

Norfolk County Council



# WHITE WOMAN LANE SCHOOL 2017 - 2018

Executive Headteacher: Ashley Best-White M.A, B. Phil., B.A.

Executive Deputy: Nicola Pellatt

Head of Upper School: Daniel Richmond

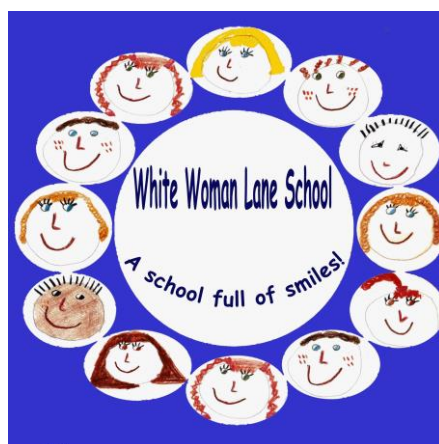
Head of Lower School: Nick Johnson

Chair of Governors: Judy Leggett

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# Welcome



When your child begins White Woman Lane Junior School you will be entering into a partnership with the staff, designed to develop the potential of your child. We welcome you to our school and we look forward to a happy and successful association over the coming years. We would like you to feel welcome, to be part of the life of the school and, by encouraging a close relationship between teachers and parents, provide an environment for each individual to develop academically, physically and socially.

If you have questions or concerns, please do not hesitate to come in and discuss them. You may also have some information about your child's interests or achievements out of school, which you would like to share with us. We value the contributions which you are able to make to your child's experiences and learning in school.

We understand the concerns you may have when your children move from their infant school to the junior school. We take great care in our talks with the feeder schools to learn as much as we can about your children as well as visiting them in their own setting and arranging visits here. It is always pleasing, and never fails to impress us, to see just how quickly and smoothly the children begin and settle into Year 3. We are also aware of the need to ensure that after their four years with us (and it does go quickly!) they are well prepared for the next stage of their education at high school.

We believe this to be a good school. We know we offer a well-taught, balanced curriculum to all pupils, whatever their abilities. Our teachers are enthusiastic, have considerable expertise across all areas of the curriculum, and our assessment procedures enable us to monitor the progress of our pupils. We believe in educating the 'whole person'. We encourage the pupils in music, art, drama and all sports, to aim for very high standards, with opportunities to participate in drama productions, music performances and in competitive and non-competitive sports. We believe all pupils should have these opportunities and we believe they should do them well. Activities are available at lunchtimes and after school. We believe much is to be gained from making visits outside of school, museums, galleries, historical sites, the theatre and even football matches. Residential trips are also available, to all, as they pass through the school.

White Woman Lane School is a good school. The effective teamwork of the teaching and support staff and governing body has ensured that teaching and learning have improved... their ambition; drive and strong sense of purpose have secured good-quality teaching and learning across the school.

This is a good school. Achievement in mathematics and English is good. Reading standards are significantly above average and writing levels are improving. Pupils' skills in literacy and numeracy are reinforced well. Teaching is almost always good. Some teaching is outstanding. Behaviour is outstanding. The resources, range of subjects on offer and approaches used ensure that pupils are keenly engaged in learning. Pupils feel safe and their parents agree that there is a high level of care.

*Ofsted January 2014*

All our teachers give freely of their time, to talk and to listen, for we know this helps promote good teacher-pupil relationships, so essential to encouraging good attitudes to learning and school. We also develop pupil relationships and children are encouraged to talk through any problems and sort them out to their satisfaction. Above all, we strive to ensure that all children appreciate their own potential, and are proud of their achievements. We are proud of our school and of the good reputation we have, which comes from the high expectations we have of our pupils and ourselves.

We know that after four years your child will be well prepared for the transfer to Secondary school and our success in this respect is due, in no small part, to the active co-operation between home and school.

This prospectus, along with our website [www.whitewomanlane.norfolk.sch.uk](http://www.whitewomanlane.norfolk.sch.uk), is only an introduction to our school. You will find out more from the weekly newsletter, the 'Best News', meetings with teachers and attending events. We aim, by working together, to ensure that White Woman Lane Junior School is a place where we all enjoy coming.

We look forward to you and your children joining us.

Best wishes



Ashley Best-White  
Executive Headteacher

# Heads of School

## Head of Upper School (Years 5 and 6)

### Mr D. Richmond



Dear Parents,

I am writing to introduce myself as the Head of School (Upper) of White Woman Lane. I have been at White Woman Lane for several years previously working as a class teacher across Year 5 and Year 6 and also as mathematics coordinator. I have thoroughly enjoyed my time working at this fantastic school.

We are lucky enough to have an extremely friendly, positive and engaging ethos at our school; a culture of respect and trust between pupils and staff which helps us to achieve very good academic results. I look forward to continuing to cultivate this atmosphere and having the opportunity to help all of the children, and the school as a whole, carry on moving forward and improving even further.

A good working relationship between staff and parents is crucial to children's progress and the continued success of our school. I will have met some of you during my time at the school; at various school and sporting events, coaching the football team or through having taught older siblings. Whether that's the case or not, I look forward to meeting and working with you next year so please feel free to contact me at school if you ever have any questions or concerns.

I am very much looking forward to an exciting and successful next year at White Woman Lane, see you in September!

Mr D Richmond

## Head of Lower School (Years 3 and 4)

### Mr N. Johnson



Welcome! My name is Nick Johnson. I have been at White Woman Lane Junior since 2000. I have had experience teaching in every year group and since 2007 have been Senior Teacher with overall responsibility for the Lower School (Years 3 and 4). I have been Maths Leader, co-ordinated ICT, overseen the whole curriculum and enjoy my continuing role as MFL Leader. During 2012-13 I had a secondment as Acting Deputy at Old Catton Junior School.

One of my key roles as Joint Head of School at White Woman Lane is Leader of the Lower School in which I oversee the academic progress and pastoral care of the children in Year 3 and 4. We have an "open door" policy, so please do not hesitate to contact me to discuss any queries or concerns you may have as your child progresses through the Lower School. I very much look forward to meeting you.

Mr N. Johnson.

## ***Information about White Woman Lane School***

Executive Head Teacher:	Ashley Best-White
Executive Deputy Head Teacher:	Nicola Pellatt
Head of Upper School:	Daniel Richmond
Head of Lower School:	Nick Johnson
Chair of Governors:	Judy Leggett
School Address:	White Woman Lane Junior School White Woman Lane Norwich Norfolk NR6 7JA
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Local Authority:	Norfolk County Council County Hall Martineau Lane Norwich NR1 2DL Tel 01603 222222
Website address:	<a href="http://www.whitewomanlane.norfolk.sch.uk">www.whitewomanlane.norfolk.sch.uk</a>

Visits to the School are welcomed and can be arranged through the school office.

The latest Ofsted Report can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

### **Breakfast and After School Clubs**

There are two breakfast and after-school club providers who drop off/come to pick up children from the School;

The 'Cheeky Monkeys': based at Lodge Lane Infant School, Lodge Lane, provides childcare for children from 7.00am – 9.00am and 3.00 - 6.00pm in term time.

Spixworth Kidz Klub: based at Woodland View Junior School in Ivy Road, Spixworth, provides childcare from 7.00am – 9.00am and 3.00pm – 6.00pm in term time.

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# The School

White Woman Lane marks the boundary between the beautiful and vibrant city of Norwich in the south, and the open countryside that leads to the Norfolk Broads to the north. The school, built in 1971, lies within the Parish of Sprowston and the district of Broadland.



White Woman Lane School opened in 1971 as a primary school and remodelling took place in 1976 then accommodating pupils from 5 – 12 years. In 1981 it became a middle school catering for pupils in the 8 – 12 age range. In September 2007, as part of the Norwich area re-organisation, it became a junior school for pupils aged between 7 and 11 years.

White Woman Lane School currently admits children who are seven years old on September 1st, mainly from Lodge Lane Infant School, with whom we have close contacts. A programme of liaison is carefully planned to facilitate transfer. Pupils are allocated to classes on the basis of consultation between infant and junior school staff.

