

# Lanercost C of E Primary School

*Our Vision: Care Believe, Achieve*

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## Prospectus 2017/18



**Outstanding Primary School  
Ofsted September 2012**

Cumbria Education Authority  
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Headteacher - Mrs. A. Clarricoats BSc PGCE



*Our Vision: Believe, Achieve and Care*

### Dear Parents

Thank you for your interest in our happy and caring school. I hope that you find the prospectus interesting and informative and that it gives you the essential information to make the very important decision of choosing your child's school.

We have tried to include all the most important data about the school but it is never as useful as visiting us. For this reason we always welcome parents to come and see us.

If you would like to visit to see us at work and to chat about your hopes and aspirations for your child, please make an appointment by telephoning on 016977 2702.

We look forward to seeing you here at Lanercost.

Yours sincerely,  
Mrs Alison Clarricoats  
Headteacher



## OUR VISION

### Care Believe Achieve

Through a strong Christian ethos, within a happy and caring environment, we encourage each individual to achieve their fullest potential as well as develop their self-belief and respect for themselves, each other and the world around them.

In order to achieve our aims as a school, we work closely with parents/carers, pupils, the local community, and church regularly seeking their views on our provision. These views inform our longer term strategic planning as well as our annual action plans.



### AIMS OF LANERCOST SCHOOL

- Community is at the heart of the school ethos and underpins all that we do. We seek to build positive partnerships and mutual respect within our school; families; the Church and wider community
- We will provide a safe and nurturing environment underpinned by our Christian and British values in which all children feel valued, are cared for and develop positive relationships with others.
- All children are given opportunities to develop their understanding of Christianity as a contribution to their knowledge of the world and their own experience within it and make informed choices about how they wish to live their lives.
- We will provide a creative and stimulating curriculum which promotes a lifelong love of learning and enables all children to be successful and to fulfil their potential.
- Through the promotion of the four British values, we aim to help children become empathetic members of society who are tolerant to the needs and views of all.
- We will empower children to take responsibility for their impact on the world. We will promote healthy lifestyle choices, emotional well-being and resilience to adapt to life's challenges.

## WHAT MAKES LANERCOST SCHOOL SPECIAL

- ☺ We are an 'Outstanding Church of England Primary School' as judged by both Ofsted and the Statutory Inspection for Anglican and Methodist Schools
- ☺ We enjoy a beautiful rural location.
- ☺ We are part of the National ICT Register as a result of our outstanding ICT provision
- ☺ As we are a small school we have a strong sense of community, where all pupils know each other, and where staff get to know the needs and capabilities of each individual child.
- ☺ Utilising the school's unique location we have developed strong links with the local sites of historical and geographical interest. As part of our study of the Romans the children have the opportunity to visit Birdoswald Roman Fort and Hadrian's Wall. The Tudors are taught through the link to Naworth Castle and the Howards and the Border Reivers are studied through family names and a visit to Hexham Border Reivers Jail.
- ☺ As a Church of England school we have close ties with Lanercost Priory - we hold an act of collective worship once a month, a Harvest, Christmas carol, Easter services and the end of year leavers celebration. Children learn about core Christian values and are encouraged to embed these into their everyday lives.
- ☺ We have a strong tradition of involvement in sports having gained the National Active Mark - football, cross country running, orienteering, netball, rounders and athletics being some of the sports we offer.
- ☺ The school organises a cross country on an annual basis for the local consortium of schools, with participation of over 250 children
- ☺ Key Stage 2 children are able to go on residential outdoor and adventurous trips in years 3, 4, 5 and 6 where they will experience outdoor and adventurous activities such as climbing, orienteering, canoeing, caving and mountain biking etc.
- ☺ The school runs many clubs in order to diversify children's interest beyond the boundaries of the curriculum. Currently we offer netball, football, cross country, choir, art and textiles, drama and a film club. During the winter months, chess and a DT and climbing clubs are offered.
- ☺ We have close connections with local Lanercost artists who have been involved with various school projects
- ☺ The school supports local, national and international charities, including Operation Christmas Child, the British Heart Foundation, Red Nose Day, Red, White and Blue Day (for the Armed Forces), NCH and Shelter
- ☺ We support a school both in Nepal and Botswana.
- ☺ Wholesome food cooked fresh on site each day using largely local produce as part of the Healthy Schools Mark we hold.
- ☺ The children's Christmas party is held in the Priory's Dacre Hall, where Father Christmas visits with a gift for each child and we hold a pre school child Christmas Party in school for all prospective parents and their children
- ☺ The school has strong links both with the parents and the community through the Friends of Lanercost School (FOLS)
- ☺ We work in close collaboration with six other small schools (the LIGHT group), a group of six C of E schools and within the Brampton Consortium. We have very good links with our secondary school - William Howard School

