



Sherborne Pre-Prep

Information for Parents
2011 - 2012

Updated Dec 2011

Welcome to Sherborne Pre-Prep

This parent handbook is to help you become familiar with the ethos and daily routine of the Pre-Prep.

All information in this Handbook applies to children attending Nursery and Reception, referred to as Early Years Foundation Stage, and Years One and Two, referred to as Key Stage One.

A more detailed whole-school policy document is held in the main school and is available for all parents to read at any time, together with pertinent policies on the school's website.

Sherborne Prep was established in 1885 as a boy's day and boarding school. Girls started in September 1976 and it now exists as a co-educational day and boarding school.

The Pre-Prep began in 1993 with 24 children in four classes in Netherton. In September 1994 it moved into a new purpose-built department with four classrooms for Nursery, Reception, Year One and Year Two. The new building was officially opened in 1995. With the increase in the number of pupils the Nursery moved into a spacious separate building adjoining the Pre-Prep in September 2002.

The information in this handbook covers much of the life of the Pre-Prep but it would be difficult to anticipate every eventuality and parents are always most welcome to contact any member of Pre-Prep staff if there is any aspect which causes concern or needs further clarification.

The Friends of Sherborne Prep is an organisation open to all parents to work actively in fundraising for the school and help to integrate new families into the Prep. There is a representative for each class and in the Pre-Prep coffee mornings are arranged each term where all new parents are welcomed.

The Pre-Prep aims to provide a first class education for all its pupils through a broad and balanced curriculum delivered by a professional and dedicated staff. We hope you and your children soon feel part of the special family of Sherborne Pre-Prep.

MISSION STATEMENT

At Sherborne Prep School, we believe in learning to think imaginatively and to care for others and for our world. We seek through working hard to discover all we are capable of doing and being and the joys of life and of learning.

Our Golden Rules

- **We will work hard**
- **We will listen**
- **We will be gentle**
- **We will be honest**
- **We will look after property**
- **We will be kind and helpful**

Our Aims and Objectives

- To provide a happy, safe, structured and caring environment where each child can develop socially, emotionally, intellectually, physically, spiritually and creatively in order to achieve the five *Every Child Matters* outcomes.
- To develop in our pupils a love of learning, the ability to think for themselves and a curiosity about the world around them.
- To promote good manners, high moral standards and a proper respect for oneself and others whatever their age, culture, creed, disability, gender or race.
- To develop excellence and quality in the standard and presentation of their work through a broad, rich, stimulating and well-balanced curriculum.
- To promote self-confidence and growing independence so they can make a smooth transition from home to the Nursery and from Nursery to Reception.
- To provide opportunities which inspire children to discover and cultivate their individual talents and interests.

We are fully committed to:

- **Our pupils** – to enable them to achieve their full potential in all areas supported by a pastoral system based upon sound Christian values.
- **Our parents** – to complement and support their role in the development of their children through open and continual communication.
- **Our staff** – to recognise and develop their expertise and enthusiasm supported by clear expectations for their benefit and that of the School.

We feel these aims are reflected in our practice through the use of *Every Child Matters* in all planning, the teaching of *The Golden Rules*, a *Welcome and Meet the Teacher* evening in September, an *Open-Door* policy of *daily* communication and the Parents' Handbook, interviews twice a year and more formal reports twice a year.

Sherborne Preparatory School

Acreman Street

Sherborne

Dorset

DT9 3NY

Telephone: 01935 812097

Headmaster: Peter Tait Direct line 817099

Head of Pre-Prep: Heidi Berry 810921

School Secretary: Rowena Ferrier 812097

Bursar: Ed Flute 812351

Director of Marketing & Admissions: Sophie Harris 810911 - registrar@sherborneprep.org

Web site: www.sherborneprep.org

Out of hours emergency duty mobile: 07745 378292

Staff Members and Responsibilities

Mrs Heidi Berry BA (Hons) Music, PGCE (Primary)

Head of Pre-Prep & Pastoral Care; Year One Teacher; Music Teacher; Numeracy and ICT Co-ordinator;
Senior Management Team

Mrs Caroline Maggs BSc (Hons) PGCE (Primary and Advanced Specialism in Early Years)

Year 2 Teacher; Sport, Literacy and Science Co-ordinator

Miss Joanna Hunt BA Education(Hons) PGCE (Primary and Early Years)

Reception Teacher, Art Co-ordinator

Mrs Rebecca Horlock NVQ3 Early Years Education. Working on EYFS degree

Nursery Teacher and Early Years Co-ordinator

Miss Emma Fairclough NVQ3 Early Years Education; Cache Level 3 Diploma, Cache Level 2

Certificate

Nursery Teacher; EYFS degree

Mrs Beth Ridout NVQ3

Teaching Assistant

Mrs Lindsey Arico Cert Ed; Dip LCDD; AISTD

Year 1 Assistant (part time) and Dance / Drama teacher

Miss Linda McCorquodale MBBS, PGCE (Primary)

Librarian

Mrs Karen Smith BEd (Hons), OCR Cert for Teachers of Sp LD

Learning Support- SENCO

Mrs Freddie Salisbury BSc, PGCE

Year 1 French

Mr Fernando Velazquez BTEC C&G Teacher Training Cert

Year 2 Spanish

After-School Activities & Clubs

Activity	Instructor	Qualifications
Art Club	Miss Joanna Hunt	As above
Ballet and Modern Dance	Mrs Lindsey Arico	As above
Sports	Mrs Caroline Maggs	As above
Gardening	Miss Emma Fairclough Mrs Beth Ridout	As above
Violin	Rebecca Anderson-Deas	BA Hons Oxon, Modern Languages CT ABRSM, Violin Teaching
Rhythm Sticks	Mr Neil Sissons	Graduate of RCM, Organ Scholar, Oxon University
Recorder	Mrs Heidi Berry	As above
Cello	Miss Janet Coles	
Kodaly (Learning music through singing)	Mrs Patricia Stewart	MA Cert Ed
Head for Heights	Mr Geoff Gardener	City & Guilds 7307 Teaching Cert; International Jugglers' Association; National Association of Youth Circus and Circus Arts Forum; Circus Skills Instructor for Dorset Youth Service.
Asian Tasty Treats	Mrs Josie Budd	BSc in Commerce; Level 2 Award in Food Safety in Catering
Tennis	Mrs Sarah Smibert	RSN; Tennis Coaching Assistant
Suzuki Violin	Karen Leach	Dip RCM; ARCM Performers; ARCM Teachers; Suzuki Teachers Training