Children are also admitted from other infant schools where parents have exercised the right to have their child educated at White Woman Lane. The school can admit up to ninety in each year group. Should applications be oversubscribed, preference will be given to those who live closest to the school, or to those who already have brothers or sisters on roll. Pupils leave us after four years when they are eleven plus for a variety of high schools.

Our pupils are currently organised into 12 classes: three classes in each year group. Pupils are taught in ability groups for English and maths. Additional support is available for children with special educational needs. In Years 3 and 4 pupils are taught mainly by their class teacher, but as they move through the school there is an increasing opportunity for them to be taught by specialist teachers or by those with special interests and expertise.

The building is set in pleasant grounds. There are twelve classroom bases, one mobile (set close to the main school building) and specialist areas. These include a food technology area; art, design and technology area and a fully equipped ICT suite. Our library has recently been relocated into a refurbished, 1970's Bristol Double Decker Bus! The mobile classroom is resourced for special needs teaching and instrumental lessons teaching, and there is an assembly hall, which is also used as a sports hall and dining room, with kitchens attached. The school is well equipped for teaching the curriculum, featuring a wide range of audio-visual equipment and an extensive computer layout, including interactive whiteboards in all classrooms and networked laptops and ipads. The two timber constructed lodges are recent additions to the school and are bright and inviting spaces that provide additional teaching areas as well as enabling the provision of a range of programmes to support individual needs. There is more information about the Friends' Lodge in the appendix.

The school grounds have both grassed and hard surface areas. We have planted trees to provide shade for the pupils during the summer and we have designed areas of our field to be used for 'SkillForce' activities. Two playgrounds are marked out for



korfball and the school field is large enough for a football pitch (or athletics track in summer) and areas for coaching skills. We have a trim trail and climbing wall, outdoor amphitheatre, an outdoor classroom, a climbing frame, reading circle and Hobbit House to engage pupils and develop creative play.

White Woman Lane School offers an education which is carefully structured to provide enriching and enjoyable opportunities for learning. The teaching and non-teaching staff collaborate well to sustain a friendly, positive atmosphere within which the children can mature and develop. The supportive governing body and Friends' Association mean that all who are connected with the school work together to continually improve the quality of education that it can offer the pupils.

Throughout their four years at White Woman Lane School we offer all pupils:

- high quality teaching by well qualified, experienced and committed staff
- methodology appropriate to learning outcomes, i.e. a mixture of whole class, group and individual work
- regular access to computers for work in Information and Communication Technology and to support work in other curriculum areas
- some specialist teaching in subjects such as music, P.E. and languages
- curriculum continuity between Key Stages 1 and 2
- high expectation of achievement for all pupils and differentiation to ensure appropriate provision for individual need

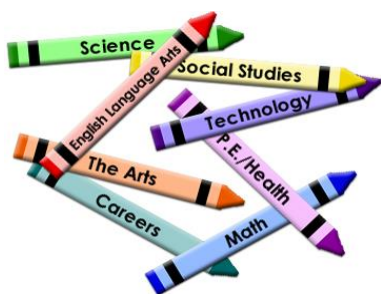
Visits, visitors and special events enrich the curriculum. We invite theatre groups, puppeteers, artists, actors and visiting speakers to work with the children. We offer the opportunity to learn musical instruments, (we do have to charge for these lessons and for instrument hire).



We are sometimes able to involve professional sport coaches for activities and we organise book fairs and other events when we focus on a particular aspect of learning and we encourage children to participate and organise fund raising for a range of charities.

The school was delighted that in June 2011 Ofsted declared the curriculum to be outstanding and recognised the progress we have made in developing a creative curriculum which links subjects. We were also very satisfied that our work in supporting the well-being of children has also been seen as outstanding.

The school was inspected once again in 2014 and the behaviour and safety of the children was also judged outstanding



The very exciting and innovative curriculum has contributed greatly to pupils' improved achievement and impressive personal development. Subjects link together well to create interest and provoke questions... Literacy opportunities are exploited effectively using a range of media. The *portable radio-station system encourages pupils to write for a live audience. There is a stunning range of enrichment through many visits, special visitors to the school and days that have a special theme. During the inspection, pupils sailed on the Norfolk Broads, challenging their ability to work as a team with confidence to tackle unfamiliar activities.*



Pupils' behaviour is outstanding. In almost all lessons, pupils are actively engaged with learning and very excited by the work on offer. This has a strong effect on ensuring good, and often better, progress. Pupils enjoy working collaboratively. Pupils spoke of school being 'fun' and said that they enjoy lessons.

*Ofsted January 2014*

Science Day



The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe. They say that there is always an adult to help them with any difficulties and that these will be quickly resolved. Pupils are able to articulate how they can help to keep each other safe, and confidently share their solutions with adults, including the headteacher. Parents feel that their children are safe in the school and are well looked after.

*Ofsted January 2014*



Students performing in the production of 'Antony and Cleopatra' as part of the Shakespeare in Schools Festival

**Shakespeare**  
Schools Festival

White Woman Lane School formally federated with Old Catton C of E Junior School in September 2012, which means that the schools have one executive headteacher and one governing body. This enables us to offer extended opportunities to the children in our community with a wider range of activities and staff expertise.

In September 2015, we joined a partnership with an additional four schools. The leaflet enclosed 'The Nebula Partnership' explains this exciting opportunity and the advantages further.

We are delighted to announce that after careful consideration, the governing boards of Horsford VA Primary School, the Harnser Federation and the Old Catton and White Woman Lane Federation have taken the decision to form The Nebula Federation from 1 September 2017.

# Visiting the school



We consider partnership with parents crucial to success in all aspects of a child's learning and development. The school staff wishes to work with parents in order to assist their children in every way. We do our best to make parents feel we are approachable and that they are welcome in the school. If parents would like to help in school, in any way, please contact us, help is gratefully received. We invite parents to parent/teacher consultations at intervals throughout the year and we view these meetings as a very valuable opportunity to discuss the progress of each individual child with parents.

We invite parents to evening meetings to explain aspects of the curriculum.

We also ask you to work closely with us in supporting your child's learning. Staff, parents and governors have prepared a Home-School Agreement to be issued to parents. We hope this will help us to develop our partnership with you further in the best interests of all the children.

A copy of this agreement can be found in the appendix.

Parents are welcome to visit the school at any time, but if possible it would be appreciated if they would first make an appointment through the school secretary.

We ask parents to contact the school promptly if a concern arises (however small) about any aspect of a child's learning or development so that we can quickly respond together to sort out the problem. Talk to your child's class teacher or if your child is in year 3 or 4 speak to Mr Johnson, Head of Lower School. Alternatively if your child is in year 5 or 6, Mr Richmond, Head of Upper School will be available to speak to you. Children who are happy and settled can get on with learning!

Prospective parents are very welcome to visit the school. Please contact the school to make an appointment.

## The Library Bus!



# ***School Admission Policy***

Parents of infant school pupils are invited to visit us during the academic year preceding the admission year. Other interested parents are always very welcome to contact us for a visit to classrooms or to meet the headteacher, staff and pupils. A warm welcome awaits you. Usually our intake limit of 90 is sufficient for those wishing to attend our school to be given a place. The admissions policy complies with that of the Local Education Authority for all schools.

***In the event of over subscription to White Woman Lane School, preference will be given to children according to the following criteria, in order of priority:***

- 1) Children for whom their statement of Special Educational Needs names that school.
- 2) Children who reside within the School's designated area and:
  - i) have siblings attending the school at the time of their admission;
  - ii) have no sibling connection with the school.
- 3) Children who reside outside the designated area and:
  - i) have a sibling attending the school at the time of their admission;
  - ii) have no sibling connection with the school.

***In the event of oversubscription in any of these criteria then those living closest to the school will be given priority.***

# Curriculum



The school follows the National Curriculum.

Our curriculum also contains many enriching opportunities, which supplement and extend those offered under the National Curriculum.

## **Curriculum Planning Structure**

Curriculum Map	A grid of subjects and year groups. This represents long term planning, showing progression from year 3 to 6.
Termly Planning	Undertaken cooperatively, with teachers in year groups and subject coordinators, to plan details of the scheme of work for the term.
Weekly lesson plans	Prepared by teachers in year groups but with details for each teacher's particular class.

