



# School Prospectus

**C**onfidence, **A**chievement, **R**espect, **E**nthusiasm

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***Welcome to Lantern Lane Primary & Nursery School. The information in this wallet is designed to answer all those questions that you will undoubtedly have and will enable your child's entry to school to be as happy and productive as possible.***

***Mrs J Butler, Headteacher***

## **School contact details and session times**

<b>Address</b>	Lantern Lane Primary & Nursery School Lantern Lane East Leake LOUGHBOROUGH Leics LE12 6QN
<b>Telephone Number</b>	01509 820112
<b>E-mail</b>	<a href="mailto:office@lanternlane.notts.sch.uk">office@lanternlane.notts.sch.uk</a>
<b>Website</b>	<a href="http://www.lanternlane.notts.sch.uk">www.lanternlane.notts.sch.uk</a>
<b>Headteacher</b>	Mrs J Butler, B.Ed Hons
<b>Chair of Governors</b>	Mrs E Cooper & Miss N Martin
<b>Type of School</b>	Community School for Day Pupils aged 3 – 11
<b>School Hours</b>	8.40 am – 3.15 pm
<b>Foundation Unit Hours</b>	8.40 am – 11.40 am and 12.25 pm - 3.25 pm



## **Our Aims and Values**

At Lantern Lane, our aim is to create a school community that supports and inspires each and every child to succeed in line with our intent statement.

Here at Lantern Lane Primary School, we intend that everyone is a valued part of our community and we CARE that our pupils:

- Welcome everyone and celebrate all that they have to offer;
- Have the knowledge to make sense of the world in which they live in and relate to others in it;
- Have the skills needed to enjoy life and learning;
- Embrace diversity;
- Understand themselves as people;
- Understand themselves as learners, knowing that learning is life-long;
- See the value of continued hard work;
- Thrive in the future regardless of change and challenges because they have the right skills and knowledge;
- Have the confidence to make their own decisions;
- Keep themselves & everyone else safe;
- Appreciate and look after the world we share;
- Develop and nurture healthy bodies & minds;
- Have a curious mind, thinking independently and evaluating what they hear and see;
- Take responsibility within school and beyond.

To achieve this, we aim to provide an environment that nurtures confidence, achievement, respect and enthusiasm (C.A.R.E) in all aspects of life.

## Our CARE Values

To enable all pupils, staff, governors and parents to have the **CONFIDENCE** in themselves to achieve their best in school and in the wider community both now and in the future.

To enable all pupils, staff, governors and parents to **ACHIEVE** by developing an interest and love of learning across all areas of life.

For everyone to **RESPECT** and value each other, both within school and the wider community, to respect authority, decisions made and to respect the environment in which we live and work.

To fully **ENGAGE** and be **ENTHUSIASTIC** to try everything. To be prepared to take risks and to openly face challenge.

*'Pupils love to come to Lantern Lane each day and would not hesitate to recommend it to other children. Teachers want all pupils to succeed, and they make education there exciting. From the Nursery Year onwards, skilled staff teach (children) quickly how to read. Pupils learn to love stories and poems. They are engaged and they want to learn. here is an unmistakable sense of enthusiasm and aspiration. Pupils leave well prepared for secondary school. Pupils are strong supporters of the school's C.A.R.E. values. They are helped to build their confidence, so that they can achieve as much as possible. They work hard in class and complete their work neatly. Behaviour is very positive, because pupils are respectful. Pupils say that they feel safe at the school, and that staff are very caring. Pupils feel listened to. Any bullying is highly unusual. When it happens, pupils say that staff deal with it quickly, so that everyone is friends again. They describe their school as 'a united community'*

**.Extract from latest OFSTED report, 2022**

## **The School Environment**

The original Lantern Lane School of 1952 has changed beyond recognition. The Foundation 2 and Year 1 area opened in June 1997. In January 2003 a brand new PFI-financed school building, with the older building integrated into it, was opened.

More recently, we have become a split-site school, with our new annex building of four classrooms, group rooms, office space and playground opening in September 2016.

The village of East Leake is surrounded by open countryside and the school takes advantage of the woodland spaces in Meadow Park to deliver Forest School sessions to some year groups.

Safety is a high priority and the grounds and buildings themselves are built to a high standard of safety and security.

The proximity of East Leake Academy means that children at Lantern Lane can enjoy a 'through route' of education from 3 - 18 on the same site. The added benefit of an on-site sports and leisure complex, providing swimming and other sports facilities for the use of the schools and the general public, make the campus an exciting and valuable educational and community asset.

The networked computer systems allow both group work and individual study to be undertaken. All classrooms have access to interactive screens and portable devices, which are a powerful tool for the delivery of a high-class and forward-looking curriculum.

## **Visiting Arrangements**

Visitors are always welcome in school. An appointment is not always essential, but it would help if you wish to look round the school, discuss an issue in depth, or discuss school policy.

