

“Aspire not to have more,
but to be more.”



School Prospectus

2023 - 2024

White Laith Primary School
Naburn Drive
Whinmoor
Leeds
LS14 2BL



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Why choose White Laith for your child?

Section 1 Welcome to White Laith Primary School

“A school where learning matters.”

Parent

Our prospectus is aimed at helping you make the right decision about which school to entrust with the care of your child. It tells you about the school and we hope that this prospectus will give you a flavour of the rich and varied life of our school.

If you can, talk to pupils of the school and their parents. We are confident they will say good things about White Laith. We also think you should read what others have said about us – our most recent OFSTED report (May 2022) clearly illustrates the impact of the work we do and recognises the strength and quality of the relationships we have in school.

“Children are ‘loved’ by adults and children love coming to school.”
(OFSTED verbal feedback)

“This is a stunning school – the children are lucky to come here.”
(OFSTED verbal feedback)

‘Relationships are superb and expectations are high.’ (OFSTED)

“Staff listen, are supportive and respect the children.” (Parent)

“I’d praise everything: kindness, politeness, helpfulness, how well every teacher does in school and how fast my children have learnt since coming to this school” (Parent)

“I’m glad we chose White Laith for our child.” (Parent)

However if you really want to find out about us you have to come and visit so that you can see and feel it for yourself.

Please just telephone the office to make an appointment – you will not be disappointed.

“...the
life-changing
impact of
the work of
the school.”

OFSTED Nov 2011

Welcome from the Headteacher

Section 1 Welcome to White Laith Primary School

“White Laith
is a school
community
which lives and
breathes the
school motto:
'Aspire not to
have more but
to be more.'”

OFSTED 2022

In November 2011 OFSTED inspected our school. After only an hour in school the lead inspector said to me, “I think there is something special about this school.” She was right! In November 2016 OFSTED inspected our school again and commented on the clear and focused leadership, high staff morale, the ambitious governing body, the exciting and memorable learning experiences for pupils and the positive responses from parents. In May 2022 OFSTED visited again. The inspector noted that all staff in school are committed that pupils will develop not just academically, but personally and that leaders think hard about how to help pupils develop moral purpose.

White Laith is a vibrant, energetic, positive school community in which we all work and learn together with the desire and determination to succeed. We work HARD!

I challenge the staff and the staff challenge me. We all challenge the children and they challenge themselves and each other! We are excited about learning, about doing small things well and then, as a result, growing in confidence, making great progress and achieving great things.

‘A belief that all staff and pupils can improve if the right actions are taken has been fundamental to success.’ (OFSTED)

Children and adults work together in an atmosphere of trust, respect and belonging. At White Laith we aim to treat everyone with equal dignity and worth valuing their particular characteristics. The Staff and Governors are determined to make our school a place of excellence and the children share that desire.

‘The school’s leaders and managers are driven by an ambitious vision of excellence for the school.’ (OFSTED)

Children are actively encouraged to take full responsibility for not only their own learning and actions but for the collective successes of the school. White Laith is a school where the personal and social growth and aspirations of all the community (children, parents, governors and staff) are respected and valued.

It is a place we want to come to everyday and a school which, whilst proud of its achievement, is forward looking and eager to be even better.

Committed to continuing the development of the school

At White Laith we are fortunate to have a very supportive and knowledgeable Governing Body who support and challenge the Headteacher, ensuring that the drive for improvement in all areas of school is always our top priority.

The Governing Body want to achieve the very best they can for our school and that means the very best for your children.

Section 1 Welcome from the Governors

“Governors are ambitious for the school, it’s staff and pupils.”

OFSTED 2016

Who can become a school governor?

All types of people can become school governors. No special qualifications are required. Enthusiasm and commitment are the most important qualities.

What do school governors do?

The governing body of a school is responsible for ensuring it is run to promote pupil achievement. Its duties include:

- setting the strategic direction for the school
- approving school policies
- approving the school budget
- reviewing progress against the ‘school development plan’ and school’s budget
- appointing, challenging and supporting the headteacher.

