



# School Prospectus



# Welcome to Whitley Lodge First School

Dear Parents, Carers and visitors to our school,

Whitley Lodge First School is a warm and welcoming coastal school for children aged 3-9 years old. Our inclusive ethos supports and encourages children to reach their full potential in a safe and secure environment.

We offer places to approximately 280 children which includes 52 morning or afternoon nursery places. Our experienced and nurturing staff team aim to establish a good pace for learning whilst continuing to value individual talents and interests.

We set high expectations for learning and our creative curriculum is designed to inspire and challenge our children. We work in partnership with every member of our school community. We recognise and are grateful for the fantastic contribution made by parents, carers, the Governing Body, the PTA and our extended school organisations.

At Whitley Lodge, we are committed to identifying the diverse learning needs and preferences of individual learners so that they can thrive at school. We value different experiences and perspectives to create safe and inclusive learning for all. Every child is provided with high quality learning opportunities so that they can attain achieve to the best of their ability.

Our school vision reflects our commitment to promote an ethos of care and trust where every member of the school community feels that they truly belong and are valued. Since 2007, we have been awarded the *prestigious Inclusion Quality Mark* and since 2016, have been certified every year as a *Centre of Excellence for Inclusion*. In 2023, we were invited to become an IQM Flagship School for Inclusion.

The senior leadership team, Governing Body and I work closely together to ensure that high standards in teaching, learning and communication are constantly maintained. We celebrate daily achievements and successes whilst working on future key initiatives that move us forward. We are proud to be part of a school that values children as individuals, recognising individual needs, strengths and interests.

We are always keen to meet new parents and carers. Visits can be arranged by contacting the school office.

We look forward to welcoming you to Whitley Lodge First School.

Kind Regards,  
**Mrs J Palmer**  
Headteacher





# Vision and Values

**As a partnership of children, parents, carers, staff, Governors and the wider community, we aim to:**



- help children to acquire knowledge, skills and understanding through an active, creative and inclusive curriculum

- foster a lively, enquiring mind in children by stimulating their curiosity and imagination

- provide a happy, safe and supportive environment, in which each child develops to the best of their ability

- maintain and cultivate a sense of partnership and ownership with parents and the wider local community

- encourage children to become independent learners who make informed choices

- promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs



- promote positive values and make sure there are equal opportunities for all



- celebrate and reward high standards in behaviour including making good choices, doing your best, being kind and supporting each other to be successful.

# About Whitley Lodge First School

## Early Years Foundation Stage (EYFS)

This includes the Nursery and Reception classes. We have a 52 place nursery. There are 26 morning places and 26 afternoon places. We also offer '30 hour provision' which includes a morning place plus up to 4 afternoon places per week.

Children can join our nursery from the September after their third birthday and Reception in the September after their fourth birthday.

With two Reception classes and up to 45 pupils per year group, our Reception children benefit from relatively smaller class sizes of no more than 23 children in each classroom for the academic year. This enables the staff in Reception to create strong relationships that empower children to flourish.

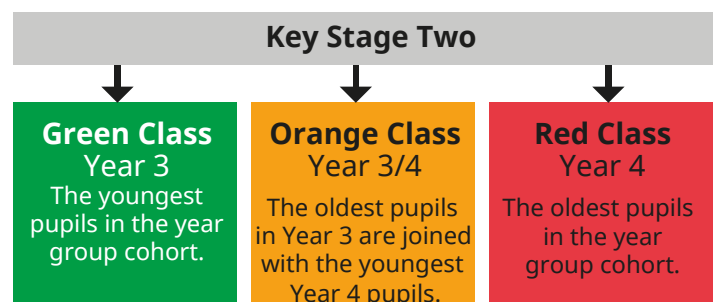
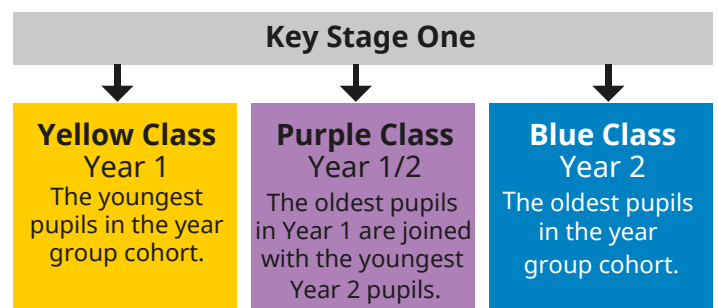
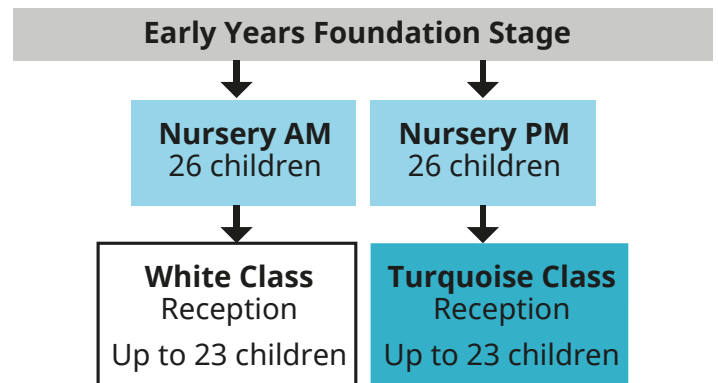


## Key Stage One & Key Stage Two

After the Reception year, classes are organised into mixed-age classes with 45 children in each cohort with approximately 30 children in each class. The organisation of the classes is arranged strictly according to age, whilst maintaining a gender balance.