## **Partnerships**

We believe that the most successful learning takes place when all those in contact with the child are working together. To this end, we are continually working towards developing stronger staff/parent links

- to support children's learning
- to understand and influence school policy
- for representation on the Governing Body
- for representation on our fundraising group committee

In practical terms, this involvement comes through

- family learning opportunities and curriculum evenings
- parent/teacher reviews of pupil progress
- special needs reviews
- elections of parent governors

- social/fundraising events
- opportunities to help in the classroom
- off site visits
- secondary transfer/liaison
- pre-school visits and home visits

## **Foundation Unit**

Our foundation unit is an integral part of the school. The unit caters for children between the ages of 3 and 5 years. The foundation unit has its own entrance and play areas, which are securely fenced off from the main playground.

The foundation unit offers up to 30 hours early year's education per week (15 hours universal and 15 hours extended care) and caters for up to 80 children between the ages of 3 and 5 years old. We provide a safe, caring and stimulating environment for children to attend which encourages learning through play and follows the Early Years Foundation Stage framework

Eligible parents can take advantage of the Government's free 30-hour childcare offer.

Alternatively, if not eligible, in addition to the school claiming the 15 hours universal funded entitlement, extra three-hour sessions can be paid for online or by cash, or cheque.

Lunch time care can be purchased to bridge the gap between morning and afternoon sessions. It is available irrespective of whether families are accessing free entitlement or are paying for extra sessions through the school.

## **Parent Toddler Group**

Toddler group takes place in the school hall on Tuesdays each week and caters for pre-school children.

## **Wrap Around Care**

A pre-school and after-school kid's club operates in school. This provides supervision, activities and care for children from 7.30 am until 5.45 pm during term time.

Information and the costs for all our wrap around care options are available from the staff in the main school office.

## **Extra-Curricular Activities**

The school seeks to provide a wide ranging programme of enrichment activities throughout the year, dependent upon the skills available in school, the season and the demand. Seasonal games, bikeability, gardening, languages, dance, sports, gymnastics, arts and crafts, and many others are typical of what is offered.

Children are also offered the opportunity to attend residential trips, involving periods of sleeping away from home during their time with us.

We host other activities at various times throughout the year. For example, musical concerts, year group performances, sporting competitions and transition activities. Other events are arranged regularly to enrich the curriculum, for example, science or history weeks, and language days.

We provide opportunities for specialist instrumental tuition via the Inspire music service and private providers.

We work together with our family of schools to provide a range of opportunities for children and support for families.

## **Pupil Welfare and Pastoral Support**

### **A Healthy School**

The school promotes a healthy lifestyle. We participate in the school fruit and milk schemes, and provide a range of physical activities, some of which are supported by Sports Premium. The school is proud to have achieved the Gold Healthy Schools award.

We encourage table manners and nutritional awareness through our excellent school meals. We have a fruit-only snack policy, with free fruit available for children to the end of Year 2.

The school has clear rules regarding the safety of children within the school day and pays great attention to basic site security and the collection of children by adults during and at the end of the day. The school has implemented a School Travel Plan.

The school has also adopted a policy in relation to the use of images of pupils and the need for parent consent.

### **School Council**

Lantern Lane has a well established and hugely important School Council. Pupil representatives from F2 to Year 6 are elected by their peers at the start of each academic year and the children are always keen to take on this role.

The role of school councillor includes representing the views of peers to the school leadership team, organising charity events that often raise large sums of money, and support for school events, such as the Christmas Fayre.

In addition to these, school councillors also represent Lantern Lane further afield. For example, taking part in the Rushcliffe Pupil Parliament and supporting at local events.



## **Religious Education**

The school has no affiliation with any particular religious denomination and follows a multi-faith approach.

### **Collective Worship & RE Policy**

Daily collective worship is vital in the promotion of spiritual, moral, social and cultural issues in school.

Weekly assembly themes are used to reflect moral issues, British values, our cultural heritage, our multi-cultural society, particular human values and beliefs, quiet reflection and thought, the achievement and worth of individuals within the school and the Christian tradition.

Teaching is in accordance with the Notts agreed syllabus for R.E. and current government legislation. The school recognises the right of parents to ask for their child to be withdrawn from religious worship or instruction. Children withdrawn will be supervised and supported with appropriate curriculum activities.

## **Relationship, Sex & Health Education**

At Lantern Lane, we want all children to grow up health, happy, safe and able to manage the challenges and opportunities of modern Britain. One of the ways in which we achieve this is through the delivery of our Relationship & Health Education curriculum and our wider Personal, Social & Health Education curriculum.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

At Lantern Lane, we ensure that we deliver these subjects in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships education puts in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils are taught what a relationship is, what friendship is what family means, and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration, and respect.

Health education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to support as early as possible when issues arise.

As part of our programme, we will also cover sex education. Again, all teaching is at an age-appropriate level and parents are informed of specific content.

Further information can be found in the PSHE policy available on the school website.

