



PROSPECTUS INFORMATION

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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 at this time and will enable your child's entry to school to be as happy and productive as possible.

Mrs J Butler, Headteacher.

SCHOOL CONTACT DETAILS & SESSION TIMES

Address	Lantern Lane Primary & Nursery School Lantern Lane East Leake LOUGHBOROUGH Leics LE12 6QN
Telephone Number	01509 820112
Fax	01509 820113
Website	www.lanternlane.notts.sch.uk
Headteacher	Mrs J Butler, B.Ed Hons
Chair of Governors	Mrs K Bentley
Type of School	Community School for Day Pupils aged 3 – 11
School Hours	8.40 am – 3.15 pm
Foundation Unit Hours	8.40 am – 11.40 am and 12.25 pm - 3.25 pm



Our School Aims

Our school values every member of the school community. We aim to provide an environment that nurtures **C**onfidence, **A**chievement, **R**espect and **E**nthusiasm (C.A.R.E.) in all aspects of life. We all work together to provide a happy, safe and secure school in which we encourage all children to set their sights high; to make the most of their talents, and to celebrate differences. We work hard to create challenging and fun learning opportunities that enable everyone to be confident and responsible members of the society in which we live. The staff and governors are committed to maintaining the strong and supportive partnership between pupils, parents, carers, teachers and the wider community.

Our School Values

At Lantern Lane, we will 'C.A.R.E' for everyone and everything in our school and the wider community now and in the future.

Confidence

Aim: 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.

Achievement

Aim: to enable all pupils, staff, governors and parents to achieve by developing an interest and love of learning across all areas of life.

Respect

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

Enthusiasm

Aim: to engage and be enthusiastic to try everything, being prepared to take risks and to openly face challenge.

'You (the headteacher) and your team have created a harmonious school where pupils are well cared for and enjoy their learning. Pupil described the school as 'amazing, caring and happy.' They felt that the school 'pushed them to their limits' and expected them to work hard. Consequently, pupils are happy in school and their attendance is good.

The school is a warm and friendly place. Pupils are taught to respect adults and each other. Pupils have a good understanding of the different cultures and religions that make up modern Britain. They are clear that all people should be treated well. Pupils were able to explain to me that anyone who comes to Lantern Lane Primary & Nursery School will be looked after. Pupils behave well and concentrate in lessons.'

OFSTED 2017

The original Lantern Lane School of 1952 has changed beyond recognition. The east wing opened in June 1997 and, in January 2003, a brand new PFI-financed school building (with the east wing 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.

Opportunities afforded by our relationship with the private and public sectors provide an exciting vision for schools in the 21st century—both in educational and community terms. Not only do we benefit from a high- quality building facility but also profit from opportunities to develop facilities, links and partnerships that will improve and enrich the quality of provision and opportunity for both the children and the community.

The accessible, single level buildings and outdoor facilities are surrounded by countryside, which offers the children a pleasant environment on the edge of the village of East Leake.

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 foundation unit is an integral part of the school. The unit caters for up to 80 children between the ages of 3 and 5 years. Foundation Stage has its own play areas, which are securely fenced off from the main playground. Pupils, however, do have access to the main hall, library, music room, IT equipment and creative art areas.

The buildings have spacious reception areas, which lead to teaching areas, group areas, library areas and toilet facilities. There is a hall and kitchen in the main school building, which is built specifically to provide a varied choice of menu with a focus on a healthy diet.

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

Effective use of design and space allows and supports the development of teaching skills and enriches the children's lives in school. At a time of unprecedented educational change, our school has been developed to support the type of education system children, staff, parents and the local community should be entitled to in the 21st century.

VISITING ARRANGEMENTS

Visitors are welcome in school at any time. 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,
- to be involved in setting targets,
- for representation on the Governing Body,
- for representation on our fundraising group committee.

In practical terms, this involvement comes through:

- opportunities to attend parent forums,
- 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,
- links with the children's centre.

FOUNDATION UNIT

Our 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.

Our extended care offer can be accessed in two ways.

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

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

Lunch time care can also 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. Parents will also need to provide a packed lunch for any children stopping over lunchtime.

PARENT-TODDLER GROUP

Lantern Lane Toddler group takes place on Tuesday each week and caters for pre-school children (9.30-11.00).

BEFORE/AFTER-SCHOOL KID'S CLUB

A before and after-school club operates in school. This takes place in our school hall but is privately run by ACE sports coaching. 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. The variety of activities offered is dependent upon the staff skills available in school; the season (of the year) and the interests of the children. Examples include seasonal games, Bikeability, choir, languages, dance, sports, aerobics and many others.