## **Curriculum – the following are taught:**

Core subjects: English, Mathematics, Science and Information and Communication Technology (ICT)

Foundation subjects: Art and Design, Design Technology (DT), History, Geography, Music, Physical Education, Religious Education, Primary Languages, Personal, Social and Health Education (PSHE).

All pupils follow the National Curriculum. All areas of the curriculum are planned and taught as separate subjects although there are some cross curricular links. Monitoring of the curriculum (teaching and learning) involves all teaching staff.

To support the teaching of Maths and English and to cater for all ability levels, children from Year 3 onwards are taught in sets according to their ability. An extra teacher is assigned to each of the year groups to allow for smaller classes for those needing support. 'ReadWriteInc' is used with pupils in Years 3 and 4 and 'Fresh Start' is used with pupils in Years 5 and 6 for those who need specific help with reading, writing, and spelling.



**Special visitors to our school enrich the curriculum.**



**'Students with their Art Awards'**



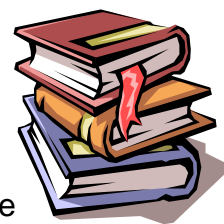
**Alien Invasion Day 2017**

Special Days enhance and enrich our curriculum.

The range and variety of subjects on offer is outstanding and is a strength of the school. Staff are encouraged to work to their strengths in delivering many different subjects which are supplemented by engaging project work and a large variety of very well attended extra-curricular activities. Pupils are offered many first-hand opportunities to enrich their work and perspectives, but in a way that is also linked to their previous learning and takes it forward.  
*Ofsted January 2014*

## English

English is taught as a subject following the National Curriculum, but we recognise that it also underpins all other areas of the curriculum. Children develop their ability to communicate in a variety of ways. They learn to organise their thoughts and convey their ideas clearly when speaking or writing. They learn to listen carefully and to follow instructions logically. They are taught to write creatively and enjoy the experience of writing for different reasons and to different audiences.



Underlying these features is the correct use of grammar, punctuation, spelling and a fluent, legible handwriting style. Opportunities to develop reading, writing, speaking, listening and drama skills, through a range of non-fiction and fiction genre, are carefully planned. Our aim is to encourage responsive and enthusiastic readers, with not only a love for and understanding of language, literature and poetry, but also the ability to research and collate information; to recognise the appropriateness of different forms of language for different purposes, and so communicate confidently and effectively both in the spoken and written word.

## Mathematics

Our aim is that children should develop mathematical skills in number and algebra, shape, space and measures and data handling. It is also our aim to give the children a thorough and practical understanding of our number system and of the weights and measures in everyday use to develop the skills needed for adult life and that children should have the opportunity at regular intervals to investigate and solve problems.



Our teachers follow the National Curriculum for Mathematics. This ensures continuity and progression in the teaching of mathematics.

We believe that it is important that a positive attitude towards mathematics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. We work to foster a real enjoyment of the challenge of mathematics, promoting logical thought and a love of puzzles and problem solving.

## Science

Our Science teaching seeks to build on the children's own experiences and observations; it involves exploring, discovering and investigating the world around them. The activities are designed to help children to be curious and ask questions, gathering experience to help them to understand the world in which they live. The development of scientific thinking is stimulated by discussion and experimentation. Children are given the opportunity to investigate and use problem solving activities through a wide variety of experiences. Through these they will develop basic scientific concepts, observational skills and thus make comparisons and draw conclusions. There is a carefully graded and systematic programme of work involving all children in practical tasks as well as developing recording skills. Aspects of health education are incorporated in the science programme. Our wild area also offers opportunities for practical work and observation.



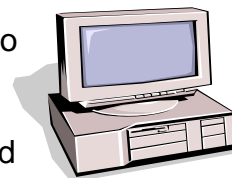
***Children enjoyed a science day  
with scientists from the UEA***



## **Information and Communication Technology**

At our school pupils develop knowledge, skills and understanding to enable pupils to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Be responsible, competent, confident and creative users of information and communication technology.



We have a suite of sixteen computers and two computers in each classroom, all connected to the network. Each classroom also has an interactive whiteboard for cross-curricular use and each year group has the use of a mobile laptop computer trolleys, each comprising 16 computers. In addition, we have a mobile bank of ipads available for use around the school.

## **Design Technology**

Children are given opportunities to:

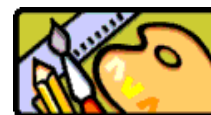
- develop their designing and making skills
- develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- explore attitudes to the world and how we live and work within it.



## **Art and Design**

Children are given opportunities to:

- develop their creativity and imagination through visual, tactile and sensory experiences
- develop practical, technical and critical skills using creative language to communicate their ideas, feelings and meanings
- explore ideas and meanings in the work of artists, craftspeople and designers.



## **History**

The study of history helps pupils to understand the present and develop an interest and respect for our heritage. They learn about important periods in British history – The Romans, Anglo-Saxons and Vikings, Life in Tudor Times and Victorian Britain. They also study the Mayans, the Ancient Greeks, Ancient Egypt, Stone Age to Iron Age and local study. These areas are approached in a variety of interesting ways, which include visits to museums and ancient monuments and taking part in themed History days.



## **Geography**

Local geography studies are combined with the world environment and its influence on the way people live. The study of geography helps pupils make sense of their environment and the wider world. A range of resources, including ICT and other digital media technologies are combined so that the pupils learn about a variety of places, the human and physical processes which shape them and the people who live in them. Pupils are taught how to use and interpret maps and develop the ability



to draw their own maps and diagrams. Units of work not only enable the pupils to study localities in the developing world but also to research and investigate matters relating to care of the environment and climate change.

### **Music**

Pupils' understanding and enjoyment of music is developed through activities that bring together elements from both the 'Performing and Composing' and 'Listening and Appraising' sections of the National Curriculum. Throughout the school, the pupils are given opportunities to perform music in a variety of ways within their class groups, using voices and a variety of instruments, including pitched and unpitched percussion, recorders and keyboards. They are also encouraged to create their own musical compositions and record these in both taped and written forms. Children will acquire a basic knowledge of the elements of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and should begin to make both subjective and objective musical decisions about and responses to both their own performance and composition and the many sorts of music they will hear in the course of their lives.



In addition, the opportunity may arise for children to learn a string or wind instrument, keyboard or percussion. They may join the school choir.

INSTRUMENTAL TUITION is also offered in addition to our National Curriculum lessons in music. Children have the opportunity of learning a musical instrument. Lessons are offered in keyboard, percussion and guitar.

According to the policy on Charging adopted by the Governing Body we charge for such music tuition from the peripatetic and private music teachers for individuals and small groups.

### **Physical Education**

Children experience a variety of activities within the curriculum. These include educational gymnastics, dance, swimming (at a local junior school), SAQ (speed, agility and quickness), outdoor adventure activities, athletics and games such as hockey, korfbal, touch rugby, basketball, tennis, short tennis, rounders and volleyball. The abilities and attitudes developed through structured lessons covering the four strands of physical education enable children to acquire skills to a competent level; apply these skills cooperatively, competitively and compositionally; understand issues of health and fitness and give them the knowledge to evaluate and improve performance. We also aim to instil self confidence, honesty, a sense of fair play and an awareness of self en route to achieving physical literacy.



### **Primary Languages**

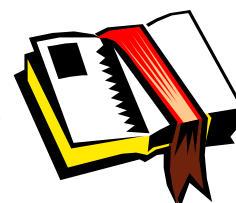
The new Primary Languages Framework states that every child in KS2 will learn at least one language. Across the key stage pupils learn French, German and Spanish.



French is the transition language for the move to high school.

### **Religious Education**

Pupils are taught Religious Education in accordance with the Agreed Syllabus. It is the study of religious faiths, their beliefs and practises, and how these affect the lives of faith members. The study





of different religious faiths enables children to learn about religions and also from religion, and this helps children to develop a sense of identity through exploration of their own values, beliefs and experiences, and those of others. Pupils are given a wide range of learning experiences including the study of religious artefacts, visits to places of worship, the use of visitors, ICT and drama and role-play activities.