## Behaviour

At Lantern Lane, we C.A.R.E that everyone feels both welcomed and valued in our school and we recognise that good behaviour is central to achieving this. The vast majority of our pupils are well-behaved, being committed to working hard; taking responsibility for their actions, and relating well to others in our school community. On most occasions, pupils at Lantern Lane make the right choices to keep themselves and others safe and happy.

We recognise that, at times, everyone needs support to make the right choices about how they behave. When they face challenges, our children are helped to understand themselves and their behaviour and are given support to reflect if the wrong choices have been made. Wherever possible, they are encouraged to resolve differences for themselves, recognising that this crucial skill will help them thrive in their future lives.

During their time at school, we aim to support children in creating a positive learning environment. In order to do this, we highlight and use positive examples of good behaviour and the school C.A.R.E values. In every class, circle time and other activities planned within the PSHE curriculum, we aim to foster positive attitudes towards one another. Central themes run through our discussions and they focus on what it is we each need to do to play a part in creating the best environment in which to learn. Our school rules centre on the school's CARE values and should be applied in all aspects of school life.

In school we operate a range of reward systems that include; house points, Golden Book, C.A.R.E wall, C.A.R.E certificates and class treats.

For some of our children, it is appropriate for them to have an individualised reward system that reflects and supports their needs. Individual rewards for either classes or pupils are developed with the support of senior leaders in school.

Our aim is to promote and then celebrate positive behaviour. However, there are times when a small number of children display inappropriate behaviour for various reasons. When this occurs, children will be reminded of the behaviour expected of children at Lantern Lane.

Where instances of unacceptable behaviour continue, staff will implement our behaviour ladder system recognising the age of the child. Full details of this are available on our school website.

## School Values

At Lantern Lane we will **C.A.R.E** for everyone and everything.

### **C**onfidence:

- We will work hard and always have a go
- We will share our opinions and have our say
- We will try new things
- We will stand up for what we believe in and stand out from the crowd

### **A**chievement:

- We will always aim to meet our targets
- We will celebrate all our successes

- We will recognise people's achievements in different ways

### **R**espect:

- We will be kind, courteous and considerate to everyone
- We will respect our school and keep it tidy
- We will respect decisions made fairly
- We will demonstrate respect for authority and for the rules of our school and our community
- We will be tolerant of other beliefs and ways of life and try to see things from other people's point of view

### **E**nthusiasm:

- We will come into school with a positive attitude and be ready to learn
- We will have another go if things don't go right first time
- We will give our best effort to every task
- We will be in the right place, at the right time

## **Our SEN (Special Educational Needs) Provision**

At Lantern Lane, we are extremely proud to be an inclusive school. We celebrate diversity and strive to make everyone feel welcome, taking pride in the achievements of all individuals.

Where children come to school with an already identified additional need, we work closely with parents and any relevant professionals to ensure provision is appropriate and supports the progress of the individual.

If, during their time at school, a concern is raised about the additional needs of a child either by a parent or a class teacher, we will work together to agree the most appropriate cause of action.

Some children with identified additional needs may be added to our SEND register. This means that a meeting, attended by parents, the class teacher, SENCo and any other professionals involved, will be held each term. The meeting will be used to review provision and progress and to set targets for the child.

School works very closely with a wide range of professionals including the Schools and Families Specialist Services (SFSS), the Educational Psychology Service (EPS), the Behaviour Support Service (RPP), and the Healthy Families Team.

In addition, there is an extensive signposting section on our website and we can support families with referrals.

We have a SEN Co-ordinator (SENCo) in school who oversees the day to day provision for children with additional needs. Further information, including our policy, is available on our website.

## **Absences from School**

Parents should notify either the class teacher or the office administrators on the first day of absence and the reasons for this. This may be in writing, in person, or by telephone. The telephone has an automated recording service to report absences when the office is unattended. A daily written record is kept of messages received from parents/carers regarding pupil absence and letters explaining absences are also retained by the school administrator.

Absences authorised must be genuine, for example for illness, to attend a medical appointment, or to attend an examination. If an absence is not authorised, parents will be informed, with the reason. The headteacher will decide whether an absence is authorised.

When an absence remains unexplained, the office administrator will request information from the parents. Further requests will be made by the head teacher if necessary, and if there remains a concern, targeted support will be arranged.

Headteachers may not grant permission to miss learning time for holidays unless there are very exceptional circumstances.

The following are examples of some of the reasons that are not deemed to be exceptional:

- Availability of cheap holidays
- Availability of desired accommodation and/or flights
- Poor weather experienced in the school holiday period
- Overlap with beginning or end of term
- Day trips

If an application to miss learning time is refused and the parent still takes the child out of school, the absence will be treated as unauthorised. Unauthorised absences may lead to further action being taken.

## House System

At Lantern Lane we operate a 'house' System. All the children and staff are allocated a house to belong to and they will spend all their time at Lantern Lane in that one house.

All siblings who come on roll are placed in the same house allowing a sense of unity and togetherness throughout their time in school.