Children have the opportunity to attend residential trips, involving periods of sleeping away from home.

We also host other activities at various times throughout the year. For example, musical concerts, sporting competitions and transition activities are all part of our enriched curriculum.

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

We work together with the family of schools to provide a range of opportunities for children and support for families. We have achieved the Quality in Extended Services standard.

PUPIL WELFARE & PASTORAL MATTERS

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 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 influential School Council. Pupil representatives from every teaching group in school regularly meet to consider important issues relating to school life.

The School Council organises events and relays important issues back to the headteacher, taking an active part in the effective running of the school.

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 explore/ promote 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.

RSE

The school has a relationships and sex education policy, which has been approved by Governors. If you wish to see a full copy of this, please see our website. This will outline what is taught to our pupils across the school. Some of what we teach is statutory (RSE or science) whilst other parts are non-statutory but we have decided to teach these as we consider this to be in the best interests of our children.

The school respects the wishes and beliefs of parents and their cultural and religious beliefs and is committed to respecting them. Parents have the right to withdraw their children from the non-statutory elements of the curriculum.

BEHAVIOUR

At Lantern Lane, we expect and promote positive behaviours at all times, recognising that these are crucial if children are to develop the skills they need to succeed in life and as a learner. This belief is the foundation upon which our C.A.R.E values are built (see below).

The school has a minimum of rules which are necessary for the safety, wellbeing and progress of everyone in our community; these are outlined in the Home School Agreement that can be found at the start of the partnership book that every child from Foundation 2 onwards receives yearly.

At the start of each academic year, children have the opportunity to discuss behaviour expectations and to produce a class charter that the teacher then refers to throughout the year as needed.

The class teacher's role in developing excellent behaviour is key but, where appropriate, this will be supported and complemented by other members of the staff, including senior leaders and our pastoral staff. We also recognise the importance of working collaboratively with parents where there are any concerns. In most cases, we will use the partnership book to communicate with parents about behaviour issues.

It is our strong belief that behaviour is a form of communication and we will always explore what has led a child to make poor choices. Our staff are all trained to support children having difficulties with behaviour including through emotion coaching, where the child's emotions are acknowledged but they are also supported to understand the consequences of their choices and to accept the natural consequences of these. For more details of our approach to behaviour, please see the associated policy on our website.

SCHOOL RULES

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

Confidence:

- 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

Achievement:

- We will always aim to meet our targets
- We will celebrate all our successes
- We will recognise people's achievements in different ways

Respect:

- 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

Enthusiasm:

- 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

CHILDREN WITH SPECIAL NEEDS

At Lantern Lane, we are proud of the support that we give to all children. For children with special educational needs, however, it is vital that their needs are quickly identified and speedily met. Lantern Lane has a strong reputation in Nottinghamshire for the way that we support children with special education needs and this has been recognised by Ofsted.

Our policy and day-to-day provision for children with Special Needs (SEND) is in line with the government's requirements (The Children and Families Act 2014, the Equality Act, and the SEN Code of Practice) and is approved by the school's governors. Further information or advice can be obtained from the Special Needs Co-ordinator whilst the SEND policy is available to parents on our website.

Children identified as having special educational needs or who are vulnerable to SEND are placed on the SEND register or are monitored by our SENCo. At all times, the parent or carer will be involved in the process and all records are available.

The school has well-resourced SEND provision - equipment, support staff and experience of working with children with a wide variety of special educational needs.

A number of specialist professionals regularly visit the school and the school can readily access other help if required to support the needs of a particular child. All staff - teaching, support and welfare - involved in the special needs process have appropriate training. The school works closely with other local schools to ensure continuity between schools and access to local resources and funds to support special needs children.

We are proud to be a Dyslexia Friendly School. Our dyslexic learners meet their full learning potential through being supported to develop strategies to overcome their barriers to learning.

ABSENCES FROM SCHOOL

Parents should notify the school office on the first day of absence, giving the reasons for this. This may be by email, 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 office.

Absences authorised must be genuine, including for illness, to attend a medical appointment, or to attend an examination. If an absence is not authorised, parents will be informed, and the reason explained. It is the responsibility of the headteacher to decide whether an absence should be authorised or not.

When an absence remains unexplained, the office administrator or attendance officer will contact parents to discuss the situation. Recognising the importance of attendance to a child's outcomes in school, support will be given to families where this becomes a concern.

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.



