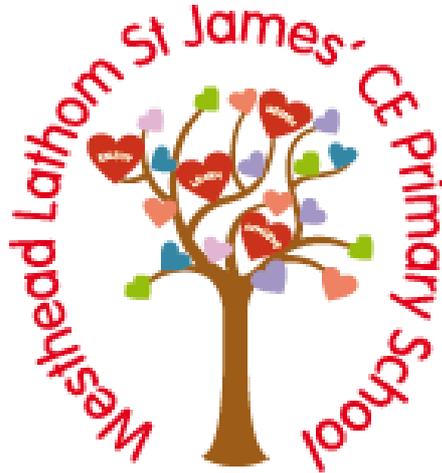


# Westhead Lathom St James' CE Primary School



## Admissions Policy

Last Reviewed Date: Autumn 2021

Next Review Date: Autumn 2022

<i>Issue</i>	<b>Date</b>	<b>Author/Editor</b>	<b>Revision Notes</b>
1	Mar 2018	Alison Albion	Policy updated in line with current expectations.
2	Nov 2018	Alison Albion Lynda Tither	Policy updated in line with current expectations
3	Nov 19	Helen Clark	PAN increased.
4	Autumn 2020	Helen Clark	Dates updated.
5	Autumn 2021	Helen Clark	Dates updated.

**Mission Statement: Our School Now**

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

**Our motto** "Enjoy, Respect, Learn, Achieve"

**Vision Statement: Our Vision for the Future**

*'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'*

*'With God's power working in us, God can do much, much more than anything we can ask or imagine.'* Ephesians 3:20 New Century Version (NCV)

**Aims:**

Westhead Lathom St. James Church of England Primary School aims to:

- Provide a broad and challenging curriculum and a stimulating learning environment that extends outside the classroom,
- Develop enquiring minds and spirituality through curiosity, awe and wonder of the world,
- Teach, demonstrate and praise Christian Values,
- Value the power of prayer,
- Teach with innovative and investigative approaches to learning,
- Provide an enriching programme of extra-curricular activities and visits,
- Plan a rich, varied and up-to-date range of learning resources,
- Encourage children to achieve their highest standards in all areas of the curriculum and to seek excellence within an ethos of support, challenge and encouragement to succeed,
- Teach children to work independently, collaboratively and become highly motivated lifelong learners,

- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology,
- Build partnerships between the school, home and community,
- Strive for continuous improvement in all that we do,
- Continually self-evaluate and continue to improve upon current practice,
- Work collaboratively towards common goals,
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.

**We want a rich curriculum and it is important that our pupils expand their cultural capital by experiencing:**

- Visits to churches, art galleries, libraries, museums, woods, beaches, music festivals, farms, theatres and other faiths' places of worship,
- Taking part in residential trips to develop social skills and independence,
- Taking part in a wide range of physical activities including taking part in sporting competitions, in order to develop healthy lifestyles,
- Eating in a café or restaurant,
- Other cultures' traditions,
- Forest school,
- Play in which they have to assess risk and make decisions,
- Independence and have responsibilities,
- Enterprise,
- Cooking and learning about nutrition,
- Using practical tools safely,
- Adult role models of reading and enjoyment of being read to, to enthuse them as lifelong readers,
- Quality texts throughout the curriculum,
- The fun of learning a new language,
- The local area and develop an appreciation for what we have in our locality,
- Local history and understand what life was like in our community in the past,
- Playing musical instruments, sing, dance and take part in school productions,
- Using a range of technology to enhance their learning,
- Learning outdoors including building an awareness of environmental and conservation issues,
- Being part of a community with strong values which help develop them into well prepared, confident young people,
- Helping those most in need through charity work and fundraising,
- Links with other schools,
- Wisdom, dignity, hope and community.

## **WLSJ Voluntary Controlled Lancashire Schools Admission Policy**

### **OUR POLICY IS IN LINE WITH LANCASHIRE ADMISSIONS POLICY FOR VOLUNTARY CONTROLLED PRIMARY SCHOOLS**

Our current published admission number is 15. This is the maximum number of pupils that the school will admit in the Autumn Term 2022. Parents will be asked to express preferences for three primary schools. Published criteria are used to decide which children should be offered the available places. In VC primary schools an equal preference scheme has been introduced to comply with the Schools Admission Code, whereby three parental preferences are given equal status to the preference and will be considered equally against the admissions criteria. If a school is oversubscribed, the following criteria will be applied in priority order:

1. Children in public care at the time when preferences are expressed and who are still in public care at the time of their admission to school, then
2. Children for whom the Local Authority accepts that there are exceptional medical social or welfare reasons which are directly relevant to the school concerned (see note (i) below, then
3. Children with older brothers and sisters attending the school when the younger child will start, (see note (ii) below), then
4. Remaining places are allocated according to where a child lives. Those living nearest to the preferred school by a straight line (radial) measure will have priority, (see note (iii) below.)

#### Notes

(i) The medical, social and welfare criterion will consider issues relevant to the child and/or the family. This category may include children without a statement who have special needs. Children who have a statement for special needs will have their applications considered separately. Forces children are included in this category.

(ii) Brothers and sisters includes step children, half brothers and sisters, fostered and adopted children living with the same family at the same address (consideration may be given to applying this criterion to full brothers and sisters who reside at different addresses).

(iii) The distance criterion which will be used as the tie breaker if there is oversubscription within any of the admission criteria is a straight line (radial) measure. If the Local Authority is unable to distinguish between applicants using the published criteria (eg twins or same block of flats) places will be offered via a random draw.

The distance measure is a straight line (radial) measure centre of building to centre of building.

A child's permanent address is the one where he/she normally lives and sleeps and goes to school from. Proof of residence may be requested at any time throughout the admissions process, (including after a child has accessed a school place).

The Local Authority will keep waiting lists for all Lancashire primary schools until 31 August 2022. These are kept in priority order using the school's published admission criteria. From 1 September 2022 for one school term only waiting lists will be retained by individual admission authorities (the Local authority for community and voluntary controlled schools and individual voluntary aided and trust schools will each retain their own list).

1. Children will not normally be able to start school other than at the beginning of the term unless they have moved into the area or there are exceptional circumstances.
2. Applications for school places which are received late will not necessarily be dealt with at the same time as those received by the set deadline. The reasons for a late application may be requested and where these are not exceptional the relevant admission criteria will be initially applied to all others received on time. The late application will be dealt with after this process.
3. Where a child lives with one parent for part of the week and another for the rest of the week only one address will be accepted for a school admission application. This will normally be the one where the child wakes up for the majority of school days (Monday to Friday).