Our curriculum design ensures there are equal opportunities for curriculum entitlement by covering a broad and balanced offer over a rolling two-year teaching programme.







## School Uniform

The school has a uniform which each child is encouraged to wear. This includes:

- Blue school sweatshirt/cardigan with the school logo or royal blue jumper/cardigan
- White blouses / shirts / polo shirts
- Grey skirts / pinafores / shorts / trousers
- Black shoes / trainers

Blue gingham dresses can be worn in the summer term.

**PE Kit** includes a white T-shirt, black shorts/ jogging trousers/leggings, trainers and waterproof jacket.

School sweatshirts and cardigans can be ordered directly from:

[Anne Thomas Workwear Ltd.](#)

180 Park View  
Whitley Bay  
NE26 3QP

## The School Day

### Nursery

*Morning session:* 8:45 am – 11:45am

*Afternoon session:* 12:30pm – 3:30pm

### Reception, Years 1, 2, 3 & 4

8:50am – 12:00pm – Morning session with a 15-minute break

12:00pm – 1:00pm – Lunchtime

1:05pm – 3:20pm – Afternoon session with a 10-minute break

The morning session usually incorporates a whole school assembly each day.

The amount of time available for teaching children is **32.5 hours per week**.



# Positive Behaviour & Reward System

## The Whitley Lodge Wonder League

At Whitley Lodge positive behaviour and thoughtful working with others is recognised as an essential element of high standards within the classroom and extended school community including the playground. As our recent Ofsted report stated, *'Pupil behaviour is exemplary'* and we want to ensure that children are celebrated and rewarded for their excellent choices.

The Wonder League is designed to support and foster positive relationships through a strong sense of responsibility and community across school. It is also a key vehicle for the spiritual, moral, social and cultural (SMSC) curriculum, promoting an understanding and direct experience of democratic systems and procedure.

### 'Wonder' definition

1. a feeling of amazement and admiration, caused by something beautiful, remarkable, or unfamiliar.
2. a person or thing regarded as very good, remarkable, or effective.

### Children are placed into one of five beach animal themed teams:

Lobster (Red); Dolphin (Blue); Seal (Yellow); Seahorse (Green) and Starfish (Orange).



All siblings are placed in the same team supporting a sense of unity and togetherness between home and school life.

## How does the Reward System work?

Wonder Points (tokens) are freely distributed, by any adult in school, to children who are seen to be following the school rules or displaying our key qualities.

### Whitley Lodge Rules are:

- Be kind and helpful
- Play by the rules
- Listen carefully
- Tell the truth
- Look after property

### Whitley Lodge key qualities are:

- Courage
- Honesty
- Kindness
- Resilience
- Respect

In addition to the daily distribution of Wonder Points, we also celebrate individual achievements by awarding two children from each class with a Wonder Award certificate each week.

Wonder Points, once awarded, cannot be taken away. There is a weekly class count and weekly winning team in each class. Every half term, there is a winning team and special prize for that team.

Our excellent School Council support in collecting and counting points. The prize is a mixed age group, active afternoon which takes place in the last week of each half term. Each member of the winning team also receives a special certificate to take home that term.

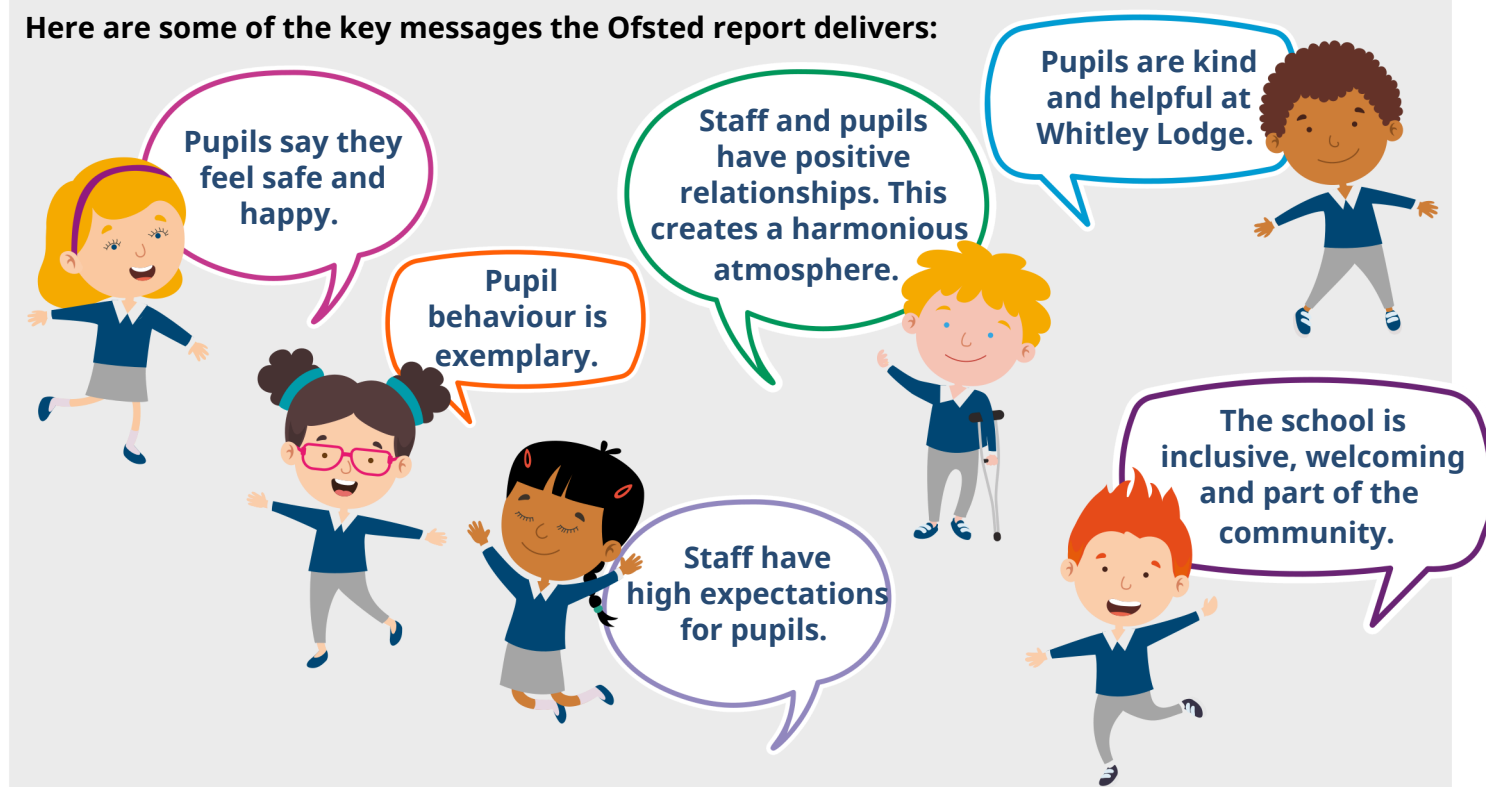
The image shows a template for a 'Whitley Lodge Wonder Award' certificate. At the top, a blue banner contains the text 'Courage • Honesty • Kindness • Respect • Resilience'. Below this, a central box reads 'Whitley Lodge Wonder Award'. The main body of the certificate has lines for 'Congratulations to \_\_\_\_\_ in \_\_\_\_\_ class on \_\_\_\_\_ for \_\_\_\_\_'. Below this, it says 'We are so proud of you. Well done!'. At the bottom, there are lines for 'Class Teacher' and 'Headteacher' signatures, and a small circular logo on the right.