THE CURRICULUM

At Lantern Lane Primary School, we intend that everyone is a valued part of our community. Our curriculum supports us to teach our children to:

- Welcome everyone and celebrate all that they have to offer;
- Have the knowledge and the skills 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 what makes them the person they are;
- Understand what helps them to learn best, 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.

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

C: 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.

A: to enable all pupils, staff, governors and parents to achieve by developing an interest and love of learning across all areas of life.

R: 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.

E: to fully engage and be enthusiastic to try everything. To be prepared to take risks and to openly face challenge.

National Curriculum

All classes are taught appropriate programmes of study for the National Curriculum. Foundation Stage pupils follow the Early Years Statutory Framework.

Senior staff and governors regularly monitor curriculum delivery, and the quality of work produced in all subject areas through a rigorous monitoring and review cycle, as well as ensuring that appropriate time is devoted to each curriculum area.

Lantern Lane has a comprehensive programme of assessment and tracking. This enables us to measure and track the success of our curriculum teaching and the progress of each child against their previous agreed knowledge and skill levels. All children have regularly reviewed and monitored targets. Teaching groups are also regularly monitored to ensure that attainment is matching expectations.

DRESS CODE

The staff and governors of Lantern Lane Primary & Nursery School consider wearing school uniform improves discipline, improves the climate for learning, and 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 tracksuit and appropriate waterproof footwear (e.g. trainers) are desirable for outdoor games on the playground or field.

For house activities, children will wear different coloured T-shirts. Bley house wear blue, Roulstone wear red, Mills house wear yellow and Deferrers wear green.

School uniform, PE kit and house T-shirts are available from Big Fish Schoolwear at 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 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.

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, reflecting the educational objectives as set out in the School Improvement Plan and ensuring that the school receives 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 frequently 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 and this contributes towards refreshments, resources and supervisor salary.
- £3.50 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).
- £12.50 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 has allocated extra funding to schools to support vulnerable children to achieve their very best. This funding, called the pupil premium, is paid directly to the school based on the number of free school meal children currently in the school and in the last six years (Ever 6).

A copy of our pupil premium policy and full details of allocations and expenditure can be found on our website.



SCHOOL STAFF

TEACHERS

Mrs J Butler	Headteacher
Mrs N Thompson	Deputy Headteacher/Mental Health Lead/SENCO
Mrs P Hancock	Assistant Headteacher/Curriculum and Standards Lead
Miss I Outhwaite	EYFS Co-ordinator/SMT/Class teacher
Miss L Waggett	KS1 Co-ordinator/SMT/Class teacher
Miss M Harbey	KS 2 Coordinator/SMT/Class teacher
Mrs L Halliwell	Attendance Coordinator/SMT/Class teacher
Mrs F Beharall	Class teacher
Mrs Jones	Class teacher
Miss Brumpton	Class teacher
Mrs M Prowse	Class teacher
Miss H Bowe	Class teacher
Miss K Roberts	Class teacher
Mr S Thomas	Class teacher
Mrs S Thorne	Class teacher
Mrs C Genders	Class teacher
Mrs K Johnson	Class teacher
Miss Perry	Class teacher
Miss Sabin	Class teacher
Mr P Smith	Class teacher
Mrs M Adjebeng	Class teacher
Miss Stevenson	Class teacher
Miss Mistry	Class teacher
Mrs Ness	Class teacher
Mrs Drakes	Class teacher

TEACHING ASSISTANTS

Mrs C Jones
Ms A Starbuck
Mrs R Russell
Mrs B Clift
Mrs C Hayes
Mrs C Nugent
Mrs L Kandola
Mrs L Price
Mrs L Keeley
Mrs K Tate
Miss R Nisan
Mrs K Lenton

SEN SUPPORT

Mrs M Chettle
Miss E Wallace
Miss K Wilson
Mrs C Hawkins
Mrs H Oldwill
Mrs L Lawton
Miss J Ross

MIDDAY STAFF

Mrs S Severn
Mrs S Merrick
Mrs R Severn
Ms S Pring
Mrs L Rofe
Mrs H McDonogh
Mrs W Ward
Mrs S Lenton
Mrs L Trelawny (Toddler Supervisor)
Mrs L Lavelle
Miss S Pevler
Mrs T Brice
Mrs P Morey

WELLBEING SUPPORT ASSISTANT

Mrs J Evans

SUPPORT STAFF

Ms N Burton School Business Manager
Mrs S Hopkin School Administrator
Mrs S Mountain School Administrator

