



2024/25

WHITEHOUSE PRIMARY PROSPECTUS

Headteacher: Jane Eyre





WELCOME FROM THE HEADTEACHER

Dear Parents / Carers / Guardians,

I have the great pleasure of welcoming you and your family to Whitehouse Primary School. I hope that you find this prospectus helpful in making that important decision as to where your child begins their educational journey; a decision which I know is not easy to make. Please explore our website for more information and feel free to contact us to arrange a visit to our lovely school.

At Whitehouse, we are passionate about ensuring that each and every child develops with self-confidence, independence and with a growth mindset in order to achieve their full potential across the breadth of experiences that we offer. We believe that the whole child should be nurtured as well as aiming for each child in our care to leave ready for their next educational chapter.

From the moment your children arrive in our care, be it Nursery, Reception or later on, we like to get to know them and their families and welcome you to join in with every aspect of school life.

We like to keep you informed about your child and our staff are happy to talk to you about how they are getting on. We have regular informative meetings with parents, share information via Seesaw and run workshops to help you keep up with what they are learning in school - I know from my own experience how different learning is today from when I was at school.

I hope that you are captured by the warmth and charm of our school and that we can welcome you into our community very soon.

Warmly,
Jane Eyre

WELCOME

FROM THE CHAIR OF GOVERNORS

On behalf of all the governors and staff I would like to welcome your family to Whitehouse Primary School.

It is the objective of the school to provide the best possible education for your child and to encourage your child to achieve their full potential.

The governors work closely with the Headteacher and Senior Leadership Team to ensure we provide support and challenge where needed, as well as ensuring the teaching staff are achieving the school's objectives. At Whitehouse, we believe the foundations of a solid education is of the utmost importance for any child and this is always at the forefront of everything we do.

Within this prospectus you will see details of the curriculum we deliver at Whitehouse. We believe that children's education is a partnership between the school and home and believe that good relationships between parents and teachers benefits the overall development of the children. Families are encouraged to take part in all aspects of school life, this can be anything from hearing children read at home or supporting the school at termly events.

The school continues to have a good reputation for the quality of education and pastoral support it provides and we are confident that your decision to entrust the education of your child to the care of the staff and governors will be fully rewarded. The governors also value the opinion of parents and regularly seek feedback about how the school is doing.

Please feel free to contact me or any other of the school governors if you have any questions you would like to discuss.

We look forward to your family joining Whitehouse!

Yours sincerely,

Fleur Carney

ABOUT WHITEHOUSE

Whitehouse is a two-form entry primary school with a 30-hour nursery. We are tucked away in the Elm Tree area and set in beautiful grounds surrounded by fields and woods, giving our school a truly spacious and almost rural feel.

We have two huge fields for the children to play and have sports lessons on, as well as two sizeable playgrounds for Key Stage 1 and 2, both with age appropriate play equipment. Our Nursery and Reception children enjoy continuous access to a bespoke, well-equipped and purpose built outside area for their learning and development.

Our grounds include plenty of space for outside learning with a woodland area close to school, a small orchard garden and an outdoor classroom, which all children take advantage using. The children also enjoy access to forest schools and outdoor adventurous learning.

Whitehouse benefits from being part of Vision/1590 Trust, a family of schools who work together to provide children with the best possible start in life, inspiring them to develop a lifelong love of learning in a warm and welcoming environment.

For further information about the Trust visit the [Vision 1590 website](#)



OUR VALUES



Our School Vision 'Aspirational Opportunities for All'

As a school community, we believe that you can achieve more when you work together. Through teamwork, we learn about communication, compromise and collective effort as well as learning how to appreciate and respect others, take turns and build trusting relationships. Working as a team offers us valuable skills for learning and life beyond school.

At Whitehouse, our aim is to:

- Instil high aspirations where all are inspired and supported to reach their own personal challenges in a safe, caring and secure environment.
- Ensure that there is respect and inclusivity for all.
- Instil knowledge and encourage curiosity through varied and memorable learning experiences, enabling children to have a passion for lifelong learning.
- Nurture happy, confident, resilient children who have self-belief and seek out new challenges and experiences with ambition and excitement.
- Equip children with confidence, knowledge, skills and understanding to become independent thinkers and learners, empowering them to make aspirational and healthy decisions in life.

