

Norfolk County Council



WHITE WOMAN LANE SCHOOL 2020 - 2021

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

Executive Deputy: Nicola Pellatt

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

Chair of Governors: Judy Leggett

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White Woman Lane School is part of the Nebula Federation

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 an outstanding school. We know we offer a well-taught, carefully considered and exciting 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.

This is an outstanding school

Leaders and governors have successfully created a culture where teachers and pupils strive to be the best that they can be in all that they do. Expectations and aspirations are notably high.

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- Teachers know their pupils extremely well and plan challenging and interesting learning activities. The impact of their high-quality teaching is that all pupils, including the most able, make strong progress and have very positive attitudes to learning.
- Pupils' very strong progress in reading and writing is set to continue as a result of leaders' recent focus on widening pupils' vocabulary.
- Pupils' attain high spelling, punctuation and grammar by the end of key stage 2

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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 high 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, is only an introduction to our school. You will find out more from the weekly and termly newsletters, 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

Head of School

Head of School

Mr D. Richmond



Dear Parents,

I am writing to introduce myself as the Head of School of White Woman Lane. I have been at White Woman Lane for several years working as a class teacher and mathematics coordinator before my current role. 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 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.

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.

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: Nicola Pellatt
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School Address: White Woman Lane Junior School
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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

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 from all our schools. 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 according to Norfolk County Council admissions procedures. 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, two lodges (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 music 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 'Charley Charley One' activities. Two playgrounds are marked out for korfbal 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:

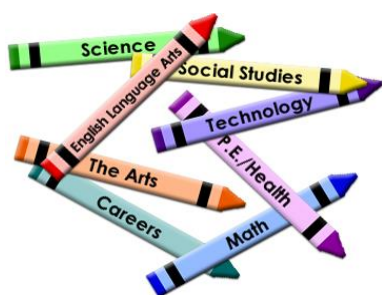
- high quality teaching by well qualified, experienced and committed staff
- methodology appropriate to learning outcomes, i.e. a mixture of whole class, group and individual work
- regular access to computers for work in ICT (information and communication technology) and to support work in other curriculum 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 September 2018 Ofsted recognised our carefully considered curriculum and our desire to constantly move the school forward.



- Leaders at all levels are highly ambitious for all pupils. They astutely recognise how they can make changes that will improve pupils' educational experience. Leaders check carefully that their actions make the difference they intend.
- The curriculum provides pupils with opportunities to develop knowledge across the full range of subjects in the national curriculum. They are well prepared for the demands of secondary school. Leaders have implemented a high-quality curriculum where pupils are encouraged to ask questions and explore their ideas. This promotes pupils' interest and enjoyment of learning. Pupils develop their wider interests through participating in a very wide variety of trips, clubs and sporting activities.

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Pupils' excellent behaviour and relationships with others have a positive impact on their learning and progress. They enjoy school, as is shown by their high attendance and inquisitive approach to learning.

Ofsted September 2018

Science
Year 3



Teachers have the highest expectations of pupils' behaviour and levels of engagement. They manage the behaviour of those pupils who have emotional and behavioural difficulties extremely well. Teachers plan activities that pupils say are 'interesting and fun'. These activities develop and build upon pupils' highly positive attitudes to learning. Lessons flow smoothly and pupils' are highly focused on their learning.

Ofsted September 2018



Students performing in the production of 'Taming of the Shrew' as part of the Shakespeare in Schools Festival

Shakespeare
Schools Festival

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.

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 (Assertive Mentoring) 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. Please talk to your child's class teacher; 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 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.
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 Computing

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.

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 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 for those who need specific help with reading, writing, and spelling.



Special visitors to our school enrich the curriculum.



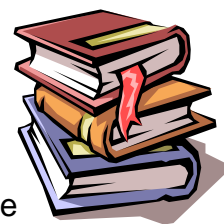
Teachers use their excellent subject knowledge to plan sequences of learning that enable pupils to become highly confident in acquiring and using new knowledge and skills. The quality of teaching, learning and assessment is highly effective across the curriculum

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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.

Guided reading sessions are taught daily using 'V.I.P.E.R.S' skills (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/Summarise) to improve comprehension and reading stamina.

Through using 'The Power of Reading' texts in literacy lessons children are taught to write creatively and enjoy the experience of using high level texts and drama to inspire their writing. By studying the rich language used by real authors, children's vocabulary is broadened and their understanding of language is deepened. The wide range of engaging texts that we use allows children to unlock their imaginations and foster a love of reading for pleasure.

