

Norfolk County Council



OLD CATTON CHURCH OF ENGLAND JUNIOR SCHOOL

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PROSPECTUS

2020 / 2021

Welcome



When your child begins Old Catton 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, socially and spiritually.

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

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

We believe this to be a good school (Ofsted confirmed this when we were inspected in September 2017). We know we offer a well-taught, balanced curriculum to all pupils, whatever their abilities. Our teachers are enthusiastic, have considerable expertise across all areas of the curriculum, and our assessment procedures enable us to monitor the progress of our pupils. We believe in educating the 'whole person'. We encourage the pupils in music, art, drama and all sports, to aim for very high standards, with opportunities to participate in drama productions, music performances and in competitive and non-competitive sports. We believe all pupils should have these opportunities and we believe they should do them well. Activities are available at lunchtimes and after school. We believe much is to be gained from making visits outside of school, to museums, galleries, historical sites and the theatre. Residential trips are also available, to all, as they pass through the school.

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

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

This prospectus, along with our website www.oldcatton.norfolk.sch.uk, is only an introduction to our school. You will find out more from the weekly newsletter, meetings with teachers and attending events. We aim, by working together, to ensure that Old Catton 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



“Parents recognise the good work you do for their children and appreciate the many opportunities you provide.”

Ofsted September 2017

Head of School

Welcome to Old Catton Church of England Junior School.

I am Mrs Connelly, Head of School and I teach regularly in Year 6. I am dedicated to making sure that Old Catton Junior is a place where every child can grow academically, spiritually and emotionally, to enable them to enjoy and succeed in their learning. We strive to create an engaging, exciting and inspiring learning environment and treat every child as an individual.

We want to offer your child the opportunity to achieve their potential, make memories, and leave us with a lifelong passion for learning. I am committed to this as Head of School and look forward to meeting you and working with your children.

Mrs Connelly. Head of School



Our Christian Values

When your values are clear to you, making decisions become easier.

**It's not hard to make decisions when you know what your values are
Roy E Disney**

Love

'Love is patient, love is kind. It does not envy, it does not boast.'
(1 Corinthians 12:4)

We care and respect for each other.

Hope

'For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and encouragement they provide we might have hope'. (Romans 15:4)

We celebrate our achievements and aim to be the best we can be.

Joy

'The Lord has done great things for us, and we are filled with joy'.
(Psalms 126:3)

Learning should be rewarding, achievable and an enjoyable experience.

St .Margaret's Church where we hold both our Christmas and Easter Services and parents are invited to join us.



Educational Values

Together we learn and grow

At Old Catton Church of England Junior School we believe that children learn best in a happy, challenging and safe environment, so we encourage participation in a wide range of physical and creative learning opportunities within a broad, balanced and exciting curriculum.

We recognise the differing needs of our children and aim to support and nurture them all in a Christian environment, to equip them with the skills, knowledge and understanding necessary to meet their future challenges.

We believe that learning is a lifelong and developing process for both adults and children. Learning should be rewarding, achievable and an enjoyable experience.

We actively promote the benefits of a healthy lifestyle for all.

We believe that education should be a strong partnership between home, school and the community.

Values

Our values at Old Catton Church of England Junior School include:

- Encouraging learning for its own sake.
- Working in a cooperative & collaborative way to the agreed set of policies.
- Encouraging children's sensitivity and awareness, whereby they gain self-respect and a respect and tolerance for others, regardless of race, gender or creed.
- Improving the quality of our children's experiences and attainment.
- Maintaining a safe and secure learning environment.
- Maintaining a positive mental attitude.
- Encouraging lifelong learning for all.
- Being a HealthySchool.
- To work collaboratively with parents, relatives, governors, church and the community to show that the value of education is shared.

The values we wish to influence and promote in **children's learning** include:

- Enthusiasm for learning.
- Persistence in learning.
- Enquiry and curiosity in learning.
- Striving for excellence.
- Self-motivation and evaluation.

The **personal** values we wish to promote include:

- Openness and optimism in approach.
- Sharing and learning together.
- Self-respect and respect for others (together with their opinions and ideas).
- Integrity, honesty and trust (truthfulness).
- Acceptance, courtesy and compassion.