At Whitehouse, we value and are ambassadors of:

- Acceptance
- Respect
- Responsibility
- Reflection
- Honesty
- Empathy
- Kindness
- Creativity





SAFEGUARDING

Safety of children is our number one priority from security of the school site to the welfare of each individual. We have very clear guidelines in place to ensure our safeguarding is robust. We ensure that all staff, volunteers and visitors have current DBS checks before working with children.

Our Principles:

- The welfare of children, and their wishes and feelings are afforded consideration when developing and carrying out school activities.
- All children have equal rights to support and protection irrespective of their race, age, ability, gender, language, religion, sexual orientation and culture.
- All staff and volunteers have a professional role to identify and respond to the needs of children and report any concerns immediately.

ORGANISATION OF THE SCHOOL

Early Years Foundation Stage (Nursery and Reception)

Our wonderful Early Years phase offers the children excellent learning within recently refurbished and well-resourced areas. Both Reception and Nursery have classrooms that are bright and engaging with plenty of space for children to play and interact. They have a bespoke and partially covered outdoor area which allows the children to be outside whatever the weather.

Our EYFS curriculum, following Development Matters, is carefully designed around individuals needs and interests. It is based on the new Development Matters curriculum and is all delivered through engaging hands on activities - so much so that the children think all that they have done all day is play!

There is regular contact with parents through the online platform *Seesaw* which allows parents to catch up with what their child has been up to while in school. Parents can also post things that their child has achieved at home too.



We have a dedicated EYFS leader who ensures that we provide the best EYFS education that we can and supports the skilled and experienced staff in giving your child the best start to school.

We pride ourselves on the smooth transitions that we have here at Whitehouse ensuring that we have confident and happy children who love coming into school each day.

At Whitehouse, we use the Early Years Foundation Stage framework, to enable children to develop the seven areas of learning. These are as followed:

Prime areas of learning:

- Communication and Language (Listening, attention and understanding; and Speaking)
- Personal, Social and Emotional Development (Self-regulation, Managing Self and Building Relationships)
- Physical Development (Gross motor skills and fine motor skills)

Specific areas of learning:

- Literacy (Comprehension, Word reading and Writing)
- Maths (Number and Numerical patterns)
- Understanding of the World (Past and present; People, culture and communities; and The natural world)
- Expressive Arts and Design (Creating with materials and Being imaginative and expressive)

A Typical Day in EYFS

- Doors open
- Morning Carousel of Learning (fine motor tasks/pencil control/colouring and play dough)
- Registration and Music of the Day
- Wake Up Shake Up
- English and Phonics
- Play and Learn Indoor and Outdoor Provision
- Snack Time and Story
- Maths
- Play and Learn Indoor and Outdoor Provision
- Lunch
- Registration and Singalong
- Topic
- Play and Learn Indoor and Outdoor Provision
- Circle Time - Let's talk about...
- Story time



NURSERY

We offer both 30 and 15 hours in our Nursery in school term time from the start of the school term that follows their 3rd birthday. **Some** children will also be able to access an **additional** 15 free hours depending on the Government's eligibility criteria being met by their parent(s):

You can check your child's entitlement to 15/30 free hours via Childcare Choices at: [Childcare Choices](#) or the [Childcare Calculator](#)

We have an initial intake in September for children who will attend Reception the following year, but offer out places all year where we have space.

We hold a waiting list within the school and places are awarded on a first come first served basis. Our nursery is staffed by an experienced team of teachers and teaching assistants.

RECEPTION

The September after their 4th birthday, children are welcome to join our lovely Reception class. Please refer to the admissions criteria on the website.