Our house names are inspired by inspirational people from East Leake and the surrounding area:

Deferrers [Green]

Bley [Blue]

Roulstone [Red]

Mills [Yellow]

In line with our curriculum intent, our house system encourages our children to see the value of continued hard work towards a team aim as well as fostering a real sense of pride in achievement. It encourages them to welcome everyone and to celebrate all they have to offer through providing opportunities to work alongside children from all year groups across school.

The community spirit generated promotes enthusiasm within all and, through the many and varied house events, children are given opportunities to develop wider skills to enjoy life and learning.

Through healthy and respectful competition between house teams, our children are prepared to thrive in the future regardless of challenge and to face setbacks with resilience.

Through the election of house captains and vice house captains, our oldest children have the opportunity to take responsibility within school and this process provides an experience of the British value of democracy for all. Our captains act as role models to encourage positive behaviour and good attendance.

Our children benefit from the camaraderie that comes with being part of a team and this supports nurturing a healthy mind, growing confidence and developing well-rounded individuals.

Daily, children can earn house points by following our C.A.R.E. values, trying hard in class, producing really good quality work, being polite and courteous, helping each other, being punctual and by setting a good example. These are tallied each week and celebrated. The house that wins the most weeks each term gets a privilege day in the last week of term.

At the end of the year the house with the highest number of points gained throughout the year will have a 'Special Day'.

Over the course of the school year, we hold a variety of house events, competitive, as well as non-competitive. These have included Christmas tree decorating, singing competitions, sports events and a recycling fashion show.

We invite impartial judges from our local community to come into Lantern Lane and join in the fun. Judges have included staff and pupils from East Leake Academy, from the Defence and National Rehabilitation Centre, governors, and residents from local care homes.

All the children and staff wear their house T-shirt and really get involved.

## **The Curriculum**

At the heart of achieving our intent statement (See Sheets 2: Aims & Values) lies our carefully designed curriculum.

At Lantern Lane, we follow the 2014 National Curriculum for children in Years 1 to 6 and the Early Years Statutory Framework for our Foundation Stage pupils. The required learning is achieved through a variety of memorable experiences and opportunities, which are carefully selected to best meet the learning and developmental needs of the children in our school.

### **Early Years Statutory Framework**

Children in Early Years (EYFS) learn through a variety of exciting and challenging play-based experiences within a stimulating indoor and outdoor environment. The learning opportunities children are presented with are based on their interests and their stages of development – with the focus being on igniting curiosity and developing their skills as a learner. Strong relationships and extensive dialogue with staff in the unit are vital in ensuring that learning is both meaningful and inspiring.

The seven areas of learning are personal, social and emotional development; communication and language; physical development; literacy; mathematics; understanding the world, and expressive arts and design.

### **Year 1 to 6**

#### **Core Subjects**

Our English curriculum takes its inspiration from a range of high-quality, age-appropriate texts. These are used to develop reading fluency and comprehension and to stimulate children's writing. Children explore and use the writing structure of different genres alongside the teaching of spelling, punctuation and grammar.

At Lantern Lane, we have a mastery approach to the teaching of Maths with an emphasis on fluency in essential skills and the whole class having a deep understanding of a concept before moving on to the next small step.

Children are given the opportunity and support to both reason and problem solve regularly as part of this approach.

Science is taught in carefully sequenced topic blocks, allowing knowledge to build as the child moves through the curriculum. Practical work has an important part to play both in deepening understanding and in allowing children to develop their skills as scientists.

#### **Foundation Subjects**

At Lantern Lane, we are committed to providing a broad and balanced curriculum and do this by linking some subject areas through a common topic that captures the interests of the children and makes it relevant to them.

In EYFS, topics are taught over a half-term and are often led by the interests of the children themselves.

The curriculum for each year group in Year 1 to Year 6 is arranged on a termly basis. Our aim is to take a 'learning journey' within a topic: we answer enquiry questions at each stage and children develop a range of skills whilst linking their knowledge and learning to the subjects of history, geography, art, design technology and, where relevant, science, computing, music, RE, PE, MFL and PSHE.

For further details about the curriculum at Lantern Lane, please refer to the curriculum section of our website.

## School Uniform

The staff and governors of Lantern Lane Primary & Nursery School consider wearing school uniform embeds the C.A.R.E. values of our school. There is a school dress code and we expect all children to be tidily and sensibly dressed.

### Our school uniform consists of the following:

- A dark green school cardigan/ sweatshirt/ fleece.
- White/dark green polo shirt or
- White blouse/shirt.
- Grey, tailored trousers/skirt/ pinafore/shorts (not leggings/jeggings).
- Green/white or gold/white gingham dress.
- Shoes (not trainers).
- White, black or grey socks/grey or green tights.
- Coat appropriate for weather conditions (coats, scarves, etc, not to be worn indoors).
- Swimming costume and towel are needed for swimming.