Religious Education is an entitlement for all pupils and its place in the school curriculum is an acknowledgement of the important role which beliefs and values play in people's lives, regardless of particular religious commitments. We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity.

Parents may ask for their child to be totally or partially withdrawn from Religious Education.

### ***The Paths Programme***

The PATHS Programme was introduced in September 2011 as part of our PSHE (Personal, Social and Health Education) curriculum. It was written to help primary school children develop better thinking skills, more mature and responsible ways of behaving, emotional literacy and improve academic performance.



What are some of the goals of the PATHS Programme?

- Increasing children's abilities to think and solve problems for themselves
- Improving children's understanding of themselves and others
- Helping children with emotional literacy and awareness of feelings
- Improving children's feelings about themselves (that is, improving self-esteem)
- Increasing children's abilities to learn more effectively in the classroom environment

Problem solving, emotional understanding and knowing how to interact well with others are increasingly important for success in today's world. To best prepare children for the future, social-emotional learning is an important part of the primary school curriculum.

The goals of the programme detailed above will also develop children's ability to learn effectively. When children can think independently, feel good about themselves and act responsibly, then they are more motivated to work to their potential.

Parents/guardians are a child's most important models and teachers. As such, you are the most important influence on your child's development! From time to time we will send further information home about this programme; the more you know the more you will be able to help and reinforce your child's skills and enable you to be more involved with your child's learning and development.

We have also introduced the role of Prefect from 2014. Pupils in Year 6 are invited to apply and be interviewed for this prestigious role in school.

# School Council

## Why School Councils?

- Children become partners in their own education, making a positive contribution to the school environment and ethos
- Children learn to listen to others and recognise themselves as worthwhile individuals with a right to be heard
- Children learn self confidence, social skills and morally responsible behaviour towards each other and towards their teachers and helpers
- School councils enhance the influence of positive peer leadership
- Contributing to their class and school community develops self-esteem
- Every child learns from personal experience how to contribute to society as a whole and what it means to be an active citizen.



## Children are

- Making real decisions
- Motivated
- Respecting others' views
- Reasoning and creatively thinking
- Involved in the democratic process

## *We listen to our pupils and this is what we have done as a result*

We have class council meetings so that class representatives can pass on information to the School's Council. So far the Council has influenced decisions on:

- Anti-Bullying, including creating films which explore bullying and what children can do about it
- Introducing a school shop
- Introduced a 'Worry box'
- Healthy eating and the social aspect of lunch arrangements
- Playground improvements
- Opportunities for working with other year groups
- Charity fund-raising days
- Playground monitors
- Community initiatives
- Climbing frame
- Reading circle
- Hobbit playhouse
- Outdoor table tennis tables

Children in year 6 also have the opportunity to apply and be interviewed for the post of Prefect.

# Assessment

A great deal of information is gathered on each pupil so that progress can be assessed as accurately as possible. This data includes Key Stage 1 National Test results. During the four years pupils attend our school data is added to include results from annual tests and reading and spelling scores. In Year 6 pupils take the end of Key Stage 2 National tests and in preparation for these tests the pupils will take a variety of practice tests.

The data collected from various assessments provides us with the capability to assess the achievement of all individual pupils, including their improvement within the year group and between year groups.

## *Annual Assessments and Reports*

Your child's progress will be carefully monitored and assessed throughout the year and parents will be invited to discuss this each term. End of year Assertive Mentoring Reports which will indicate to parents their child's progress during the year will be issued in July.

Parents of pupils in Year Six will also receive a report containing the results of the national tests, with teacher assessments, to mark the end of Key Stage Two.

# Attendance and KS2 Assessment

Additional information regarding pupil attendance and results of the end of Key Stage 2 tests, in accordance with the Education (School Information) (England) Regulations 1994, is located in the appendix.



# ***Sex and Relationships Education***

***The 1988 Education Reform Act states that schools should provide a curriculum which ..."promotes the spiritual, moral, cultural, mental and physical development of pupils .... And of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life". Sex Education is an important element of this statutory entitlement.***

Governors and school believe that sex and relationships education should be a partnership between caring adults – governors, teachers and parents – to ensure sensitive support for children as they grow and mature in an ever-challenging world.

Learning about sexuality and relationships is a lifelong process and occurs both in the classroom and in more informal settings, such as the home, playground and community. Learning needs to be planned for and positive: a 'crisis' or 'problem' led curriculum is invariably inadequate. Sex education should be developed in the context of a broad and balanced programme of personal, social and health education. The personal needs of the child are paramount. It is essential that every child learns about his or herself, to respect themselves and others, in a relaxed way, free from fear or doubt. In terms of personal and social education, and in preparing children for life, sex education is too important to leave to chance. The overall aims are to support the personal and social development of all pupils, ensuring that they have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse.

The principle elements of our sex education programme are covered in Years 3 to 6. Parents will be informed when these are about to be taught and the areas for discussion explained.

The Sex and Relationships Education Policy has recently been reviewed with parents and governors and a copy is available from the school.

# Special Educational Needs

## How are we committed to meeting the needs of every child?

White Woman Lane School is an inclusive school and fully recognises its responsibility in providing equality of opportunity for all its pupils irrespective of their ability, gender, race, creed, physical ability or social circumstances, including looked after children. It is a school in which the teaching, learning, achievements and well-being of every child matter.

The following policies support meeting the needs of every child and fulfilling our legislative responsibilities. They are available from the school office and the website:

- SEND Policy
- Single Equality Scheme

In supporting children with Special Educational Needs and Disability we aim for:

- the early identification of children with SEND
- addressing the needs of all children with SEND
- ensuring continuity and progression by monitoring progress and using assessment to inform planning
- integrating of all children with Special Educational Needs into mainstream classes but providing small group and individual support when possible
- encouraging a partnership of parents, teachers and support staff involved in identifying and meeting children's needs
- specialist advice from outside school where necessary to assist the school in forming strategies to meet the child's needs
- every child to reach his/her potential.

In order to achieve these aims it is essential that the responsibility for SEN is a shared responsibility. The whole staff are committed to enabling all children to participate in the life and work of the school to the best of their abilities, whatever their needs. All children identified as having additional needs will have specific targets set for them at Assertive Mentoring meetings. These are reviewed termly with the child, parent and teacher.

Our policy for our more able pupils enables us to identify and support children with particular strengths and needs. We organise some learning in ability groups and during the course of a year seek out opportunities for pupils to extend and develop their talents and abilities in different ways. We link with other providers and schools to take advantage of any extension activities that might be on offer.

We involve all pupils in their education by setting individual targets with them and making them aware of how they can evaluate their own work. We plan lessons to meet the needs of all abilities within each lesson.

If your son/daughter has any medical condition for which we will require additional resources or building improvements, please contact us as soon as possible. As a school, we support the principles of integration into mainstream schools.

Please refer to our 'Local Offer'(on our website) which gives further details about how we support children with additional needs at White Woman Lane.

Disabled pupils and those who have special educational needs benefit from a wide range of resources and approaches, including small group and one-to-one work and the use of much practical equipment related to the subject. The individual and small group attention enables adults to see what remains to be clarified for them. Pupils' understanding is reinforced because work covered is also modelled and linked to previous learning.

*Ofsted January 2014*

Whitlingham



Disabled pupils and those who have special educational needs are making good progress and some are doing even better. Their needs are accurately and quickly assessed with meetings on individual progress. Support is put in place and monitored to ensure pupils' understanding of the work covered. Links with outside agencies are strong. Parents are involved in all processes.

*Ofsted January 2014*



Hindu Day

# Pastoral Care

***When your child joins the school you will be asked to complete an admission form. Among other things this records your child's parents or guardians with address(es) and places of work, enabling us to contact you should the need to arise. Please notify us of any change in the information given on the admission form as soon as possible.***

In school it is your child's class teacher who, in the first instance, provides his/her sense of security and is responsible for the welfare of all children in his/her care. Your child's teacher is 'in loco parentis' i.e. in place of a parent during the school day. All staff have a role to play in ensuring the safety and well being of all our children. We value each child as an individual and aim to cater for his/her needs, both pastorally and academically.

