

Norfolk County Council



WHITE WOMAN LANE SCHOOL 2025 - 2026

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

Executive Deputy: Katharine Connelly

Head of School: Daniel Richmond M.Ed B.Sc

Chair of Governors: Sue Hill

White Woman Lane School
White Woman Lane
Sprowston
Norwich
NR6 7JA

Telephone: 01603 419203



Email: office@whitewomanlane.norfolk.sch.uk

Website: www.whitewomanlane.norfolk.sch.uk

Welcome to WWL...

Head of School

Mr D. Richmond



Dear Parents,

Thank you for choosing WWL for the next step on your child's journey.

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 results. We 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.

We believe in enabling the children to have a broad range of exciting and stimulating experiences across the entire curriculum to give them as many new opportunities for enrichment as possible. Along with academics, we place a strong emphasis on sports, performing arts, music and art. Whatever your child's current interest and strengths, they will have an opportunity to further develop and thrive, and there will be plenty of opportunities to discover new interests.

We are fortunate to have an experienced, enthusiastic and dedicated staff who will develop positive relationships with the children. 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 already 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

Information about White Woman Lane School

Executive Head Teacher: Ashley Best-White
Executive Deputy Head Teacher: Kate Connelly
Head of School: Daniel Richmond
Chair of Governors: Sue Hill

School Address: White Woman Lane Junior School
White Woman Lane
Norwich
Norfolk
NR6 7JA

Main School Entrance: White Woman Lane

School Telephone Numbers: 01603 419203

Email : office@whitewomanlane.norfolk.sch.uk

Local Authority: Norfolk County Council
County Hall
Martineau Lane
Norwich
NR1 2DL
Tel 01603 222222

Website address: www.whitewomanlane.norfolk.sch.uk

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

Breakfast and After School Clubs

We have our own breakfast and after school club run by our school staff. This is available from 8.00am before school and up to 6.00pm after school.

Please contact the school office to book your place.

Overview

White Woman Lane is a three-form entry junior school with approximately 90 children per year group.

Children are mostly taught within their class but will go into a different group for maths each day. We have four maths groups in each year group which enables us to increase the amount of adult support for all children.

We have a large, grassed field for the children to play on, and this is marked out for football or athletics depending on the time of year. We have two playgrounds, one for Year 3 and Year 4 and the other for Year 5 and Year 6.

We are fortunate to have play equipment outside including trim trail, reading circle, musical equipment, climbing wall, climbing frame, swing and a slide. We have several outdoor classrooms, and a library inside a 1970s Bristol Double Decker bus!

We were most recently inspected by Ofsted in 2024 and were delighted to retain our Outstanding status.



Since 1 December 2017 White Woman Lane School has been part of The Nebula Federation comprising of Old Catton C of E Junior School, Horsford VA Primary School, Frettenham Primary School, Hainford VC Primary School and St Faiths' C of E Primary School.

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 Head of School, 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.
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Curriculum – the following are taught:

Core subjects:	English, Mathematics, Science and Computing
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Foundation subjects:	Art and Design; Design Technology (DT); History; Geography; Music; Physical Education; Religious Education; Primary Languages; Personal, Social and Health Education (PSHE) which includes RSE.
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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; where appropriate we follow an enquiry led curriculum. Monitoring of the curriculum (teaching and learning) involves all teaching staff.

To support the teaching of Maths 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. Phonic interventions are used for pupils in Years 3 and 4 for those who need specific help with reading, writing, and spelling.

Copies of subject curriculum overviews are available on our website.

Each half term, we email parents with a brief summary of what their child will be learning across the curriculum that half term.

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 and woodwind.

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.

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
- 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
- Opportunities to lead assemblies



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 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. Its prime purpose is to inform the teacher of any gaps in knowledge and understanding and to plan for future learning.

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 writing and science teacher assessments, to mark the end of Key Stage Two.



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.

The Secretary of State Forward (2019)

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment children and young people need to know how to manage their academic, personal and social lives in a positive way.