## Ofsted

The Ofsted Report, June 2022, states that Whitley Lodge First School continues to be a “Good” school. The full report is available on the school website. It is an excellent report reflecting an Ofsted inspection which was thorough, robust and professionally rigorous. The report itself is very detailed and evidences the high-quality provision that is provided at Whitley Lodge First School. The ambitious and enriching curriculum is celebrated throughout the report as is inclusion, resilience, independence and emotional well-being.

Here are some of the key messages the Ofsted report delivers:



## The Governing Body

The role of a Governor within a first school is a vital and extremely rewarding role. Governors play an essential role in setting the strategic direction for the school and holding its leadership to account.

The Governing Body has responsibility for:

- delivery of the curriculum
- care and safety of the children and staff
- appointment of staff
- financial management of the budget
- maintenance of the building.

The full Governing Body meets at least three times a year, but a lot of work is undertaken in various committees.

Each governor is also a member of one of the following committees:

- Curriculum
- Finance & Staffing
- Premises, Health & Safety

Members of the Governing Body are also linked to subject areas. Throughout the academic year, they are invited to visit school to see their subject 'in action'.

Information about being a Parent Governor and Governor Profiles are on the school website.

# Teaching & Learning

## The Early Years Foundation Stage (EYFS) Curriculum

For children in Nursery and Reception classes our curriculum is based on [The Statutory Framework for Early Years Foundation Stage](#). We deliver an EYFS curriculum that offers high quality teaching alongside rich play-based learning in an enabling environment offering an abundance of experiences across all seven areas of the Early Years Foundation Stage.



Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.



It is our intention that the children of Whitley Lodge enter the next stage of their education fully prepared and equipped to tackle new challenges with confidence and a positive mindset. The purpose of our curriculum is to:

**ENGAGE** our pupils by providing learning opportunities that are responsive to individual starting points, interests and needs.

**ENCOURAGE** our children to take the lead in their own learning, building confidence and guiding our little learners to explore new ideas, think about problems, take risks, make links and seek challenge.

**EXCITE** our pupils by offering a stimulating environment and meaningful experiences that will ignite a passion and enthusiasm for learning.

**ESTABLISH** high levels of curiosity, collaboration and cooperation hand in hand with clear rules and routines that enable children to become highly adept at managing their own behaviour in the classroom and in social situations.

**ENABLE EXPRESSION** by equipping our children with the knowledge and skills they need to express themselves with confidence and in a meaningful way.





At Whitley Lodge our curriculum has been carefully crafted with consideration given to our children, our locality and our community.

Guided by the **Educational Programmes** and adhering to all safeguarding & welfare requirements set out in the **EYF S Statutory Framework**, we provide an ambitious, engaging and well-structured curriculum designed in a sequential way to ensure progress towards the end of reception **Early Learning Goals**.

Our provision is underpinned by a complementary relationship between adult led, adult-initiated and child led learning. We use a continuous cycle of observation, assessment and planning/teaching, alongside structured and systematic lessons and guided group work to offer a balanced approach.



# The EYFS Statutory Framework

Within this framework there are four guiding principles which shape our practice:

"Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured."



"Children learn to be strong and independent through positive relationships. Children benefit from a strong partnership between practitioners and parents/carers."



"Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)."



"Children learn and develop well in enabling environments with teaching & support from adults, who respond to their individual interests and needs and help them to build their learning over time."