They also carry out a number of other important duties, which include:

- The appointing and dismissing of staff
- Hearing appeals and grievances
- Setting standards for pupils’ behaviour and discipline

- Making sure school buildings are welcoming and safe

The governing body is made up of:

- parent governors
- staff representatives
- local authority governors (appointed by local authority)
- community governors (members of the local community appointed by the governing body)

All Governors have a link to a year group and visit their class informally throughout the year.

The Governing Body makes their decision based on the advice of committees that deal with specific issues and policies. There are four Full Governing Body meetings in an academic year: There are two sub-committees – ‘Resources’ (covering finance, staffing and the built environment), ‘Teaching and Learning’ including ‘Pupil Support’. Each sub-committee meets once per term and reports back to the next Full Governing Body meeting. Further information is available on the school website. If you require any additional information please contact the Chair of Governors via the school office.

Aspire, not to have more, but to be more

“The outstanding provision for care, guidance and support helps pupils develop confidence and independence that enable them to become effective learners and mature members of their cohesive school community.”

OFSTED

Section 2 Our Vision

We believe that children who like school and want to achieve the very best they can are independent, cooperative, have empathy with others and are physically, emotionally and spiritually healthy.

This is what we want for all our children and therefore what we want for your child.

Section 3 Our School Aims

Through commitment, determination and a willingness to embrace change we will:

- Develop independent, effective learners who enjoy school
- Create a cohesive school community in which there is mutual understanding, trust and respect
- Empower staff and children by raising confidence, self-esteem and self-belief
- Equip children with the attitudes, qualities, skills and understanding they need for success in our ever-changing, diverse world
- Bring about optimum achievement for every child
- Become an excellent school

A clear vision for the future

Section 4 School Details

White Laith Primary School
Naburn Drive
Whinmoor
Leeds
LS14 2BL

- White Laith is a 3-11 Community School
- Number of pupils in September 2022: **229**

Head Teacher
Chair of Governors

Nicola Sheerin
Peter Whelan

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Email

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Awards

National Healthy Schools Award
National Mental Health &
Wellbeing Accreditation
FMSIS
Communication Friendly School Standard
Primary Science Quality Mark
ELKLAN Communication Friendly School
Youth Sports Trust (Silver)
Woodland Trust Green Tree Award (Gold)
RE Merit (SACRE)
Primary Geography Quality Mark

A wide selection of stimulating resources and activities

Section 5 Rich and Varied White Laith Care

“Children confidently acquire new learning and skills.”

OFSTED

Flexible 15 and 30 hours nursery provision and Full time quality day care for 3 years olds

We now offer flexible 15 and 30 hours nursery provision where you can select from a range of options, mornings, afternoons, 2½ days or full time to ensure that your chosen nursery sessions are well suited to your needs. We also continue to provide full time day care for your 3 year olds within our outstanding Foundation Unit. You can come to Nursery for your free 15 hours and then pay for your child to stay for additional sessions.

White Laith Tiddlers

Tiddlers is our group for parents/carers and children from birth to 3 years. The group is now run by parent volunteers and runs every Wednesday 9.00 – 10.30am, just drop in. Activities include messy play, play dough, craft, singing rhymes as well as free play with a wide range of toys and games.

White Laith Before and After School Club

We run our own Before and After Club for our children (aged 3-11) in our Extended Schools Unit. The club is open in the morning 7.45am – 8.50am and after school 3.15pm – 6.00pm (5.15pm on Friday) term time only. We offer a wide variety of exciting and stimulating activities suitable for all ages. These include cooking, craft, board games and outdoor activities including sports and gardening– and that’s just for starters!

These activities change termly and also include specific activities requested by the children. We would like to encourage children to develop their interests and hobbies and join us for particular activities that appeal.