It is important that you let us know of any medical problems your child may have (temporary or long term). We ask that, whenever possible, medicines are administered by parents at home. If it is necessary to ask us to administer medicines in school, we ask you and your child to follow these procedures in the interests of your child's health and well being.

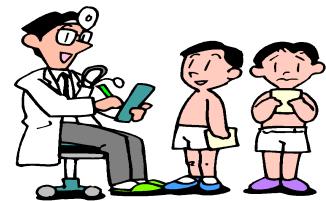
- 1) All medicines (including inhalers for asthmatics) must be clearly labelled with the child's name, dosage and frequency of dosage. You are required to complete a form, available from the office or on our school website <http://www.whitewomanlane.norfolk.sch.uk/> if your child needs to bring medication into school.
- 2) All medicines (except asthma inhalers which are kept by the child) must be handed in to the school office, preferably by an adult.
- 3) The child must report to the school office at the agreed time for his/her medicine for supervised administration.

Similarly, it helps us to respond sympathetically to your child if we know of anything which may be causing distress, such as death or illness in the family, a parent going into hospital or the loss of a pet. Any personal information will, if you wish, be treated in confidence. Please arrange to see your child's class teacher or the appropriate Head of School to discuss the issue, or telephone or let us know by letter.

If it is medically advisable for your child to stay inside at break or to miss games or swimming, please send us a note with an explanation. If your child usually stays for lunch, but needs to go home in the lunch hour, again please let us know. This helps us to ensure the safety of your child whilst in our care.

## ***Visits from representatives from the Health Authority***

On occasions the children have pre-arranged medicals, height & weight measurements, vision and hearing tests in school.



## ***Working Together***

This school is committed to promoting the health and welfare of all pupils. We are required by law to follow procedures laid down by the local Safeguarding Children

Board if we see signs which may suggest that one of our pupils may be a victim of abuse. Use of the procedures in this way is an obligation placed on the school by legislation and in no way implies that any parent/carer is being accused of wrong doing.

Responsibility for child protection is shared throughout the whole school community and includes every adult working, helping or visiting the school premises. We all have a statutory duty to ensure that any child protection concerns about a child are passed on and that the Child Protection Policy and Local Safeguarding Children Board (LSCB) procedures are followed. If you are concerned about a child at school please contact one of the designated teachers at the school;

- Mrs Ashley Best-White, Executive Headteacher
- Mrs Nicola Pellatt, Executive Deputy Headteacher.
- Mr Daniel Richmond, Head of Upper School
- Mr Nick Johnson, Head of Lower School

***Important information for Parents and Carers about Safeguarding can be found enclosed at the end of this prospectus.***

### ***Pupils with disabilities***

The school's admission policy does not discriminate against any child with a disability. The school will take steps to prevent children with disabilities from being treated less favourably than other pupils.

### ***Commitment to Equality***

White Woman Lane School aims to ensure that no child, parent, staff member or volunteer to whom our services are provided will be discriminated against on the grounds of; Age, Disability, Gender, Language, Race, Ethnic Origin, Social Class and Religion.

Staff and pupils alike make sure that everyone has equal opportunities to take part in, and benefit from, all activities. Differences are celebrated, as in the Refugee Week work which focused on showing respect for others and their talents.

*Ofsted January 2014*



Contenders at the 2017 'Green Power - Goblin Car' race day.



# Home and School

We aim to work in partnership with you in the best interests of your child. We try to keep you informed not only of the progress of your child but also of all that we are doing in school. We aim to achieve this in the following ways:

Newsletters are sent home weekly and are known as the 'Best News'. These newsletters inform you of planned events, changes in organisation, what is going on in school and we regularly ask for your help.

Assertive Mentoring meetings are held three times a year, firstly very early in the Autumn Term to meet the class teacher, then later in the Autumn term to enable you to discuss how your child is settling in and the progress they are making with their new class teacher and again in the Spring Term so that your child's progress and targets set may be discussed in more depth.

An Assertive Mentoring Record of Achievement is written for each child at the end of the academic year. This is a detailed account and review for the child's progress and development throughout the year. It celebrates successes and outlines areas for development. In Year 6, National Test results and teacher assessments in the core subjects are reported to parents. Parents are invited to come into school to discuss and share the end of year mentoring meeting.

There may, of course, be other occasions when you will need to contact us concerning your child's academic achievement, social well-being or behaviour. It is helpful if you can telephone or write to make an appointment to see the class teacher or Head of Upper or Lower School so that we can arrange a mutually convenient time to meet. Communication can sometimes break down when important letters linger in the bottom of children's bags or when verbal requests from teachers do not ring true! If you are concerned or in doubt about anything, please get in touch.



## **Parental Help**

We welcome and value greatly any offers of help. If you have some time you could spare to work with us, please do contact us.

## **Parent Support Advisor**

The school has a Parent Support Advisor who will work alongside parents to provide support, information and access to services as necessary. More details are available in the appendix .

## **Transfer**

Parents will be informed by letter from the Local Authority that there is a place at this school providing they live in our catchment area. Parents who are offered alternative schools, but wish their child to attend White Woman Lane, may apply and, providing our intake limit is not exceeded, the child will be admitted.

### ***Friends of White Woman Lane School***

This is an active association with a committee elected annually. All parents are automatically members and are given the opportunity to take part in the events.

The association gives very valuable support to the school in many ways including raising funds and organising social events with the aim of maintaining the close relationship between the community and the school. Activities vary but usually include discos and a summer barbeque.

### ***Charities and Sponsored Events***

The school endeavours to organise at least one sponsored event each year to raise money and we also support one or two charities each year.

### ***Transfer to Secondary School:***

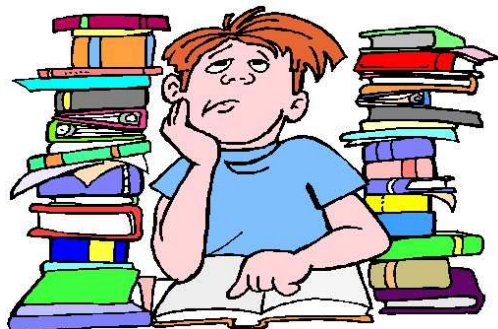
Our pupils transfer to a variety of High Schools at the end of Year 6. We believe that our pupils are well prepared with the necessary skills and confidence for the transfer. The school makes no recommendations of schools but always advises parents to visit as many schools as possible, before making their choice, at the appropriate time.

Parents will be informed during the autumn term when the different high schools are holding their open evenings. Parents will also be issued with a booklet describing the schools available to them.

Whenever a child transfers to any new school, the receiving school will request all the child's records from their old school.

## ***Homework***

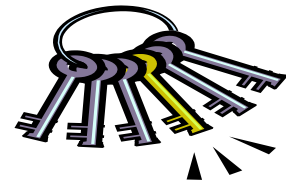
*We encourage children to do homework in order to develop the ability to work independently and to consolidate and extend learning begun in school. Homework set is appropriate to each child's stage of development and the frequency and duration of homework increases progressively throughout the four years in the Junior School.*



The breakdown of homework found in the Home School Agreement (refer to the appendix) sets out the School's system for sending work home and brief details of what kind and what amount of homework you can expect your child to bring home.

We assume that parents approve and support our homework policy and understand the benefit of establishing a 'homework habit' to develop their child's ability to learn independently. It is helpful when parents take an interest in their child's homework and are supportive (without, of course, doing the work for the child).

# Lettings



The school also operates a Lettings Policy. We have a hall, a large field, and various rooms which we hire out to various organisations.

This provides some additional income, but more importantly ensures that the school is a part of the local community.

If you run a local organisation or club (or are a member) and require premises at any time, please contact the school.

# Attendance

## **Attendance**

By law, all children of compulsory school age (between 5 and 17 years of age) must get a suitable, full-time education. There are also clear links between attendance and attainment, attendance and behaviour, and attendance and safeguarding children. Parents are responsible for ensuring the attendance of their child/ren at the School at which they are registered. The Local Authority is responsible for making sure that parents fulfil their responsibilities.