## EYFS learning and development

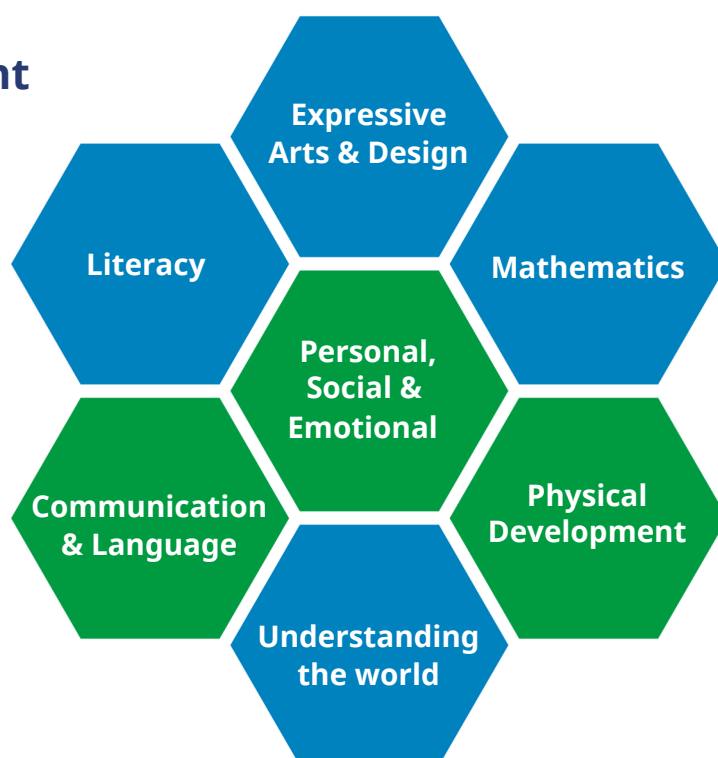
Our curriculum encompasses **seven areas of learning and development**. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These **3 Prime Areas** are shown in **green**.

Four areas help children to strengthen and apply the prime areas.

These **4 Specific Areas** are shown in **blue**.





Weaving throughout and central to the EYFS curriculum at Whitley Lodge First School are three **Characteristics of Effective Learning**.



“playing and exploring - children investigate and experience things, and ‘have a go!’ ”



“active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements”



“creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things”



These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviours and observing the context of children's play is essential.

## Early Reading & Phonics

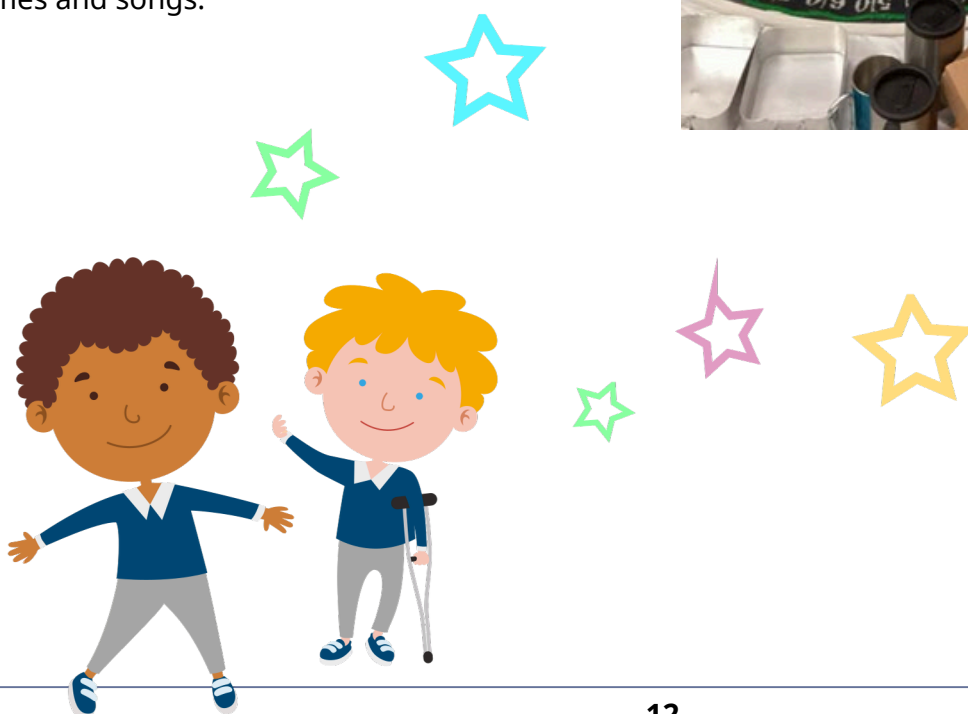
At Whitley Lodge First School reading is central to our curriculum. Our Reading provision aims to provide pupils with the skills and knowledge necessary to read fluently and confidently while developing a love of reading that allows pupils to draw on knowledge of the world around them.

Our children progressively learn a range of key skills in reading using a variety of different strategies:

- Word reading – systematic phonics, learning GPC (Grapheme Phoneme Correspondence), developing the skill of blending, sharing high quality texts, developing fluency
- Comprehension – drawing on linguistic knowledge and on knowledge of the world, read widely across a range of genres, develop a love of reading, increase pupils' vocabulary, develop reading for pleasure
- Curriculum links – All pupils are encouraged to read widely across both fiction and non-fiction genres to gain information and knowledge develop their knowledge of the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Teachers have carefully planned out the books that they are teaching and reading with their children across the year in order to expose children to a variety of books and authors.

At Whitley Lodge children's reading begins in Nursery. Children are immersed in a wide range of reading experiences to develop a love of stories, rhymes and songs.





## Phonics

In Nursery we concentrate on developing children's speaking and listening skills and ensuring the children are attuned to the sounds around them by covering the following:

- General sound discrimination to raise children's awareness of the sounds around them and to develop their listening skills.



