

Message from the Executive Headteacher



Nebula
where stars are born

Issue 11

April 2019

THE SCHOOLS IN OUR FEDERATION

Frettenham Primary

Hainford Primary

Horsford Primary

Old Catton Junior School

St. Faiths' Primary

White Woman Lane Junior

The Executive:

Miss Anatola - Executive Deputy for EYFS

Mrs Pellatt - Executive Deputy for School Improvement

Mrs Porter - Executive Deputy for SEND

Heads of School:

Mr Paul Cross -

Hainford Primary

Mr Gyles Longhurst -

Frettenham Primary

Mrs Tanya Kirton &

Mrs Tracy Palmer -

Horsford Primary

Mrs Kate Connelly -

Old Catton Junior

Miss Lesley Rix -

St. Faiths' Primary

Mr Daniel Richmond &

Mr Nick Johnson -

White Woman Lane Junior

Shoot for the moon ...

"Shoot for the moon; even if you miss it, you will land among the stars"

(Lester Louis Brown, American journalist).

Easter and Spring-time are recognised as a time of new beginning; of new birth and fresh starts, of resurrection and new life. We see the resurrection of goals, aspirations and ideals; not like the more transient New Year resolutions but those perhaps borne of a deeper commitment and sincerity.

This time of year also brings new hope. *'Hope' springing eternal*, we are told. One hears a lot about the so-called "poverty of aspiration", particularly in Norfolk, and yet, those of us, who work with young people spend our time, energy and gifts encouraging them to aspire. To reach out and reach up, to try things, to have a go, to not fear failure; and, even if mistakes occur, to entrust it to experience and learn from it. We encourage children to be all they can be; truly unique, to grow wings – and to fly.

By designing our curriculum the way we do, we ask our children to decide what they want to be, what they want to try, what they want to do and

what their goals and aspirations are.

I am only a spark; make me a fire.

I am only a string; make me a lyre.

I am only a drop; make me a fountain.

I am only an anthill; make me a mountain.

I am only a feather; make me a wing.

I am only a rag; make me a King!

This Mexican poem-prayer, encourages aspiration. This is what we do, this is the holistic, values-centred education to which we aspire in our schools. To give air, opportunity and investment to the range of talents and gifts which lie within each individual child and to develop and provide a curriculum which gives them the chance to have them developed, nurtured and treasured. This is more than just the scores-on-the-doors or a set of dry data.

Ofsted is increasingly becoming aware that it is the provision a school offers and the curriculum it develops to meet the needs of the children, is what should be valued.

We have always held onto the principle that all children, despite an existing framework which tends to

focus on data, should have a broad, balanced and exciting curriculum, one which enthuses children, develops knowledge and understanding and makes them want to learn, to be 'bothered'.

When our aspiration seems beyond us at times of doubt or frustration, we can remind ourselves what Robert Browning said about aspiration: *"Ah, but a man's reach should exceed his grasp; or what's a heaven for?"*.

This is the holistic, values-centred education we aspire to provide. On the following pages, I have gathered together examples of the curriculum we offer and the variety of learning taking place; the spring reading project, author visits, our inquiry curriculum...

Continued overleaf.



Ashley Best-White
Executive Headteacher
The Nebula Federation

May I take this opportunity to wish you and your families a positive and peaceful Easter.



Shoot for the moon continued ...

... Our children have once again performed at the O2 as part of a huge children's choir and we have developed a partnership with RAF Marham to support us in the development of our STEM (science, technology, engineering and maths) curriculum.

On the back page you will find the vision of the Nebula Federation and a summary of the values of each of our schools which guide us in the decisions we make.

We spend our life making decisions. Decisions based on our values and our curriculum is developed accordingly. Those decisions affect the lives of young people and this is both the privilege and the responsibility.

"Step into the life of a child for a day – and change it for a lifetime".

No pressure, then!

With that in mind, when we refer to aspiration and new beginnings, and make decisions, instead of worrying about it, we'd do better to rest content in these words:

Go places this new day, where your heart would.

Walk where you will; and, in the walking, know the way is yours.

Allow for storms.

At end of day, they'll prove your heart was wise and that your choice was good.

(M. Rider).

Our vision and the values of each school can be found on the back page ...



