

White Mere Community Primary School

2016 – 2017



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Staff List

Management

Callum Kidd, Executive Headteacher

Helen Hutchinson, Assistant Headteacher

Gemma Richardson, Assistant Headteacher

School Office

Clare Trainor, Admin Support

Caroline Nicholson, Admin Support

Classroom

Nursery	Laura Holland
Reception	Vicky Groom
Year 1	Gemma Richardson (currently sick) cover by Liz Hill
Year 2	Katherine Trodden
Year 3	Jonathan Noble
Year 4	Helen Sykes
Year 5	Jordan Icke
Year 6	Helen Hutchinson & Becky Titterton

Support Staff

EYFS/Key Stage 1	Nicola Henderson
	Susan Ross
	Lizzie Hogg
Key Stage 2	Diane Cutter
	Nicola Parry

Other Staff

Deneice Lawson, Wrap-around childcare

Mark Swan, Wrap-around childcare

Samantha Wilson, lunchtime supervisor

About Our School

White Mere Community Primary School is situated on a small private housing estate in Wardley on the eastern edge of Gateshead. The school opened its doors to pupils in 1975.

The modern single storey building is well maintained with regular planned school improvement projects continuing to provide an excellent learning environment for our pupils. Our school has recently undergone comprehensive refurbishment to add a nursery class. The school also benefits from extensive grounds with playing fields, our school garden and our fantastic Key Stage 1 yard.

Our Vision

At White Mere, we provide an exciting and challenging environment in which all children and staff are given opportunities to develop to their best ability: academically, socially, spiritually and morally.

Working in partnership with parents and the community in an atmosphere of mutual trust, we recognise and provide for the rights of our pupils, encouraging them to have respect for themselves and others, and to develop as responsible members of our global society.

This is facilitated through a broad, exciting and enriched curriculum, equipping and developing our pupils as independent, lifelong learners.

Our Aims

White Mere Community Primary School aims to:

- Value every individual and to maximise the opportunities for his/her intellectual, moral, spiritual, physical, aesthetic and social development.
- Help pupils to develop lively, enquiring minds, the ability to take risks, to question and debate rationally and to apply themselves successfully to tasks.
- Create an interesting and stimulating environment, which reflects our vision and promotes a sense of community as well as an individual sense of self-worth.

Our Values

Our school reflects British values in all that we do.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

School Organisation

White Mere is a small community school with approximately 150 children.

We have a Nursery class, Reception class, two Key Stage 1 classes and four Key Stage 2 classes.

Classes

These are grouped by age and comprise:

Early Years

Nursery : 3/4 year olds

Reception : 4/5 year olds

Key Stage 1

Year 1 : 5/6 year olds

Year 2 : 6/7 year olds

Key Stage 2

Year 3 : 7/8 year olds

Year 4 : 8/9 year olds

Year 5 : 9/10 year olds

Year 6 : 10/11 year olds

Admission to the School

Once your child turns 2 years of age you should start to think about applying for a place at a school nursery. Children are normally admitted to school nurseries from the start of the school term following their third birthday.

Children are admitted to the school reception class in accordance with the [Admissions Policy](#) set out by Gateshead Local Authority.

Admission to the Nursery Class

If you wish to apply for a school nursery place at White Mere you should contact the school office who will let you know what the procedures are to apply and when you will find out if a place is available.

The Nursery has places for up to 26 children per session. If there are more applications than places available, the Executive Headteacher will decide on the basis of the following considerations:



Admission to the Reception Class

Children are admitted to the Reception Class in the September following their fourth birthday, and in accordance with the Admissions Policy set out by Gateshead Local Authority. We will consider applications from parents who have named the school as any ranked preference on their application form; this is called the equal preference system. If there are more applications than number of places available at the school we will then allocate places by using the following order of priority:

1. Children in Public Care (as defined under Section 22 of the Children Act 1989) including a child who was previously “looked after” but ceased to be so because they

were adopted (or became subject to a child arrangements order or special guardianship order (see definition*).

1. Children who live in the school's catchment area and who will have a brother or sister at the school during the coming academic year. (see definition*)
2. Other children who live in the school's catchment area.
3. Other children who will have a brother or sister at the school during the coming academic year.
4. Other children who have exceptional medical or social grounds see point 1 below
5. All other children.

(*see definitions of our criteria in priority 1, 2 and 4 above in our parent's information booklet and at www.gateshead.gov.uk)

Applications for admission to White Mere Community Primary School must be made on Gateshead Local Authority's application form which is available from the school or on Gateshead Council's website: <http://www.gateshead.gov.uk/>

Parents/carers have the right to appeal to the Education Department of Gateshead Council if their child is refused a place at the school of their choice.