Pre-Prep Calendar:

This is a partial Prep calendar for the 2011-12 academic year. Please see the main School calendar for addition information

MICHAELMAS TERM 2011

First full day for Pre-Prep: Wednesday 7 September

Half Term: Wednesday 19 October 15:45 to Sunday 30 October

Term ends: Friday 9 December after the Carol Service in Sherborne Abbey

LENT TERM 2012

First full day for Pre-Prep: Tuesday 10 January

Half Term: Friday 10 February 15:45 to Sunday 19 February

Term Ends: Friday 30 March

TRINITY TERM 2012

First full day for Pre-Prep: Tuesday 24 April

Half term: Friday 1 June 15:45 to Sunday 10 June

Pre-Prep Sports Day: Saturday 11 June

Term ends: Friday 6 July

Admissions

A copy of the School's Admissions Policy is available on our website and from the School office.

No child is denied admission on the grounds of language, gender, race, ethnicity or religion. We do not have an entry test.

Careful consideration is given to any child whose learning or other behavioural development might seem likely to require professional help of a more specialised nature than can be provided here.

In the event of too few places being available to meet the demand, the following might be considered and used as a selection process:

- Whether the child's education is likely to continue here beyond the Pre-Prep into the main school
- Whether one or more siblings already attend or other strong connections to the School exist

The Director of Marketing & Admissions has an admissions pack which requires parents to provide information about emergency contact numbers, food allergies, the child's special health requirements and information about who has legal contact / parental responsibility for the child.

Early Years Admissions

The Nursery accepts children once they have turned age two. Subject to available places the policy of admission is as follows:

- Entry at two years of age or over
- Children cannot enter Reception until they are four years of age (they must be four years old before 1 September)
- The ratio is 1:4 for two to three year olds and 1:8 for three and four year olds.

Equal Opportunities

At Sherborne Prep we attempt to ensure that all children regardless of culture, ethnicity, religion, language, family background, physical disabilities or learning difficulties must all have the same opportunities to be creative and to grow and to develop in a satisfying and productive way.

- Children who need learning support will be included, valued and supported; reasonable adjustments will be made for them
- A full commitment to working with parents and other agencies
- Learning Support Teacher: Mrs Karen Smith
- Please see Section 10 – Learning Support for further information

Outings

Trips are planned by the class teacher. Children must be kept safe on outings. For each type of outing, the teacher must carry out a full risk assessment, which includes an assessment of required adult to child ratios. The assessment must take into consideration the nature of the outing and consider whether it might be appropriate to increase the ratio of teachers to children. This must be reviewed before each specific outing. The health and safety of the participating children is paramount. Written permission (e-mail acceptable) is to be obtained from all parents prior to an outing. Records must be kept (by the Bursar) about vehicles in which children are transported including insurance details and a list of named drivers. Drivers using their own transport should have adequate insurance cover.

Essential contact records to be taken are emergency telephone numbers, mobile telephones, first aid kit and parents' telephone numbers.

Photography

On entry parents are asked to sign a contract to agree to the child being photographed on occasions for publicity shots or to show evidence of learning. Parents have the right to refuse this request.

Fees

For the academic year 2011-12

Full day (08:15-15:45)	£2,520 per term
Nursery half day with lunch and rest time (08:15-12:55)	£1,500 per term
Nursery basic half day (08:15-11:45)	£1,280 per term

Pre-Prep After School Care

£3.10 from 16:00-17:00

£5.45 from 16:00-17:45

£2.60 if staying after an activity, from 17:00-17:45

Additional Nursery Sessions

£24.85 per half day without lunch

£30.25 per half day with lunch

£5.50 lunch

Pre-Prep After School Activities

£50.00 per activity per term (unless otherwise stated)

School Magazine

£7.75 billed annually at the end of the school year

The School Day

08:15 - Pre-Prep Opens

08:25 to 08:45 - Assembly

08:45 to 09:45 - Lessons

09:45 to 10:10 - Phonics

Morning break

10:50 to 11:50 - Lessons

Lunch

12:30-13:00 - Lessons

Afternoon break

13:30 to 14:30 - Lessons

Mid-afternoon break

15:00 to 15:45 - Lessons

15:45 – Departure of all children not staying for after-school or activities

17:00 – Departure of all remaining children, unless being supervised until 17:45 (please tell your child's teacher if staying late; this is an occasional occurrence, not a daily practice)

There is no after-school care or activities on Wednesdays

Arrival and Departure

Pupils should arrive between 08:15 and 08:25. All pupils should be brought directly to the Pre-Prep building by an adult. Children should not be allowed to run on ahead or to play or wait anywhere unattended or unsupervised.

The school day finishes at 15:45. Pupils should be collected by 17:00 if they are staying for an after-school activity, with the exception of Wednesdays when all children are to be collected at 15:45.

Children taking the bus will be accompanied by an adult, a Gap student or Year 8 student from the bus to the school at 08:10 and from the school to the bus at 17:10 by a teacher.

Uncollected Child Policy

In the rare event that a child is not collected by 17:10, he or she will be supervised until 17.45 by a teacher on late duty. An extra charge is made for this supervision and children must be collected by 17.45.

A call is made to the parent to find out their whereabouts and establish time of collection and reason for delay. If the child is not collected by 17.45 a member of staff will remain with the child until the parent or representative nominated by the parent arrives. If no contact can be made the child will be cared for by a member of staff. In extreme circumstances when no contact can be made Social Care would be contacted and their advice taken.

Please notify us (01935 810921) as early as possible if there are to be any changes to your usual arrangements.

Missing Persons Policy

The purpose of this policy is to establish the immediate-action procedures to be followed if a Pre-Prep child is missing.

The Pre-Prep staff member noticing that a child is missing from their care will immediately account for all other children in their care to see if any other child is missing.

All other available Pre-Prep staff members will search the immediate area of the Pre-Prep buildings, play ground and car park. Another staff member is to alert the main school secretary (221) that, possibly, a child is missing. If the child is not found within 10 minutes the Headmaster and Bursar are to be called to confirm that the child is missing and to receive their instructions for further action.