David Lawrence - the YV conductor

Young Voices at the O2



On 1st February 2019, choirs from each of our schools travelled to the O2 in London to perform in the Young Voices choir.

Whatever you think a trip to the child's choir concert means, forget it! Think ARENA, think CONCERT, think BIG!! Our children were taking part in the world's largest school choir concert! They performed alongside 5,000-8,000 other children as a single choir to capacity audiences of family and friends.

Being a part of Young Voices provided our children the opportunity to perform in one of the world's greatest arenas alongside incredible artists; this year the artists including Beau Dermott, Sharlene Hector and Tony Hadley.

They achieved this with all their school friends around them for support, this helps with their self-belief, self-motivation, confidence, and the ability to communicate as part of a team - which is invaluable!

The aim of Young Voices is to inspire a love of music and create memories for the children that will last a lifetime.



The O2

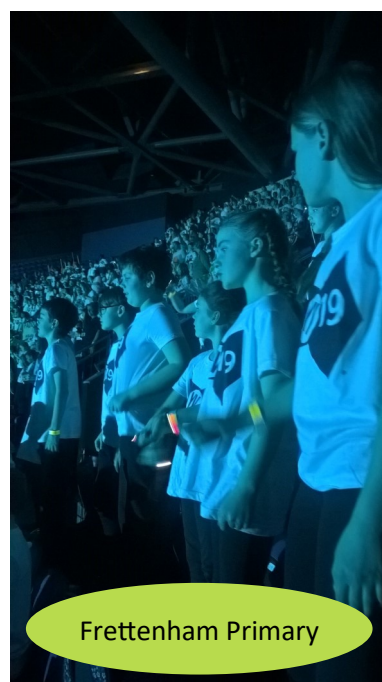


Tony Hadley

The music is specially selected to create a diverse musical repertoire all with the intention to introduce children to the widest possible spectrum of music. For some of the music, the children also learned a simple selection of dance moves which were performed whilst singing the songs.

Nothing could prepare us for the sound of thousands of children singing together. There was a full 7-piece live band, backing singers, and the internationally acclaimed conductor David Lawrence – it was one of the most exciting and memorable musical experiences you can imagine.

The impact of this opportunity has been seen in our schools with more and more of our children wishing to join the various choirs. As a result, we have signed up for the Young Voices concert at the O2 again next year (January 24th 2020 - put the date in your diary); if all goes well we will be there again with even more of our young people enjoying the opportunity to sing with one of the largest children's choir concerts in the world at an iconic venue - the O2.



Frettenham Primary



STEM - support from RAF Marham

We have been fortunate to be supported by RAF Marham to give our pupils opportunities to participate in a range of STEM (Science, Technology, Engineering and Maths) activities. For example, pupils designed and made their own balsa wood aircraft and there was an inter-school flying competition to find the ultimate winning aeroplane - the plane which flew the furthest distance.

Pupils and staff were able to try out their STEM skills using specialist equipment to design and build structures. We have bought our own equipment to sustain this in the future. Next term they will also work together to construct some balloon cars.

All of these activities are to encourage more of our children to have a go and get interested and pursue subjects like Science, Technology, Engineering and Maths.

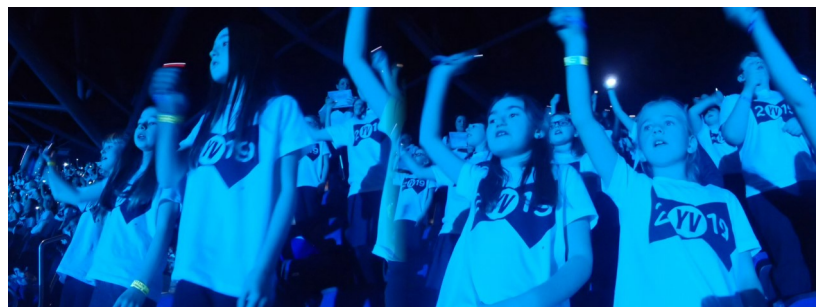


The Nebula Flying Competition



Young Voices ...