In-Year Transfers

We welcome in-year transfers from schools within and outside of the Gateshead Local Authority area. If you would like to apply for a place for your child, transfer forms are available from Pupil and Parent Services at Gateshead Council by telephoning (0191) 433 3000.

Parent/Carer Tours

The Executive Headteacher or one of our Assistant Headteachers will conduct a tour of the school once a month. Parents/carers wishing to view the school should contact the School Office to book themselves on to one of the monthly tours.

The School Day

Nursery Hours

Our nursery operates morning and afternoon* sessions, the times of each are shown below.

Nursery AM Session: 8:45 am to 11:45 am

Nursery PM Session: 12:30 pm to 3:30 pm

School Hours

School starts 9:00 am prompt. Pupils should be in the yard from 8:50 onwards to line up with their class before being taken into school by their classteacher.

Reception and Key Stage 1: 9:00 am to 3:15 pm

Key Stage 2: 9:00 am to 3:20 pm

It is important that children know the arrangements for their collection each day and that they are collected on time. Early Years and Key Stage 1 Class teachers should be informed beforehand if someone else is collecting a child from school.

Extended Services/Child Care

The school runs a number of additional activities for children both before and after school. Please see our website or contact the School Office for current information.

**For the 2016/17 school year our nursery is offering morning places only. This arrangement will be reviewed periodically and an afternoon session will be considered if there is sufficient demand for places.*

The Curriculum

The National Curriculum lies at the heart of teaching at White Mere Community Primary School. It sets out a clear, full and statutory entitlement to learning for all children aged five to eleven and determines the content of what will be taught. It is preceded by the Early Years Foundation Stage Curriculum which is taught to children aged three to five.

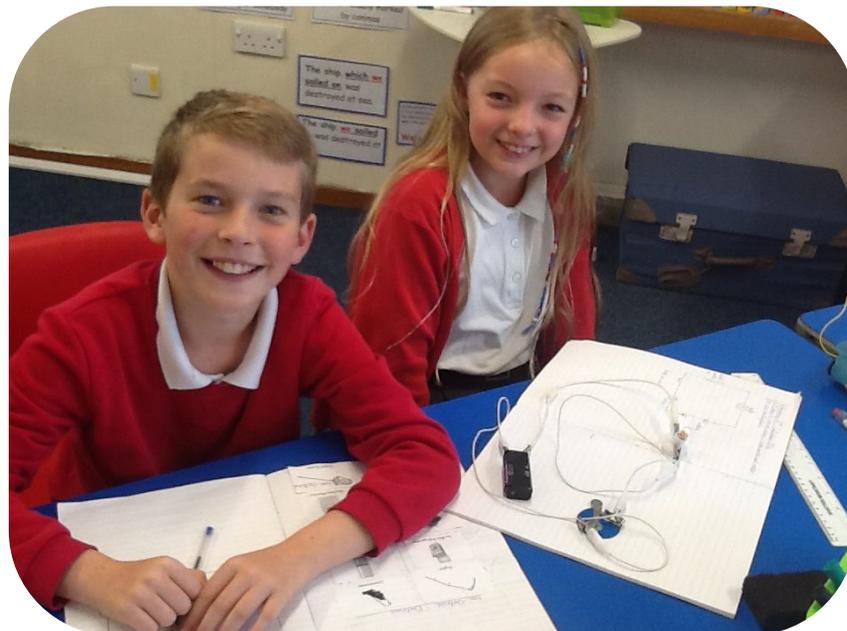
Both are designed to:

- be broad and balanced
- promote the spiritual, moral, cultural, intellectual and physical development of children
- prepare children for the opportunities, responsibilities and experiences of adult life.

The curriculum at White Mere is not static and is subject to ongoing development in order to enhance the delivery to our children, and remove potential barriers to learning.

In order to learn successfully, we believe children need:

- to develop positive self-images through knowing they are valued for themselves
- to have equality of opportunity to gain full access to the curriculum
- opportunities to form positive relationships within a stable and secure environment
- opportunities to express themselves creatively and apply their skills and knowledge
- access to a range of stimulating activities and appropriate tools.



Early Years Foundation Stage (EYFS)

Nursery/Reception

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

The early years foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old.

At White Mere the EYFS curriculum promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Your child will mostly be taught through games and play.

The areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

Our teaching staff consider the individual needs, interests, and stage of development of each child in their care. Their aim is to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.