The Pre-Prep will gather all essential information about the missing child (description, clothes last worn, who they might be with, parents' contact information).

If a child is missing while pupils are off site and/or on an organised school venture, the member of staff in charge is, after conducting an immediate search of the area, to contact the Headmaster who will give instructions.

The Headmaster is responsible for communicating with the family or relatives of the missing child.

Absence and Medical

Please telephone the Pre-Prep (01935 810921) by 08:30 if your child will be absent for any reason.

If the absence is to be for an extended period we can arrange for work to be sent home.

Daily outdoor play and PE are expected of all children. If your child has been ill or has had a fever during the night or previous evening, we strongly suggest he or she stay at home the following day.

HEALTH AND SAFETY

General

The good health and safety of children is a shared responsibility between parents and staff. Parents and staff must keep each other informed if the child becomes unwell, either at home or at school. Children who have been ill should be without fever for 24 hours before returning to school. We appreciate your co-operation in this matter as germs in school spread very quickly. If a child becomes ill at school, a parent is to be called and told to collect the child.

Non-prescription medication may be administered with the written permission of the parents only when there is a health reason to do so. Medications must be stored in accordance with the product instructions and in the original container in which they were dispensed. They must include the prescriber's instructions for administration.

If any medication is to be given during the school day, parents must give staff their written, signed permission and instructions for each and every dose of medicine to be administered and how and where they are stored. Forms for this purpose are kept in the staff room and must be signed by a paediatric first-aid-trained staff member once medication has been given.

At the end of the school day, medications are to be returned to the parent along with the signed permission slip stating the time the medication was administered.

Once a child with a serious or chronic medical condition is enrolled, his or her parents must regularly explain and update to all staff all medical and emergency procedures.

High standards of cleanliness and hygiene are expected to help prevent illness and the spread of infection.

All staff members are aware at all times of each child's whereabouts - indoors or outdoors - until the child has been returned into the care of his or her parents (or designated carer). Although staff wish to encourage children's independence, safety is always of paramount importance.

First Aid

Trained First-Aiders: All Staff

Trained Paediatric First-Aiders: All Staff

A person holding a current paediatric first-aid certificate must be on-site at all times when Early Years children are present, including school outings.

First Aid Kit

A first aid kit is located in the staffroom, beside the photocopier and in the bright green trolley cabinet. It is the responsibility of all staff to inform a first-aider when supplies are running low - well before the last plaster has been used.

Storage of Medication

Prescribed medication for children is kept in a separate fridge in the staff room or in a locked cupboard in the staff room depending on the type of medication. The fridge temperature is taken daily.

Diarrhoea & Vomiting. Staff are to wear disposable gloves when dealing with any body fluids. A D&V clean-up kit is on the shelf to the right of the door in the staff/adult toilet. Children who have had diarrhoea and/or vomiting must remain at home for 48 hours after the last upset.

Serious Injuries. If a broken bone is suspected, or other potentially serious injury has been incurred, the child may not be moved. An ambulance must be summoned.

Notification. Accidents or incidents of a serious nature are entered in the Accident/Incident Book. Parents are informed the same day and are asked to sign that they have been notified. These are recorded and are kept in the Bursary.

Hazardous Substances. Medicines, and other potentially dangerous substances, such as cleaning detergents, must be kept out of children's reach.

Severe Allergies / Anaphylactic Shock. All staff must be ready to deal with signs of anaphylactic shock and with procedures to treat it. **Peanuts are not allowed in the Pre-Prep.**

Animals. Owners of any animals visiting the Pre-Prep are responsible for ensuring that no hazard is presented to Pre-Prep children. Teachers are to ensure that all children wash their hands after handling animals.

The Curriculum

Early Years Foundation Stage

Our curriculum takes into account the *Every Child Matters* guidelines, the six *Early Learning Goals* and the four *Principles of Early Years*- A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

Personal, Social and Emotional Development

Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.

Communication, Language and Literacy

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

Problem Solving, Reasoning and Numeracy

Children must be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

Knowledge and Understanding of the World

Children must be supported in developing the knowledge and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

Physical Development

The physical development of babies and young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

Creative Development

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings; for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design and technology.

Key Stage 1

Emphasis is placed on the three core subjects – English, Mathematics and Science. These with the remaining Key Stage 1 subjects of History, Geography, Information Technology, Art, Music, Drama, PE, Sports (including swimming), Design Technology, French and Religious Education provide pupils with a broad, rich and balanced curriculum.

The Pre-Prep maintains a system of flexible teaching but fully endorses rigorous and thorough teaching of English and Mathematics. Some subjects such as PE and Music lend themselves to clear time-tabling but much of the work with Foundation Stage and Key Stage 1 is not confined to precise time constraints. All children within these two stages work at different rates and subjects are frequently integrated into a topic or theme.

High standards of teaching and pupil achievement are expected. Early learning involves many practical and real life activities and begins with the child's understanding. Emphasis is placed on active learning encouraging child-initiated discussion and the development of an observant curious mind rather than learning by rote. The teachers make their lessons interesting by using a variety of styles and methods to enhance pupils learning and to allow for differentiation. At this early stage in a child's school education we aim to nurture the progress of the 'whole' child where the social, emotional, physical and spiritual development is of equal importance with the academic.

Assessment and Marking

Early Years Foundation Stage:

- Teacher assessment of all children is ongoing and based on the Early Years Learning Goals and *Every Child Matters*
- Early Years Foundation Stage Profiles of all children in Reception are maintained throughout the year. Each child's level of development is recorded against the 13 assessment scales derived from the Early Learning goals. Judgments are made from observation of consistent and independent behaviour, predominately children's self-initiated activities
- At the end of the Early Years Foundation Stage these results are sent to Dorset County Council
- The Nursery and Reception Teachers work closely together to provide a well-balanced and continual progression of learning throughout the Early Years. Children often get together in the afternoon for play – giving the teachers time for observation and assessments plus giving the children a wider choice of friendships and activities
- In cases where we feel that children are working below the level of the scales, the learning support teacher will be called upon to assess the child and a possible alternative approach to learning may be suggested. An Individual Education Plan may be written which will set out attainable and reasonable targets which will help the child to feel confident and successful at his or her level of capabilities
- Early Years Foundation Stage parents will be sent a written summary reporting a child's progress against the Early Learning Goals and the assessment scale
- Where requested by a parent, a copy of the Early Years Foundation Stage profile will be given
- Parents will be offered an opportunity to discuss the Early Years Foundation Stage profile and the results with the child's teacher at the end of the Trinity Term
- If a child leaves the school, the Early Years Foundation Stage data will be sent to the new school within 15 days of the request