## **ADMISSIONS POLICY**

Our admissions policy is that recommended by the local education authority, as outlined below:

Children are admitted into the nursery in the September of the academic year following their third birthday (8.50 am until 11.50 term time only). Full time education starts in the September of the academic year following their fourth birthday.

The standard intake for the school is **10**. If this number is exceeded the following criteria will be used: -

1. Children looked after, i.e. in public care, giving priority, if necessary, to the youngest child(ren).
2. Children living in the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of their admission.
3. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school (or associated infant or junior school) who were directed to that school by the Local Authority either (a) in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the Local Authority as the next nearest with a place available or (b) in their Statement of Special Educational Need.
4. In relation to Church of England Voluntary Controlled Schools, children living in the catchment area with a parent on the electoral roll of a C of E church.
5. Other children living in the catchment area giving priority to those living closest to the school, measured by the shortest walking route by road.
6. Children living outside the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of their admission.
7. In relation to Church of England Voluntary Controlled schools, children living outside the catchment area with a parent on the electoral roll of a C of E church.
8. Children living outside the catchment area, giving priority to those who live closest to the school, measured by the shortest walking route by road.

If your child is rejected, an appeal can be made to the Director of Education, details available from the Clerk to the Governors. In most cases all applicants can be granted a place at the school.

**The admissions policy can be found in full in Appendix 2**

At present there are 65 full time children on roll and 11 part-time nursery; 11 in Yr R, 11 in Year 1, 17 in years 2 and 3 (class 2) and 26 in years 4, 5 and 6 (class 3).

*"Lanercost School provides outstanding education and the school inspires pupils to thrive in all aspects of their academic achievement and personal development." Ofsted 2012*

## ARRANGEMENTS TO VISIT THE SCHOOL

To make good progress in their education, it is vital that children do not change their schools too often. To help you make sure that this school is the one you feel is right for the whole of your child's primary education; we welcome visits to the school. This gives prospective parents and their children the chance to see the school at work and to talk to the staff and other pupils. Please telephone the school to make a mutually convenient appointment.

## SCHOOL STAFF AND RESPONSIBILITIES

☺	Mrs A. Clarricoats	Headteacher Year 3 and 4 Teacher (Science) Responsible for: Maths, Science, SEN, PSHCE, Drugs and Citizenship, Geography, History, PE, English and ICT
☺	Mrs N. Gallagher	Key Stage 2 Class Teacher Responsible for: Literacy, Design Technology and Assessment
☺	Miss K. Turnbull	Part -time Teacher Yr. 3 & 4 & French KS2 Responsible for: RE, Performing arts
☺	Mrs K Reed	Part -time Nursery/Foundation Stage /Year 1 Teacher Responsible for Early years Foundation Stage and Computing
☺	Mrs S. Siddall	Part -time Y1 and Y2 Teacher (Mornings) Responsible for: P.E. and KS1
☺	Mr A. Tugwell	Part -time Music Teacher (years 4 to 6) Responsible for: Music
☺	Miss V. Baty	Part-time SEN Teaching Assistant/Midday Supervisor
☺	Mrs H. Irving	Part-time EYFS Teaching Assistant
☺	Mrs F. Griggs	Part-time EYFS Teaching Assistant
☺	Mrs M. Tailford	Part-time Office Administrator
☺	Mrs J. Mangan	School Cook
☺	Miss A Fisher	Teaching Assistant
☺	Mr L Robinson	Cleaner in Charge

The school is currently organised into four classes in the morning:

- The Foundation Stage (Nursery/Yr. R) taught by Mrs Reed and supported by Mrs Irving and Mrs Griggs
- Year 1 and 2 taught by Miss Siddall and supported by Miss Fisher
- Years 3 and 4 taught by Miss Turnbull and supported by Miss Baty
- Years 5 and 6 taught by Mrs Gallagher

In the afternoons the school is split into three age appropriate classes. On Monday and Thursday afternoons all children have Topic Work. On Tuesday afternoon we have science and on Wednesday we have additional teachers for sports and music and on Friday afternoon all children have PE followed by the reward of Golden Time.