The National Curriculum

The national curriculum sets out the programmes of study and attainment targets for all subjects. The current National Curriculum is divided into Core and Foundation subjects, and is taught to children in Key Stage 1 and Key Stage 2.

The Core Curriculum subjects are:

- English
- Mathematics
- Science

The Foundation subjects are:

- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education

All primary schools are also required to teach religious education in Key Stage 1 and 2.

Each subject has a programme of study which specifies the knowledge, skills and concepts that the children will be expected to acquire as they progress through White Mere Community Primary School.

English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

In studying mathematics, children receive a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Science

In studying science, children are given the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Through building up a body of key foundational knowledge and concepts, our pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Information and Communication Technology

Computer literacy is an essential skill in the modern world. All children at White Mere Community Primary School have the opportunity to work with computers and digital equipment from age three to eleven. They are taught how to use ICT tools safely to find, explore, analyse and present information responsibly and creatively in order to advance their learning across the curriculum.

Religious Education

Religious Education enables children to acquire a knowledge and understanding of religious insights, beliefs and practices, so that they are able to continue in, or come to, their own beliefs. Religious Education also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.

History

A high-quality history education encourages children's curiosity about the past in Britain and the wider world. In studying history, children learn to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The school aims to use the immediate local area, as well as the North East's rich historical resources to extend children's knowledge and experience.

Geography

Studying geography should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Physical Education

In studying physical education, children are inspired to succeed and excel in competitive sport and other physically-demanding activities. PE provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.



Assessment and Reporting to Parents

Regular assessments are made of each child's progress and these are used by teachers to plan the next steps in learning.

Formal parent consultations are held across school in the summer term, when parents are invited to meet with their class teacher to discuss their child's progress. In addition, parents/carers receive an annual report in the summer term which summarises their child's overall progress and attainment.

Standard Assessment Tasks (SATs) in English, Maths and Science are completed at the end of each Key Stage. For children taking SATs, parent consultations are arranged in the Spring term to discuss progress in advance of the tests and the results are reported to parents.

Outside of parent consultations, our teachers are always happy to discuss a child's overall progress with their parents/carers at a mutually convenient time.

Other Curricular Activities

Educational Visits

We are fortunate to be able to organise a number of exciting trips/visits during school time, as these stimulate interest and enhance our children's educational experience.

Details of the trips are given to parents/carers beforehand and parental permission is always sought. A risk assessment is conducted prior to the trip in order to ensure the safety of all children.

As schools are not permitted to make a compulsory charge for school trips, we invite parents/carers to make a voluntary contribution towards the costs.

Swimming

Children in Years 4 and 5 go swimming once a week throughout the school year. In these sessions, pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Assembly/Collective Worship

Collective worship

We understand worship to be a special act or occasion whose purpose is to show reverence to God. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly.

In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.

While the majority of acts of worship in our school are Christian, we also hold assemblies that reflect other religious traditions that are represented in the school and the wider community.

The aims and purpose of collective worship are:

- to provide an opportunity for the children to worship God;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to teach children how to worship.

Organization

- We hold a daily act of collective worship in our school. This takes the form of either a whole-school assembly or key-stage assembly.
- We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful and to listen carefully to the teachings and participate fully in prayer and hymns.
- One of our Assistant Headteachers or other members of staff normally conduct assemblies, but sometimes local clergy or representatives from other community groups conduct them instead, e.g. the Salvation Army.
- We take the themes of our assemblies from the traditions of the Christian faith and we often reflect the festivals and events of the Christian calendar. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the

school curriculum. We plan our assemblies as part of a series of themes well in advance of the day they take place.

- Our assemblies reflect the achievements and learning of the children. We encourage the children to participate in assemblies by showing their work to the other children and raising issues that they have discussed in their classes. Assemblies offer an opportunity to acknowledge and reward children for their achievements both in and out of schools. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised. White Mere Community Primary School is a successful school and we shall celebrate the successes of all the children in assemblies.
- Parents and governors are invited to attend special assemblies, such as Year 6 Leavers Assembly.

We expect all children to attend assembly. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act.



English as an Additional Language (EAL)

There are a number of languages represented by the children who attend White Mere, and we positively value the different cultures and languages that our children bring to our school community. Regular assessments are made of each child's fluency level and these are used to set targets for learning.

Special Educational Needs (SEN)

Our vision for children with special educational needs and disabilities is the same as for all children – that they achieve well in their early years and at school and go on to lead happy and fulfilled lives.