Key Stage 1

- Teacher assessment of all children is ongoing and with reference to the attainment targets of the four core subjects of the National Curriculum
- End of Key Stage 1 SATs in English and Mathematics are given to all Year 2 children during the month of May. The results were un-moderated and unreported. Since 2005 we use old SATs Papers or NFER English and Mathematic Test Papers
- The Schonell reading test is given to children at the start and end of Years 1 and 2 in November and June
- The single word spelling test is given at the end of Years 1 and 2
- Learning Support assessments are completed as required
- Once a month writing tasks provide and ongoing assessment

- Collection of photographs at Foundation Stage and Key Stage 1 provide further documentation of learning
- A complete file containing all reports, test results, photos and so on are kept in a red binder and are handed from the Year 2 to Year 3 Teachers in July before the holidays. **Section 4.1**

Marking and Correcting

Early Years Foundation Stage

Children at this stage require immediate, verbal feedback. All children receive continual encouragement as they work. Instructions as well as the task at hand are differentiated in order for each child to feel success, gain in confidence and make progress in learning.

Reception

- **Communication, Language and Literacy:** Once a child starts to print words, we encourage *sounding out* what is heard. As the child makes progress and we feel he or she is confident we can quietly correct spelling depending on the capability and confidence of the child. Again, all work is differentiated
- **Problem Solving, Reasoning and Numeracy (PSRN):** Written work, if correct, is ticked; if incorrect, it is explained verbally or near the end of the year, it is circled. Stickers are often used as an incentive and are, usually, given to all children as a sign of having made a good effort.

Key Stage 1

All work submitted should be routinely ticked or acknowledged in some way by the teacher to indicate it has been seen. Comments, appropriate to the work and author may be added to pieces of writing.

Marking should never overwhelm a piece of work (or, by association, the child who has done it). If this appears likely, it may be considered to have been an inappropriate assignment, and the child should be given the opportunity to discontinue the task or start again.

Workbooks should always be marked, with correction indicators; as should any work copied from the whiteboard, or done from a textbook.

Independent writing submitted by an 'emergent writer' may be left uncorrected or partially corrected - at the teacher's discretion. An older, more able child will occasionally need to redraft pieces of writing according to corrections.

Computer work should always be corrected before being printed.

Nursery (Rising 4s): Teachers date any work. Teachers discuss work with child to determine levels of understanding, to identify strengths and weaknesses.

Reception (Rising 5s): Child or Teacher dates work. Teachers discuss work and mark according to the child's effort and ability. Errors in the use and writing of letters/sounds and numerals/numbers are always indicated and corrections requested. Correction of emergent writing is at the teachers' discretion.

Year 1 (Rising 6s): Child writes date on work. Teacher discusses and marks work, indication where corrections are needed. Spelling errors to be corrected are written three times. Correction of emergent writing is at the teacher's discretion.

Year 2 (Rising 7s): Child writes date on own work. Teacher ticks submitted work to show it has been seen. Tests are marked using ticks and crosses, with the score attached. Generally, a 'star' is given for all correct or if the child has made particular effort. Spelling errors to be corrected are indicated. Where a final copy of a piece of independent writing is required, the teacher marks the first draft to show where corrections are to be made.

Early Reading

An enjoyment of books and the acquisition of skills necessary to read proficiently are actively fostered for all children. However, formal work with structured commercial reading schemes does not usually begin until a child enters the Reception class.

Play

Children's play is essential work of childhood. It is an expression of intelligence and growth and plays an important part in the well-integrated development of each child.

Its value is recognised as the means by which a child acquired a basic education and is the foundation upon which his or her subsequent education depends. Teachers here encourage and enrich play by providing a wide range of materials and equipment and the freedom to experiment alone and in groups. Observations of children's play provide teachers with information about their interests and needs and form the basis for further planning.

Children at this Early Years Foundation Stage engage and interact with their environment; by problem solving, reasoning and developing control over objects as well as by repeating, practicing and refining the skills which are necessary for later life. For school purposes this may be called 'productive play', and comprises the following:

- Imaginative role play - inventing and developing characters and stories to enact role play - reinterpreting characters from familiar settings
- Structured play - with sand, water and building blocks
- Physical play - vigorous, cooperative activities with large toys and equipment

- Messy play - variety of mediums; dough, paint, shaving foam, spaghetti – to provide tactile and imaginative experiences
- A variety of books for children to look at and read both under supervision and alone
- Teachers reading to the children every day
- Musical instruments, television, tape recorded stories and songs to encourage children to think about sounds
- Nursery children are not the only ones who need play. Those in Reception class also have such opportunities each afternoon
- Children in Years 1 and 2 have timetabled free or Golden Time

Attendance and Homework

Attendance

The Pre-Prep department is open Monday to Friday during term time between the hours of 08:15 and 15:45. After-school activities take place between 15:45 and 17:00. Children should be collected no later than 17:10. A teacher is on late-duty until 17.45 in case of emergency. On Wednesdays the Pre-Prep department is open from 08:15 until 15:45.

Provision is also made at this time of day, 15:45-17:00, for optional paid activities. These activities sometimes change from one term to another, depending upon children's levels of interest, popular request, and availability of staff. If you or your child are unsure whether to enroll for the term, he or she may first attend a single session, a *taster*, at no charge.

Lunch-time and After-School Activities throughout the year can include Tennis, Art, Ballet, Modern Dance, Recorder, Violin, Cello, Learning music through Singing, Stories with Music, Computers, Sports Club, Gardening, Baking or Asian Tasty Treats and Performing Arts or Drama.

A variety of attendance options are available for Nursery children, including half day, whole day or half day with lunch.

For children in the Reception class, a five day week is required, although younger children may benefit initially from shorter sessions; to be discussed with the teacher.

For children in Years 1 and 2, a five day week from 08:25 - 15:45 is expected.