KEY STAGE 1

Years 1 and 2 make up Key Stage 1 and are set up in classrooms near the front of the school. Key Stage 1 classes have access to the infant playground and extensive school grounds for outdoor learning. In Year 1, children begin to transition into whole class teaching with short focused sessions followed by group work, all of which are engaging and stimulating. In Year 2, children do more formal teaching, but still have plenty of time for group work and exciting learning opportunities. Each Key Stage has additional adults who assist the teachers in providing support to the children.

KEY STAGE 2

Key Stage 2 (Years 3, 4, 5 and 6) are based in classrooms towards the rear of the school. They all have access to the outside space for learning. They share two large playgrounds and have the opportunity to use the school fields when dry. Teaching continues to be engaging and builds upon the philosophy and work from Key Stage 1.



TIMES OF THE DAY



8.35 – 8.50	External doors open to welcome children into school. The children enter school during this time independently.
8.50 - 9.00	Registration. Register closes at 9.00
9.00 - 10.30	Session 1
10.30 – 10.45	Break
10.45 – 12.00	Session 2
11.30 – 1.00	Lunch 11.30 – Nursery 11.45 – Reception 12.00 – Y1 – Y6
1.00 – 2.45	Session 3 Key stage 1 have an afternoon break if required.
2.45 – 3.00	Assembly
3.15	End of the school day



ASSEMBLIES

The school holds daily assemblies in a variety of year group combinations. Assembly themes are determined as appropriate each term to fit in with significant religious festivals and themed events. Parents are invited into celebrate their child's successes on a Thursday afternoon in the Spring and Summer Terms and are notified by their class teacher about these. Reception and Nursery do not come to assemblies to begin with, but as the year progresses Reception join in summer 2 term, ready for their transition to Year 1.

Assemblies are as follows:

- Monday 2.45 – 3.00pm Key stage assemblies (faiths, festivals)
- Tuesday 9.00 – 9.30am Whole school assembly - Head Teacher
- Wednesday 2:45 – 3.00pm In class assembly (news, world events and current affairs)
- Thursday 2:45 – 3.00pm Whole school singing practice in class (Autumn Term)/ Class assemblies as per rota – parents invited (Spring and Summer Term)
- Friday 2.45pm Whole school celebration assembly – AHT/Team Leaders

BREAKFAST CLUB / TEATIME CLUB

A school run breakfast club runs each day from 7.30 until 8.45am. It is staffed by our own teaching assistants and costs £5 per day. The children get a good choice for breakfast which includes cereal, toast and sometimes a croissant can be spotted!

Teatime club runs each day from 3:15 until 5:30pm. It is again staffed by our own teaching assistants and costs £6 until 4.30 and £10 until 5.30 with a snack. The children get a snack tea which includes sandwiches/wraps/bagels, cake, biscuits, crisps and a drink.

The children have plenty of activities to keep them busy during Breakfast and Teatime clubs. This is booked through our online booking system - Arbor

AFTERSCHOOL ACTIVITY CLUBS

We offer a variety of after school activity clubs run by both staff from the school and outside clubs. These change termly and we try to offer a variety for different age groups. Attendance is booked through our online booking system - Arbor



ATTENDANCE AND PUNCTUALITY

Good attendance and punctuality helps the children to settle in school and not miss out on vital learning and social experiences. Children with poor attendance can fall behind, catching up can be tricky and it can affect their long-term life chances. It is the parents' responsibility to ensure that there is good attendance. The senior leadership team monitor attendance and will contact parents should they become concerned.

Children need to be in school every day unless ill or there are exceptional circumstances. We expect every child to have a minimum attendance of 96%. Doors open between 8.35 – 8.50am so please be ready to come in at that time. Parents should bring their child round to the appropriate external door and wait with them until the teacher opens the door. After 8.50am, children will need to enter school via the office and will receive a late mark after 8.55am.

If your child is ill, you must call the school office to let them know that your child is ill, what symptoms they have and when you expect them to return.