## **Leave of absence in term time**

Leave of absence during term time, for example leave for a family holiday, is discouraged. Parents are reminded of the effect that absence can have on a pupil's potential achievement. The school will consider any application for leave of absence and will only agree to authorise the absence in exceptional circumstances; parents must apply in advance for permission for their child to have leave of absence.

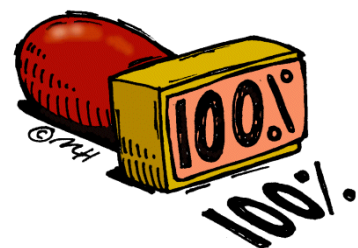
## **Absences**

All absences should be reported to either the office by telephone, email (office@whitewomanlane.norfolk.sch.uk), SMS (07624819075) or the class teacher by note, on the first day of absence, preferably before 9.15 am. It is school policy to contact home if the school has not been given a reason for absence. An unexplained absence is deemed 'unauthorised' and is regarded as 'truancy' for Government figures.

Authorised absence includes: illness, doctor, dentist or hospital visit, receiving temporary off-site education, school exclusion, death of a close member of the family, school closure and severe weather conditions.

No child will be allowed out of school by themselves during school hours unless a message has been received by the Head of School in writing.

Any pupil who has attendance of 90% or less with at least 15% unauthorised absence over a 6 week period, or 10 consecutive sessions (i.e. 5 school days) unauthorised absence, will meet the criteria for legal intervention which could be in the form of a Fixed Penalty Notice.



# Codes of Conduct

## **Health and Safety**

For safety, no jewellery should be worn in school. If pupils have pierced ears, only stud earrings are acceptable. No jewellery of any description should be worn during P.E. or games. As an exception, ear studs in newly pierced ears should be covered for the first six weeks after piercing with an adhesive dressing tape for safety. Please provide tape for this purpose. No earrings or studs are to be worn for swimming. The school accepts no responsibility for injury or loss associated with the wearing of earrings.

Head lice are a medical and social problem and are NOT the responsibility of the school. We will give information on lice for parents in the school newsletter including advice regarding regular detection combing and how to do it. The only way to control head lice, which works, is for each family to regularly check their own heads and treat if necessary (adults and children).

## **School Dress**

Pupils are expected to wear the school dress, as listed in this brochure.

As much of the kit is so similar please see that each separate item (including socks, trainers etc.) is clearly labelled so that it may be returned in case of loss. All school sweatshirts also look alike! Disputes about ownership can arise and lost items can be difficult to trace. We therefore urge you to name all items, which your child brings to school. Expensive name-tags are not essential – biro on the label works quite well if renewed regularly, or a laundry marker is also an inexpensive option. The school sweatshirts are available from the school office, cost £9.00, cardigans cost £10.00 and fleeces £12.00.

For design technology, art and design, and some science lessons, an apron, overall or old shirt is needed for practical lessons; also an elastic band for long hair.

Hairstyles should also be appropriate for school and should not, for example, include slogans, logos or lines shaved into the hair or feature hair dyed with bright colours. In addition, excessive use of gel and other hair products are not permitted.

No jewellery except for plain, small gold or silver stud earrings are permitted. Only one pair of earrings at a time please! In addition, nail varnish and make up is not appropriate for school.

Footwear likely to damage floors should not be worn and shoes should be suitable for an active day in school and therefore high-heeled shoes or flimsy sandals are unsafe. We recommend that girls wear socks all year round, which will help to stop shoes rubbing and lessen the chance of blisters forming. Shoes with deep tread carry mud into school. No trainers, please, for general indoor wear. Trainers may only be worn as part of outdoor games kit and at lunchtime to play on the field.

### **Lost property**

Items of clothing are kept in the 'Lost Property Box' in the Year 3 entrance area. Small or valuable items are kept in the school office. All unclaimed property is disposed of at the end of each term.

### **School Security**

The buildings committee reviews school security during its annual inspection of the school.

All visitors must report to the school office on arrival and, when necessary, sign the visitors' book and receive a visitor's badge.

All contractors are required to show proof of identity.

All possible precautions are taken to ensure that the school is a safe area for pupils.



### **Valuable items**

As we cannot be responsible for their safe keeping, we strongly discourage children from bringing valuable items to school. Radios, personal stereos, mobile phones, jewellery and toys are not appropriate. Mobile phones will only be allowed in exceptional circumstances. Written permission from the Head of School will need to be obtained. Phones will be put in the school office. The school will take no responsibility for safe keeping.

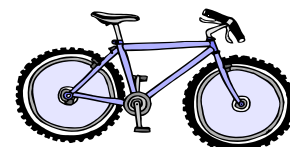


Children should bring personal money to school in a named purse. Money to be handed in for trips, music lessons etc should be placed in an envelope with the child's name and class and handed in as soon as possible to the class teacher for collection by the office. Please do not leave money in coat pockets or bags in the cloakroom or in desks.

### **Bicycles on the school premises**

The school will not normally allow children to cycle to school alone as the majority live within a reasonable walking distance.

Special permission can be given to children living outside this area, or under very special circumstances to children living within it, by a note being sent by the parent making this request to the Head of School. The parent and the child will be responsible for the bicycle whilst it is on school premises, where it must be locked. Cycling, with the exception of Cycling Proficiency training, is not permitted inside the school grounds.



## **Behaviour**

*The framework within which we work at school is based on the notion that rights, rules and responsibilities underpin our approach to school behaviour.*

*Successful schools are orderly communities where there is a shared understanding of values, and a strong commitment to work together to achieve common aims. High standards of behaviour and discipline are essential if our school is to provide a quality education for all pupils within a safe environment.*

*We very much value the partnership between pupils, staff, parents/guardians and governors. We believe that any initiatives relating to behaviour and discipline cannot be fully effective without the cooperation of everyone within the school community.*



Underpinning our approach to supporting pupils we have clear rules and expectations about behaviour and respecting the rights of others. Positive Behaviour in school has clear expectations for all staff and children. We have procedures for dealing with bullying and promoting positive relationships between children. We work towards enabling pupils to feel confident in dealing with day-to-day upsets themselves, whilst still providing a sympathetic safety-net if they need the support of adults.

We emphasise the need to respect the rights of individuals, the responsibility to ensure those rights are not infringed and the need for sensible rules to underpin this. Children need to realise the purpose of the rules is to create the environment for them all to learn effectively and happily. They are there for the benefit of all.

Written rules are therefore kept to a minimum and are made with the welfare and safety of the children in mind. These rules are referred to as the GOLDEN RULES:

These are designed to encourage well-mannered and considerate behaviour

- Do as an adult tells you first time
- Listen when others are talking
- Arrive on time and ready to work
- Move around the school in a sensible and responsible manner
- ***Take responsibility for your actions in a positive way***

We expect children to respond to requests or instructions in a pleasant and helpful manner. Children are also expected not to be aggressive, not to use bad language and to be truthful. Any suspected case of bullying will be treated very seriously and investigated thoroughly. If you suspect your child is being upset by another child/children, it would be helpful if you would let us know as soon as possible.

Some rules apply throughout the school year, others are introduced for periods of time to meet particular circumstances. The staff aim to ensure that children understand the reasons for rules and comply with them. All staff within the school - teachers, secretary, caretaker, learning support assistants and midday supervisory assistants have the same authority and similar responsibilities as regards behaviour.

Unhelpful behaviour is dealt with in the first instance by talking to the children concerned, focussing on what happened, why it happened and how it can be put right and/or avoided in future. On occasion, privileges may be removed, i.e. loss of break time/lunchtime. In order that lessons can take place without disruption we operate a 'Blue Book' system. Children are given three chances to modify any inappropriate behaviour and if they fail to do so, their inappropriate behaviour will be recorded in the Blue Book and they will be required to complete a lunchtime detention. A leaflet explaining the Blue Book procedures is provided in the appendix of the prospectus.

We aim to develop in the children the self-discipline to take responsibility for their own behaviour and a sense of ownership of their behaviour. This aspect of children's development relies on a close partnership between home and school. Where we are seriously concerned about your child's behaviour, we shall try to work with you and your child by inviting you into school to discuss the situation and to agree a suitable approach to the issue.