Daily outdoor play and PE is expected of all children and they should be well enough to attend school. If a child is ill, we would ask that he or she be kept at home until fit and healthy so as to be able to take part in all school activities.

Parents are expected to inform the school of any reason for their child's absence. The school will telephone a child's parents at 9.15am if no explanation for absence has been received by then.

Homework

Children who attend the Pre-Prep full time have a long day, and it is for this reason that guidelines recently issued by the Secretary of State for Education regarding homework for young children are rejected here. Instead, it is recommended to parents that their young children use a large part of their out-of-school hours to develop and follow their own interests.

However, parents have an important part to play at this stage in several aspects of their child's education, and some occasional school work, where useful, is sent home as follows:

Nursery - no assignments

Reception - Reading books twice weekly with reading record

Year 1 - Reading every evening. Occasional maths. Spelling once per week

Year 2 - Reading every evening. Occasional maths and English if needed for reinforcement. Spelling once per week

As children move into and through the main school, their 'prep' work increases.

Children who learn musical instruments are also encouraged to do regular weekly practice as homework.

Appointments, Meetings and Reports

Teachers are always available after school for immediate informal, brief talks, but appointments should be made to discuss more complex issues as they occur.

A curriculum meeting, scheduled early in the Michaelmas term, provides parents with the opportunity to hear about plans for the coming school year.

Parents are invited to arrange individual meetings with teachers the week before half term in October, and again in March, to discuss their child's progress at school. Early Years parents are invited to discuss EY Profiles at this time and are asked to sign that they are aware of the Profiles and are involved in the child's assessments.

A meeting is held for parents near the end of Lent Term, to meet with the Headmaster, Mr Peter Tait and Year Three teachers, to discuss the approaching transition of Year Two children into the Prep. This is of interest predominantly to parents of Year Two children; however, all are welcome to attend.

A comprehensive, written report on each child is sent home at the end of the Michaelmas and Trinity Terms.

The Pastoral System

The Pre-Prep prides itself on being a happy school with a strong 'family' ethos and where every child is able to fulfil his/her potential, in an atmosphere of encouragement, care and support. However, it would be untrue of us to claim that no child has ever been unhappy but it is our pastoral mission to ensure that any problems are quickly spotted and effectively overcome.

Child Protection

All staff members have a statutory duty to safeguard and promote the welfare of all children in the school.

Sherborne Prep has taken the necessary steps to safeguard and promote the welfare of children.

The designated person, Mrs Heidi Berry, has attended the necessary child protection trainings and update courses on a regular basis.

An effective safeguarding children policy and procedure has been implemented. This includes the procedure to be followed in the event of an allegation being made against a member of staff. All members of EY staff understand the safeguarding policy and procedure. Our policies and procedures are in compliance with paragraphs 3.8 and 3.9 of The Early Years Foundation Stage Statutory Framework.

Many staff members will never come across child abuse, yet it is a real and serious problem for some children. Everyone working here must be alert to its possibility and recognition, and that it may stem from a parent, relative, carer, acquaintance or stranger.

Children may be harmed by the result of a direct act, or by a failure to provide proper care, or both.

If there is suspicion that a child is being neglected or physically, sexually or emotionally abused, it must be reported immediately without delay to the Head of Pre-Prep (unless they themselves are under suspicion of being implicated, in which case Mrs Annie Gent in the main school is to be told). They will inform the headmaster.

Initial discussion and enquiries among other staff and possibly the child's parents may lead to one of the following conclusions:

- The suspicion is unfounded, notes of meeting must be preserved, and the staff member must report any further suspicion
- The suspicion is probably or possibly well founded, but there is nothing tangible with which to take the matter further (this is the most difficult procedure)
- The suspicion is probably or definitely well founded. Social Services must be contacted to instigate and oversee an investigation

Safeguarding Policy for Sherborne Prep School

A full copy of the Safeguarding Policy is available from the school website or from the School Office.

Sherborne Prep School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of children and young people in its care.

An agreed definition of safeguarding is: 'All agencies take all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies' – joint Chief Inspectors' report 2002.

Promoting welfare involves 'creating opportunities to enable children to optimum life chances in adulthood' – Framework for the Assessment of Children in Need and their Families (Government guidance 2000)

The Governing Body/Proprietor will act in accordance with Section 175 (or Section 157, for Independent Schools) of the Education Act 2002 and the supporting statutory guidance 'Safeguarding Children and Safer Recruitment in Education' (2006) to safeguard and promote the welfare of children in this school.

All children have the right to be safeguarded from harm or exploitation whatever their

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

The purpose of this policy is to:

- afford protection for the students at Sherborne Prep School
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this school a safer place to learn

This policy applies to the Headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of Sherborne Prep School.

We will endeavour to safeguard children and young people by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them

- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures*
- sharing information about concerns with agencies who need to know , and involving children and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made*
- adopting a code of conduct for all staff and volunteers*
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing'
- dealing appropriately with allegations/concerns about staff or volunteers in accordance with Government guidance*

*See separate policy/guidance held by the School Designated Child Protection Officer (DSP)

Premises and Equipment

The buildings, all furniture, apparatus and toys are kept clean, well-organised and maintained. If equipment is broken, it is replaced. The safety of the children in our care is paramount!

If repair work is required, staff members are to report the problem to Head of Pre-Prep who will request suitable action from the school Maintenance Manager.

Any item of equipment or area which is unsafe may not be used until it has been repaired.

A peg is available for each child to hang his or her clothing, with a space below for shoes.

Classrooms are kept well-ventilated, with the temperature between 15 and 20 Celsius. The temperature of the refrigerator in the staff room is kept between 1 and 4 degrees Celsius. The temperature is to be recorded daily by the Late Duty Teacher.

Sherborne Prep is a smoke free zone!

Behaviour and Discipline

Behaviour is based upon respect and consideration of others and good manners are encouraged at all times.

A high moral code of conduct is expected at all times where clear guidelines of right and wrong are continually reinforced in assemblies and any other appropriate time in the school day.

The following simple rules, agreed by the pupils, assist in helping the children understand that school is a happy and safe place in which to be.

Rules

General

Be kind and helpful
Be gentle
Always listen
Work hard
Be honest
Look after all property

Classrooms

Enter quietly
Sit in your place
Do not call out
Raise your hand to ask or answer a question
Be polite, obedient and considerate at all times.