Appointments for dentists / opticians / doctors etc should, wherever possible, be made out of school hours. If this is not possible the child should come to school beforehand and should be returned to school as soon as possible afterwards. Where appointments are booked, parents must inform the office and show evidence. **Please note: Holidays during term will not be authorised (unless exceptional circumstances) and may result in parental fines.**

CURRICULUM

Our children are delightful, well behaved and want to learn. We encourage them to think independently and the questioning and challenging of ideas and opinions that they have been exposed to. In this busy, digital age where time for first hand experiences seems to be more limited, we aim to inspire and enthuse the children to take an active interest in current affairs and in the world around them through a dedicated class assembly, preparing them for society where views are not fixed and are, or should be, open to challenge and question.



There are 4 key principles that underpin our practice at Whitehouse Primary

1. A Unique Child

We recognise that all children are different. We identify and celebrate their strengths and support their areas for development.

2. Positive Relationships

Our pupils interact well with each other and with the adults in the school. We encourage parents to be involved with their child's education.

3. Enabling Environments

Our indoor and outdoor areas/classrooms encourage exploration, investigation, and independent learning. Our displays and resources are well maintained and reflect current learning.

4. Learning and Development

Pupils achieve well and make good progress from their starting points. Learning is playful, practical, and purposeful and builds upon prior attainment. Our children enjoy coming to school.

The curriculum, by design, allows and encourages children to learn how to speak out with confidence whilst respecting the views of others in a safe and secure environment. The school values of *acceptance, respect, cooperation, determination, honesty, kindness, responsibility* all underpin this. The Whitehouse curriculum focuses on encouraging independent and higher level thinking through enquiry-based learning. Across the school, we follow the National Curriculum and a cross curricular approach to learning. There is a clear focus on maths and English, but we strive to ensure that there is a broad, balanced and engaging curriculum across the school. Wherever possible clear links are made between subjects and each term classes have a different topic focus. Children develop their knowledge, skills and understanding and we provide a clear progression for these across the school.

At Whitehouse we have a carefully designed curriculum that promotes the curiosity of our pupils through an inquiry-based learning approach. We plan progressive learning with clear yearly objectives which builds in small steps of learning, review and recapping before moving on. We provide challenge and adaptations to ensure that all children can access learning suitable to their needs across the curriculum.





We believe that if pupils are involved in the learning they will understand and remember. We plan enquiry-based learning across all areas with children actively being involved with problem solving, debate and collaborative tasks. Our curriculum also enables links between subjects which helps to make learning stick. Our curriculum is memorable through the use of engaging activities, trips and visitors as well as carefully planned introduction and end points into new main topics. Where links cannot be made, we teach subjects discreetly. Before planning a new topic we ask the pupils what they already know and what they would like to find out. Our curriculum evolves and is re-evaluated regularly to ensure that we are providing relevant content to our children.

At the start of each year, for English and maths, we share expectations with parents at learning review meetings and workshops. As the year progresses we update parents on the progress their child is making towards them, putting in extra support where children are finding the year group work challenging and stretching where children show aptitude for a particular area. We ensure work provided is at the correct level for your child to enable them to make good progress.

MATHS

Maths is taught through the progressive scheme *Power Maths* which combines interactive teaching tools, quality textbooks and reinforcement practice books for primary aged children. It is built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses in helping all children to build a deep understanding of math's concepts. We use a variety of resources and manipulatives from Numicon and beads to support the physical exploration of maths and encourage application through a mastery approach. We develop children's place value early within each year group, to ensure that they are able to apply their knowledge when focusing on other aspects of maths. We undertake daily fluency to rehearse basic number skills and encourage parents to help their children to learn their times tables, using *TT Rock Stars* to challenge themselves further!



ENGLISH

Learning to read and write is key to children accessing the wider curriculum at school. Reading and writing starts from the moment your child starts - looking at picture books, drawing club, learning phonics and letter formation and goes right up to year 6 where they compose and write impressive pieces of work.

We encourage children to have a love of reading and encourage them to share books from the classroom and library and we celebrate reading at every opportunity. We send home books each week to practice reading as well as sharing books to enjoy with parents.

In Early Years and Key Stage 1, reading is taught through a phonics approach - using *Little Wandle Letters and Sounds* and alongside this, comprehension, fluency and expression are taught. Children are taught in a variety of ways - both whole class and smaller guided groups with the teacher and teaching assistant.