Our Values as a **Healthy School** are that:

A healthy school understands the relationship between health and education and recognises the importance of investing in health to help raise levels of pupil achievement and ensure school effectiveness.

As a Healthy School we are committing ourselves to the following:

- A whole school approach.
- Pupil involvement.
- A positive ethos and school culture.
- The school as a learning community.
- The involvement of parent's carers and the wider community.
- Staff well-being.

The School

Old Catton Church of England Junior School admits children who are seven years old on September 1st, mainly from Garrick Green Infant School. The school can admit up to sixty in each year group. Pupils leave us after four years, when they are 11, for a variety of High Schools.

Classes throughout the school are arranged in single age classes. During the academic year 2020 – 2021 the school will have two classes for every year group.

School site security is very important and after 9:00am all entrances are locked and entrance is only through the main reception doors. Please ring the bell on the security pad and the office staff will open the doors. On occasions it may be necessary to wait until one of the office staff return. There is wheelchair access to all parts of the school.

The school has two buildings set in pleasant grounds. The year 3 classrooms are based in 'The Old School' and the rest of the classes are in the main building. All classes are equipped with interactive boards. There is also a large assembly hall with our on-site kitchen attached, a large library, and our specialist classroom with kitchen for student cooking throughout the year.

Our library is large and well stocked, with all children being encouraged to use it.

The school has flood Wi-Fi which means we can log on to the internet (which has safety filters) wherever we are. We have a well-resourced (completely updated in 2015) ICT suite, lap top trolleys and iPads for the children to use.

Outside, in addition to the attractive lawns and shrubbery at the front of the school, there is a wildlife area with pond, two playgrounds and basketball posts. The school field is large enough for one football pitch (or athletics track in summer) and a smaller area for coaching skills. We also have our school garden which is looked after by the pupils and willing and helpful parents and friends of the school. We have a climbing frame for our children on the field a Hobbit House to engage pupils and develop creative play.

Old Catton Church of England Junior School was formally federated with White Woman Lane School in September 2012. Since then our two schools have gone on to form a federation of six schools, which now make up the Nebula Federation. The schools are led by one Executive Headteacher, Mrs Ashley Best-White and one Governing Body. There is then a Leadership Team which supports and provides strong direction to all our schools. The structure enables us to offer extended opportunities to the children in our communities with a wider range of activities and staff expertise.

The Staff

Below is a list a brief summary of Staff and their main responsibilities.

Mrs A D Best-White Executive Headteacher

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

Mrs N Pellatt

Executive Deputy Headteacher

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

Mrs K Connelly

Head of School

Responsible for the day to day management of the school, responsible for standards across the school; Joint Subject Leader for English and Maths, Pupil Behaviour, Junior to high transfer, End of KS2 Assessment

Mrs E Queensborough

School Secretary

Mrs R Hewett

Senior Teacher and Leader of Lower School (Years 3 and 4)

Teacher and Learning Leader, Special Needs Co-ordinator, Subject Leader for ICT, Phonics and Infant - Junior Transfer.

Mrs G Wright

Senior Teacher and Leader of Lower School (Years 3 and 4)

Teacher and Learning Leader, Subject Leader for Maths, PE, and Phonics, Timetabling, monitoring pupil behaviour and Infant - Junior Transfer

Miss J Cooper

Class Teacher

Subject Leader for Art and Design Technology and Children's University

Mr A Eastwood

Class Teacher

Subject Leader for History and Geography

Miss T Norton

Class Teacher

Subject Leader for PSHE, RSE and PATHS

Mr B Clitheroe

Class Teacher

Subject Leader for Science

Miss G Strange

Class Teacher

Subject Leader for Modern Foreign Languages

Mr J Semmens

Class Teacher

Subject Leader for Religious Education (RE)

Miss E. Emrick

Class Teacher

Joint Subject Leader for English, and School Council

Miss K Richardson

Class Teacher

Subject Leader for Music

Miss E Reeves

Class Teacher

Support Staff:

Mrs F Morgan	Teaching Assistant
Mrs J McIntosh	Teaching Assistant
Mr S Henderson	Teaching Assistant
Mrs M Mundford	Teaching Assistant
Ms J Wild	Teaching Assistant
Mrs J Gray	Teaching Assistant
Mrs L O'Neil	Teaching Assistant
Mrs L Doggett	Teaching Assistant
Miss C Almond	Teaching Assistant

Caretaking & Cleaning

Mr M Smith	Federation Caretaker
Miss E Dix	Cleaner
Mrs C Smith	Cleaner

Catering

Mrs J Howard	Cook
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Midday Supervisory Assistants

Mrs A Hillier
Mrs L O'Neill
Mrs L Doggett
Mr S Henderson

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.