Hainford's view of the choir in the arena



Horsford Primary arrives at the O2

St. Faiths' during the performance



The Black History and Windrush Reading Project

Following on from World War 2, the UK government had to call on workers from Commonwealth countries to help re-build Great Britain. The majority of those workers emigrated from the West Indies (Caribbean) from 1948-1971; it is this group that we call the Windrush generation. The arrival of the ship (HMT Empire Windrush) marked the beginning of large-scale West Indian immigration to Britain, changing the country's social landscape forever. During the week 25th Feb - 1st March, we focused on what the Windrush ship was and the positive contribution that the Windrush generation brought to the UK.

'The Story of the Windrush', 'Coming to England', 'Mixed' and 'Young, Gifted and Black' were the main focus books for the week.

Children in Year 6 at White Woman Lane also focused on Mary Seacole and her struggles as a mixed-race nurse and her effort during the Crimean war. We also reported on the Windrush scandal in 2018. In art, Year 6 produced some vibrant water colour pictures showing a Trinidadian market. Year 5 are currently working on writing a biography of Michael de Souza. Year 4 decided to write letters regarding the recent Windrush scandal and Year 3 became news reporters and wrote detailed reports on The Windrush Generation, focusing on Sam Beaver King MBE.

We had a memorable visit from Michael De Souza (best known for his creation of the CBeebies show 'Rastamouse'). Michael brought the project to life when he described his experience of arriving here in 1960 and his journey to creating the popular T.V show 'Rastamouse' to when a BBC producer read his book and decided to turn it into a show. Staff and children had a fantastic time and thoroughly enjoyed his assemblies and workshops.



Michael De Souza

Our project also inspired Michael to write the following poem:

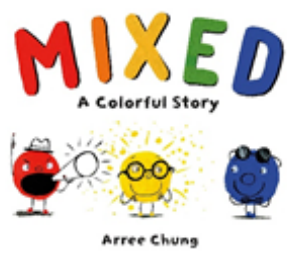
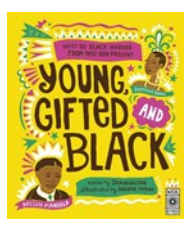
Feeling Irie

Irie is a word from a Carribean land
 It's a word from the Rastaman!
 A Rastaman is a Carribean bloke
 He has a serious face, but he loves to joke.
 So he created this special word.
 That may seem strange or even absurd
 Irie is a word that means a positive ting.
 It could be food or it could be Bling.
 It could be a night it could be a day!
 It could be the way your football team play!
 When you're feeling Irie you're feeling right
 When you're feeling Irie you're feeling brighter than bright
 When you're feeling Irie you're as happy as can be...
 We all owe it to our selves to feel...
 ... IRIE!

By Michael De Souza

At the Horsford Primary Mill Lane site, pupils looked at some poetry by authors from the Caribbean, then wrote and performed some of their own. In the classes pupils plotted the journey of The Windrush and considered the experiences the immigrants had. They talked about hostility and racism as part of this. The finished piece of writing was a letter written in role as an immigrant from the Caribbean, describing what life was like for them in the UK.

St. Faiths' also had a wonderful Spring Reading Week, focusing on the story of the Windrush and exploring some people who arrived in Britain as part of the Windrush Generation. The children were incredibly enthusiastic and sympathetic to something many of them had learned about for the first time that week. Across the school, they looked at the Caribbean islands, their inhabitants and produce, shared the autobiography of Floella Benjamin and they too were thoroughly entertained by the incredible Michael De Souza. In Year 5/6, the children wrote some very persuasive letters, highlighting the plight of the Windrush Generation, encouraging the media to support their cause.





Frettenham Primary Class 1

At Frettenham during Reading Week, Class 1 learned about apartheid and tried to imagine how segregation would have felt for the black people. They found out about Nelson Mandela and how he created the Rainbow Nation and made their own rainbow using handprints. The children also spent a day comparing different parts of the world.



At Old Catton the children read the texts in their Guided Reading lessons and produced a range of non-fiction writing related to the Windrush. The classes focussed on an aspect of the Windrush and have used the creative curriculum to explore the experiences and emotions of people who would have been a part of the journey to England. We discussed how these people would have felt at the time and we looked in detail at the implications of the prejudices they faced when they arrived. Some classes also looked in detail at the Young, Gifted and Black information text and chose one person to research and present their findings either verbally or in a piece of writing.