A full copy of the Positive Behaviour, Discipline and Anti-Bullying Policy is available on the website or from the school office.

# Houses



In addition to being a member of a class, your child will belong to one of four houses – Windsor, Balmoral, Buckingham or Sandringham. House points are awarded for achievement, effort and positive, helpful behaviour. A running total of points for each house is announced in assembly each week and the houses compete for the House Cup, which is presented weekly.

A sense of responsibility is fostered in the oldest children by encouraging them to stand for election as House Captains, who are expected to set a responsible example for their House and help organise House events.

## **Rewards**

The teacher awards 'Class Awards' which accumulate towards a class reward. This can take the form of a certificate for the whole class or a reward negotiated with the class and agreed by the class teacher. In addition, at the end of each week 'Star of the Week' is awarded to two pupils in each class and the House Trophy awarded to the house with most housepoints. We also have 'Keeping on Task Awards'. Children can work to achieve bronze, silver and gold star awards, for consistent hard work and effort. At the end of each term the Headteacher Award is given to two pupils from each class. The certificates are awarded to individuals for a range of reasons, for example: for consistently achieving a good standard of work, for consistent effort, for making good progress, for an improved attitude to school and work, for consistently achieving a high standard of behaviour and for care and consideration of others.

# Educational Visits

The staff organises visits throughout the school year. Some of these are to museums, art exhibitions etc. and are generally local. We also use local theatres and we often invite theatre groups into school for workshop sessions with the pupils. There are usually residential trips for pupils in Years 4, 5 and a week's outdoor, water-based activities week for Year 6. These opportunities enable them to experience a range of outdoor and adventurous activities as well as promoting skills in team building and confidence.

## **What other activities are available to pupils?**

Some of our extra-curricular activities take place during the school day and break times; others are after or before school. The School works hard to provide a varied range of clubs and activities for children. We also provide a range of non-sporting activities; writing clubs, animation club, art club, science club, dance club, gardening club and film club to name a few. A full list is available on the weekly newsletter.



***Year 4 pupils enjoy their trip to How Hill***



***Year 5 facing challenges at Hilltop***



***Graduates of The Children's University Performing at St. Andrew's Hall***



***Competing at the Cross Country***



***... and at City Sports***



# Other opportunities

The pupils of White Woman Lane are very fortunate in that most of the teaching and non-teaching staff are involved with the pupils in activities outside the normal curriculum. These activities involve a large number of pupils and all have equal opportunity of participating at some time during their school career.

Our success throughout the years has been consistent, due to the enthusiasm of the teachers and pupils alike. With the continued support of parents to encourage us we feel the pupils can only continue to enhance the reputation of themselves and the school.

## **Sport**

We are always striving to achieve our aims in Physical Education as outlined in our P.E. guidelines ....

“... for all children, regardless of their strengths to gain a sense of achievement and enjoyment, which will motivate them to participate in physical activity throughout their school life and beyond”.

Apart from the opportunities to learn the skills of a variety of activities as part of the curriculum, our football, cricket, korfbal and cross-country teams take part in inter-school matches and tournaments. Our teams play to a high standard and enjoy a very good reputation. Last year we were successful in every sporting discipline at a competitive level and we have achieved the High Quality P.E. Award. We have a school minibus which is used to transport children to and from games functions and sporting opportunities. “In school” house competitions also take place in a variety of sports.



## **Music**

There are always ample opportunities for musicians to perform for their parents and even to a wider audience. The School Choir sings at the Junior Schools' Annual Concert at St. Andrew's Hall in the spring. Performances are held regularly in the school hall. The whole school also performs shows for parents and friends at least once each year.

## **School Closures**

A minimum of three days are available for governors to approve for teacher training. Parents are informed of these as soon as possible.

***Please note the school closure dates in the appendix.***

# The School Day

8.50 - 9.00 am	Registration
9.00 - 9.15 am	Collective Worship
9.15 - 10.15 am	Teaching time Lesson 1
10.15 - 10.20 am	Mini-Break
10.20 - 11.20 am	Teaching time Lesson 2
11.20 - 11.35 am	Break
11.35 - 12.35 pm	Teaching time Lesson 3
12.35 - 1.25 pm	Lunch time
1.25 - 1.30 pm	Registration
1.30 - 2.00 pm	Guided Reading
2.00 - 3.15 pm	Teaching time Lessons 4 and 5
3.15 pm	End of the last teaching session



In the morning the children should normally arrive after 8.40 am, as we are unable to supervise children before this time.

School assembly is held at the beginning of the school day, and Celebration Assembly is held every Friday. Parents' rights to withdraw their child from assembly are respected, please see the Head of school.

We have two morning breaks. Please refer to the appendix for additional information.

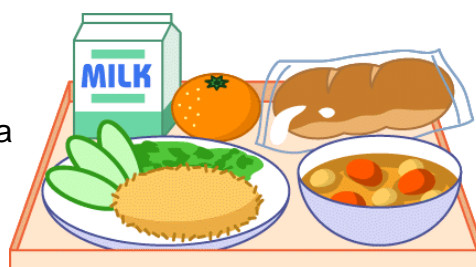
Parents should note that 3.15 pm marks the end of the final lesson of the day, not the time at which the pupils leave the premises. This will happen a few minutes later depending on how long each individual takes to get ready.

## Lunches

Food is cooked on the premises and sold on a cafeteria basis. The current cost of a two course meal is £2.20. Money, which is the responsibility of the child, should be brought each day and pupils choose their meals and pay at the till.

Some families are entitled to free school meals. The office has all the details to assist you with this. Pupils who receive free school meals collect their food in the same manner. If your child requires a special diet, arrangements are easily made for the schools meals service to provide an alternative meal. Copies of the three-week menu are available from the school office. Children are obviously allowed to bring their own packed lunch and we provide space in the dining room for them to eat. For safety reasons, we ask that children should not bring drinks in cans, glass containers or bottles. As part of our Healthy School Status we encourage children to bring healthy snacks and lunches to School and do not allow sweets.

The School is a Nut Free School due to a number of children having allergic conditions. We ask that all parents respect this. Children should bring water to school every day in a clear bottle.



If, as sometimes occurs, a child forgets his/her lunch, the school will provide a lunch on the understanding that the reimbursement will be made the next day. The school employs Midday Supervisory Assistants to supervise those children who remain on the premises during lunchtime. The children are able to play with a range of equipment including a traversing wall and a trim trail. A duty teacher is also on call. Children who go home for lunch should not return to school until 1.25 pm.

# *The Staff*

Below is a list of the staff currently employed at the school with a brief summary of their main responsibilities;

**Mrs. A. D. Best-White:**

**Executive Headteacher**

Executive Headteacher of the Nebula Partnership  
School administration, finance and premises;  
Staff Development and Performance Management;  
Responsible for Standards and School Improvement  
Professional relationships with the Local Education Authority, the Norwich Diocese, School Governors and all other outside agencies, parents and the local community.

**Mrs. N. Pellatt:**

**Executive Deputy Headteacher**

Executive Deputy Headteacher of the Nebula Partnership – School Improvement  
Management of Old Catton and White Woman Lane Federation  
Professional Development Leader  
Leader of Assessment and Tracking of pupil progress  
Leader of Physical Educational Opportunities

**Mr D. Richmond:**

**Head of School – Upper School Years 5 and 6**

Responsible for the day to day management of the upper school  
Responsible for standards across the upper school  
Timetabling  
Pupil Behaviour  
Subject Leader for mathematics  
Junior to high transfer  
End of KS2 Assessment  
Lunchtime behaviour and management of MSA's

**Mr. N. Johnson:**

**Head of School – Lower School Years 3 and 4**

Responsible for the day to day management of the lower school  
Responsible for standards across the lower school  
Timetabling  
Pupil Behaviour  
Subject Leader for MFL  
Infant to junior transfer  
Lunchtime behaviour and management of MSAs.