We have a federated governing body which is responsible for supporting the schools in our federation*. The Governors at all schools wish to ensure that your views are heard and should you wish to contact them, they may be contacted via the school. Meetings of the full Governing Body are held twice a term. There are also meetings of various committees (Finance, Premises, Personnel, Curriculum and Ethos).

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 Headteacher and Deputy and agree their salary in the light of performance targets.
- To determine, with the 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.

*Nebula Federation Schools:

Old Catton Junior School, White Woman Lane Junior School, Horsford Primary School, St Faith's Primary School, Frettenham Primary School and Hainford Primary School.

Term Dates 2020 to 2021

Autumn term 2020

7 September 2020 to 18 December 2020

Half term holiday from 22 October to 30 October 2020

Christmas Holiday from 21 December 2020 to 1 January 2021

Spring term 2021

4 January 2021 to 26 March 2021

Half term holiday from 15 February to 19 February 2021

Easter holiday from 29 March to 9 April 2021

Summer term 2021

12 April to 21 July 2021

Bank Holiday Monday 3 May 2021

Half term holiday from 31 May to 4 June 2021

Term dates are available on the Norfolk Schools Website at <http://schools.norfolk.gov.uk>

The School Day

08.40	Gates Open and children can arrive onto the playground
08.50	Registration
09.00	Lessons
11.00	Break
11.15	Lessons
12.00	Lunch
12.55	Registration
13.10	Assembly
13.15	Lessons
15.15	Schools ends

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), RSE (Relationships and Sex Education) and Let's Think in English.

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 and projects that take place throughout the year. 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.

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, resilience 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.

Assessment

A great deal of information is gathered on each pupil so that progress can be assessed as accurately as possible. This data includes Key Stage 1 National Test results. During the four years pupils attend our school, data is added to include results from annual school tests, reading and spelling scores as well as half termly test scores in test subjects to check ongoing progress. In Year 6 pupils take the end of Key Stage 2 National tests. The data collected from various assessments enables us to assess the achievement of all individual pupils, including their improvement within the year group and between year groups.

Key Stage 2 Results 2019

These results reflect the SATs tests and assessment frameworks. Writing assessment was based on moderated teacher assessments while other subjects were assessed through testing. **The number of eligible children is: 51**

TEST RESULTS				
		Percentage at each level		
		Standard not met	Working at expected standard	Working at greater depth
Reading , Writing and Maths	School	45%	55%	14%
	National	35%	65%	11%
Grammar Punctuation & Spelling*	School	33%	67%	24%
	National	22%	78%	36%
Reading	School	35%	65%	20%
	National	27%	73%	27%
Writing Teacher Assessment	School	18%	82%	44%
	National	22%	78%	20%
Mathematics	School	29%	71%	27%
	National	21%	79%	27%

Progress from KS1 to KS2

Progress has been measured from a combined KS1 reading, writing and maths score and compared nationally. A score of 0 is the national average for pupils with similar prior attainment; a positive score represents progress above national average from similar starting points and a negative score below national average from similar starting points. A negative score does not imply that pupils have not made progress between key stages 1 and 2. (The DfE deems -5 to be sufficient progress in reading and mathematics and -7 to be sufficient progress in writing for a school to be above floor targets)

Pupils with no Key Stage 1 results are not included in this data.

Reading	-1.07
Writing	2.22
Maths	-1.36
Average Scaled Score Points	
Average scaled score in reading	103 Nat. Ave. 104
Average scaled score in grammar, punctuation and spelling	104 Nat. Ave. 106
Average scaled score in maths	103 Nat. Ave. 105

Assertive Mentoring & Reports

Your child's progress will be carefully monitored and assessed throughout the year and parents will be invited to discuss this at Assertive Mentoring Meetings. An end of year Assertive Mentoring report detailing your child's progress and achievement will be issued in July.