The Dining Room

Enter the dining room quietly
Always display good table manners
Be considerate towards others on your table
Ask politely for second helpings
Be silent for grace

Positive behaviour is actively encouraged and each academic year has its own system of rewards (stickers and stars) for good behaviour and effort as well as achievement.

Children are encouraged to report any behaviour they feel is causing hurt to another child.

The Teachers and Assistants are not overly punitive but all share an equal responsibility to display as much consistency as possible.

No corporal punishment is allowed. If a punishment is deemed necessary it is of a short duration, dealt with immediately and appropriate to the child concerned.

Children are always given the opportunity to explain the incident.

If unacceptable behaviour has occurred outside a child may be asked to sit on a bench in the playground or more seriously remain in the library by the staff room and miss outdoor play. Parents are always alerted.

Children are never left unsupervised.

In the rare circumstance that a child has to be removed from the classroom she/he would be accompanied by an adult to another classroom and handed over to the care of the teacher there.

If a child's behaviour continues to be of concern, the parents of the child are informed and asked to meet with the class teacher to determine the cause and to discuss options.

Learning Support

The early identification of learning difficulties leads to more timely assessment and action which in turn may avoid possible escalation into significant need for special education and the behavioural problems which often result.

Class teachers have the main responsibility for identifying any child who gives cause for concern using her own observations, factual documentation, discussion with parents and colleagues.

To keep up with class work, some children may need additional help with spelling, reading, mathematics or communication and perceptual and motor skills. If this type of extra support is ever indicated for a child, it is always first discussed with his or her parents.

We have found that, where uneven or poor progress is being made, a child benefits greatly from short, regular and individually prescribed lessons from our learning support teacher.

Languages

Weekly lessons in Conversational French are taught in Year 1 and in Conversational Spanish in Year 2.

Music

Music is taught to all children in their class groups.

If you wish your child to have individual, additional tuition (voice, or any instrument), please speak to his or her class teacher, who will arrange this with the main school's music director.

Library

The library is located in the lobby and is organised into fiction and non-fiction categories. The fiction books are arranged alphabetically by author, and the non-fiction titles are Dewey decimal coded.

All children are encouraged to borrow – but generally only 1 book at a time, unless there are special circumstances. A simple sign-out card system is in effect.

Everyone is expected to take reasonable care, by using a book bag to carry books between school and home, and by promptly reporting any books damaged or missing.

Lunch and Snacks

The children eat lunch with the teachers at 12 noon each day in the dining hall. A two-course cooked meal is served; a vegetarian option is offered daily. If your child is a vegetarian or has other dietary needs please confirm this in writing with his or her teacher. There are always salads and fruit available.

Snacks are served in the mornings and afternoons which include biscuits, raisins, cheese and fresh fruit and raw vegetables. Children are given the choice of milk or water to drink.

We request that children do not bring sweets or other foods to school unless by prior arrangement such as a birthday cake to share with classmates.

The weekly menu is published on the school website, on the Pre-prep Information tab.

Assemblies, Performances and Outings

Pupils gather daily for an Assembly which is lead by a staff member. Sometimes children prepare and present items. We are always pleased to hear from any adults who would like to speak on appropriate topics.

The Christmas and summer productions are performed by pupils in Year Two, Year One and Reception at 6pm during the last week of term. On that day, children stay at school for tea, thereby removing the need for them to go home until after the concert.

Other performances occur throughout the year and include Harvest, the Talent Show, Performing Arts Workshop, and Grandparents Day.

Teachers occasionally take groups of children out of school to visit local places of interest. These trips provide pupils with shared experiences in common and can form the basis of useful classroom work. Year Two will take at least two educational trips per term.

All the Pre-Prep children go on an annual outing on the day after the summer concert.

Swimming, Physical Education, Sports and Activities

Swimming is taught to all Reception, Year One and Year Two pupils every Friday morning.

Participation in some form of PE or Sports, in addition to periods of outdoor play, is expected of all children every day.

The Pre-Prep has the use of the school grounds and sports hall for games, small apparatus activities, movement and dancing.

The Pre-Prep has the use of the sports hall for dance, movement and work with small apparatus. In the winter months they play hockey, tag-rugby, netball and football, while in the summer they play short tennis, 'kwik cricket', rounders, gymnastics and athletics.

The Pre-Prep holds an annual Sports Day during the month of June in which all children participate. It is considered to be a family day and is eagerly anticipated all year by children and parents alike!

Toys and Other Personal Possessions

A weekly 'Show and Tell' allows each child the opportunity to bring a small object of interest to school to share and encourage discussion with his/her classmates. We tend to discourage toys and encourage postcards from around the world, shells/stones collected on the beach, a craft made at home etc. All other possessions, such as watches and pencil cases, should be clearly and indelibly marked with their owner's name if brought into school.

The Friends of Sherborne Prep

The 'Friends' of Sherborne Prep hold annual fundraising events, which involve all the children and their parents and arrange coffee mornings as a way of meeting new parents and sharing mutual interests. Meetings are held once or twice a term to discuss future events. All parents are welcome as members of the committee. Please talk to the Head of Pre-Prep for details of how to get in touch.

Pre-Prep Wet Play Policy

All children should have waterproof coats, over trousers and wellies in school, this allows at least some play outside even if it is wet.

If it is decided to stay in or come back inside during a wet play time the children will gather in two groups - Nursery and Reception; Year One and Year Two

Activities for wet play in the classroom and Netherton include sketch book work, library book reading with quiet music in the background, construction free play, story tapes, music and drawing, free play with toys and games.

Videos will only be watched during the third break if absolutely necessary, for example if it has rained all day and the children have exhausted the alternative activities. The videos will be age appropriate. Nursery and Reception will gather in Reception classroom or Nursery. Years One and Two will gather in Netherton or one of the classrooms.

How can you help?

Personal Skills

Please try to ensure your child can:

- Dress and undress
- Use the toilet and wash and dry his/her hands
- Change his/her shoes
- Put on and take off his/her coat
- Tidy away toys
- Use a knife and fork

Although staff members are always there to help we try to encourage the children to be independent. At lunch we cut up food and pour water. We say grace and teach good table manners with the correct

use of cutlery. Your child will feel confident in the dining room if you can help him/her to eat politely at home.