OUR GOLDEN RULES

Be kind and helpful

– Don't hurt other people's feelings

Be gentle

– Don't hurt anyone

Listen

– Don't interrupt

Be honest

– Don't cover up the truth

Work hard

– Don't waste time

Look after things

– Don't waste or damage things

Our children are cherished, challenged and thrive

“Pupils are encouraged to take on a range of leadership roles within school. Pupils enjoy and thrive on having this additional responsibility.” (OFSTED 2016)

“Pupils are taught that they can make the world a better place by the way they speak to, and behave with, others.” (OFSTED 2022)

Section 6 Our school ethos

Children are encouraged from the very beginning to develop positive attitudes to learning and to treat fellow pupils with understanding and respect. This firm grounding is built upon and developed throughout the school. Staff, parents and pupils work together to strive for the highest standards in a stimulating and caring environment. We use whole school assemblies as the vehicle for sharing and discussing whole school and wider issues. Themes such as Behaviour for Learning, Setting Goals and Targets, Comfortable and Uncomfortable Feelings, Perseverance, Human Rights and Equalities have allowed the development of an ethos which is shared and understood by all members of the school community.

Involving pupils

All our children have a role to play in running the school – children know that their voice will be heard and they are not afraid to share their ideas! In addition, our School Council, School Sports Ambassadors and School Food Ambassadors are active groups which provide pupils with a 'formal voice' and they all work hard to GET THINGS DONE!

Behaviour

We have the highest expectations of behaviour and our children rise to these expectations. Our school is calm and happy, bullying and harassment (in any form) are not tolerated nor is any form of aggression. We are firm but fair and use restorative principles to help children learn to manage situations. Behaviour for learning is excellent in school and we use KAGAN strategies to promote good teamwork. *'Behaviour is exemplary and is an expectation.'* (Parent). A copy of our Behaviour Policy and our Anti-bullying policy is available on our website.

Safeguarding our pupils:

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Ensuring good behaviour is particularly important for this. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Through Assertive Mentoring the Headteacher, teachers, children and parents share responsibility for progress and achievement and as a result pupil progress is accelerating across the school.

Developing the academic potential of each child

We aim to develop the academic potential of each child - to push our children as far as they can go and in turn encourage and support them to push themselves.

Section 7 Assertive Mentoring

“We would praise White Laith on their standards of learning and the way these are stretched to their limits.”

Parent

Through implementing Assertive Mentoring in school we:

- Ensure whole school assessment systems are accurate, frequently reviewed and challenges individuals
- Ensure teachers use accurate assessment to inform planning and measure progress
- Motivate pupils to want to improve
- Ensure that children know what they need to do next
- Ensure children take responsibility for their own learning and progress
- Regularly inform parent of progress and sharing next steps/targets

The Governors know:

- How whole school data compares with local and national data
- The progress groups of children are making towards whole school targets

The Headteacher knows:

- The end of year targets for every child in school
- The progress every child is making towards these targets
- The strategies teachers have in place to ensure children good progress

The teachers know:

- What our expectations are for every child in their class
- What each child in the class can and cannot do
- What the next steps are for every child in their class

Children know:

- Where they are going and what they need to do to get there – in detail
- How well they are doing and what they need to do to improve
- That they will have a one-to-one mentoring meeting with their teacher each term – guaranteed!

Parents know:

- Where your child is going and what they need to do to get there
- How well your child is doing and what they need to do to improve
- What you can do at home to support your child
- That they will be invited into school 3 times over the course of the year to share and contribute to the Mentoring files

Section 8 July 2023 KS1 and KS2 Results

	White Laith 2022	National 2022
<i>Foundation</i>		
GLD*	74%	67%
<i>Year 1</i>		
Phonics	81%	79%
<i>Year 2 – Pupils reaching the expected standard</i>		
Reading	70%	68%
Writing	67%	60%
Maths	67%	71%
Science	93%	---%
RWM combined	57%	56%
<i>Year 2 – Pupils working at greater depth</i>		
Reading	27%	19%
Writing	13%	8%
Maths	17%	16%
RWM combined	10%	6%
<i>Year 6 – Pupils reaching the expected standard</i>		
Reading	86%	73%
Writing	87%	71%
Maths	93%	73%
GPS**	93%	72%
RWM combined	83%	59%
<i>Year 6 – Pupils working at greater depth</i>		
Reading	46%	29%
Writing	27%	13%
Maths	60%	24%
GPS**	70%	30%
RWM combined	20%	8%
<i>Year 6 – Average scaled scores</i>		
Reading	110	105
Maths	111	104
GPS**	111	105

* Good Level of Development

** Grammer, Punctuation
And Spelling

Everything we do supports children's learning. We make sure that children feel safe and happy. We have a dedicated, enthusiastic team of staff who support children in class, at lunchtime and at play. Quality of teaching is good and outstanding and the staff team are committed to improvement and development.