Parents of pupils in Year Six will also receive a report containing the results of the National SATs Tests, with a final Teacher Assessment in writing, to mark the end of Key Stage Two.

Attendance

a) **Absence**

It is essential that parents inform the school when their child is absent every day that they are absent. All registers are closed by 09:20am and absences are then checked. Telephone contact will be made where no information has been received. This is to ensure the safety of the children. Please contact the school office by telephone or email (office@oldcatton.norfolk.sch.uk) before 09.00am. Any unexplained absence or absence for inappropriate reasons is deemed 'unauthorised'.

b) **Late attendance**

Late attendance after the register is closed at 09.10am is considered to be an absence unless we are informed of the special circumstances. Government targets for attendance are 95%. All registers and children's attendance, especially unauthorised absence, is monitored regularly by the Attendance Officer.

c) **Holidays:**

The law regarding absence due to holidays is clear. All holidays must now be recorded as 'unauthorised'. 10 consecutive sessions, (i.e. 5 school days,) 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, (i.e. 9 sessions or more,) will meet the criteria for legal intervention, which could be in the form of a Fixed Penalty Notice.

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. If you are collecting / returning your child for an appointment, please report to reception where you will be able to sign your child in or out accordingly.

Achievements

Each child is an individual with needs and potential. The school aims, through a well-balanced curriculum and the expertise of the staff, to assess the needs of the individual and develop the skills required for each child to reach his/her full potential; intellectually, physically, emotionally, socially and spiritually.

The curriculum is designed to encourage the development of individual talents with programmes of work intended to stimulate each child's interest and encourage him, or her, in good learning habits.

Great emphasis is placed on social development. The children are given help to acquire responsible attitudes and a thoughtful awareness for others. Great effort is made to encourage the children to work and play happily together and to always consider the needs and feelings of others as well as their own.

It is our aim to ensure that on completing the four-year programme, each child has the necessary self-confidence to meet the challenge of secondary school.

A system of rewarding achievement and celebrating success operates throughout the school. Children are able to receive bronze, silver and gold awards for achievement and the teachers award 'Class Awards' which accumulate towards an agreed class reward. In addition, at the end of each week 'Star of the Week' awards are given to two pupils in each class and at the end of each term Headteacher Awards are also 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.

In addition to being a member of a class, your child will belong to one of four houses – Eagles, Kestrels, Hawks or Falcons. 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 half termly.

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 during the year. At the beginning of the Autumn Term pupils in Year 6 are also invited to apply for and to be interviewed for Prefect posts.

Behaviour

Visitors to the school have commented on the positive atmosphere and good behavior of our children. Positivity is something, as a school, we believe is crucial if children are to achieve their very best. This is achieved through the efforts of all school staff working with the children and their families in partnership.

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.

We emphasize 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 to all 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 and 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 other children, it would be helpful if you would let their Class Teacher 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 adults within the school have the same authority and responsibilities with regards to behaviour.

Unhelpful behaviour is dealt with in the first instance by talking to the children concerned, focusing on what happened, why it happened and how it can be put right and/or avoided in the 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' and 'Red Book' system. Children are given three chances to modify any inappropriate behaviour and if they fail to do so, this will be recorded in the Blue Book and they will be required to complete a lunchtime detention. Parents would be informed in this instance. The Red Book is only used in very rare situations where no warning can be given and poor behaviour requires immediate action. Again, parents would be informed of this incident.

We aim to develop in the children, the self-discipline to take responsibility for their own 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.

“Pupils behave well in lessons, around the school and at break times. This is due to the positive relationships they have with staff and the high standards of behaviour that all staff consistently expect of them.”

Ofsted September 2017

Coming into School

We actively welcome parental involvement in your child's education. We believe that education is a partnership between home and school. We do our best to make parents feel we are approachable and that they are welcome in the school. Should parents wish to see teachers at any time, please make an appointment through the school office.

At the beginning and end of the school day, ALL parents need to collect their children from either the Recreation Ground Gate or the Church Street Gate. Our school car park is for staff use only.