Governors believe sex 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 in both formal (the classroom) and informal settings (home, playground, community). Learning needs to be positive: a 'crisis' or 'problem' led curriculum is invariably inadequate and can be damaging. Sex education should be developed in the context of a broad and balanced programme of personal, social and health education and should be integrated into the curriculum fully and not isolated, taken out of context or over-emphasised in any way.

The personal needs of the child are paramount. It is essential that every child learns about him 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.

Statutory Requirements as of 2020 are:

- Schools have to teach biological aspects of human growth and reproduction within National Curriculum Science. Parents cannot withdraw from this.
- From September 2020, all primary schools will have to teach relationships education and health Education.
- The Department of Education continues to recommend that all primary schools have a sex education programme. It should ensure pupils are prepared for the changes adolescence brings and how a baby is conceived and born.
- British values
- Equalities Act, 2010

The up to date policy document is available for inspection at the school and is on the school's website.

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, 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
- SEN Information Report 2019-2020
- Single Equality Scheme
- SEND Local Offer

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 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 child 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' (go to <http://www.whitewomanlane.norfolk.sch.uk/for-parents-2/what-is-sen/>) which gives further details about how we support children with additional needs at White Woman Lane.

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 issues 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 Head of School to discuss the issue, or telephone / email to make us aware.

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, vaccinations, 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/carers 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 Keeping Children Safe in Education (KCSIE) 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 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.

- Outstanding pastoral care and highly effective teaching ensure that all pupils make substantial and sustained progress in a range of subjects, including English and Mathematics.
- Leaders make sure disadvantaged pupils or pupils who have special educational needs (SEN) and/or disabilities participate fully and achieve their potential. Consequently, these pupil groups achieve the same excellent outcomes as others in the school.



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 weekly and are available to read on the school website. 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 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.

Pastoral Manager

The school has a Pastoral Manager and team 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.

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 18 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 daily to either the office by telephone (01603 419203), email (office@whitewomanlane.norfolk.sch.uk), SMS (**07984438703**) 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'.

The logo for TextUs, featuring a green speech bubble icon with three white dots inside, followed by the text "TextUs" in a bold, sans-serif font, and the phone number "07984438703" in a smaller, bold, sans-serif font below it.

TextUs
07984438703

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.

Should children need to leave school during school hours (e.g. medical appointments) they must be collected by a parent/carers.

Any pupil with 10 consecutive sessions of unauthorised absence (where some or all of the absence may be attributed to an unauthorised holiday in term-time) or 15% unauthorised absence over a period of 6 school weeks for reasons other than unauthorised term time holiday will meet the criteria for legal intervention which could be in the form of a Fixed Penalty Notice.

Codes of Conduct

Health and Safety

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

No jewellery of any description should be worn during P.E. or games. If pupils have pierced ears, only stud earrings are acceptable. Please ensure that your child can remove their own earrings. 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. For safety, hair must be tied back for P.E. lessons.

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 direct from our suppliers (Birds of Dereham).

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.

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 socks are worn 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, please try to avoid this type of sole. No trainers 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 within year group areas. Small or valuable items are kept in the school office. All unclaimed property is disposed of at the end of each term.

School Security

School security is monitored during a termly health and safety inspection by the governing body.

All visitors must report to the school office on arrival and, when necessary, sign in electronically to 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. **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.** As pupils are able to contact parents/carers through the school office in an emergency, an exceptional circumstance will not be a daily occurrence. Pupils not being collected by an adult is not deemed to be an exceptional circumstance.

Money to be handed in for trips, music lessons etc can now be paid directly online through Parentpay to avoid cash being brought into school.

Bicycles on the school premises

The parent and the child will be responsible for the bicycle whilst it is on school premises, where it must be locked. Pupils who cycle must have a road worthy bicycle and wear a cycle helmet. 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, secretaries, 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 organise 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 (non-residential) 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.





Lower & Upper School Performances



Other opportunities

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. A full list is available on the weekly newsletter although this is changeable throughout the school year.