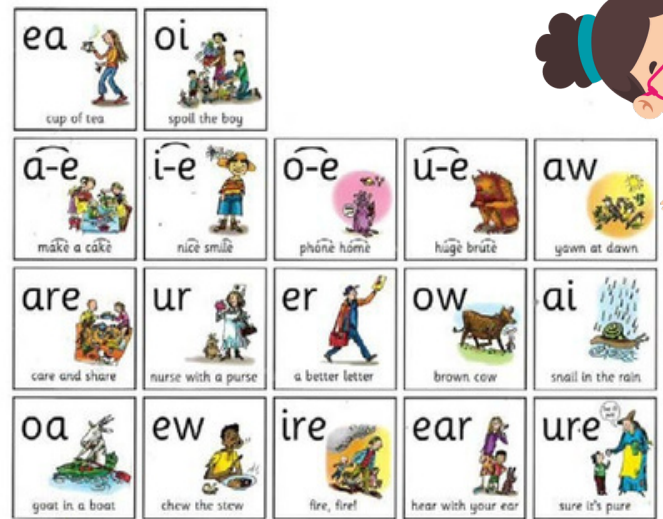
## Read Write Inc. Phonics

In Reception and Year One children complete the Read Write Inc phonics programme. Using synthetic phonics, children quickly learn to blend letter sounds together following a fun and effective programme. Phonics provides children with the building blocks needed to become successful readers.

**Why do we use RWI?** The RWI programme has been proven to be a very successful method of teaching every child to read and write using phonics. Children are assessed and are put into groups and given the appropriate RWI sounds to learn, sound blending and reading books to follow matched to their phonic knowledge. Each week children will take home a RWI story book which is matched to their phonic ability.

**What do children learn in RWI?** In Reception and Key Stage One we develop children's phonics knowledge through the RWI scheme. The children learn Set 1 "special friends" sounds e.g. sh, ch, Set 2 and 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound

- General sound discrimination - instrumental sounds to develop children's awareness of sounds made by various instruments and noise makers.
- General sound discrimination - body percussion to develop children's awareness of sounds and rhythms.
- Rhythm and rhyme to develop children's appreciation and experiences of rhythm and rhyme in speech.
- Alliteration, the focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.
- Voice sounds to distinguish between different vocal sounds and to begin oral blending and segmenting.
- Oral blending and segmenting to develop oral blending and segmenting skills.



('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading, but also spelling and develops skills which are transferable to their Literacy.

Children are grouped according to ability for daily phonics lessons. Each session is broken up into different parts including: revision of previous sounds taught, teaching of a new sound, reading words with the new sound and writing them, reading and writing about a core storybook matched to their phonic ability. The children are encouraged to use these sounds to support their writing in all lessons across the curriculum.

## The National Curriculum

The taught curriculum for the children who are in Year 1 and above is based on the National Curriculum. This includes English, mathematics, science, computing, design and technology, history, geography, art, music, physical education, personal, social, health and wellbeing and religious education. English and mathematics are mainly taught through discrete, daily lessons. As a core subject, science has a dedicated two hours per week. All other subjects are taught through either cross-curricular topics or in separate subjects for all or part of the time, depending on the requirements of each subject area. Details about each topic are circulated through the school's curriculum information for parents via Parent Workshops, Seesaw and the school newsletter.



We have produced schemes of work that support each subject. Each teacher has responsibility for a curriculum area. The curriculum leaders review and update subject quality of education documentation regularly. For detailed curriculum overviews, please go to the school website.

Extra-curricular activities include football, multi-skills, gymnastics, dance, art, cooking, violin, choir and piano.



## Religious Education

The school's Religious Education policy follows the guidelines of North Tyneside's Agreed Syllabus. This covers the key teaching of different faiths including Christianity, Buddhism, Judaism and Hinduism. Daily acts of worship in assemblies are broadly Christian in character. Where required, the school will make arrangements for parents to exercise their right to withdraw their child from religious worship or instruction. This matter should be discussed with the Headteacher.

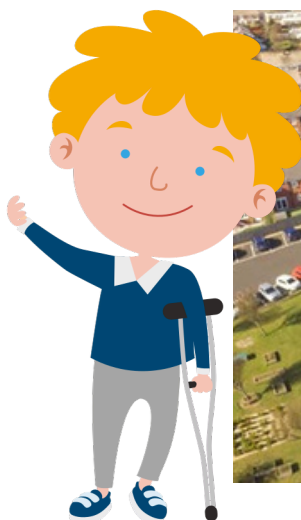




# School Grounds and Surrounding Area

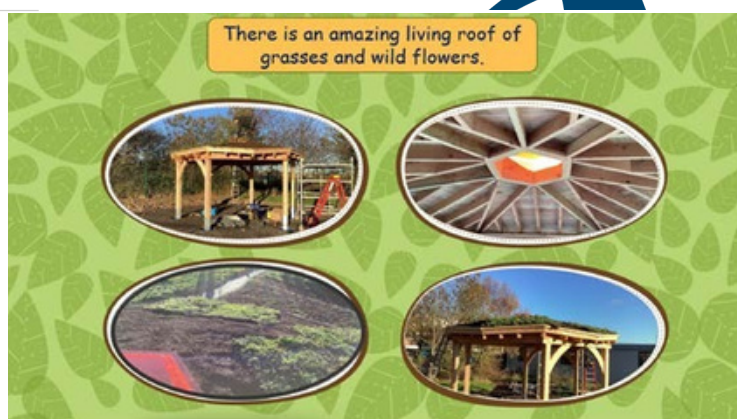


In the heart of the community, Whitley Lodge First School benefits from extensive grounds surrounding the two-storey building. These include an enormous playing field, two large playgrounds with a timber trail and woodland village, all weather running track, wooden pirate ship, astroturf covered reading areas, hard surfaced areas for games plus attractive gardens.