In Key Stage 2, we have adopted the *Whole Class Guided Reading* approach to learning to read. This focuses on comprehension using a variety of quality texts, including picture books and poetry, and encourages children to question and talk about the texts as they read. The children are taught a variety of comprehension skills and reading strategies during these lessons.

We teach writing through *The Literary Tree Curriculum*, incorporating grammar learning within this. Grammar is important when helping children construct accurately written sentences - and helping them to progress to the grammar test at the end of Key Stage 2. Children write for a variety of different purposes, following skilled teaching and modelling by their teachers.

Spelling is taught weekly through the learning of specific patterns. Children play games and do exercises related to these. Words are sent home for children to learn each week.

Handwriting follows a *Letter Join* programme - children are taught a cursive script once they can form individual letters accurately.

FOUNDATION SUBJECTS

(History, Geography, Art, DT, RE, Science)

Across each year group we ensure that children are taught a balance of the different subjects, focusing on the key skills, knowledge and understanding needed at the appropriate age. Each subject has a carefully planned and progressive sequence of learning. Carefully chosen schemes of work are used and adapted by our staff to ensure enjoyable and memorable learning at Whitehouse. Learning is enhanced through trips and workshops throughout the year. We regularly review our curriculum which we share with parents on our website as well as termly curriculum letters.