Everything we do supports children's learning

Section 9 Your child's learning

“The curriculum provides pupils with numerous exciting and memorable learning experiences.”

OFSTED 2016

We take great care to ensure breadth and balance, with every opportunity taken to enrich the curriculum through first-hand experience. Our aim is for a curriculum which maintains high expectations and standards, increases motivation and enjoyment of pupils and staff and prepares our children for the future supporting them to be positive, healthy citizens.

Our Foundation Stage Unit includes Nursery and Reception. Staff use the EYFS statutory guidance and Development matters to plan, monitor and guide learning.

The unit is designed to promote independence, self-control and cooperation. Within it there are a wide range of exciting and enticing areas of provision (both inside and outside) developed from the children's interests and their learning needs. Children are responsive to the adults working with them and the environment and are keen to take part and be active learners. They demonstrate curiosity and individuality – asking questions and sharing ideas. Most children persist even in the face of challenge and are proud of their achievements.

Staff are proactive when approaching parents and parents are active partners in their children's development. They are given a wealth of opportunities to engage and encourage their child(ren)'s development through the EYFS. Learning Log homework includes open-ended tasks with prompts for parents, nursery 'Learning at Home' sheets and play boxes all provide the vehicle for parents to engage and support learning.

For years 1-6 the National Curriculum is used as a framework for teaching. This includes the following subjects: English, Mathematics, Science, Art and Design, Computing, Geography, History, Languages, Music and Physical Education. We also use the Leeds Agreed syllabus to support teaching of Religious Education (RE) and the Leeds Agreed Scheme of Work for Personal Social Health Education (PSHE) including RSE.

Teachers plan creatively, developing exciting and motivating topic-based sequences of learning which take account of pupil interests and always incorporate frequent opportunities to apply basic skills; for example, writing a diary entry in the role of an evacuee, instructions to capture Beowulf or using line graphs to predict the size of a moon crater!

A copy of the Teaching and Learning policy is available on our website or from the office.

“A wide range of extra-curricular activities further enhance an already rich and divers curriculum.”
(OFSTED)

Everything we do supports children's learning

Section 9 Your child's learning

**“The school
has broadened
my child's
horizons.”**

Parent

Children have at least one hour of English teaching each day. Additional time is given to extra reading, phonics, handwriting and spelling. Children also have at least one hour of Maths teaching each day. In addition, children in years 2-6 complete daily Time Tables Rockstars challenges (which we love!) and a weekly maths basic skills check which is designed to show progress in basic number skills and highlight points to improve on.

High quality Relationships Education is an integral part of our learning in school and includes PSHE, RSE, Mindmate, Health and wellbeing. Effective learning in PSHE underpins all our learning and we have a dedicated weekly PSHE lesson in addition to informal class discussion, assemblies and/or circle time sessions. Our PSHE curriculum includes MindMate lessons where children learn how to keep themselves mentally healthy - this includes discussion about feelings and healthy relationships.

ICT (Computing) plays an important part in our children's education and pupils are actively encouraged to become confident in using computers to support and enhance their learning from an early age. We have a designated teacher to lead Computing and are excited about the opportunities to introduce new and emerging technologies into school. Children work

creatively developing their computational thinking and problem solving skills. Digital literacy also supports learning in art and music and children work as animators, composers and film-makers – it really is exciting! High profile learning about keeping ourselves safe online is a very important element to children's learning in ICT and this is supported and reinforced with PSHE sessions and in whole school assemblies.

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. Children learn to ask questions and decide how to find answers to them. They plan, carry out, record and draw conclusions from investigations working on their own, in pairs and groups. Where possible we use visits to extend and apply knowledge and learning eg pond-dipping at the RSPB, fossil hunting on Ingleborough, apple-picking at the RHS.