## Outdoor Classroom & Reflection Garden

At Whitley Lodge, we take every opportunity to learn outside in our amazing grounds either in our bespoke outdoor classroom or our fantastic reflection garden.



We are delighted to have such an incredible facility on our school grounds which is used every week by the children in school.



## Beach School

Taking advantage of our fantastic local area, we have trained Beach School teachers on our staff. Beach school sessions aim to educate children through games and activities, about their local environment as well as how to sustain it for future generations to enjoy.

From safety at the seaside, rock pooling, beach combing, bird watching, mark making in the sand, sand sculptures with driftwood, exploring coastal habitats and litter picking, the beach provides children with so many outdoor learning opportunities. Beach schools also develop children's primary skills such as basic instincts, emotional intelligence, working as a team, confidence in being outdoors, social skills, and health and safety initiatives.

## Community School

Our school is situated in the heart of the Whitley Lodge community. We have community rooms which are accessed by a range of groups and organisations around the school day and school holidays. In addition, the school is the base for the [Whitley Lodge Baptist Church](#) to meet every Sunday.



## Before & After School Provision

Independently owned, purpose-built accommodation provides before and after school care for all our children as well as wrap around care for our nursery children. Experienced staff run the clubs from 7.45am until 6.00pm. Details of holiday clubs are distributed termly. For more information visit their website: [Zone4Kids](#)

## Child Protection & Safeguarding at Whitley Lodge

We are fully committed to safeguarding and promoting the welfare of children and expect all staff, volunteers and visitors to share this commitment. Rigorous procedures are in place to safeguard and support all children, families and staff at school.

## School Safeguarding Team

Designed Safeguarding Lead (DSL):

Mrs Jennifer Palmer, Headteacher

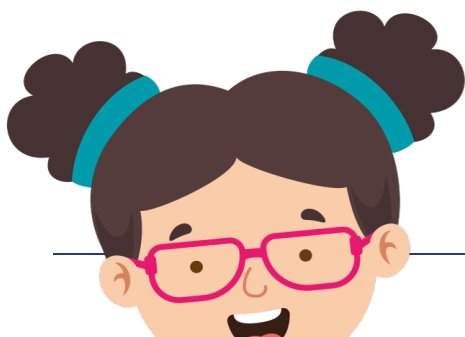
Mrs Shereen Walton, SENDCo & Deputy Headteacher

Mrs Lara Kimage, School Business Manager

Mrs Louise Watters, EYFS Lead

All staff receive regular training to ensure we are up to date with current safeguarding best practice in schools. As a school we follow the protocols and responsibilities stated in [Keeping Children Safe in Education](#).

Further information is detailed in our [Child Protection and Safeguarding Policy](#) available via the school website.





## Special Educational Needs



All class teaching is aimed at achieving the potential of every individual child. Some children have special educational needs, which we endeavour to cater for by planning appropriate programmes of work. Parents are always informed if their child is being monitored to assess the level of support needed. A learning support teacher and / or teaching assistant support these children both in the child's own classroom and in small groups for intervention sessions.

At Whitley Lodge, we are committed to recognising and valuing diversity so that the diverse learning needs and preferences of individual learners are identified and met. We value different experiences and perspectives to create safe and inclusive learning for all. Every child is provided with high quality learning opportunities so that they can attain and achieve to the best of their ability. Our school vision reflects our commitment to promote an ethos of care and trust where every member of the school community feels that they truly belong and are valued.

Since 2007, we have been awarded the prestigious Inclusion Quality Mark and since 2016, have been certified every year as a Centre of Excellence for Inclusion. In 2023, we were invited to become an IQM Flagship School for Inclusion.

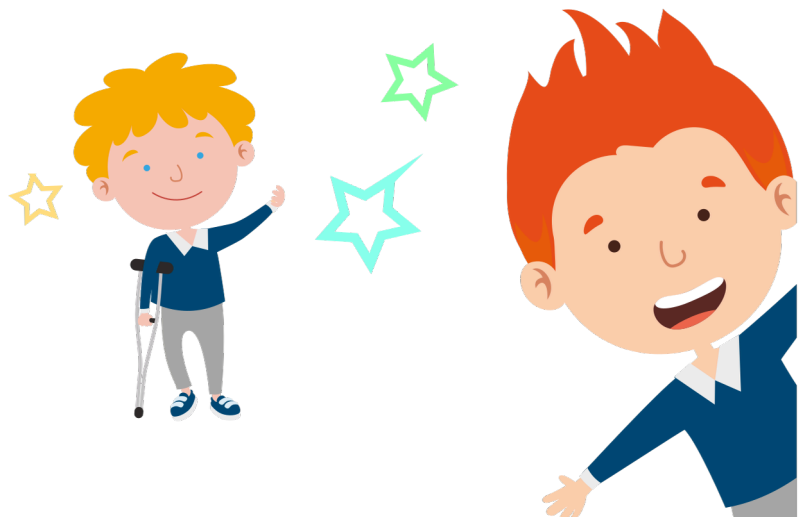
## Relationships & Health Education

At Whitley Lodge First School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Whitley Lodge has been presented with a Healthy School Award for many successive years.



## Equal Opportunities

Whitley Lodge First School has a commitment to developing a non-sexist and non-racist education system. We do not discriminate on any basis. We do value all children as individuals in their own right.