We insist on children changing for all physical activities. Shorts, T-shirt and plimsolls for indoor P.E. and games in the playground should be worn. Jewellery may not be worn. A warm jumper or track suit and appropriate waterproof footwear (e.g. trainers or football boots) are desirable for outdoor games on the playground or field.

For house activities, children will wear different coloured T-shirts. Each house is named after a local person – Bley house wear blue, Roulstone wear red, Mills house wear yellow and De Ferrers wear green.

School uniform, PE kit and house T-shirts are available from Big Fish Schoolwear at [www.bigfishschoolwear.co.uk](http://www.bigfishschoolwear.co.uk) or via the School office.

### How will my child benefit from wearing the school uniform?

- Security is improved – it is easy to spot those who do not belong to the school community.
- Pupils feel a strong sense of belonging and commitment to the school
- It improves the image of the school in the local community.
- Sensible footwear is safer and more practical for activities at school
- It is more hygienic to change into PE kit for physical activity
- It creates a sense of purpose within the school environment.
- The differences between pupils are reduced, which in turn reduces some causes of isolation and bullying, and the self-esteem of pupils can be improved.

### What is unacceptable in school?

- Large, dangling or hoop earrings, large chains and rings, body piercings and other items potentially causing health and safety problems for the wearer.
- High heels, flip flops, open sandals, trainers, highly coloured, glittery shoes, or other footwear which might be damaging.
- Clothing with words or pictures on them which could give offence to others.
- Clothing that is so tight, short or revealing that it could give offence to others.
- Clothing advertising the use of alcohol, tobacco or other drugs.
- Extremes of hair style, such as mohicans, shaved heads, and shaved patterns in the hair.
- Nail varnish and make up.



## **Support from Parents**

Lantern Lane Primary & Nursery School expects parents to be aware of the advantages of a dress code for school pupils and support the code for their child/children.

If a pupil is unwilling to comply with the dress code adopted by the school the following procedure will be followed:

- The pupil will be asked to comply with the dress code.
- The school will store uniform which the child will be asked to wear while they are in school.
- Contact will be made with home by letter or a telephone call from the school.
- Parents will be invited to the school to discuss the dress code.
- Parents will advise the school in advance if other clothing needs to be worn.
- The school will offer assistance with buying or loaning uniform where genuine need is established.

Refusal to comply will be dealt with in accordance with the behaviour policy.

## **Support from Staff**

Lantern Lane staff are also expected to adhere to a dress code and to be sensibly and tidily dressed at all times. Details of the dress code are in the staff handbook which is reviewed annually and given to all new staff at induction.

# Financing Our School

## SCHOOL FINANCES

Schools receive a budget allocation each year from the Government, consisting of a basic entitlement amount and other amounts based on the make-up of the school population. This must be spent on education purposes in accordance with the School Finance Regulations. The school leaders and governors set a budget plan each year which reflects the educational objectives as set out in the School Improvement Plan and seeks to achieve value for money.

The school also has private funds which are accounted for separately to the school's delegated budget and are held in a separate bank account.

## CHARGES & REMISSIONS

### Activities, Trips and Residential

When we propose to take children out of school, we will send a letter giving full details of the visit, including the cost of the visit. The letter will also state that:

- Any contributions given by parents are given on a voluntary basis,
- There is no obligation to contribute,
- Pupils will not be treated differently according to whether or not their parents have contributed,
- BUT,
- Activities may not take place unless a sufficient number of parents contribute.

The situation may arise, therefore, where visits are planned and booked and subsequently cancelled due to insufficient contributions being made.

We occasionally take children on short visits for which no direct charge is made; this money usually comes from school funds. As a staff, we feel that visits are an essential ingredient of a stimulating, practical curriculum and we hope that we will be able to continue to arrange them with full support.

### Music Tuition

Our policy for music tuition is to cover the cost of tuition from parental charges.

For music lessons provided by the Inspire Group, the cost of tuition will be remitted in full where parents of a pupil are in receipt of free school meals or working tax credit (NHS exemption). In these cases, the cost of tuition will be paid by the school during the first seven lessons and by Nottinghamshire County Council thereafter, if recommended as eligible for the Remission Scheme. Parents are asked to make a term's commitment to tuition. Payment must be for a term in advance.

### Reimbursements for school trips and activities

Refunds for school trips or activities will be issued as follows:

- Pupil on family holiday – No refund
- Pupil ill – Refund less deposit where applicable
- Pupil excluded from trip due to school decision – Full refund
- Pupil no longer wishes to attend – No refund, except for residential, and then refund less deposit

### Other School Charges

For this academic year, we will also apply the following charges:

- £1.00 entry fee for toddler group, which contributes towards refreshments, resources and supervisor salary.

- £4.00 for lunch club in the foundation unit, for which pupils will be supervised and families will provide a packed lunch (available to pupils already on roll in the unit, who are taking up the 15 hours per week government-funded place).
- £14.10 for a morning or afternoon session in the foundation unit (available to pupils already on roll in the unit, who are taking up the 15 hours per week, universal government-funded place and are not eligible for the free 30 hour entitlement).