If your child needs to come into school late or be collected early, you must always report to the school office to sign your child in or out of school. The office staff will always be happy to deliver items to your child when needed during the day. No parents should access the school site unless through the main reception with a member of staff being aware. We need to make sure that our school site is safe and therefore we need to know who is in the building or on our school grounds. **This is for the safety of the children**. Please do not use the side gates to access the site. The main front entrance and the school office is where all parents and visitors need to report at all times.

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

Children are permitted to cycle or scoot to school. It is the parent's responsibility to ensure the safety of their child to and from school – by whatever means. It must be stressed that bicycles and scooters are the responsibility of the child, not the school or the Local Authority. Children must leave their bicycle and/or scooter locked in the cycle shelter and must not cycle or scoot on school premises. They must wear helmets when riding or scooting to school.

Cycling and riding scooters is not permitted inside the school grounds and failure to follow this rule will result in the school withdrawing its permission to bring the bicycle/scooter onto school premises.

School Dinners

Meals are cooked on the premises and sold on a cafeteria basis. Children choose their meal and pay at the till. Money, is the responsibility of the child and should be brought into school each day. Facilities are available for children to eat packed lunches; these are placed on the appropriate year group trolley at the beginning of each day.

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.

We assume that parents approve and support our home/school agreement 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). Homework includes: daily reading, weekly spelling and Maths homework.

School Uniform

The school expects all children to wear school uniform and the following requirements have been agreed by the Governors. All items have been chosen to allow parents to either purchase from the school or from stores of their own choice.

THE FOLLOWING ITEMS ARE AVAILABLE TO BUY FROM THE SCHOOL OFFICE
All items have the "Old Catton C of E Junior School" logo woven into the fabric.

ITEM	PRICE
Polo Shirts	£7.00
Sweatshirt	£9.00
Cardigan	£10.00
PE House shirts (coloured)	£5.00
Book Bag	£6

The following items are widely available at a range of shops

Requirements

Trousers	dark grey, black or navy
Shirts	sky blue or white
Polo shirts	white or navy
Sweaters/cardigans	navy
Shorts (tailored)	grey or black
Skirts	navy or black
Shirts/blouses	sky blue or white
Dresses	blue/white gingham

PLEASE NOTE the following are **NOT** acceptable:

Jeans

Tracksuits (except for PE)

Leggings

Hoodies

Footwear

Children may come into school in either school shoes or trainers. As the school field can become muddy, it is expected that children change into indoor shoes on entering the buildings. No shoes with heels are allowed.

PE and Games Kit

In the interests of hygiene and safety, it is required that pupils have appropriate clothing, as we will go outdoors in all-weather conditions. It is a legal requirement that all children take part in Physical Education unless medically unfit (in which case a letter is required).

Kit List

House coloured tee-shirt (available at school office – see above), or plain round neck white tee-shirt

White or navy shorts,

Trainers for outdoors

Gum shield

Shin Pads

Hair tie for longer hair

Tracksuits are recommended for winter months.

Earrings must be removed or covered for the first 6 weeks after piercing.

All long hair must be tied back and pupils should provide their own hair tie for this purpose.

Special Educational Needs

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

Old Catton Junior 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, faith, physical ability or social circumstances, including looked after children. This is a school in which the teaching, learning, achievements and the well-being of every child matters.

In order to achieve these aims it is essential that the responsibility for SEND is a shared responsibility. All 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.

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' (both on our website and on our school SEND Information Report) which gives further details about how we support children with additional needs at Old Catton Church of England Junior School.

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

- SEND Policy.
- Single Equality Scheme.

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

- The early identification of children with SEND.
- Addressing the needs of all children with SEND.
- Ensuring continuity and progression by monitoring progress and using assessment to inform planning.
- Integration of all children with Special Educational Needs into mainstream classes by providing small group and individual support when necessary.
- Encouraging a partnership with parents, teachers and support staff involved in identifying and meeting children's needs.
- Specialist advice from outside school where necessary to assist the school informing strategies to meet the child's needs.
- Every child to reach his/her potential.
- Identifying and supporting the social, emotional, spiritual and mental needs of children.

Pastoral Care

When your child joins the school, you will be asked to complete an admission form. 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 wellbeing.