'Let's Think in English' is a teaching programme which helps pupils to develop the higher order skills needed for success in English. These include inference, deduction and analysis together with confidence and resilience when responding to unfamiliar texts.

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.

Computing

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

- develop computational thinking allowing them to solve problems., conceptualise, understand and use computer-based technology, and so are better prepared for today's world and the future.
- Explore computers and how computer systems work, and how they are designed and programmed. Knowledge is put to use through programming, discovering how to design and build programmes, developing ideas using technology and create a range of content.
- Develop digital literacy. They will be able to use, and express themselves and develop their ideas through, information and communication technology – “at a level suitable for the future workplace and as active participants in a digital world”. (NC 2014 Computing)



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

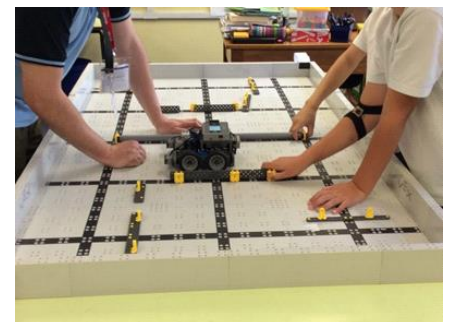
Design Technology

Children are given opportunities to:

- develop skills and knowledge in design, materials, structures, mechanisms and electrical control.
- be creative and innovative, and considerate of important issues such as sustainability and enterprise.
- think creatively and problem solve with deep, principled learning in ceramic design.
- use 'The STEM Strategy' – helping to empower future generations through science, technology, engineering and mathematics to grow a dynamic, innovative economy.
- explore food technology that encompasses health, hygiene, nutrition and food science as well as food preparation.



STEM



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 World War II. 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 recorded and written forms. Children will acquire a basic knowledge of the elements of music (pitch, duration, dynamics, tempo, timbre, texture and structure). They 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 wind instrument, guitar, keyboard or drums or play in a Samba band. They may join the school choir, with the possibility of performing at the O₂ Arena.

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, woodwind, drums 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, tag 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 practices, 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. 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 is 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.

The role of prefect is now well established. 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
- 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.

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.

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, 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
- 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 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' (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.

Teaching supports disadvantaged pupils and pupils who have SEN and/or disabilities to make very strong progress. This is because teachers have the same high expectations of all pupils. They ensure that any barriers to these pupils accessing activities are overcome. Teaching assistants provide very effective support to pupils. They help pupils to become increasingly confident, independent learners and contribute well to their learning.

Ofsted September 2018

Whitlingham



Teachers know their pupils extremely well. They make use of their regular checks on pupils' learning to identify accurately what pupils can do already and what they should learn next. This ensures that teachers' activities are very well matched to pupils' abilities and build on previous learning. All pupils, including the most able, are provided with learning that stretches them to improve and aim for higher standards. Pupils respond to the challenge and make sustained progress as a result.

Ofsted September 2018



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.

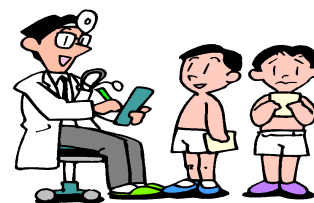
- 1) All medicines (including inhalers for asthmatics) must be clearly labelled with the child's name, dosage and frequency of dosage. You are required to complete a form, available from the office or on our school website <http://www.whitewomanlane.norfolk.sch.uk/> if your child needs to bring medication 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, 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/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 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.



Contenders at the Green Power - Gobin 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 by text 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 Pastoral Assistant 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:

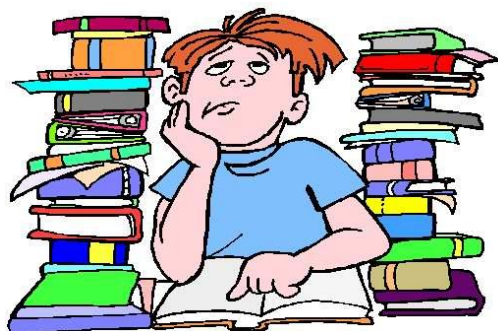
Our pupils transfer to a variety of High Schools at the end of Year 6. We believe that our pupils are well prepared with the necessary skills and confidence for the transfer. The school makes no recommendations of schools but always advises parents to visit as many schools as possible, before making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