On Friday mornings Miss Turnbull teaches French to Y3-Y6.

All staff in the school are strongly committed to professional development and this is reflected in the outstanding teaching that is provided at Lanercost C of E Primary School.

*"Teaching is outstanding. Teachers and teaching assistants work extremely well together in ensuring lessons are exceptionally well planned to meet the needs of every pupil." Ofsted 2012*

The school has student teachers from the University of Cumbria in school as part of 'School's Direct' to gain essential practical experience of teaching. They are very closely supervised by both the College tutors and the Student Teacher Mentor (currently Mrs Reed and Miss Turnbull). This can be an enriching experience for both pupil and student teacher and gives the children experience of relating with other adults.

We also support work experience placements for Teaching assistants from Carlisle College and from William Howard School, (usually former Lanercost students who want to come back and contribute to the school).



## NURSERY

We offer free nursery provision for up to 10 children after their third birthday for 3.0 hours each morning from 8.50 - 11.50 am. We also offer Monday and Tuesday afternoons, which may be used with children's 15 hours free nursery or in addition to this at a charge of £9.00 per afternoon. Priority for admission follows the schools admission policy/procedure - see detailed prospectus in Appendix 3. We also offer wrap around care over the lunch hour up to 12.55pm at a cost of £3.50 per session if booked in advance and a charge of £4 on the day.

## ORGANISATIONAL DETAILS

### Term Dates 2017/2018

**2017 Autumn Term** - Monday 4<sup>th</sup> September to Friday 15<sup>th</sup> December. (Half term 23<sup>rd</sup> to 27<sup>th</sup> Oct)

**2018 Spring Term** - Thursday 4<sup>th</sup> Jan to Thursday 29<sup>th</sup> March. (Half term 12<sup>th</sup> to 16<sup>th</sup> Feb)

**2018 Summer Term** - Monday 16<sup>th</sup> April to Friday 20<sup>th</sup> July. (Half term 28<sup>th</sup> May to 1<sup>st</sup> June)  
Bank Holiday Monday 7<sup>th</sup> May

### Term Dates 2018/2019

**2018 Autumn Term** - Monday 4<sup>th</sup> September to Friday 21<sup>st</sup> December. (Half term 22<sup>nd</sup> Oct to 26<sup>th</sup> Oct)

**2019 Spring Term** - Thursday 8<sup>th</sup> Jan to Friday 29<sup>th</sup> April. (Half term 18<sup>th</sup> to 22<sup>nd</sup> Feb)

**2019 Summer Term** - Monday 15<sup>th</sup> April to Friday 19<sup>th</sup> July. Good Friday 19<sup>th</sup> April Easter Sunday 21<sup>st</sup> April Easter Monday 22<sup>nd</sup> April (Half term 27<sup>th</sup> May to 31<sup>st</sup> May)  
Bank Holiday Monday 6<sup>th</sup> May

## School Times

The school day begins at 08:50 when registration is taken in the classroom.

<b>Morning</b>	8.50 am to 11.55 am (morning break - 10.30-10.45)
<b>Lunchtime</b>	11.55 am to 12.55 pm
<b>Afternoon</b>	12.55 pm to 3.25 pm (afternoon break - 2.50 - 3.00)

Please do not send your child to school **before 8.35am** unless you have made a special arrangement with the Headteacher. Children are allowed into the school from 8.35am until 8.50am at the discretion of the teachers. Children must read quietly, learn their spellings or use the computers for Word Shark.