Michael De Souza, creator of Rastamouse, also provided the children with an informative yet fun recount of his journey to England from Trinidad. He spoke to them about how he felt as a child travelling to a different country and they had the opportunity to ask him questions about his experiences. As well as talking about his experience of travelling to England, Michael De Souza also spoke to the children about his work on 'Rastamouse' and they even got a chance to act out some of his stories!



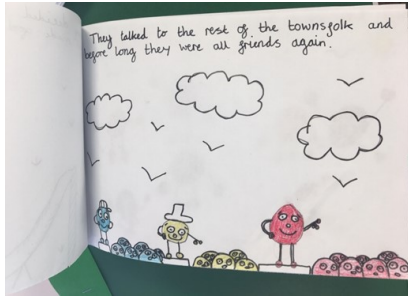
Caribbean Art by Gracie and Rose Mill Lane

Class 2 also learned about the journey of the Windrush. They learnt about the people living in the Caribbean at the time and how many of them chose to leave and travel to England aboard the ship. They studied maps to locate countries, continents and oceans around the world. It developed into imagining they were passengers coming from the Caribbean to England and thought about what kind of lives they had and how they might be feeling. They made lists of the things they would take with them and wrote diary entries about arriving in England.



Year 6 water colour artwork of the Trinidadian market from the book 'Coming to England' by Floella Benjamin. WWL

Class 3 started their inquiry for this half term about the Windrush. They studied the book 'Coming to England' and then took part in their own voyage across the sea which involved freeze framing different parts of the journey including a storm and then writing a diary entry.



Hainford Primary School launched Reading Week by everyone taking part in a Let's Think in English inspired lesson based around the picture book 'Mixed'. While Class 2 had a lively debate about the character's actions, Class 3 responded by creating picture books and Class 1 linked the story to their art work and mixing colours - creating individual pieces of Kandinsky inspired artwork.



Dramatic recounts and diary entries were produced in response to reading Floella Benjamin's, "Coming to England" and "The Story of Windrush". Inspired by the visit of the Rastamouse author, (Michael De Souza), Class 3 created their own performance poetry which was filmed and uploaded on to SeeSaw for all to enjoy. They then created their own page about Michael's life in the style of the "Young, Gifted and Black" biography.



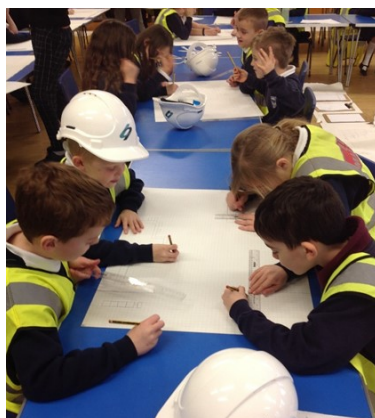
The Inquiry Curriculum

At White Woman Lane Junior School, Year 3 immersed themselves into their 'Local Area Inquiry' through the use of drama and role-play. It was remarkable how a group of children could put on hard-hats and high-visibility jackets and suddenly transform into a professional building company!

As they grew into their roles as architects, the children showed brilliant cooperation and creativity. After a team meeting in the School Hall, the children worked in groups to design a new housing estate for Norfolk. They discussed their values as a company and thought carefully about what to include in their plans. Through becoming 'the experts' in their inquiry, the children gained resilience when problem-solving and demonstrated a real passion for learning.

Over the last two terms, pupils at Old Catton Junior School have used the Creative Curriculum approach to explore a range of topics in the History and Geography curriculum. Years 3 and 4 travelled back in time to the Stone Age where they lived on Doggerland at the tail end of the Ice Age. As residents on the land, they discussed why the water levels were rising and decided that it was time for them to leave and find somewhere safer to live! Once they had made that hard decision, they discussed where they could settle as well as what they would do once they arrived there. The creative approach to the topic allowed the children to learn about many aspects of the Stone Age such as: settlements, timeline and everyday life in a 'hands on' manner and allowed the children to emotionally invest in the lives of the people at that time. Year 3 also took on the role of archaeologists who discovered skeletons from the Stone Age; they explored what this would tell them about this era of history and used their prior knowledge of the period to help them reach their conclusions.