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.oldcatton.norfolk.sch.uk/assets/Uploads/Administering-Medicine-OCJS1.pdf>

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 be treated in confidence. If necessary, please arrange to see your child's class teacher or the Head of School to discuss the issue, or telephone or let us know by letter or email.

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

Visits from representatives from the Health Authority

On occasions the children have pre-arranged medicals, height and weight measurements and vision and hearing tests in school. Parental permission will be sought on these occasions.

Working Together and Child Protection

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.

Because of our day-to-day contact with the children we are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. We have a duty to protect children from abuse; however our role is in recognition and referral but not in investigation or intervention. It is the legal responsibility of the Headteacher, and in her absence a Designated Safeguarding Lead (DSL), to report any concerns about a child, who could be considered to be at risk from physical, emotional or sexual abuse or neglect. Obviously, this is a very sensitive area but the law is very clear.

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's Board (LSCB) procedures are followed. If you are concerned about a child at school please contact one of the following designated teachers:

- Mrs Ashley Best-White, Executive Headteacher
- Mrs Nicola Pellatt, Executive Deputy
- Mrs Kate Connelly, Head of School.

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 favorably than other pupils.

Commitment to Equality

Old Catton Junior 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 or Religion.

Important Information for Parents and Carers [Safeguarding Children in Education](#)

At Old Catton Church of England Junior School we are committed to supporting all of our children to do well. We will do everything we can to ensure our children are safeguarded and protected from harm.

What does safeguarding mean?

Every child has the right to be safe from harm and danger. It is everyone's responsibility to ensure every child is free from fear and able to learn and develop in safe, secure environments.

What is child abuse?

A child is abused when a parent, carer, other family member or another adult known to the child deliberately causes harm, neglects or fails to protect their child from harm. Harm may be physical, sexual, emotional or may take the form of neglect.

Why would we make a referral to Children's Services?

All schools have a duty to refer cases of suspected child abuse to Children's Services. If someone at our school sees an unusual or unexplained injury or mark, if your child has said something worrying to us, perhaps someone has reported something your child has said or if their behaviour is particularly out of the ordinary, we are required to make a referral.

Children's Services are also able to help children and their families if a referral has been made and abuse is not evident but there are concerns that mean additional support might be needed.

Every school is required to help Children's Services with their assessments but **must not** conduct any investigations themselves. This can only be done by social workers and/or police officers.

We have made a referral but you don't agree with it...

If we think your child has possibly been abused we don't have to seek your agreement for the referral to be made. However, it is always better for your child if we can work together. We will, wherever possible, discuss the referral with you and also let you know it has been made.

What will happen next?

When a referral is made an experienced and qualified social work manager will read the information and decide what needs to happen next. They will be assisted by other agencies that you know, for example, school nurse, GP, health visitor or school.

After an assessment has been completed a meeting called a child protection conference might be held

– You will be invited to this. This meeting will only be called if the assessment shows that there is a likelihood that child abuse has or is taking place.

If the assessment does not show this you will be told. Children's Services may decide that they can still provide a service or will know of other agencies in your area that will be able to offer you some support.

You may feel angry, upset or worried because we have made a referral. Please try to understand that every member of staff has a responsibility to act in the best interests of all of our children all of the time and are not allowed to take any risks if a child's safety is of concern.

Will my child be taken away?

It is very unusual for children to be taken away from their parents or carers. A child will only be removed if there is absolutely no other way of keeping them safe. The Children Act says everything possible must be done to help parents look after their children at home.

Why are we involved with safeguarding?

The Children Act 1989 requires everyone working with children to inform Children's Services about any child thought to be in need of support or at risk of harm. The Education Act 2002 requires all schools to have arrangements to safeguard the children.

We have procedures in place to do this and a policy that all staff, volunteers and regular visitors must work to. You can also request a copy of this from the school office. We also have to have at least 2 members of staff whose job it is to be responsible for all aspects of safeguarding in our school. In our school they are Mrs Best-White, Mrs Pellett and Mrs Connelly.

How you can work in partnership with us.....