CLEANING, CARETAKING & CATERING

Main School - Operated and Managed by Mitie Plc
Annex Building – Cleaning and Caretaking provided by Notts County Council



GOVERNORS

TYPE	NAME	COMMITTEES/ROLES
Parent	Mrs K Bentley	Chair of Governors, Finance, Pupils & Resources & Strategic Development, Safeguarding Governor, SEND Governor
Parent	Mr S Moss	Finance, Pupils & Resources & Strategic Development, Wellbeing Governor, Complaints Governor
Parent	Mrs J Bewlex-Allen	Finance, Pupils & Resources & Strategic Development, Pupil Premium Governor
Co-opted	Mrs E Bohane	Finance, Pupils & Resources & Strategic Development
Co-opted	Mr C Willimsky	Finance (Chair), Pupils & Resources
Local Authority	Mrs J Jennison	Strategic Development
Co-opted	Mrs L Bellamy	Finance, Pupils & Resources & Strategic Development
Parent	Mrs A Morrissey	Finance, Pupils & Resources & Strategic Development, Health & Safety Governor
Co-opted	Mrs J Vanderwalt	Finance, Pupils & Resources, Strategic Development (Chair), Safeguarding Governor
Parent	Mrs A Hooker	Finance, Pupils & Resources, Attendance Governor
Co-opted	Miss C-L Holleran	Strategic Development
Staff	Miss M Harbey	Strategic Development
Headteacher	Mrs J Butler	Finance, Pupils & Resources, Strategic Development
<i>Co-opted</i>	<i>Vacancy</i>	
<i>Co-opted</i>	<i>Vacancy</i>	
<i>Co-opted</i>	<i>Vacancy</i>	

ATTAINMENT AND PROGRESS

Ofsted said:

'You (the headteacher) and your staff work well together with the common purpose of achieving the best possible outcomes for pupils. You are supported by an effective governing body, which has a sound knowledge of the strengths of the school and the areas that require further work.'

'Your staff are motivated and dedicated in their drive to raise standards for all pupils.'

OFSTED 2017

There have been no statutory assessments since 2019 due to the pandemic. Our results for this year and prior to that (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>

Using a three-year average (up to & including 2019), it can be seen that our pupils at the end of Year 6 perform above their local authority and national peers. Our pupils also perform well at the end of EYFS & KS1 and in other statutory assessments such as the Phonics Check.

We use the outcomes of such assessments to refine our teaching & learning approaches in school as part of our commitment to continual, robust school improvement.



Policy title:	Admissions Policy 2022/23
Policy folder:	School Management – Admin
Last reviewed:	June 2022
Next review:	June 2023
Lead by:	Head
Responsible committee:	FPR

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 1st Sept 2017 and 31st August 2018 will begin full time school in the Autumn term 2022

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 linked junior/primary 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 for applications.

Further information on admissions can be obtained by speaking to a member of the school office staff, or by contacting Notts County Council's parent admission helpline on 0300 500 8080.



OUR POLICY FOR CHILD PROTECTION 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: parents may request a copy of this at any time.

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 be in need of 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.

There are four categories of abuse: physical, sexual, emotional, neglect.

In some cases, the school is obliged to 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.

'Pupils are safe and happy in school. Pupils are taught how to stay safe, including how to use the internet safely. Parent's views are very positive.'

OFSTED 2017



ARRANGEMENT 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, 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 Objectives 2021-2025

Under the Equality Act 2010 at Lantern Lane Primary School, we believe that we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation.

We adhere to the following equality objectives in order to foster a shared sense of cohesion and belonging and to support all the members of our school community to feel that they are respected and able to participate fully in our school life.

Equality Objectives at Lantern Lane Primary School

- To provide an environment that welcomes everyone and celebrates all they have to offer
- To ensure that the environment, written information and curriculum is accessible to all pupils, staff and parents at the school and to make reasonable adjustments as necessary.
- To ensure that all pupils make progress and reach their potential regardless of age, disability, race, sex, gender reassignment, religion and belief, and sexual orientation.
- To ensure that all pupils are given equality of opportunity across both the taught and enriched curriculum.
- We will ensure that all policies and procedures are in line with duties outlined under the Equality Act 2010 as we believe they are fair, they do not prioritise or disadvantage any pupil and they help to promote equality at our school.
- To ensure that all pupils and other stakeholders are given the opportunity to make a positive contribution to school life
- To ensure any breaches of the Equality Act 2010 are investigated, recorded and reflected on to bring about change.

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.