Year 5 and 6 also travelled back in time but not as far as Year 3 and 4; their journey stopped in the year 1585 and they found themselves on board a Tudor ship with Sir Walter Raleigh, heading to the new settlement of Roanoke. As employed explorers, the pupils discovered what it was like on board a Tudor Ship and they discussed the conditions that the explorers would have had to endure on the boat as well as what they would find once they arrived in Roanoke. In addition to this, Year 5 and 6 took on the roles of Travel Agents for their South America topic and used their knowledge of the continent to create an advertising campaign that would encourage British tourists to visit Ecuador and Chile.



At Holt Road the teachers have been working with Jenny Lewis in developing the inquiry curriculum in Years One and Two. She has empowered the teachers to plan their own inquiry based learning, hooking the children in with emotive roles and developing their problem solving skills. The teachers have had the opportunity to observe Jenny teach in their class,

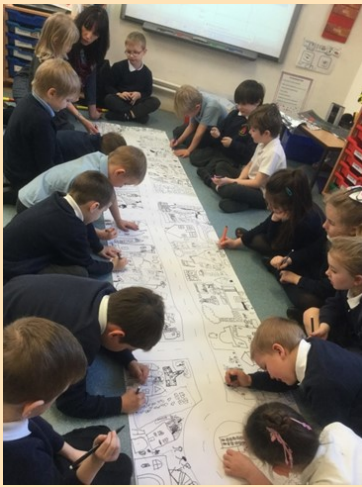
as well as Jenny coaching the teachers. The inquiry curriculum has really immersed the children into their learning and we are seeing great writing from the children as a result. Last term the children were in role as animal experts, working to develop a new zoo. This term has seen the children learn about a mysterious island, developing their story language, as well as learning about different physical features to link in with their geography. In the picture the children are designing and making their own boat to sail across to the island.



At Mill Lane, the year 5/6 pupils have been learning about Anglo Saxon settlements and the Viking raids on England. They have explored modern day maps of East Anglia and tried to find places with Anglo Saxon names, and what the names mean. They have played a "Settlers" game, with the children taking on the role of a Saxon, Angle or Jute tribe and settling on a map of England, after reading about events that happened. They have found out about the first Viking raids and the pupils have taken on the role of Anglo Saxon villagers preparing to defend themselves against the Viking invaders. The pupils also looked at some replica Saxon pots and had a go at making some. They explored manuscripts and tried some writing. One of our parents came into school, in Anglo Saxon dress, as part of a role play based on the monk, St. Edmund.



The Robins Class at St. Faiths' are becoming quite a team of expert Fairy Tale Problem Solvers. The children have been working together to solve problems, none too big or too small, through careful listening, thorough planning, and creative thinking. Each fairy tale unit introduces a new client, for example Mrs Pig who commissioned us to design new houses to keep her sons safe. They tested different materials, built and ad-



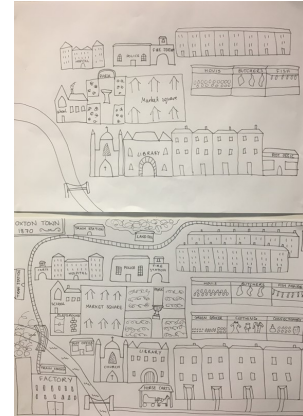
Class 2 at Frettenham imagined they were passengers coming from the Caribbean to England and considered how they may have felt. Class 3 used the topic of Windrush for their inquiry. They created their own voyage across the sea which involved freeze framing different parts of the journey including a storm and then writing a diary entry.

vertised houses, wrote letters and even designed some very ingenious wolf catching contraptions.

As problem solvers the children try to help each new client in any way that doesn't injure, hurt or upset others. Sometimes this can be a difficult business for example when they met a hungry wolf who hadn't fed their babies for days. The Problem-Solvers worked hard to understand their client's different points of view and strived to resolve their differences in a way that satisfied both parties.

In Kingfishers, pupils have used the inquiry approach across geography, history and science. In Science, they received an email from the Jane Goodall Institute, asking for help with fundraising for the protection of the world's chimpanzee population. Pupils put together an advertising campaign and the results can be seen via the QR code. This term, they have used the inquiry curriculum to research the history of our school. We have explored the school building and used a variety of historical documents to put together a presentation for parents in the class assembly.