Children will get the most out of their education when we all work together on every issue. This means that both school and home have to have good communication links. Please let us know about anything that might affect your child, we might be able to help. Let us know if your child has a medical condition or has had an accident. Also, please let us know if your child will not be coming into school by ringing us on the first day they are absent. If you move house or out of the area and don't need your place at our school please let us know this too.

What can you expect from us?

- A safe environment for your child to learn that complies with safeguarding in education legislation and guidance.
- We will take good care of your child whilst they are with us. We will talk to you about anything we see that we are worried about.
- We will keep accurate up to date records.
- If your child transfers to another school we will share important information with them that will help to support your child's move.
- We will contact you if your child is absent and you haven't let us know why.
- We will respond promptly to any problem you tell us about.
- Our staff will offer support and assistance when needed.

For updated information on safeguarding children in Norfolk
www.lscb.norfolk.gov.uk

Collective Worship

Our daily assembly consists of a hymn, a story and a prayer, and is broadly Christian in content, Governors have approved the following:

PRINCIPLES

- Collective worship should take place on the school premises.
- Where collective worship is held off the premises it should be in addition to the daily statutory act, which must still be held daily on the premises.
- It should be an activity where all can contribute and all can gain.
- It should be "collective" not "corporate".
- It should be meaningful: seen as part of the whole school curriculum.
- Should be an "intentional learning experience", requiring professional planning, preparation, and evaluation and resourcing.
- Should be a focus of what goes on in the school, sharing pupils' work and achievements.
- Should be an educational learning experience for the school community, but must take into account background, age and aptitude.
- Evangelism is inappropriate to collective worship, although an investigation into evangelism may figure in the RE lesson.
- Should contribute to the religious education of all pupils.
- Should have a sense of occasion by offering something which a class lesson, as a rule, does not.

PARENTS' RIGHTS

Parents have the right to withdraw their child from Collective Worship.

TEACHERS' RIGHTS

Teachers' rights are also safeguarded. Teachers are expected, contractually, to attend assemblies, but may withdraw from collective worship.

RELIGIOUS EDUCATION

The school follows the Norfolk Agreed Syllabus.

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, writing poems to share with each other
- Introduced a 'Buddy Bench'
- Playground improvements
- Opportunities for working with other year groups
- Charity fund-raising days
- Playground monitors
- Community initiatives and fundraising
- Reflection space
- Writing prayers for assembly
- Working to improve the school menu
- Running cake sales
- Organising fancy dress days

Relationships and Sex 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.

EQUALITY

The Equality Act 2010 replaced all existing equality legislation. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups. The protected groups are: age, gender reassignment, disability, race, religion or belief, gender, sexual orientation and pregnancy/maternity.

The general duty is set out in Section 149 of the Equality Act 2010. In summary all public bodies and schools must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not. (Please refer to the school's Single Equality Scheme for full details).

Equality Objectives April 2012

Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty. In setting our objectives the school will:

Set objectives that are appropriate to our size and circumstances.
Set objectives that address the most pressing issues facing the protected groups that fit the school's needs and are achievable in an appropriate timescale.

Align the objectives with the normal planning of the school, including self-evaluation and the school development plan.

The objectives will be published on the school's website.

The Curriculum, Personnel and Safeguarding Committee of the Governing Body will evaluate and moderate progress towards the objectives once per year in the spring meeting. The committee will present its evaluation to the full Governing Body in the spring term. The CPS Committee will ensure the school's objectives are published every four years.

Charging Policy

The Law requires the Governors of Old Catton 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 LA or the Governing Body and does not 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;

1. They are under no obligation to make a contribution.
2. 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.

Music:

Parents pay the costs of private instrumental lessons directly to the teacher. When children are entered for Associated Board examinations, parents will be expected to meet all costs.

Art/Design/Technology:

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

Educational Activities (during school hours):

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

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

Educational Activities (outside school hours):

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

Voluntary Contributions:

The school has the right to invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school, whether in school hours or not.

In reality, parents should note that if voluntary contributions are not forthcoming, the activity would not be able to proceed.

Remission:

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

In the event of any child being unable to participate in an event due to illness or moving

school, the school will refund any payment paid, unless the parent has been advised and has agreed that there will be no refund of monies paid.