Geography, History, Art, Design Technology and Music are taught within topics which are designed to stimulate questioning, teach and develop new skills, resolve issues, promote creativity and imagination whilst also providing opportunities to develop the key skills of numeracy, literacy and ICT.

Everything we do supports children's learning

Section 9 Your child's learning

“We feel more a part of our child's education and the hard work we put in completing homework etc. is appreciated”

Parent

Children in KS2 learn Spanish and we are pleased to be able to visit our local high school languages department to try out and extend our skills. As part of our Physical Education programme children have daily PE lessons taught by the class teacher and also by professional games, dance and gymnastics coaches. We work closely with Leeds Gymnastics Centre who support our weekly gymnastics lessons and afterschool club – this has encouraged many of our children to take up gymnastics out of school. Children receive the equivalent of one year of weekly swimming lessons (1 hour each week) during year 3 and 4. A wide range of after school clubs also support the PE curriculum and there are opportunities for children to take part in competitions with children from our Trust and other local schools. Teachers and children work with creative partners (dancers, artists, musicians) to develop new skills. Our music provision is developing each year. Our pianist supports our singing lessons and we take part in the Young Voices concert at Sheffield Arena and the Partnership concert at Leeds Trinity University each year. We love singing! This year we have also introduced whole class recorder lessons and ukulele afterschool club. We work in close partnership with Leeds Artforms which means that children

in year 2, 4 and 6 have a series of weekly drum lessons (equivalent of one term per year).

We teach RE using the Leeds Agreed Syllabus. We teach about all the major world religions, encouraging respect and understanding. All children take part in a daily act of worship either in class or in assembly. The children are challenged to think about their words and their actions and how we can make the world a better place. Parents have the legal right to withdraw their children from RE and Collective worship. Application should be made to the Headteacher who will discuss a suitable alternative.

Our outdoor space provides activity, skills and quiet areas. Children are encouraged to be physically active at playtime through the use of Active Playtime resources, climbing wall, Fitness Trail and climbing trees. Activities are designed to develop agility, balance and coordination skills as well as being lots of fun! There are also opportunities for quiet play in the picnic and small games area and children are encouraged to develop their imaginative and creative skills through role-play, construction and craft activities.

“There is a wide variety of learning which my child is always so intrigued and passionate about.”

Parent

“You are such a positive school and I’m very happy my child goes there!”

Parent

Everything we do supports children’s learning

Section 9 Your child’s learning

**“There is a
good balance
between
academic
subjects,
PE and
Mindmate”**

Parent

Our Victory Garden is now a fantastic allotment space and all children join in with planting, weeding, harvesting, cooking and eating our produce! The Victory garden and wildlife garden also provide lots of opportunities to explore. Our pond, meadow area, bird-hide, bug-hotels and sensory path are becoming a haven for wildlife and we can explore these areas freely at lunchtimes using spotter-guides to help us.

Our shady areas are relaxing places to rest and reflect - this is great for boosting our positive mental health. We also love raspberry picking during summer lunchtimes! We are looking forward to developing these areas even more this year.

Staff run after-school clubs on a termly basis. Clubs are run by staff on a voluntary basis and parents appreciate the wider opportunities clubs offer. These clubs change each term and as a result provide a broad range of experiences for children to select from across the year. For example they may include: green-gang, dance, football, multi-sports, gymnastics, healthy cooking, tennis, craft, art, ukulele or dodgeball.

“All staff in school are committed that pupils will develop not just academically, but personally.” OFSTED 2022

A strong commitment to developing links between home and school

Section 10 Working together and with others

“Thank you
for creating
such positive
memories for
myself and
my child”

Parent

We are proud of the wide range of opportunities we provide for children, both within the timetable and as extra-curricular activities. We have a busy programme of events and often have visitors in school to give children a variety of first-hand experiences.

We have a strong commitment to developing links between home and school, and value the contributions made by parents and members of the local community. We value the relationship we have with parents and seek at all times to ensure that parents feel welcome, valued and listened to.