At Hainford Primary School, after lots of research the class created their own small town at the start of the Victorian era, which they called Oxton. A wealthy family built a factory nearby, so they had to add more houses, amenities and a railway. The class then transformed the classroom into Oxton and spent some time living and working in it. They wrote about their time there in their diaries. Through this they learnt about the effect the Industrial Revolution had on people and infrastructure in the UK.



Luke Temple ...

Popular children's author Luke Temple has also visited our schools this term. Children were entertained by his energetic presentation of his trilogy of Felix Dashwood books. He used film clips linked to his stories which fully engaged and hooked everyone in. He gave children a snippet of what life is like as an author and emphasised and delivered the message that if you are not so confident in all areas of writing such as spelling, these will not hold you back, you can still become a published author.

Children got actively involved through role-play with bringing the spooky, adventurous characters to life. Luke added humour to his story-telling which added to the enjoyment factor and created cliff hangers and teasers which left the children wanting to find out more. As children left the presentation, many of them were excited

This term we say 'Goodbye' to ...

Mrs Quiles-Richmond - maternity leave
White Woman Lane
Miss Holly Gilbert - maternity leave
Horsford Primary
Miss Becky Lowe – Frettenham Primary
Mrs Helen Morter – Horsford Primary





The Nebula Vision ...

A holistic, values-centred education

Our vision is to create schools where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality.
We will be defined by who we are and what we do.
A place for all to flourish.

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

It's not hard to make decisions when you know what your values are'

Roy E. Disney

Each school in the Federation has its own values which reflect the vision;

Hainford Primary School
Compassion, Responsibility and Hope

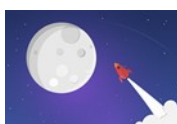
Frettenham Primary School
Creativity, Courage and Friendship

Horsford Primary School
Compassion, Responsibility and Courage

Old Catton Junior School
Love, Hope and Joy

St. Faiths' Primary School
Compassion, Honesty, Responsibility, Perseverance and Forgiveness

White Woman Lane School
Wisdom, Courage, Vision and Hope - underpinned by Kindness



Happy moon-shooting!



Ofsted Inspection ...

On the 5th and 6th February 2019, St. Faiths' Primary School were visited by Ofsted to complete an inspection.

We are very pleased to confirm that once again, the school has been graded as 'Good'.

The report itself is very detailed and highlights the many elements of good provision at St. Faiths' Primary School as well as the next steps needed to take the school forward. It is particularly satisfying that all the areas listed were within the development plan prior to the inspection and some were already at action stages.

The inspection process was very detailed and rigorous and I would like to thank all those who took

part in the inspection, staff, governors, parents and pupils alike. We are very pleased that the hard work undertaken by all in the school community has been recognised, including the wide ranging curriculum, the reflective staff and governors and their ambition to provide the best possible education for all pupils and the commitment of the pupils and their positive attitudes. We are particularly proud that the work of the school to create a caring and inclusive school and to support pupils' personal development and welfare has been recognised.

The school received an extremely positive report as a result of the Ofsted. The report reflects the

SIAMs ...

On the 24th January 2019 we had a Statutory Inspection of Anglican and Methodist Schools (SIAMs) inspection at Hainford Primary School. SIAMs judges the distinctiveness and effectiveness of the school as a Church of England school and aims to help schools improve as church schools. In September 2018 the SIAMs inspection framework changed and Hainford Primary was the first school in Norfolk to be inspected under this new inspection schedule.

I am delighted that the school was judged to be 'Good'. The Inspector reported that the distinctive Christian vision at Hainford is clearly seen in the school's values of compassion, responsibility and hope, and the provision and pastoral care for pupils who have additional needs and for their families is highly effective, enabling all pupils in the school to flourish. Relationships are mutually respectful and pupils' behaviour is exemplary, mirroring well the school's Christian and inclusive vision.

Please see the school's website for the full report.

School, one that is not only good, but also one that aims to improve further and with the children at the heart of all its work.

If you would like to read it in full, it may be found on the school website;

www.harnserfed.co.uk

Huge congratulations to Mrs Porter, Miss Rix and their team.

Ofsted