Recovery of sums payable by parents:

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

Other Charges:

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

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

Complaints Procedure

We hope that you will be happy with the education and opportunities which we provide for your child. We aim to ensure that all our pupils are healthy, safe and happy. However, if you have a complaint about the school, please 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 Executive Deputy should be arranged. In the unlikely event 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.

These procedures only apply to:

- The curriculum of the school generally.
- The provision made by the school for a core or foundation subject of the National Curriculum.
- The provision made by the school for Religious Education or Collective Worship.
- The temporary withdrawal of a pupil from part of the National Curriculum.
- The operation of the Governors' Charging Policy, where it affects a pupil's involvement in some aspect of the National Curriculum.
- The omission from the school brochure of information required by current legislation.
- The exclusion, from school, of a pupil.

These procedures do not apply to:

- Transport to and from school, the provision of school meals, the behaviour of individual pupils or other matters not related to the school curriculum.
- Admissions or Special Educational Needs, the Psychological, Welfare or Sensory Services, Racism or Racist Incidents.

The Friends Lodge based at WWL

The Friend's Lodge was built to fulfil a number of purposes. The intention is to support children, families and the community of the Nebula Federation. The funds for The Lodge were provided by the Governors of WWL and also The Friends of WWL but we also raise funds by delivering training for teachers across the county and have a business plan to ensure that all the services provided are free at the point of delivery.

It is often very difficult to secure these services for children and their families; particularly the therapeutic services. There are often very long waiting lists and this is becoming increasingly difficult to access given the cuts to public services and the increasingly high thresholds.

The Friends Lodge is a Centre which provides a variety of services for children, their families and their community.

Mindfulness sessions (for Adults and Children)

Mindfulness is a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

Mindfulness is a way of paying attention to, and seeing clearly whatever is happening in our lives. It will not eliminate life's pressures, but it can help us respond to them in a calmer manner that benefits our heart, head, and body. It helps us recognise and step away from habitual, often unconscious emotional and physiological reactions to everyday events. It provides us with a scientifically researched approach to cultivating clarity, insight, and understanding. Practicing mindfulness allows us to be fully present in our life and work, and improve our quality of life.

The benefits of Mindfulness include helping individuals to:

- Recognise, slow down or stop automatic and habitual reactions.
- Respond more effectively to complex or difficult situations.
- See situations more clearly.
- Become more creative.
- Achieve balance and resilience at work and at home.

“Charlie, Charlie, One”

We offer selected children in Year 5 the opportunity to participate in this award which has been designed to develop character and resilience in primary-age children. The programme builds up the children's confidence, resilience, teamwork and problem solving to give them a boost before the start of new adventures and encourage them to take a more active role in their community.

The Award contains:

- Team building and problem-solving challenges with a hands-on element to the learning.
- Remembrance and respect.
- Team sports.
- Outdoor pursuits, including camping out for a night.
- First aid.
- Navigation.
- A Social Action Project (working in the community to benefit others).
- We offer this programme completely free of charge during school hours, as an after school session and as a holiday course.

Art Therapy/Confidence Through Craft

Art Therapy/Confidence through Craft is often a very effective way of working with children who may be going through a difficult time. This may be due to specific changes in the child's life, for example, divorce, bereavement, trauma, bullying, arrival of a new sibling etc. What may be difficult to put into words, or even unknown in spoken language, can be expressed through the artwork or whilst making something. Additionally Art Therapy/Confidence Through Craft can be a recommended approach for children who are having more long-term difficulties, be they in school or at home eg. specific learning difficulties, ADHD, illness, relationship issues, low self-esteem, depression etc.

Pastoral Team

Parenting isn't an easy job and at times things can get extremely tough but every parent wants what is best for your child. The Pastoral Team are available in the Lodge at identified times/sessions to help children, parents/carers deal with any worries they may have, whether it be for themselves, their family or their child.

We can't promise to have all of the answers but our aim is to work out how to find them and then to support parents through the process.

The type of support we will offer:

- Supporting parents to help your child get the best from school life
- Offering support when you have meetings with teachers and other professionals
- Supporting attendance
- Help in preventing difficult behaviour from becoming more of a problem
- Parenting courses
- Parent Support groups
- Signposting parents to services and other agencies for help with specific problems.