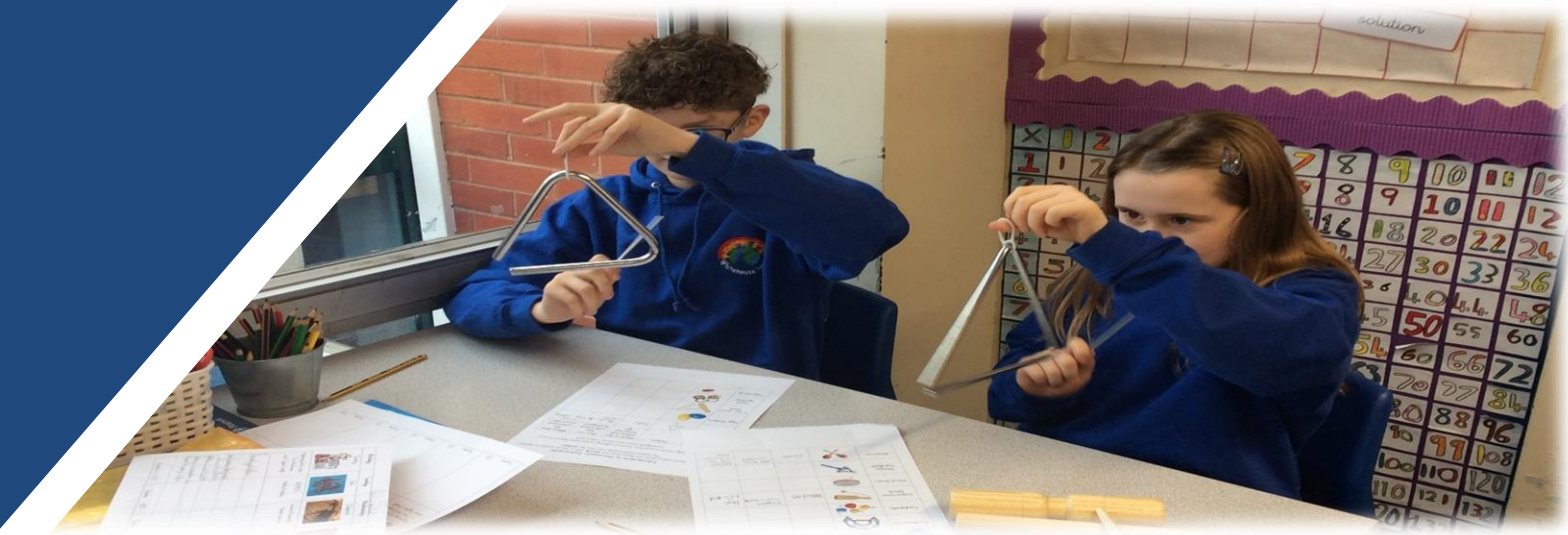
PE

Whitehouse has achieved the Gold Games Mark in recognition of our excellent PE provision. Children have a minimum of two hours a week of PE taught by their class teacher. Children experience gym, dance, striking and fielding, invasion games and athletics as well as some outdoor adventurous activities that take place as part of our outdoor learning. In year 4, children have a term of swimming lessons at a local pool. In the summer, we hold sports days which are a mixture of team games and competitive races. All children take part and we encourage parents to come along and cheer the children on. We also enter into sports competitions, for example in athletics, football and cross country as part of the Stockton Sports' Partnership and encourage children to put themselves forward to take part in these events.

Computing

Children are technology minded and to prepare them for the modern world, we like to tap into this. We teach the children from a very young age how to keep safe online and have regular e-safety sessions with them. We have class sets of iPads which are used to support computing and to enhance learning within other curriculum areas such as reading plus. The iPads are shared across the school for cross curricular learning. Each class has a BenQ interactive screen which is used to enhance the learning of the children. Secure Wi-Fi is available throughout the school. We teach computing – including basic programming and have a comprehensive curriculum (including e-safety) that runs through all taught ICT units.





Modern Foreign Language

At Whitehouse, we have chosen to teach French as our foreign language at Key Stage 2. We have sessions with a focus primarily on vocabulary development and speaking the language and then moving on to reading and writing simple phrases.

Music

Children are taught a progressive music scheme learning to use musical terms and notation through singing and the use of a variety of tuned and untuned instruments.





TRIPS / VISITORS

Trips and visitors bring learning to life and our children really value these experiences. They are placed at strategic points during topics to enhance the experience that we are giving to the children. We aim to have at least one trip or visitor each term. We do ask for donations towards the cost of these trips and parents are given plenty of notice when they are happening. For some trips to go ahead we may ask for parents to come along and help.

In Year 4 and Year 6, the children attend annual residential trips. Year 4 visit an Outdoor Education Centre where the children take part in a variety of outdoor adventurous activities as well as learning about independence. Year 6 visit a city and the cultural experiences this brings including attending museums, the theatre, restaurants and navigating destinations using city maps. They also learn about managing their money and budgeting.

The residential are always great fun and create lifetime memories for our children. All of our trips are fully insured and risk assessed. The safety of the children is our number one priority.

OUTDOOR LEARNING

We are fortunate at Whitehouse to have such lovely grounds and an outside classroom. We are also very lucky to have a small wooded area on our doorstep. All children across all year groups have regular sessions of outdoor learning and bush craft/forest schools - learning new skills and using the space to enhance their curriculum learning, particularly science and geography.

META-REFLECTIVE LEARNING

We use a meta-reflective approach to learning that teaches and develops children's metacognition skills as recommended by the Education Endowment Fund (EEF). It can support and improve attainment for all pupils by enhancing pupils' ability to think about their learning, assess their progress, set and monitor goals, identify strengths and challenges in their learning and develop a learning dialogue between pupil and teacher.

This approach underpins our marking and feedback and teaches children the skills of reflection and how to use metacognition strategies. Teachers can also look across these reflections to understand what pupils are enjoying or struggling with, and identify specific pupil needs.

BEHAVIOUR

At Whitehouse we pride ourselves on the fantastic behaviour of the children. We follow consistent approaches to behaviour management and ensure that all children are treated equally.

We follow a restorative approach with children, understanding the consequences of their actions on themselves and others. We praise children for working and behaving well and address less desirable behaviour quickly, using it as a learning strategy for the child. We believe that all children should be treated as individuals.

We keep parents informed about behaviour and believe that working together is key.

INCLUSION

We are an inclusive school and strive to meet the individual needs of each pupil in our care. Our teachers plan programmes of work that ensure each child makes progress from their starting points, providing appropriate and adapted teaching techniques and learning resources where necessary. We have a SENDCO who supports teachers, children and parents with all aspects of special educational needs. We use outside services to support us in ensuring that your child has specialist provision where a need has been identified.