The school accepts its duty to its pupils and acknowledges that many pupils may, at some time, experience difficulty with their learning. All teachers are teachers of pupils with SEN and will be responsible for pupils who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

The school's admission policy reflects Local Authority guidelines on the admission of pupils with special educational needs. This policy is reviewed as and when required. The SENDCo attempts to meet with parents of pupils with special educational needs at the earliest possible opportunity.

Our SEND policy can be accessed via our website.

Disability

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. We ensure that children with disabilities have the same opportunities as non-disabled children in order to benefit from the education our school provides.

The school has benefitted from comprehensive refurbishment which has improved disabled access.

Homework

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Homework is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Weekly activities focus on literacy and numeracy to reinforce and consolidate skills taught.

School Uniform

It is our school policy that all children wear school uniform when attending school, or when participating in a school-organised event outside normal school hours. We provide a complete list of the items needed for school uniform below.

The school works closely with School Trends to ensure access to best value branded school wear. Items can be ordered through the school office and an order form will be provided on request or at the introduction event. Alternatively, you can order online directly on www.stparent.co.uk

Aims and objectives

Our policy on school uniform is based on the notion that school uniform:

- promotes a sense of pride in the school
- engenders a sense of community and belonging towards the school
- is practical and smart
- identifies the children with the school
- prevents children from coming to school in fashion clothes that could be distracting in class
- makes children feel equal to their peers in terms of appearance
- is regarded as suitable wear for school and good value for money by most parents/carers
- is designed with health and safety in mind.

Jewellery & Piercings

On health and safety grounds we do not allow children to wear jewellery in our school. This includes piercing of any type or description, including but not limited to ear, lip, tongue, nose or belly button piercings.

Extreme haircuts

The school does not permit children to have haircuts that could serve as a distraction to other children, such as patterns shaved into the hair, dyed hair and “Mohican” style haircuts. Final judgment on what is classed as an extreme hairstyle rests with the Executive Headteacher.

Footwear

The school wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes that have platform soles or high heels, therefore we do not allow children to wear such shoes in our school. Neither do we allow children to wear trainers to school. We require all children to wear shoes as stated in the uniform list.

Uniform List

The following items of clothing can be worn in accordance with our uniform policy:

Girls	Boys
Red jumper, fleece, hoodie or cardigan	Red jumper, fleece or hoodie
Red or white polo shirt, white blouse	Red or white polo shirt, white shirt
Grey or black skirt, pinafore or trousers	Grey or black trousers
Black shoes or boots (no sandals, heels or trainers)	Black shoes or boots (no sandals or trainers)
In the summer, red and white checked dresses are permitted	In the summer, boys are able to wear grey shorts.
<i>Optional – branded school coat</i>	<i>Optional – branded school coat</i>

PE Uniform

Girls and boys
Red t-shirt
Navy blue or black PE shorts
Black plimsolls or trainers

The role of parents/carers

We ask all parents/carers who send their children to our school to support the school uniform policy. We believe that parents/carers have a duty to send their children to school correctly dressed and ready for their daily schoolwork.

One of the responsibilities of parents/carers is to ensure that their child has the correct uniform, and that it is clean and in good repair.

School Meals

We encourage the children to stay for school lunch as this is a sociable, relaxed time when good manners and healthy eating can be encouraged.

Healthy, well-balanced school meals are cooked on the premises. Provision is made for children who are vegetarian or cannot eat certain foods on religious grounds. Weekly menus can be viewed on Gateshead Council website.

All children in Reception, Year 1 and Year 2 are now entitled to a free school meal under the government's Universal Infant Free School Meal Scheme. This is not means tested and is open to all. If you feel your child may be entitled to free school meals, aside from this scheme, you can obtain further information from Gateshead Civic Centre.

We request that Reception children staying on the premises have a school lunch to begin with as we are able to arrange for them to be served their lunch a little earlier and the staff assist them in a quiet, calm atmosphere. Taster lunches for the Reception children are arranged during the induction period and parents/carers are invited to attend if they wish.

Packed Lunch/Home Lunch

Children at White Mere are welcome to stay at school for packed lunch. Children are also able to go home for lunch if they prefer.

In keeping with our Healthy School status we request that parents/carers provide their children with a healthy packed lunch that is well balanced and follows Government guidelines on fat, sugar and salt content.

Fruit Snack

Our younger children (EYFS and Key Stage 1) are given a free piece of fruit each morning which is funded by the School Fruit & Vegetable Scheme. Our older children (Key Stage 2) can bring a piece of fruit from home to eat during morning break.