Teaching Hours per week = 23.5 for KS2 (excluding Collective Worship and breaks)

## **Breakfast Club**

Childcare is available before school on a Tuesday, Wednesday and Thursday morning for those families who wish to access this service. Children may be brought into school from 7.45 am on these mornings and be looked after at our Breakfast Club. A variety of activities are available and children are offered toast and cereal with juice. The school charges for this service - further details are available from the school office.

## **Management of the School**

We are a 3+ to 11 Church of England Voluntary Controlled Primary School funded by Cumbria Local Education Authority. The L.A. retains important responsibilities for the operation of the school but the financial management of its funding is devolved through the Governing Body. The Governors also have duties, responsibilities and powers relating to the school, acting as a body rather than individuals. The Governors together with the Headteacher are responsible for staffing, the implementation of the National Curriculum and site management. Detailed decisions about the day to day running of the school are made by the Headteacher. Any queries about the school should be made through the Headteacher initially.

# **GOVERNING BODY 2017/2018**

<b>Community Governors</b>	Mrs Karen Reid (Vice Chair)
<b>Parent Governors</b>	Mr Matthew McClure Mrs Leanne Dearman (Chair of Governors)
<b>Local Authority Governor</b>	Miss Emma Harding
<b>Foundation Governors</b>	Mrs Elaine Nightingale Mr Giles Saldanha
<b>Staff Governors</b>	Miss Kate Turnbull
<b>Headteacher</b>	Mrs Alison Clarricoats
<b>Clerk to Governors</b>	Miss Pauline Graham

Meetings of the Governors occur twice a term. Minutes of the meetings are recorded by the Clerk to the Governors and are available for inspection upon request.

## COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION



A daily act of worship is provided every day from 3.00 – 3.20pm. Our collective worship has a mixture of religious and secular themes but is mainly Christian as we are a Church of England school. The moral point in any theme is always emphasised and forms an important element of the children's personal and social education.

The Rev. Rod Allon-Smith, vicar of the Priory and the Methodist minister Rev. Rachel Williams both come once a month to lead an act of collective worship. The Headteacher, Miss Turnbull, Mrs Reed, Miss Kellock and suitably appropriate visitors take other acts of worship. Please note that parents are welcome to attend any of our assemblies and that they have the right to withdraw their children from acts of worship.

Once a month, usually the first Monday, we hold our collective worship in the Priory. Parents are most welcome here.

During the year the children have four special services in church. In the autumn term there is the Harvest Festival, and later the Christmas Carol service. In the spring term the Easter Service and at the end of the summer term we hold a leavers service. As part of our work in Religious Education we make a study of our local church, the Priory and other churches around Brampton and Carlisle.

Our school also works closely with four other Church of England schools in the area and once a year we have a dedicated RE week where we work collaboratively together.

The school policy for Religious Education is based upon the Cumbria Agreed Syllabus. Festivals, including those of other faiths, are covered at the appropriate times. We encourage an appreciation of Christian beliefs across various denominations, and in accordance with the requirements of the CAS, children are given the opportunity to develop an awareness and understanding of other world faiths. This aspect of our provision drew much praise from Ofsted Inspectors during both inspections.

*"Christian Values are integral to the life of the school and make an excellent contribution to its distinctive Christian character. There are excellent links between the local Church and community and outstanding relationships are evident between the whole school community."  
SIAS Report February 2013*

Section 25 of the 1944 Education Act enables parents to withdraw their children from R.E. lessons and assemblies.

## THE CURRICULUM

### Our Curriculum Aims

Our philosophy of Education is to provide a stimulating but structured environment where the children can feel secure and develop the confidence to develop an enquiring mind. The acquisition of the skills of literacy and numeracy are paramount objectives. We provide a wide range of educational activities where children can experiment with a variety of different media, learn to express themselves clearly and articulately and be able to sustain a desire to learn at all times. The ability to cooperate with each other and develop tolerant attitudes to the opinions of others and to be sensitive to other children's feelings is essential. We aim to train children to be good citizens with a strong sense of personal responsibility.



### Teaching and Learning

The school provides a broad and balanced curriculum, relevant to individual needs and firmly based in the National Curriculum which we use as a framework for the knowledge, skills and attitudes that learners develop whilst at the school. In many cases we extend its requirements through cross curricular links.