We also charge for room/hall lettings, replacement items (water bottles, book bags, partnership books), photocopying, postage and catering. Details of these charges are available in our charging and remissions policy, which is available on our school website, or from the school office.

## **PUPIL PREMIUM**

The Government allocates each school additional funding to support achievement for vulnerable children in school. This funding – known as pupil premium – is paid directly to the school based on the number of children receiving free school meals currently or in the last six years.

Our pupil premium strategy, and the decisions that underpin it, is based on the following principles:

### **Whole-School Ethos of Attainment for All**

We believe that all pupil premium pupils are capable of overcoming their personal barriers to fulfil their potential and succeed.

Every member of staff understands their role in the strategy and strives to identify these barriers for success, providing a 'solution-focused', personalised approach to overcoming them.

### **Addressing Behaviour and Attendance**

A strong emphasis is placed on developing positive behaviours for learning and attendance is closely monitored - and supported, where necessary - to ensure that learning time is maximised.

### **Quality First Teaching**

The school is committed to all pupil premium pupils receiving quality teaching in every lesson on every school day.

Strong progress is promoted through a commitment to assessing outcomes and planning next steps alongside giving high-quality responsive feedback.

Every teacher is held accountable for the progress made by pupil premium children.

### **Meeting Individual Learning Needs**

Extensive knowledge of the children is used to ensure *all* barriers are overcome so that pupil premium pupils can benefit from enrichment, emotional well-being support, and interventions that enable them to succeed in their learning across a wide range of subjects.

### **Data-Informed**

The progress of all pupil premium pupils is discussed at Data Support Meetings (run by the Pupil Premium Lead and taking place termly) and at key assessment points.

Actions to support/promote progress are identified, implemented and regularly reviewed within each assessment phase.

### **Clear, Responsive Leadership**

A strategy group, which includes school leaders and a governor, reviews the effectiveness of strategies at the end of each assessment point. Self-evaluation is rigorous, honest and acted upon.

All reviews are based on internal analysis, research and best practice.

**Deploying Staff Effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of these children and, where needed, the support of outside agencies is engaged.

For further information, please refer to our Pupil Premium Strategy document on our website.

## **Attainment and Progress**

### **Assessment of Learning**

We assess the progress and attainment of children through the statutory assessment tests (SATs), but also internally on a termly basis. The information gathered here allows us to: decide on the school's priorities for continuous improvement; support our staff to further develop the curriculum at every level, and ensure each class, group and individual has every opportunity to achieve.

### **Assessment for Learning:**

In the classroom, our staff are continually assessing how the whole class, each group and all individuals have succeeded in meeting lesson outcomes, using a range of feedback strategies to ensure each child is clear about their next steps in learning. This way, we can tailor future lessons closely to the needs of the children and provide any additional support for groups and individuals.

For further information about assessment, please see our assessment policy on our website.

Our most recent school results compared to national results can be viewed on the Government website link which is given below.

<https://www.compare-school-performance.service.gov.uk/school/122636>

# Admissions Policy

Policy title:	Admissions Policy 2024/25
Policy folder:	School Management – Admin
Last reviewed:	June 2023
Next review:	June 2024
Lead :	Headteacher
Responsible committee:	Finance, Pupils & Resources

## Admissions

If places are available, all who apply for a place will be given one. However, if there are insufficient places they will be offered in priority order using the criteria below.

### Foundation Unit Admission Criteria

Places are generally available from the start of the term after a child is three years old. Priorities for admission for the 15 hours per week, universal care are:

- Children looked after by a Local Authority and previously looked-after children.
- Children resident in the Lantern Lane catchment area, who, at the time of admission have older siblings already at Lantern Lane.
- Other children who live in the catchment area.
- Other children outside the recognised catchment areas, who, at the time of admission, have older siblings already at Lantern Lane.
- Children who live outside the catchment area.

In the event of over subscription in any criteria, priority will be given in age order, oldest first. Additional sessions up to 30 hours per week maximum will be allocated on a first come, first served basis irrespective of how the sessions are to be funded.

### Entry to Main School

The planned admission number each year is 60 pupils. There will be one admission point in the year:

- All children born between 1 Sept 2019 and 31 August 2020 will begin full time school in the Autumn term 2024.

In the event of over-subscription, the following criteria will apply in priority order:

- Children looked after by a local authority and previously looked after children.
- Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school and children who do not live in the catchment area at the closing date for application and who, at the time of admission will have a brother or sister attending the school or the linked junior/primary school who was displaced as their Nottinghamshire community catchment area school was oversubscribed at the national offer day for first admission to school .
- Other children who live in the catchment area at the closing date for applications.
- Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school.
- Children who live outside the catchment area.

In the event of oversubscription in all but the first criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the main administrative point at the school campus to a point at the entrance to the child's home using Nottinghamshire County Council's computerised distance measuring software.