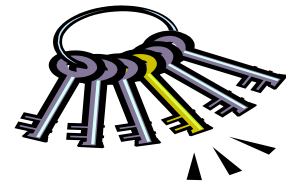
We encourage children to do homework in order to develop the ability to work independently and to consolidate and extend learning begun in school. Homework set is appropriate to each child's stage of development and the frequency and duration of homework increases progressively throughout the four years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

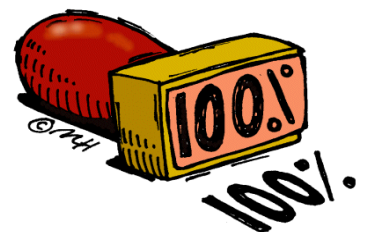
All absences should be reported daily to either the office by telephone, email (office@whitewomanlane.norfolk.sch.uk), SMS (**07624819075**) or the class teacher by note, on the first day of absence, preferably before 9.15 am. It is school policy to contact home if the school has not been given a reason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

 **TextUs**
07624819075

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/carer.

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) or from the school office.

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.

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 in the 'Lost Property Box' in the Year 4 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

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 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. **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.

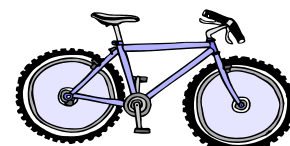


Children should bring personal money to school in a named purse. Money to be handed in for trips, music lessons etc should be placed in an envelope with the child's name and class and handed in as soon as possible to the class teacher for collection by the office. Please do not leave money in coat pockets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

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, pottery club, cooking club and film club to name a few. A full list is available on the weekly newsletter although this is changeable throughout the school year.



**Lower & Upper
School
Performances**



Graduates of The Children's University



Year 5 Hilltop Residential

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. 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 and for the last three years, 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	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 - 2.15 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 after 8.40 am, as we are unable to supervise children before this time.

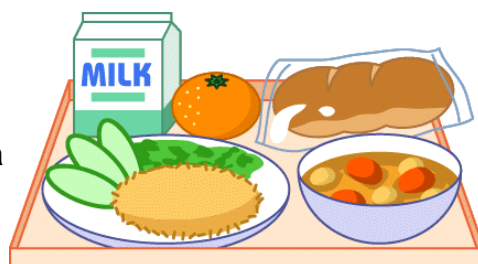
School assembly is held at the beginning of the school day, and Celebration Assembly is held every Friday. Parents' rights to withdraw their child from assembly are respected, please see the Head of school.

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 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 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.

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. N. Pellatt:

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 – (*Maternity Leave*)

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
ReadWriteInc Manager
Monitoring pupil behaviour

Mr. S. Dunn:
Class Teacher Year 5
Subject Leader for History

Mrs A Lee:
Class Teacher Year 5
Subject Leader for Art

Miss A Wallen
Class Teacher Year 5

Miss L. Bowden:
Teacher Years 5/6
Subject Leader for MFL

Mr M. Reeve:
Class Teacher Year 4
Subject Leader for Music
Coordinator for the choir and instrumental lessons

Miss A. Coe:
Class Teacher Year 4
Subject Leader for PSHE

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

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

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

Miss H. Couzens
Class Teacher Year 3

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. L. Seago	Teaching Assistant	Mrs. S. Wagstaff	Teaching Assistant
Mrs. P. Howard	Teaching Assistant	Mr. C. Peberday	Teaching Assistant
Mrs. S. Starkings	Teaching Assistant	Mrs C. Peck	Teaching Assistant
Mrs. S. Dimas	Teaching Assistant	Mrs K. Pye	Teaching Assistant
Mrs. K. Alexander	Teaching Assistant	Mrs H. Plane	Teaching Assistant
Miss R Gill	Teaching Assistant	Mrs. S. Johnson	Teaching Assistant
Mrs. M. Wicks	Teaching Assistant	Mrs C. Fiddy	Play Therapist
Mrs J Gray	Teaching Assistant		
	Mr A. Butcher	Minibus Driver	

Librarian:

Mrs K. Pye

Pastoral Manager

Mrs N. Brown

Pastoral Assistant

Miss A. Stackwood

School Secretaries:

Mrs. K. Read Mrs. A. Dickerson

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		
Mrs K. Cane	Kitchen Assistant	Mrs. F. Brown	Kitchen Assistant

Midday Supervisory Assistants:

Mrs. K. Alexander	Mrs. M. Cook	Mrs A. Dickerson	Mrs. S. Wagstaff
Mrs S Johnson	Mrs H. Plane	Mr. C. Peberday	Miss R Gill

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.