## Homework

Homework is set weekly in Key Stages 1 and 2 via the online learning platform Seesaw. The homework set reflects current learning and is used to provide consolidation of key objectives or to pre-teach upcoming curriculum content.

In Key Stage 1, there is one piece of set homework a week which alternates between a English or a maths activity. In addition, the children are encouraged to read their phonics reading book. Year 2 children have lists of spellings to learn across each half term and these are covered in a variety of ways during daily spelling lessons.

In Key Stage 2, there are two pieces of set homework, one for English and one for maths. Children are always encouraged to read at home. The children also have weekly spellings and times tables facts to learn for quizzes in lessons during the following week.

Occasionally, in both Key Stages, topic-based homework might be set to ensure a variety of learning is represented by the tasks set.

## Educational Visits

We take every opportunity to learn outside classrooms and often go out into the local area. For walking around and exploring the local environment, we gain permission at the beginning of each academic year so that we can respond quickly to any learning opportunity.

Over the year, classes go on educational visits. We visit places of interest (such as museums, exhibitions, galleries, parks etc) usually linked to a curriculum area. Information regarding class trips will be shared via the online learning platform Seesaw. We seek permission and voluntary contributions towards the costs.





# Statutory Assessments

## The Early Years Foundation Stage Profile (EYFSP)

The **Reception Baseline Assessment (RBA)** is a short, statutory assessment, taken in the first six weeks in which a child starts reception.

**Formative assessment** is an integral part of teaching young children. At Whitley Lodge we believe that children's development and learning is best supported by starting from the child, and then matching interactions and experiences to meet the child's interests and needs.




### Assessment at the end of the EYFS


In the final term of the year in which the child reaches age five the EYFS Profile is completed for each child and is reported to parents and carers. The profile provides a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels called Early Learning Goals (ELGs), and their readiness for Year 1. To support transition to Year 1, this information is shared with their next class teacher.


# Year 1 Phonics Screening Check


Phonics is **a way of teaching reading where your child is taught to read letters or groups of letters by saying the sound(s) they represent**. Children can then start to read words by blending the sounds together to make a word. The Phonics Screening Check is a statutory assessment to ensure that children are making sufficient progress in the phonics skills needed to read words and are on track to become fluent readers who can enjoy reading for pleasure.

Section 2

brend

throst

stret

spraw

Section 2

label

vanish

blossom

thankful

Children are assessed in Year 1, using a Phonics Screening Check. Regular assessment using this enables us to group children for phonics and RWI, ensuring the teaching they receive is tailored to the level they are at. The final Phonics Screening Check takes place in June. The results of the Phonics Screening Check are shared with parents in the summer term.

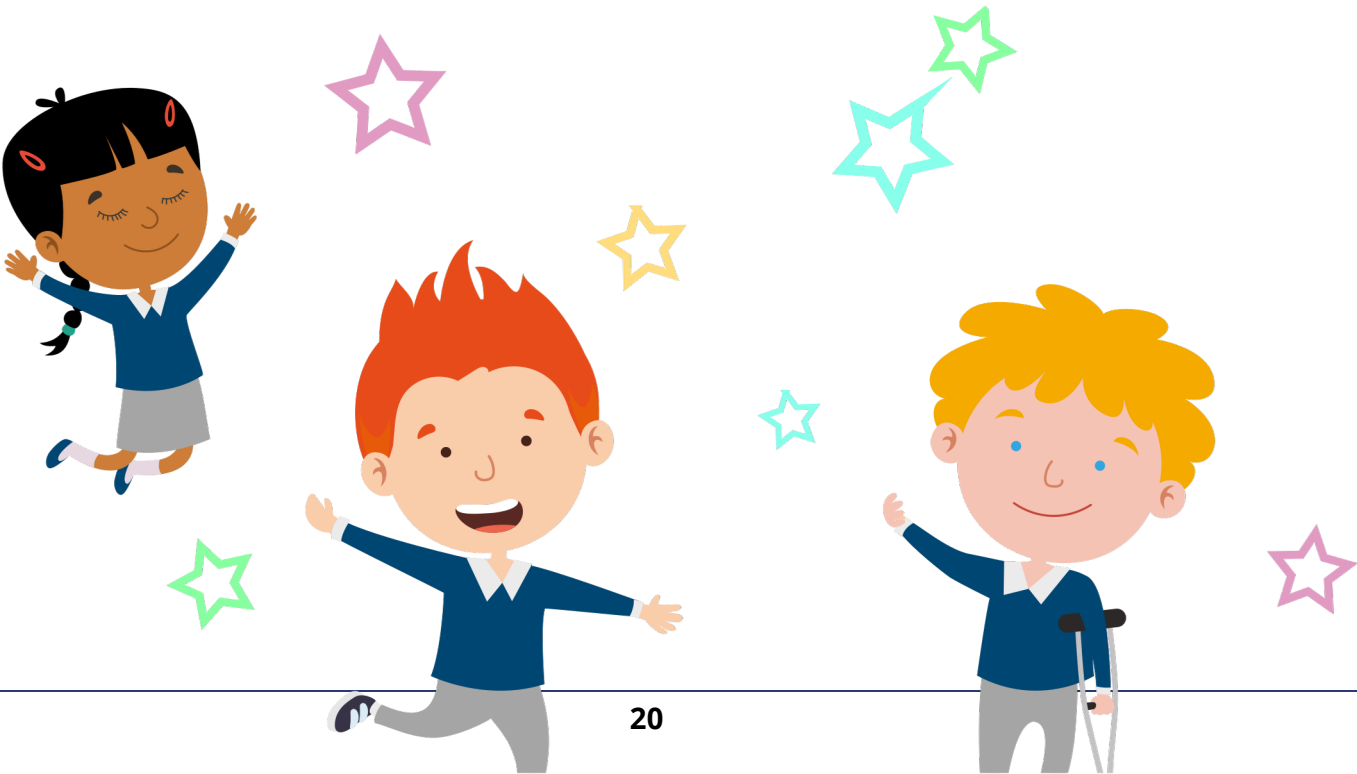
# Year 4 Multiplication Check

The Multiplication Check is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question.