Letters and Notices

Communication between the school and parents is of utmost importance. The staff will send home letters and prep regularly. Please check your child's book bag every evening for important notices. A parents' notice board is located in the library with further information, articles of interest and recent newsletters. All newsletters, monthly calendars and weekly '*This Week*' are sent out via email unless parents ask for a hard copy.

Reading and Writing

When your child is ready s/he will be introduced to numbers and letters. S/he will have plenty of opportunities at school to practice them but if you wish to help at home please ensure:

- Your child is holding the pencil correctly
- Is forming figures and lower case letters correctly. We teach lower case letters and the phonetic sound rather than the letter name. Emphasis is placed on listening for sounds in words. At home, playing I Spy is a wonderful way to teach initial sounds. You can foster a love of books by reading with your child, pointing to the words, talking about the story and asking questions as well as taking him/her to the library. The children also have the opportunity to visit our Pre-Prep library once a week
- Always provide plenty of paper and pencils to encourage your child to draw and 'write' letters, notes, shopping lists, etc (referred to as *emergent writing*)

Parental Complaints or Concerns

Sherborne Prep has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint or concern, it is important that they make contact with the School so that it can be quickly and effectively resolved.

If parents have a complaint or concern they should contact their son or daughter's teacher to seek resolution at that level. Each class teacher has a Complaints and Concerns File with full details of the procedure. The teacher will document the complaint or concern and parents will be asked to countersign alongside the teacher's signature.

However, if this is not possible for any reason they should contact the Head of Pre-Prep who will refer the matter to the relevant teacher if deemed appropriate. If she feels it is necessary, she may take the matter up with the Headmaster.

The full complaints policy and procedure is available on the website or by request from the School Office or Head of Pre-Prep. It explains in detail the stages of the formal process.

A parent has the right to register a formal complaint with the Independent School Inspectorate and Ofsted.

Parents may also contact:

Children Services Directorate

North Dorset Local Office

Bath Road

Sturminster Newton

Dorset

DT0 1DR

Tel: 01258 472652

Fax: 01258 471228

Email: northdorsetsocialcare@dorsetcc.gov.uk

OR Ofsted : 0300 1231231

You are welcome to come into the classroom and look at your child's work after school. We would like to work with you to give your child a happy, safe and stimulating start to his or her school career at Sherborne Prep.

Pre-Prep - Boys' Uniform List (Page 1 of 2)

All items of clothing must be clearly labelled on inside of collar

Year	Item	Term	Where From
Nursery	Grey socks - short	All	Boys' School & *
Nursery	Navy blue Hooded top & / or Navy blue jumper - V-necked	All	Boys' School
Nursery	Plain black shoes with velcro or buckle fastenings	All	*
Nursery	Any warm coat	All	*
Nursery	Navy blue elastic waist jogging trousers	All	*
Nursery	Royal blue art overalls	All	Boys' School
Nursery	Light blue long or short-sleeved cotton top with School crest	All	Boys' School
Nursery	A full change of clothing in a bag kept at school	All	*
Nursery	Sun hat (free choice)	Summer	*
Nursery	Plain navy waterproof over-trousers	Autumn & Spring	Boys' School
Nursery	Wellies – any colour	Autumn & Spring	*
Rec & Yr1	Grey socks - short	All	Boys' School & *
Rec & Yr1	Navy blue Hooded top	All	Boys' School
Rec & Yr1	Navy blue jumper – V-necked	All	Boys' School
Rec & Yr1	Plain black shoes with velcro or buckle fastenings	All	*
Rec & Yr1	Navy blue waterproof, fleece-lined coat	All	Boys' School
Rec & Yr1	Royal blue art overalls	All	Boys' School
Rec & Yr1	School book bag	All	Boys' School
Rec & Yr1	Light blue long or short-sleeved cotton top with School crest	All	Boys' School
Rec & Yr1	Short grey trousers – above knee	Summer	Boys' School
Rec & Yr1	Long grey trousers	Autumn & Spring	Boys' School
Rec & Yr1	Plain navy waterproof over-trousers	Autumn & Spring	Boys' School
Rec & Yr1	Wellies – any colour	Autumn & Spring	*
Reception	Reception children should have a change of underwear kept in a school sports bag	All	*
Year 2	Grey socks - short	All	Boys' School & *
Year 2	Navy blue Hooded top	All	Boys' School
Year 2	Navy blue jumper – V-necked	All	Boys' School
Year 2	Plain black shoes with velcro or buckle fastenings	All	*
Year 2	Navy blue waterproof, fleece-lined coat	All	Boys' School
Year 2	School tie	All	Boys' School
Year 2	School blazer	All	Boys' School
Year 2	Royal blue art overalls	All	Boys' School
Year 2	School book bag	All	Boys' School
Year 2	Short-sleeved pale blue shirt	Summer	Boys' School
Year 2	Short grey trousers – above knee	Summer	Boys' School
Year 2	Long-sleeved pale blue shirt	Autumn & Spring	Boys' School
Year 2	Long grey trousers	Autumn & Spring	Boys' School
Year 2	Plain navy waterproof over-trousers	Autumn & Spring	Boys' School
Year 2	Wellies – any colour	Autumn & Spring	*

Pre- Prep - Boys' Uniform List (Page 2 of 2)

All items of clothing must be clearly labelled on inside of collar

Year	<u>Item</u>	Term	Where From
	Pre-Prep Boys' Sports Clothing		
Rec, Yr1 & Yr2	Navy cotton shorts	All year round	Boys' School
Rec, Yr1 & Yr2	Royal blue short-sleeved polo shirt with crest	All year round	Boys' School
Rec, Yr1 & Yr2	White socks – short	All year round	*
Rec, Yr1 & Yr2	Navy jogging/tracksuit trousers	All year round	Boys School & *
Rec, Yr1 & Yr2	Trainers – predominantly white	All year round	*
Rec, Yr1 & Yr2	School swim trunks & goggles (Speedo or Zoggs)	All year round	Boys' School
Rec, Yr1 & Yr2	Royal Blue Towel with school crest	All year round	Boys' School
Rec, Yr1 & Yr2	Backpack navy blue with school crest	All year round	Boys' School
Rec, Yr1 & Yr2	Drawstring bag – SPS – for sports clothes	All year round	Boys' School
Rec, Yr1 & Yr2	School baseball cap	All year round	Boys' School
Yr1 & Yr2	SPS striped sports socks	Autumn & Spring	Boys' School
Yr 1 & Yr2	Shin pads and 1 or 2 x mouthguards	All year round	Boys' School & *
	Miscellaneous		
All (optional)	Large Water Bottles	All year round	Boys' School & *

* Nationwide availability

The number of each sporting item is left for you to decide, but do bear in mind they are needed at least two days per week. Many of the above items may be available from the Prep School second hand uniform shop. Open Mondays 08:00am – 09:00am during Term or call Mrs Sarah Gibbs on 07971 561466.