In the event of two distances being equal, the County Council will measure to the next decimal point. If the measurements remain equal, lots will be drawn and the process will be independently verified.

### **Special Consideration**

The following groups of children will be given special consideration in their application:

Children whose particular medical needs, mobility support needs, special educational needs or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented before the closing date.

### **Further Information**

Further information on admissions can be obtained by contacting Nottinghamshire County Council's parent admission helpline on 0300 500 8080, or by speaking to a member of the school office staff VIA THE School Office (01509 820 112).

# Latest Ofsted Report

School report



## Inspection of a good school: Lantern Lane Primary and Nursery School

Lantern Lane, East Leake, Loughborough, Leicestershire, LE12 6QN

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Inspection dates:

6 and 7 December 2022

### **Outcome**

Lantern Lane Primary and Nursery School continues to be a good school.

### **What is it like to attend this school?**

Pupils love to come to Lantern Lane each day and would not hesitate to recommend it to other children.

Teachers want all pupils to succeed, and they make education there exciting. Pupils find out how East Leake has changed over time. They go on visits to places like White Post Farm. The whole school go watch the pantomime together. From the Nursery Year onwards, skilled staff teach them quickly how to read. Pupils learn to love stories and poems. They are engaged and they want to learn. There is an unmistakable sense of enthusiasm and aspiration. Pupils leave well prepared for secondary school.

Pupils are strong supporters of the school's C.A.R.E. values. They are helped to build their confidence, so that they can achieve as much as possible. They work hard in class and complete their work neatly. Behaviour is very positive, because pupils are respectful.

Pupils say that they feel safe at the school, and that staff are very caring. Pupils feel listened to. Any bullying is highly unusual. When it happens, pupils say that staff deal with it quickly, so that everyone is friends again. They describe their school as 'a united community'.

### **What does the school do well and what does it need to do better?**

The quality of education remains good at Lantern Lane. Staff are united, skilled and highly motivated. Senior leaders make clear to them that everyone who works at the school must want the best for every pupil. Staff do. They give pupils with special educational needs and/or disabilities (SEND), for example, support to learn the same curriculum. The inspector saw compelling evidence of these pupils conducting scientific investigations alongside others. He also saw work showing that their writing was improving and how, for instance, they had learned about the water cycle.



Subjects are enriched to make them come alive for pupils. In history, those in Year 3 grind grain to make flour and build axes to learn about the Stone Age. The school's oldest pupils speak eloquently about how 'the infrastructure the Romans left after their invasion went into disrepair, so much of life went back to the old ways'.

Staff's high expectations begin in the Nursery Year, where children learn to count and are taught phrases, such as 'two-digit number'. They are also taught to listen for the different sounds words make. This is so that they will be fully ready for phonics learning in Reception. Learning to read without delay is a priority. Lessons are fun. Pupils in the early years listen to Robot Rick and move their robot arms enthusiastically to spell words, such as 'mug' and 'sack'. Staff give any children who need it support immediately, so that all will keep up. No pupil is allowed to flounder. This means that pupils can become accurate, confident readers. Leaders are keen to improve phonics further and are in the early stages of using a new scheme. They know they will need to check its impact over the coming months.

Leaders have adjusted the curriculum to make sure that pupils have been able to catch up following the three national lockdowns. Pupils are now proficient and fluent again in mathematics. Those in Year 4 can, for example, quickly double 36 mentally and know their eight times table. Pupils' writing skills have also improved. They write sentences such as 'Heracles, oblivious of what lay beneath him, prowled through the moss-infested pond.'

Staff receive well focused and helpful training to develop their subject knowledge. Teachers ask pupils questions, and look closely at their work, so they are clear about what pupils know in different subjects. Each lesson begins with a 'flashback' to remind pupils of the things they have been taught before. Once they have checked pupils know them, teachers introduce new knowledge. Pupils say the reminders are very useful. Across subjects, pupils achieve consistently well.

The impact of senior leaders' work is not limited to the academic curriculum. Pupils' moral development, and the building of character, is a strength of the school. Pupils learn about the importance of respect, and of standing up for what is right. They know they must behave well in class and around the school. They do not disrupt learning. They are proud to see their name on the 'C.A.R.E.' walls for behaving in ways that uphold the school's values. They celebrate their friends' achievements in the Golden Book Awards and greatly enjoy after-school clubs, such as football, Christmas Crafts and Magic Maths.

Staff believe strongly that senior leaders manage the school well and do all they can to minimise their workload.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have been thoroughly trained in safeguarding and know their pupils well. Staff are attuned to the many signs that mean a pupil could be being harmed. They understand their first duty is to do all they can to protect any who may be at risk. They do not make

assumptions. Instead, there is a 'it could happen here' culture. They know they must report concerns, however slight, immediately.

Leaders keep detailed records and act accordingly to support pupils, including by the involvement of external agencies.