On average, the check should take no longer than 5 minutes to complete. The purpose of the check is to determine whether your child can fluently recall their times tables up to 12.

There is no pass mark for this check however your child's score out of 25 will be shared in their end of year report. This information is also part of a bank of transition information shared with your child's next school.

*	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144





## Parents/Carers in Partnership

We are firmly committed to building a partnership between home and school with the aim of developing shared expectations, of enhancing the quality of education and of achieving high standards. We offer many opportunities to enhance and support this partnership, these include:

- Attending parent workshops and meetings
- Attending parent consultation evenings
- Supporting and attending class assemblies and performances
- Supporting with reading and other homework activities
- Helping on school trips and visits
- Joining the Friends of Whitley Lodge PTA
- Supporting PTA fund raising initiatives and events

## Parent/Carer Consultations

Parent/Carer consultations take place at least twice a year to discuss your child's progress, exchange information and discuss future targets. However, parents are sometimes invited to come to school for a meeting with the class teacher or can request a meeting at any other mutually agreed time. Parents/Carers receive a written report at the end of the school year and are invited to make an appointment should they wish to discuss it.

## Friends of Whitley Lodge PTA

All parents are automatically members of the 'Friends'. Events and activities are arranged by a committee. The Annual General Meeting usually takes place during the Summer Term. The 'Friends' run numerous events for the children of this school and they are always ready to recruit any volunteer helpers. Information regarding activities is circulated from school. New members are assured of a warm welcome.

The 'Friends' is a registered charity and has a remarkable reputation and ability for fund raising. The money has been used to subsidise visits, to purchase computers, musical instruments, PE equipment, playground equipment, electrical equipment and books. These purchases benefit all the children in the school.

## Pupil Council

Elections are held at the beginning of October. Each class elects one boy and one girl councillor from their class. Anyone can stand for election. The prospective councillor gives a speech outlining their own views and reasons why they think they should win the vote. The elected councillors attend monthly council meetings at which ideas, issues and concerns raised at class meetings, are shared and discussed. The councillors report back to their class. Views and suggestions are passed onto the Leadership Team and Governing Body.

## Attendance and Punctuality

Our school's overall attendance and punctuality rates are well above the national average. We do understand that often absences are due to unavoidable circumstances, and we will always do our best to support families in these situations.

We do not authorise any holiday absence requests as per the guidelines from North Tyneside Council. For safeguarding purposes, we ask that parents/carers complete the holiday absence form prior to a planned absence. We are committed to working closely with any families who need further information or support in relation to attendance and/or punctuality.

## Emergency Contacts

It is essential that we have the most up to date contact details for parents and carers as well as additional emergency contact details, if needed. Please keep us informed if you change your address, phone number or email address by contacting the school office immediately. This is essential so we can ensure you receive daily news and information.

It is vital in a medical emergency as a doctor is not legally able to treat a child until the parents/carers have been contacted.

## Administration of medicines

Anti - convulsant and anti - asthmatic medicines will be administered by school. First-aid qualified staff are trained to administer EpiPens to children suffering from anaphylactic shock.

If a child is well enough to attend school, we can administer prescribed medicine with the appropriate paperwork completed at the school office. We cannot administer over the counter medicines without a prescription from a medical professional.

## Sickness at School

If a child becomes unwell at school, we contact the parents or the emergency contact to ask that the child be collected early. If a child has experienced an upset stomach or has been sick, he or she must be kept off school for a period of **48 hours** to avoid the sickness spreading.







## School Meals

All children in Reception and Key Stage One are eligible for Universal Free School meals therefore register free of charge. These children also have the choice of bringing their own packed lunch if they prefer. Children in Key Stage Two can opt to buy a school meal (unless they already receive free school meals) or bring a packed lunch from home.

## School Milk

In conjunction with a private provider, 'Cool Milk', we operate a milk scheme which enables all children to have milk, in class, during the morning session. This is a parental choice and is paid for via the Cool Milk website. Children who are entitled to free school meals as well as all children in nursery can have free milk.

## Snacks

Children in Early Years and Key Stage One are provided with a free piece of fruit daily through the Government Scheme. All children can bring their own healthy snack (nut free) to school, if they choose to.

## Water

We encourage our children to drink water regularly throughout the day. We ask all children to bring their own water bottle to school each day. They can be filled up regularly, if needed.

# Admissions

Admissions for Nursery age children are handled by the school office.  
Please contact [info@whitleylodgeschool.org.uk](mailto:info@whitleylodgeschool.org.uk) for an application form.

Admission arrangements for Reception age children up to Year 4, are handled exclusively by  
[North Tyneside Council](#).

We welcome visits from prospective parents/carers at any time over the academic year. Please contact the school office [info@whitleylodgeschool.org.uk](mailto:info@whitleylodgeschool.org.uk) to make an appointment to have a tour of the school.



**WHITLEY LODGE FIRST SCHOOL**  
**Woodburn Drive, Whitley Bay, Tyne and Wear NE26 3HW**  
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**Headteacher: Mrs J Palmer**