Children are encouraged to bring a bottle of water to drink at playtime, and this should be clearly labelled.

Finance

Parents/carers who are on Income Support are eligible to claim for free school meals.

If you qualify for free school meals, it is important that you apply – even for children in Reception, Year 1 or Year 2, as the school is able to access additional funding for resources such as extra tuition, teaching assistants or after-school clubs.

Application forms are kept in the School Office and our admin team will be glad to give help and advice in applying for these grants. Please note that applications must be made with evidence of receipt of Income Support.

Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of pupils of all abilities who are eligible and to close the gaps between them and their peers.

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

£1,320 for pupils in reception year to year 6.

PE and Sports Premium

Most schools with primary-age pupils receive the PE and sport premium based on the number of pupils in years 1 to 6. In 2016/17, schools with 17 or more eligible pupils receive £8,000 and an additional payment of £5 per pupil.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that we are able to use the premium to develop or add to the PE and sport activities that we already offer or make improvements now that will benefit pupils joining the school in future years

Behaviour in School

At White Mere Community Primary School we have adopted Gateshead Local Education Authority's behaviour policy, which we use to support a positive behaviour management approach that reflects the school values.

Our aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We pride ourselves on being a caring community, whose values are built on mutual trust and respect for all.

We will not tolerate any behaviour that is aimed at hurting another person or group of people. In the case of serious misbehaviour, the Executive Headteacher will contact parents/carers to discuss the matter. The Executive Headteacher has the authority to exclude a child from school, either permanently or for a fixed period, if that child's behaviour can no longer reasonably be contained within the school.

Bullying

Incidents of bullying are always taken seriously and are dealt with in accordance with the school's Behaviour Policy. We strongly encourage our children to tell us, or someone close to them, if they experience bullying of any kind, so that it can be dealt with immediately.

Secondary Transfer

All children transfer from Primary to Secondary school at the end of Year 6. Parents/carers of Year 6 children will receive a letter from Gateshead Council, the Admissions Authority, in the September of their Year 6. Secondary school open evening dates and times (usually early in the Autumn term) are circulated with this letter to provide parents and children the opportunity to go and look around prospective schools in advance of making an application. Information about the application process, timings and available schools can be found in Gateshead's Admission to Secondary School booklet which can be viewed on the council's website at: www.gateshead.gov.uk/schooladmissions. Hard copies of this booklet can be requested from the school office for those unable to access the website.

All children will have the opportunity to undertake transition days to the school that they have been allocated in the Summer term of Year 6.



The Governing Body

Who Are School Governors

Governors are the people who sit on the board that sets the strategic vision of a school, holds the Executive Headteacher to account for its educational performance and makes sure its financial resources are well spent. They use their skills and experience to govern in the best interests of pupils leaving the day to day running of the school to the Executive Headteacher. They set priorities and make strategic decisions in areas such as planning, budgeting, project management, human resources, policy development, health and safety, marketing and change management. Schools are increasingly autonomous and in need of strong governance.

White Mere Governing Body Mission Statement

- We work with the school to ensure an effective strategic direction whilst fulfilling all of our statutory obligations
- We help to provide a school where a well-rounded, creative and inspiring education is accessible to all pupils
- We continually develop the school through forward thinking, shared ambition and a passion to create an amazing place to learn.

The Role of the Governing Body

White Mere's Governing Body has a strategic role in the development of the school but does not become involved in the day-to-day management issues – that is the role of the Executive Headteacher.

Our governing body is here to:

- **Provide a strategic view** – help to set and maintain the broad framework within which the Executive Headteacher and staff should run the school
- **Act as a critical friend** – provide the Executive Headteacher with support and offer advice and information but also to provide some challenge. The governing body is there to monitor and evaluate the school's effectiveness and governors should therefore be prepared to ask challenging questions
- **To ensure accountability** – the Executive Headteacher and staff report to the governing body on the school's performance. In turn the governing body is accountable to all stakeholders on the school's overall performance.

To learn more about our Governing Body please visit our website.

Contact

White Mere Community Primary School
Sherburn Way,
Wardley,
Gateshead,
Tyne and Wear,
NE10 8BA

Executive Headteacher: Mr Callum Kidd

Chair of Governors: Mr Keith Anderson

Parent/carer contact: Clare Trainor / Caroline Nicholson (Admin Assistants)

Telephone: (0191) 438 5008

Email: whitemerecommunityprimaryschool@gateshead.gov.uk

Website: <http://www.whitemereprimary.org>

Twitter: [OffWhiteMere](#)