There are appropriate systems in place to deal with safer recruitment and the management of any allegations against members of staff.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- While initial monitoring suggests the new phonics scheme is producing the impact leaders intend, it has not yet been embedded. Leaders cannot be sure whether it will raise achievement in reading further. Leaders should ensure that all aspects of its planning and delivery are monitored rigorously over the longer term, making any adjustments needed, so that all pupils become fluent readers as rapidly as possible.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.



## School details

<b>Unique reference number</b>	122636
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10227922
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	457
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kerry Bentley
<b>Headteacher</b>	Jane Butler
<b>Website</b>	<a href="http://www.lanternlane.notts.sch.uk">www.lanternlane.notts.sch.uk</a>
<b>Date of previous inspection</b>	4 May 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been no significant changes since the last inspection.
- The school uses no alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- In order to judge whether the school continues to be good, the inspector focused the inspection on specific subjects of the curriculum. He undertook 'deep dives' in reading, mathematics and history. This involved meeting with senior and subject leaders, scrutinising curriculum planning, and visiting lessons where pupils were learning these subjects. He met pupils from the lessons and looked at their work in these and in other subjects. He met with teachers about the curriculum they were delivering. He heard children in different year groups read books. He looked at other subjects of the curriculum in less depth.

- In addition, the inspector met with representatives of the governing body and the coordinator for pupils with SEND. The inspector read a wide variety of school documents, including the school development plan.
- The inspector took note of the responses to Ofsted Parent View and considered the results of the Ofsted staff questionnaire. He met pupils from a wide variety of Year Groups to ask their views about the school, and what they feel it provides for them.
- In order to judge the effectiveness of safeguarding, the inspector read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated lead for safeguarding. The inspector also spoke with staff to check details of their safeguarding knowledge and training, that they understood the importance of their responsibility to report any safeguarding concerns without delay, and if they knew the procedure to do this. The inspector also checked samples of safeguarding records.

### **Inspection team**

Roary Pownall, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## **Our Policy for child protections and to safeguard and promote the welfare of our children**

It is of the utmost importance to have good systems to protect children, tackle emerging threats and safeguard their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil and to report these in a proper fashion. The school has a safeguarding and child protection policy. A copy of this is available on our website or from the School Office.

It is important for parents to be aware of the following:

Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may need additional support or help of some kind, or whether it is thought that a child may have been abused or be at risk of abuse.

In some cases, the school will refer children to children's social care staff, for children to be assessed for their needs, or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child and the situation and concerns will have been shared with parents. However, parents may not be told that the school has referred their child to children's social care if it is thought that this might put the child at risk.

Children's social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.

If you have concerns about a child, then you should contact the Multi-Agency Safeguarding Hub on 0300 500 8090, or our Senior Designated Person for Child Protection, Jane Butler.

## Arrangements for the consideration of complaints

A procedure has been agreed by governors for dealing with any complaints about the school curriculum and other related issues. Full details of the procedure can be found on our website at [www.lanternlane.notts.sch.uk](http://www.lanternlane.notts.sch.uk), or a hard copy can be obtained from the School Office. An outline of the procedure is as follows:

Preliminary informal investigation by the Head Teacher, or other appropriate school staff, to see if the complaint can be resolved without recourse to the formal procedures.

If the complaint cannot be resolved informally the complainant should complete a complaint form, which will be investigated formally by the Chair of the Governing Body.

If the complainant wishes to appeal a decision by the Chair of Governors, or they are not satisfied with the actions taken in relation to the complaint, the complainant is able to appeal this decision to a panel of governors by writing to the clerk to the governors, c/o the school office.

## Equality Statement

At Lantern Lane Primary School, we recognise that direct and indirect discrimination might take place and therefore we see the need for a positive and effective single equalities policy which includes our statutory obligations towards the issues of race, gender and disability as well as religion or belief, sexual orientation and age.

We

- will promote the understanding of equality throughout the organisation, both for those adults and pupils within the community of the school and those who might have cause to visit our school;
- seek to eliminate unlawful discrimination especially in the areas of race, gender, disability, age, religion or belief or sexual orientation;
- seek to develop an understanding, and promotion, of human equality and equal opportunities;
- will encourage, support and enable all pupils and staff to reach their full potential.
- will promote good relations between members of different racial, cultural and religious groups and communities;
- will enable students to take responsibility for their behaviour and relationships with others.

At Lantern Lane Primary School we believe it is essential to provide the very best learning experiences matched to the best learning environment and have created an optimal learning school. The learning experiences we provide enable children to do this as well as encouraging initiative, independence and the habit of learning. We also believe that the most successful learning takes place when all those in contact with the child are working together in partnership.

If you would like further information, a full copy of our Single Equalities policy is available from the School Office or from our website.

## Disclaimer

The information given in our prospectus information was valid at the time of printing. It should not be assumed that there will be no changes affecting either the arrangements described in this prospectus information or in any part of them before the start of the school year or in any subsequent years. Anticipated changes have been included as part of the text.