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, 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. 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 in the Young Voices choir at the O₂ Arena. 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 - 9.05 am	Registration
9.05 - 9.15 am	Assembly
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
11.25 - 11.40 am	Break
11.40 - 12.35 pm	Teaching time Lesson 3
12.35 - 1.25 pm	Lunch time
1.25 - 1.30 pm	Registration
1.30 - 2.15 pm	Guided Reading (Lesson 4)
2.15 - 3.15 pm	Teaching time Lesson 5
3.15 pm	End of the last teaching session



In the morning the children should normally arrive at 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 Thursday / 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. Money should be paid in advanced by parents using the Parentpay system. 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 school's 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 and staff 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 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 Federation
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 K.Connelly:

Executive Deputy Headteacher

Executive Deputy Headteacher of the Nebula Federation – 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

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

Mrs R. Quiles-Richmond:

Special Educational Needs Co-ordinator
Teacher in Y3/4

Mrs T. Harewood:

Senior Teacher

Teaching and Learning Leader
Monitoring pupil behaviour
Subject Leader for English

Mr. R. Queensborough:

Class Teacher Year 6

Subject Leader for STEM and Computing (ICT)

Mrs A. Semmens-Byrne:

Class Teacher Year 6

Subject Leader for Science

Mrs H Shand:
Senior Teacher Year 6
Teaching and Learning Leader
Subject Leader for English
Monitoring pupil behaviour

Mr. S. Dunn:
Class Teacher Year 6
Subject Leader for History

Mrs A. Hield: Maternity Leave
Class Teacher Year 5

Mrs E. Gair:
Class Teacher Year 5

Mr J. Savage:
Class Teacher Year 5
Subject Leader for RE

Miss E. Robson:
Class Teacher Year 4
Subject leader for Geography

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

Miss L. Bowden:
Teacher Year 3
Subject Leader for MFL

Mrs E. Peck:
Class Teacher Year 3
Responsible for developing the School Council
Leader for DT

Miss H. Couzens
Class Teacher Year 3
Music coordinator

Miss N Delidjani:
Teacher
Responsible for the Library

Mrs. E. Williams:
Teacher

P.E. and Games

Support Staff:

Mrs. L. Seago	Teaching Assistant	Mrs. S. Wagstaff	Teaching Assistant
Mrs. P. Howard	Teaching Assistant	Miss C. Denton	Teaching Assistant
Mrs C. Peck	Teaching Assistant	Mrs K. Pye	Teaching Assistant
Mrs. K. Alexander	Teaching Assistant	Mrs H. Plane	Teaching Assistant
Mrs. S. Johnson	Teaching Assistant	Mrs. M. Wicks	Teaching Assistant
Mrs J. Gray	Teaching Assistant	Miss B. Barnard	Teaching Assistant
Miss C. Jackson	Teaching Assistant	Mrs C. Doughty	Teaching Assistant
Mrs. L. Beavis	Teaching Assistant	Mrs L. Horner	Teaching Assistant
Mr. A Catchpole	Teaching Assistant	Mrs. C. Doughty	Teaching Assistant

Librarian:

Mrs K. Pye

Pastoral Manager

Mrs N. Brown

Pastoral Team

Ms. C. Burner
Mrs S Chapman
Mrs A Judge
Mrs E Milligan
Mrs S Godfrey

School Secretaries:

Mrs. K. Read Mrs. S Gaffer

Apprentices:

Mr J. Rice Miss S. Price

Caretaking and Cleaning:

Mr. C. Miller	Federation Caretaker
Miss L Bates	Cleaner
Mrs Z. Bye	Cleaner
Mrs T. Gall	Cleaner
Mrs S. Bailey	Cleaner

Catering:

Mrs. C. Smith	Cook
Ms T. Bryant	Assistant Cook

Midday Supervisory Assistants:

Mrs M. Cook
Mrs. S. Wagstaff
Mr. J. Rice
Miss S. Carrigan
Mrs L. Horner

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 has 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 welfare benefits 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.

Nebula 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.