‘Parents and carers identify many strengths, including the progress made by pupils, well-motivated teachers, dedicated leadership and the very safe learning environment.’ (OFSTED)

Parents are also regularly invited into school to share, celebrate and learn with us, for example: Celebration assemblies, Harvest assembly, Drumming performances, Book Day, Mother’s Day lunch, Spring Digging Day, BBQ, Sports days and Colour Fair/Christmas Lights to name but a few!

The Headteacher’s door is always open and generally parents do not need to make an appointment. There are however, times when it is not possible to meet immediately and on these occasions the office staff will always endeavor to arrange a convenient appointment.

We regularly consult with parents and listen to their views about school. We take seriously what they have to say and act on many of the suggestions made. We understand that working together with parents improves the likelihood of success for their child.

Parents are invited into school each term to view their child’s Assertive Mentoring File. These meetings take place either as part of the twice yearly parent consultation evenings where parents can discuss their child’s learning in detail with the teacher, or during Assertive Mentoring afternoons where children are expected to discuss their file, learning and progress with their parent. Children are adept at discussing their own learning and parents value these opportunities.

A strong commitment to developing links between home and school

Section 10 Working together and with others

“Everybody is made to feel welcome and the school spirit comes through.”

Parent

In addition, we also hold regular parent briefing sessions and/or workshops to update parents on what and how we teach the children and advise how they can help. For example; Reading with your child (Foundation parents), Fine motor skills workshop (Foundation parents), Bring a parent to school morning.

Parents are also encouraged to make appointments whenever they wish to discuss their child's progress and needs.

Regular newsletters are sent home to keep parents informed. Copies of letters sent home are available on the school website.

Committed to continuing the development of the school

Section 11 Leeds East Primary Learning Partnership: A Cooperative Trust

Working
together for the
benefit of the
whole school
community

We are a member of the Leeds East Primary Learning Partnership: A Cooperative Trust. This partnership includes 5 local primary schools; ourselves and Beechwood Primary School, Cross Gates Primary School, Grange Farm Primary School and Seacroft Grange Primary School.

White Laith Primary School is still part of the local authority, but we are now supported by a Charitable Trust set up, by ourselves, to help drive for improved standards both in our schools and across our wider community.

The Governing Bodies of the schools are establishing, through a Trust, a long term and sustainable partnership that aims to bring together our schools with a number of partners who share our values and aspirations: Leeds City Council, Leeds Trinity University; The Brigshaw Co-operative Trust and Foxwood farm.

The key aims for the trust are to:

- Work together to improve the quality of teaching and learning and enrich learning experiences and raise standards of achievement for children in schools
- Work together to strengthen the care, guidance and support for our children and families, particularly our most vulnerable
- Work together to achieve the best for all our children by developing our staff and school leadership
- Work together to achieve better value for our schools

Challenging all to develop strengths and achieve new heights

Section 12 Our Staff

“The teachers and staff are the biggest reason White Laith Primary School is so fantastic.”

Parent

Our dedicated and committed staff ensure the ongoing success of our school:

Nicola Sheerin	Headteacher
Helen Driscoll	Deputy Headteacher / Designated Child Prot.
Rebecca Drinkall (Rec)	Class Teacher / Designated Child Protection
Annabel Presley (Yr 2)	Class Teacher
Lynn Peckett (Yr3)	Class Teacher
Andrea Adamson (Yr5)	Class Teacher
Poppy Brown (Yr6)	Class Teacher / KS2 Lead Teacher
Cheryl Potter (Yr4)	Class Teacher
Janice Turvey	Class Teacher / SENCO
Laura Walker (Rec)	Class Teacher / EYFS Leader
Michael Sheerin	Computing Teacher
Jennifer Dunwell Nursery	Class Teacher
Helen Clark	Nursery Nurse
Sarah Pulman	Nursery Nurse
Anna Clarke	Teaching Assistant / After Sch. Club Leader
Melanie Higgins	HLTA (High Level Teaching Assistant)

