dojos, some of which are listed below:

15 Dojos = smelly sticker; small packet of sweets

20 Dojos = pencil with rubber

40 Dojos = notebook/sketchpad

60 Dojos = pencil case

90 Dojos = large soft teddy

In addition to the award of Dojos, class teachers will offer praise to children who are demonstrating effective learning behaviours and who show a positive attitude. They may also have individual class reward systems, such as 'shout-outs' and stickers.

## **Celebration Assembly**

Every Friday, we hold an assembly to celebrate the success of children over the course of the week. Parents/carers are invited to these assemblies to share their child's success with them. Certificates align with our five core values and teachers will speak about the child, giving reasons for the award. Children are invited to the front to receive a Headteacher's sticker and sit on the bench so others can see them.

# Pastoral Care



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A child's emotional well-being is as important to us at Dorchester as their academic achievement. The staff team are collectively responsible for the pastoral care of the pupils and pupils are taught to support one another.

Close links with home are established and parents and carers will be encouraged to come into school to discuss their child's welfare.

An Emotional Well-Being Worker (EWB) is employed on a full-time basis and supports all pupils as and when the need arises, as well as in nurture and support groups. The EWB may also support and advise parents with issues such as behaviour management, attendance and social and emotional well-being.

We take the welfare of children very seriously and, where concerns arise, we may invite parents in to school to discuss them. The school will also make a written record of concerns, which will be logged on our electronic Child Protection Online Management System (CPOMs). In the case of any serious concerns or allegations, the school will follow its safeguarding procedures and take advice from the Access and Assessment team, where a referral may be made.

## Admission of Disabled Pupils

The school considers the needs of any disabled child requiring admission and ensures, with the help of appropriate agencies, that we can provide adequate provision to meet those needs.

## Equal Opportunities

All pupils will be given the same right of access to the curriculum, school events, clubs and activities. Pupils with a specific disability will be supported to ensure that they can take a full and active role in school life.



## **Facilities**

The school is fully accessible to wheelchair users as there are no external steps and all external doors are of an adequate width. There are several easily accessible disabled toilets at different locations within the building. The moving and handling room is fitted with a tracking hoist and a support bed. The governors will continue to monitor the accessibility of the school to disabled pupils and members of the community. An accessibility plan is in place and reviewed every 3 years.

## **Pupil Routes**

Pupils transferred to Secondary schools in 2022/23 as follows:

Winifred Holtby: 35

Trinity House Academy: 3

Kingswood Academy: 4

# School Dress



Children are expected to wear clothing which is sensible and suitable for school. The governor's policy is that school uniform should be worn in the school's colours of royal blue and yellow. Uniform should consist of:

- Dark grey or black trousers
- Dark grey or black skirts/pinafore dress
- Yellow or blue checked summer dress
- Yellow, white or blue shirt/blouse/polo shirt
- Royal blue sweatshirts or cardigans
- Black shoes or trainers

Girls may wear school uniform trousers. Skirts should be knee-length. Gingham dresses in blue or yellow may be worn in the summer as well as culottes style knee-length shorts. School clothing should either have the school logo or be plain (no sportswear). Outdoor shoes should be suitable for playing (girls should not wear heeled shoes or boots).

Denim clothing and sportswear are not considered suitable for school wear.

The uniform for indoor PE is a white T-shirt and plain black or blue PE shorts (not cycling shorts and no logos). Outdoor PE should be done in clothing suitable for the weather conditions i.e. long plain jogging bottoms for colder weather and black shorts for warmer weather.

Hair should be neat, tidy and appropriate for the school environment. Children with long hair should have it tied up (boys and girls). No shaved patterns into the hair or 'Mohican' style are permitted.

The school operates a strict 'no jewellery' policy, with only two exceptions: one pair of ear-ring studs in the centre lobe of the ear, and a watch. Children with earrings in will be asked to remove them prior to entering the classroom. We request that parents who wish to have the children's ears pierced do so at the beginning of the summer holidays.



# Results



The following gives information about our formal assessment results at the end of EYFS, Key Stage 1 and Key Stage 2 for the academic year 2022/23.

## Early Years Foundation Stage Outcomes

### Early Learning Goals:

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
Working below ELG	34%	34%	34%
Expected ELG+	66%	66%	66%

### Good level of development:

<u>Dorchester</u>	<u>National</u>	<u>Difference</u>
61%		

## Dorchester Year 1 Phonics Screening

<u>Dorchester</u>	<u>National</u>	<u>Difference</u>
82%	79%	+3%

## Dorchester Key Stage 1 (Year 2) Outcomes

School	Reading		Writing		Maths		RWM combined	
	AR	GD	AR	GD	AR	GD	AR	GD
<b>Dorchester</b>	72%	17%	67%	8%	72%	14%	64%	3%
<b>National</b>	68%	19%	60%	8%	70%	16%	56%	-
<b>Diff</b>	+4%	-2%	+7%	=	+2%	-2%	+8%	-

\*AR = working at age related expectations, GD = working at greater depth

## Dorchester Key Stage 2 (Year 6) Outcomes

School	Reading		Writing		Maths		GPS		RWM combined	
	100+ AR	110+ HL	ARE+	Greater Depth	100+ AR	110+ HL	100+ AR	110+ HL	100+ AR	110+ HL
<b>Dorchester</b>	65%	23%	72%	21%	77%	21%	74%	30%	58%	2%
<b>National</b>	73%	29%	71%	13%	73%	24%	72%	30%	59%	8%
<b>Diff</b>	-8%	-6%	+1%	+8%	+4%	-3%	+2%	=	-1%	-6%

\*HL = High level of attainment

## Dorchester Statutory Assessment KS2 Progress

School	Reading	Writing	Maths
<b>Dorchester</b>	-1.18	+0.74	-0.43

## Dorchester Average Scaled Scores compared to National

Subject	Dorchester	National	Difference
Reading	103	105	-2
GPS	104	105	-1
Maths	103	104	-1