**Miss T. Brunning:**

**Senior Teacher**

Teaching and Learning Leader  
Monitoring pupil behaviour  
Subject Leader for English

**Mr. R. Queensborough:**

**Class Teacher Year 6**

Subject Leader for Media Studies and Geography

**Mrs A. Semmens-Byrne:**  
**Class Teacher Year 6**  
Subject Leader for science and Drama

**Miss E. Jackson:**  
**Class Teacher Year 6**  
Subject Leader for Art and D.T.

**Mr M. Reeve:**  
**Class Teacher Year 5**  
Subject Leader for Music  
Coordinator for the choir and instrumental lessons

**Mrs R. Quiles-Richmond:**  
**Class Teacher Year 5**  
Special Educational Needs Co-ordinator

**Mr. S. Dunn**  
**Class Teacher Year 5**

**Mr. M. Gibson:**  
**Senior Teacher Year 4**  
Teaching and Learning Leader  
Monitoring pupil behaviour  
Subject Leader for Physical Education including the development of extra-curricular activities and opportunities

**Mrs E. Peck:**  
**Class Teacher Year 4**  
Responsible for developing the School Council  
Leader for ICT

**Mr A. Sidy:**  
**Class Teacher Year 4**  
Subject Leader for history

**Miss. H. Chapman:**  
**Class Teacher Year 3**  
ReadWriteInc Manager

**Mr J. Savage:**  
**Class Teacher Year 3**  
Subject Leader for RE

**Miss A Stackwood:**  
**Class Teacher Year 3**  
Subject Leader for PSHE

**Mrs. N. Austin:**  
**Teacher**  
Subject Leader for ICT

**Mrs. R. Butler:**  
**Teacher**

**Miss N Delidjani:**  
**Teacher**  
Responsible for the Library

**Mrs. E. Williams**  
**Teacher:**  
P.E. and Games

**Mrs. K. Woodhouse:**  
**Teacher**  
Responsible for Children's University

**Support Staff:**

Mrs. B. Wiles	Teaching Assistant
Mrs. P. Howard	Teaching Assistant
Mrs. S. Starkings	Teaching Assistant
Mrs. S. Dimas	Teaching Assistant
Mrs. K. Alexander	Teaching Assistant
Mrs. L. Johnson	Teaching Assistant
Mrs. M. Wicks	Teaching Assistant
Mrs. R. Cassell	Teaching Assistant
Mrs. L. Seago	Teaching Assistant
Mrs. V. Walkinshaw	Teaching Assistant
Mrs. S. Johnson	Teaching Assistant
Mrs. S. Wagstaff	Teaching Assistant

**Librarian:**  
Mrs K. Pye

**School Secretaries:**

Mrs. K. Read	Mrs. E. Collinson	Mrs. A. Dickerson
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**Caretaking and Cleaning:**

Mr. M. Smith	Federation Caretaker
Mrs. L. Hall	Cleaner
Mrs. J. Ferguson	Cleaner
Mrs. F. Brown	Cleaner

**Catering:**

Mrs. C. Smith	Cook		
Miss. C. Stone	Kitchen Assistant	Mrs. F. Brown	Kitchen Assistant

**Midday Supervisory Assistants:**

Mrs. K. Alexander	Mrs. M. Cook	Mrs A. Dickerson
Mrs. S. Wagstaff	Mrs A. Neale	Mrs S Johnson

**Crossing Patrol:**

Mrs. P. Golder

# School Governors

A body consisting of people drawn from the community, parents and teachers governs the school. School governors have important responsibilities which are laid down in the Articles of Government. These are available in school for inspection.



A summary of governors' main duties is as follows:

- to deal with all staffing matters, together with the Headteacher; to recommend and agree appointments, promotions and salaries of staff. Governors also determine the salary range of the Executive Team and agree their salary in the light of performance targets
- to determine, with the Executive Headteacher, the school's policy on dual use within the community
- to be aware of the resource needs of the school and to make the appropriate recommendations on budget matters, about which they have final responsibility
- to keep the Local Education Authority informed about the school's general state of repair
- to be responsible for the strategic direction of the school
- to determine policies and procedures (and to inform parents of their statutory rights under new legislation) and to see that they are carried out.

The Nebula Federation will have a single governing board of 16 governors with a shared strategic vision across all the schools. We will build on the successes already achieved and continue to improve the education of your children. We will continue to offer the children access to shared resources and experiences, together with joint activities across the federation. The Nebula Federation will offer financial security and sustainability for the benefit of all of the schools and the staff will continue to have access to joint professional development.

For a list of the members of our current governing body, please see the appendix.

# Charging Policy



The Law requires the Governors of White Woman Lane Junior School, to issue their policies for Charging and Remission in accordance with DfE requirements and guidance issued by Norfolk County Council.

The charging policy relates only to charges, which may be made by the LEA or the Governing Body and does not to apply to any educational activity for which charges are levied by other persons.

Governors agree to parents being asked to make a voluntary contribution towards the cost of any items or activities providing it is made clear to parents that;

- a) they are under no obligation to make a contribution, and
- b) their child will be treated no differently if they refuse to make such a voluntary contribution.

We ask parents to make a voluntary contribution to certain events and activities, which enrich our mainstream curriculum and reserve the right to cancel such events/activities if we do not receive adequate funding from such contributions.

## **Charging Procedures**

### **Music:**

A charge is made towards the cost of instrumental lessons. When children are entered for Associated Board examinations, parents will be expected to meet all costs.

Children are responsible for the care of musical instruments and parents are advised to take out insurance cover against major damage to school instruments.

### **Art/Design/Technology:**

We ask for a voluntary contribution of £6.00 annually to cover the cost of materials for those articles pupils will take home.

### **Educational Activities (during school hours):**

Charges will be made for any activity where the charge is levied, and paid to, persons other than the school or the LA.

All costs for board and lodging will be met by the parents except where they may be eligible for a remission of charges.

### **Educational Activities (outside school hours):**

If the activity takes place mainly outside school hours (holidays or weekends) charges will be made to cover all costs.



### ***Voluntary Contributions:***

The school has the right to invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school, whether in school hours or not. In reality, parents should note that if voluntary contributions are not forthcoming, the activity would not be able to proceed.

### ***Remission:***

If a parent is in receipt of income support or family credit the school, if requested, will offer a remission of any board and lodging charges where these are levied directly by the school and where they are deemed to take place wholly or partly in school hours. (However, please note 'Voluntary Contributions' above.)

In the event of any child being unable to participate in an event due to illness or moving school, the school will refund any payment paid, unless the parent has been advised and has agreed that there will be no refund of monies paid.

### ***Recovery of sums payable by parents:***

The Education Reform Act makes provision for any sums payable by parents for optional extras to which they have agreed (e.g. board and lodging charges) to be recoverable by the Governors as a civil debt.

### ***Other Charges:***

Governing bodies are quite within their rights in asking parents to pay for the cost of damage to property (e.g. broken windows, defaced /damaged/lost books or equipment), where this is a result of a pupil's improper behaviour.

***The Governors intend holding parents responsible for any such damage or loss.***

# Complaints Procedure



We hope that you will be happy with the education and opportunities which we provide for your child.

We aim to ensure that all our pupils are healthy, safe and happy. However, if you have a complaint about the school please do feel free to come and discuss this with us. The Complaints Procedure is available from school or on the website. In the first instance, see your child's class teacher or the Head of School, if appropriate. If after this meeting the issue has not been resolved then a meeting with the Deputy Executive Headteacher should be arranged. In the unlikely event of that no resolution to the issue has been made then a formal complaint should be made and the guidance followed. We strive to ensure that all matters can be dealt with quickly, effectively and to everyone's satisfaction with the child being the central concern.

The full procedure for handling concerns and complaints is available on the school website.

## **Old Catton and White Woman Lane Federation Child Protection Statement**

Our school is committed to promoting the health and welfare of all pupils. We are required by law to follow procedures laid down by the Norfolk Safeguarding Children Board if we see signs which suggest that one of our pupils may have been the victim of abuse. Use of the procedures in this way is an obligation placed on the school by legislation and in no way infers that any parent/carer is being accused of wrong-doing.

*Please read the document 'Safeguarding Children in Education' found in the appendix.*