Melinda Kewley	Teaching Assistant
Susan Lavelle	Teaching Assistant
Joanna Speck	Teaching Assistant
Louise Stephenson	Teaching Assistant
Marie Turner	Teaching Assistant
Laura Thewlis	Teaching Assistant
Susan Shooter	Teaching Assistant
Amy Geldard	Teaching Assistant
Morgan Handley	Teaching Assistant
Laura Cunningham	Teaching Assistant
Natasha Wilson	Teaching Assistant / After Sch. Club Assist.
Rosemary Gall	Teaching Assistant / After Sch. Club Assist.
Gillian Howlett	Lunchtime Assistant / After Sch. Club Assist.
John Barker School	Business Manager
Clare Ashmore	Administrative Assistant
Rebecca Babbs	Speech and Language Therapist
Lorraine Harrison	Cleaner
Lynne Howden	Cleaner
Sarah Porter	Cleaner

The structure of the school day

Section 13 The School Day

Regular and punctual attendance at school is vital if children are to learn well

Doors open:	8.45 a.m.
Registration:	8.50 a.m.
Registration closes:	9.00 a.m.
Lunch (staggered from):	11.30 – 1.30 p.m.
School closes:	3.15 p.m.

School starts at 8.50 a.m. The doors open early at 8.45 a.m. to ease congestion and to ensure that all children are ready to begin morning work at 8.50 a.m. The school gates are locked at 9.00 and after this time entrance is via the main office only.

Morning work has a basic skills focus and includes reading time, additional phonics practice and a daily 'quick-write'. The register is taken at 9.00 a.m. and registers are then sent to the office at 9.05 a.m. Children are marked LATE if they arrive between 9.00 a.m. and 9.30 a.m. If children arrive after 9.30 a.m. they are marked ABSENT for the morning session.

- Where a child misses even one lesson in a sequence it can adversely affect their learning
- We want all children to aim for full attendance
- Parents should ensure their children attend school unless there is an authorised reason
- Absence for exceptional circumstances can be requested and may be authorised however absence for holidays will not be authorised and parents may receive a fine
- Parents should ensure children arrive at school on time
- We expect parents to inform school if their child is absent (*We can only accept explanations from parents, carers and other adult family members*)
- We will reward children for punctuality and good attendance

Our Attendance policy is available on our website or by request, at the office.

We encourage all children to eat, drink and think healthily

Section 14 School Meals and Fruit snacks

Regular taster sessions are held to let the children taste new foods

ALL children in reception, year 1 and year 2 are entitled to a FREE school meal. We provide healthy school dinners including a salad bar option or children can choose to bring their own packed lunches. We work closely with the Taylor Shaw Catering to ensure that meals are varied, healthy, tasty and attractive for our children. We operate a 'band' system where children select their main meal from the menu during registration. The weekly menu is displayed throughout school and available for parents. This means that staff and parents are able to support pupil choices and, because the meals are cooked to order, all children are able to have a main meal of their choice.

All children, meals and packed lunches, eat together in a friendly, relaxed atmosphere where excellent table manners are encouraged.

Children are encouraged to help plant, water, harvest and eat fruit and vegetables from our school allotment and are taught the importance of fresh fruit and vegetables in a healthy diet. There is nothing like the thrill of tasting something you have grown yourself!

A fruit snack is provided free of charge for children in Foundation and Key Stage One. Key Stage Two children are welcome to bring a portion of fruit to school to eat at morning break. All children in Foundation, year 1 and year 2 are provided with milk each day. In order to support all parents financially and to promote the health of all pupils the school Governors have invested in this provision and there is no longer a charge for milk – it is now FREE! Children are encouraged to have water bottles available in the classroom at all times and drinking water is available to fill bottles during the day.

Our School Food Ambassadors regularly monitor the school meals to ensure that the meals provided reflect the current menu. Ambassadors take feedback and ideas for improvement from all the children and share this with the catering team. Improvements have been made as a direct result of this work. School Food Ambassadors also survey lunchboxes to highlight healthy choices. Within topic work children also have the opportunity to learn new cooking skills eg rolling pastry for Red Riding Hood, chopping herbs or blending hummus for a Greek feast. All children are encouraged to sample tasters and explore new healthy options!