It is suggested that you make an appointment with the Boys' School shop if you are looking to purchase a number of items at any one time, then they can offer you a dedicated service. Their address and telephone number is:

Sherborne School Shop
Abbey Road
Sherborne
Dorset
DT9 3LF

Tel 01935 810506

The Boys' School shop also offer a name taping service, where they can provide the name tapes and sew them onto all items, please discuss with them for more information and lead time.

Pre- Prep - Girls' Uniform List (Page 1 of 2)

All items of clothing must be clearly labelled on inside of collar

Year	<u>Item</u>	Term	Where From
Nursery	Navy blue hooded top & / or Navy blue cardigan	All	Boys' School
Nursery	Plain black or navy blue shoes with velcro or buckle fastenings	All	*
Nursery	Any warm coat	All	*
Nursery	Royal blue art overalls	All	Boys' School
Nursery	A full change of clothing in a bag kept at school	All	*
Nursery	Navy blue socks – Long, or navy blue tights	Autumn & Spring	Boys' School & *
Nursery	Tartan pinafore dress	Autumn & Spring	Boys' School
Nursery	Light blue long or short sleeved cotton top with School crest	Autumn & Spring	Boys' School
Nursery	Plain navy waterproof over-trousers	Autumn & Spring	Boys' School
Nursery	Wellies – any colour	Autumn & Spring	*
Nursery	Sun hat (free choice)	Summer	*
Nursery	Navy blue socks - short	Summer	Boys' School & *
Nursery	Light blue and white gingham dress	Summer	Boys' School
Rec & Yr1	Navy blue cardigan	All	Boys' School
Rec & Yr1	Navy blue hooded top	All	Boys' School
Rec & Yr1	Plain black or navy blue shoes with velcro or buckle fastenings	All	*
Rec & Yr1	Navy blue waterproof, fleece-lined coat	All	Boys' School
Rec & Yr1	Royal blue art overalls	All	Boys' School
Rec & Yr1	School book bag	All	Boys' School
Rec & Yr1	Navy blue socks – Long, or navy blue tights	Autumn & Spring	Boys' School & *
Rec & Yr1	Light blue long or short sleeved cotton top with School crest	Autumn & Spring	Boys' School
Rec & Yr1	Tartan pinafore dress	Autumn & Spring	Boys' School
Rec & Yr1	Plain navy waterproof over-trousers	Autumn & Spring	Boys' School
Rec & Yr1	Wellies – any colour	Autumn & Spring	*
Rec & Yr1	Navy blue socks – short	Summer	Boys' School & *
Rec & Yr1	Light blue and white gingham dress	Summer	Boys' School
Reception	Reception children should have a change of underwear & socks/tights kept in a school sports bag	All	*
Year 2	Navy blue cardigan	All	Boys' School
Year 2	Navy blue hooded top	All	Boys' School
Year 2	Plain black or navy blue shoes with velcro or buckle fastenings	All	*
Year 2	Navy blue waterproof, fleece-lined coat	All	Boys' School
Year 2	School blazer	All	Boys' School
Year 2	Royal blue art overalls	All	Boys' School
Year 2	School book bag	All	Boys' School
Year 2	Pale blue Long sleeved blouse	Autumn & Spring	Boys' School
Year 2	Tartan pinafore dress	Autumn & Spring	Boys' School
Year 2	Plain navy waterproof over-trousers	Autumn & Spring	Boys' School
Year 2	Wellies – any colour	Autumn & Spring	*
Year 2	Navy blue socks – Long, or navy blue tights	Autumn & Spring	Boys' School & *

Pre- Prep - Girls' Uniform List (Page 2 of 2)

All items of clothing must be clearly labelled on inside of collar

Year	<u>Item</u>	Term	Where From
Year 2	Navy blue socks – short	Summer	Boys' School
Year 2	Light blue and white gingham dress	Summer	Boys' School
Pre-Prep Girls' Sports Clothing			
Rec, Yr1 & Yr2	Navy cotton shorts	All year round	Boys' School
Rec, Yr1 & Yr2	Royal blue short-sleeved polo shirt with crest	All year round	Boys' School
Rec, Yr1 & Yr2	White socks – short	All year round	*
Rec, Yr1 & Yr2	Navy jogging/tracksuit trousers	All year round	Boys School & *
Rec, Yr1 & Yr2	Trainers – predominantly white	All year round	*
Rec, Yr1 & Yr2	School swim costume & goggles (Speedo or Zoggs) & school swim hat	All year round	Boys' School
Rec, Yr1 & Yr2	Towel Royal Blue with school crest	All year round	Boys' School
Rec, Yr1 & Yr2	Backpack navy blue with school crest	All year round	Boys' School
Rec, Yr1 & Yr2	Drawstring bag – SPS – for sports clothes	All year round	Boys' School
Rec, Yr1 & Yr2	School baseball cap	All year round	Boys' School
Yr 1 & Yr2	SPS striped sports socks	Autumn & Spring	Boys' School
Yr 1 & Yr2	Shin pads and 1 or 2 x mouthguards	All year round	Boys' School & *
Miscellaneous			
All (optional)	Large Water Bottles	All year round	Boys' School & *
All	Navy blue Hair bands etc.	All year round	*

* Nationwide availability

The number of each sporting item is left for you to decide, but do bear in mind they are needed at least two days per week. Many of the above items may be available from the Prep School second hand Uniform Shop. Open Mondays 08:00am – 09:00am during Term or call Mrs Sarah Gibbs on 07971 561466.

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Day Girls & Boys aged 2-13
Boarding Girls & Boys aged 7-13

Acreman Street | Sherborne | Dorset | DT9 3NY
Telephone 01935 812097
Email sf@sherborneprep.org
www.sherborneprep.org