PASTORAL SUPPORT

We have Mrs Gibson, our Safeguarding and Welfare Officer, in school, who works alongside many organisations who help us to support both our children and our families. We have support from the family Hub and parents can go and have a chat and get advice about any aspect of parenting and running a family. Their advice has been so helpful to so many. We also hold regular coffee mornings which all parents are invited.

Both Mrs Gibson and Mrs Needham are qualified to work with and support the mental wellbeing of our children. They offer programmes of support for classes, groups and one-to-one working.





SCHOOL LUNCHES

All children in Reception, Year 1 and Year 2 are entitled to a free school meal following changes to legislation which came into effect on 1st September 2014. We encourage all children to have a school dinner.

For children in KS2, we request that all parents complete the application for free school meal/pupil premium entitlements on OFSM <https://apply.cloudforedu.org.uk/ofsm/sims> Once completed, this application will remain on record and will be checked regularly. You will only need to apply once. The office is able to support with the completion of applications if needed.

School meals are catered for by Stockton Local Authority. The food is freshly prepared in our own kitchen and is healthy and nutritious with plenty of choice. The children choose their dinners from weekly set menus which are shared with parents to discuss the choices available.

If your child does not wish to have a school meal they can of course bring a nutritious, healthy packed lunch from home.

PARENTAL PARTICIPATION

We encourage parents to get involved in school life and invite parents to become volunteers in school helping with reading, art, cooking etc and always need parents to help on trips. We do insist that parents have DBS checks before starting this.

SCHOOL EVENTS

Here at Whitehouse, we have a range of school events that both the school and children organise. Christmas and summer carnivals, open evenings, dress up days, theme days and weeks, fundraising activities and many more events throughout the year.

UNIFORM

To help promote a sense of pride and positive attitudes towards school and learning, children are expected to wear school uniform. High standards in learning are reflected in high standards of appearance.




All uniform can be obtained from

Elizabeth Embroidery

Motif 8

OR

A local supermarket

<p>Nursery</p>	<ul style="list-style-type: none"> • grey 'joggers', • light blue polo shirts, • blue cardigans and jumpers.
<p>All</p>	<p>Tops</p> <ul style="list-style-type: none"> • Light Blue polo shirt or shirt • Blue jumper or cardigan <p>e.g.</p>  <p>Bottoms</p> <ul style="list-style-type: none"> • Grey trousers or shorts • Tartan or grey Pinafore or skirt • Gingham dress (summer) <p>e.g.</p>  <p>Footwear</p> <ul style="list-style-type: none"> • Black shoes or trainers
<p>PE Kit</p>	<ul style="list-style-type: none"> • Pale blue tee-shirt • Navy shorts • Plimsolls or trainers • Hairband for long hair • Jogging bottoms and a warm layer for outdoor PE (This can double up for outdoor learning) <p>e.g.</p> 
<p>Outdoor Learning</p>	<ul style="list-style-type: none"> • Jogging bottoms/leggings • Wellies • Waterproof coat

EQUIPMENT NEEDED IN SCHOOL

A water bottle, PE Kit, wellies, a waterproof coat and a book bag are all that the children need to bring to school.

GENTLE REMINDERS:

- Only plain studs (no hooped or dangling earrings) are to be worn to school for health and safety reasons
- Any toys or items from home are discouraged in case they are damaged or lost which can be quite upsetting for the children.
- We are a nut free school so please avoid sending any nut products in lunch boxes, including peanut butter.
- Grapes and cherry tomatoes need to be cut into halves or quarters to reduce the risk of choking.
- All medications kept in school need to be prescribed and clearly labelled from the pharmacy with the child's name and dosage. Forms also need to be completed by parents. We can only administer medication if it is needed four times daily.





Aspirational Opportunities for All

01642 678212

Whitehousepri.org.uk

whitehouse@whitehouseprimaryschool.org.uk

Dunelm Road, Elm Tree, Stockton-on-Tees, TS19 0TS