Uniform is very important and we expect all children to wear it with pride

Section 15 School Uniform

Active wear
which is easily
washed, smart
and affordable

Items embroidered
with the school logo
can be ordered from
the school office

Uniform – Boys and Girls

Bottoms:

- BLACK tracksuit/joggers (plain – no stripes or patterns) or
- BLACK leggings or
- BLACK jogger-type shorts or cycle shorts

Tops:

- WHITE round neck T-shirt (plain - no logos or patterns)
- WHITE polo shirt (with or without school logo)

Sweatshirt:

- BOTTLE GREEN sweatshirt with school logo
- BOTTLE GREEN hoodie with school logo

Footwear:

- Trainers – no shoes please as children will need to wear trainers for PE and playtime

Additional:

- BLACK pumps – to wear inside (remain in school)

Children will not be changing for PE so do not need to bring any additional items into school to change into. Children should wear trainers to school

so that they always have footwear that is suitable for active play and PE – shoes are not suitable. In winter (or on wet days) if children walk to school in boots or wellies they must bring trainers into school too as they may need to wear them for PE that day.

Hair and Jewellery

- Children should not have extreme haircuts
- Long hair should be tied up
- Hair bands, scrunchies and bows should be yellow, green, black or brown and be small/discreet and appropriate for school
- Jewellery is not allowed in school with the exception of ear rings which should be studs
- Studded ear rings must be removed or taped for PE

Book Bags

All children will be provided with a book bag and reading diary free of charge. These will be taken home on weekly basis and we expect children to look after them. All items should be marked with your child's name.

We recognise
differences and
respect everyone

We treat everyone
equally

We have positive
attitudes and
relationships

We listen to
everyone and
their opinions

We help people
with their problems

We help each other
to reduce our fears

We are kind and
polite to everyone

We compromise

We are gentle
to everyone

Providing and delivering a broad and balanced curriculum

Section 16 Pupils with Special Education Needs

All our children are special. Some of them need a curriculum which includes some activities which are additional to or different the usual planned teaching activities which take place in the classroom. This could be because of specific learning difficulties or because a child is especially gifted or talented. We follow the government Special Needs Code of Practice. A copy of our SEN policy and details of our Universal Offer for SEND are available on our website or from the office.

In school we are able to offer play therapy and social skill sessions. We also employ a Speech and Language therapist who works in school each week.

From time to time we may engage the help of outside agencies such as Educational Psychologists, Behaviour Support Workers or Speech and Language Therapist. Parents are consulted regularly if their child is registered for support and an Individual Education Plan (IEP) is written. This will include precise targets to help the child to make progress.

Accessibility

Our school takes into account the needs of all our children including those with special access requirements. We have ramp access and disabled toilet provision and seek to improve the facilities over time.

“All pupils, including those with special educational needs and/or disabilities (SEND) learn a curriculum that is designed to stimulate and challenge them.” OFSTED 2022

Providing and delivering a broad and balanced curriculum

Section 17 Admissions

Every Day Counts!

The school currently has an admission limit of 30 children per year group. Admission to the school is through local authority online application form. It is important that parents adhere to the application deadlines.

Requests for admission mid-school year should be made through Leeds City Council Admissions Team. To apply for a place you must use the online Leeds in-year application form at 'Before you move schools' (leeds.gov.uk) an in-year application form should be completed and returned to Leeds City Council. The application will then be sent on to all the school(s) you have applied for and our school will decide whether we can offer a place. If we cannot offer you a place, you will have the right of appeal. The

appeal panel is independent of the school and council and their decision is legally binding. There is more information about this on the parents page on our website.

Our admission policy is available on the policies page of our website. You are welcome to come and look around the school. Simply contact the school office 0113 2930280 or john.barker@whitelaitheeds.sch.uk

**Leeds City Council
Admissions Team
Department:**

0113 2224414

Section 18 Privacy Notice

We take our responsibility regarding data protection seriously. We have policies and procedures in place to safeguard your/your child's personal information. Our Privacy Notice is available by request and is also on our website.