Learning is an active process and we place much emphasis on involving and engaging children in their learning. A range of different teaching approaches are employed to address visual, auditory and kinesthetic learning styles. Our teaching encompasses all styles of presentation from teacher-led lessons, group work or individual child centred learning through an integrated creative curriculum. This is done through careful planning across the school and is achieved by weekly staff meetings and close collaboration between colleagues. All teachers are responsible for preparing half termly plans providing a balance of activities through all the subject areas.

*All staff are dedicated and committed to providing an all-round education for pupils. This enables pupils to reach their full academic potential alongside their personal growth as individuals." Ofsted 2012*

Personal and social development is given a high priority in our school. Circle time is conducted regularly in each class and children are given frequent opportunities for collaborative and cooperative work in their lessons. Children in Key Stage 2 get the opportunity to participate in a residential on an annual basis and in this way learn the essential skills of sharing, empathy, leading and teamwork.

The class teacher is responsible for the pupils in his/her class both academically and in terms of pastoral care. Consequently, the class teacher is the first point of contact if you wish to check on your child's progress or have any worries about them. If for any reason the class teacher is not available or you feel a different approach is required, the Headteacher may also be consulted.

Teaching staff will endeavor, as far as possible, to make themselves available at short notice. Clearly, there may be occasions when this is not possible and, therefore, a prior telephone call to confirm availability or make an appointment would be preferred. At Lanercost C of E School, your child is treated as an individual and we pride ourselves on effective communication with families and a swift response to issues or concerns.

### **Parent's evenings/annual reports**

In the autumn and spring terms, parent consultations are held during which discussions take place on some of the practical ways that all parties (child, parent and teacher) can enhance the pupil's progress. These take place on school premises, usually in the late afternoon, and a system of timed appointments is used to ensure all parents have equal opportunity to attend. In the summer term, the annual report provides a summary of your child's progress throughout the year. Parents are provided with a form which we encourage them to sign and comment on the report before returning it to the school.

### **Tests and Teacher Assessments**

Assessment is an integral part of the planning process and is ongoing throughout the school year. These assessments are used in conjunction with tests to build a clear picture of children's attainment and contribute to their next steps of learning. Assessment is carried out as a baseline at the beginning of the year, half way through and at the end. Children are encouraged to self and peer assess. Each year three pieces of assessed work are collected for the child's individual portfolio, building up a picture of achievement in the core subjects and all children have individual targets set on a half termly basis.

Every child will undergo a number of academic tests during the course of their time at Lanercost C of E School. National Curriculum assessment takes place at the end of Key Stages 1 and 2 (Year 2 and 6). Children in year 1 undertake a phonics assessment at the end of the year.

### **Marking and Feedback**

Children are given regular feedback about their work. This identifies strengths and areas for development. Children are also taught to consider their own targets and, increasingly as they become older, to undertake self and peer assessment activities.

### **Homework**

Homework is given to support and consolidate work done at school. Regular reading and spelling and times tables practice are very beneficial to the progress pupils make. As children move on through the school literacy, numeracy and science homework are set to establish a routine, which will be required at the Secondary level. Homework is not set every night and children have a number of days in which to complete it.

Most homework is designed to consolidate and extend their work at school. Parents can help by making sure that they have a quiet place to work and by encouraging them to organise themselves and their time.

Children are expected to read regularly at home. We want children to read with their parents four times a week on separate days in order to earn their golden time reward on a Friday afternoon.

## English

### Speaking and Listening

Children learn to speak and listen during Literacy.

Speaking and listening are the foundation of reading and writing and teachers aim to provide a rich oral environment.



Children have dedicated time for Literacy every day, which is split into periods of independent reading, word work, guided reading and writing. The traditional skills of spelling and handwriting and phonics are taught separately, each day starts with half an hour of reading and spelling activities. Literacy skills are taught throughout the Foundation subjects in the afternoon.

The children learn to read, spell and write through the Read, Write Inc. programme in Reception and Year 1. In Read Write Inc. Phonics sessions, children learn to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

*"From an early age, children develop a love of reading through inspirational storytelling and having lots of fun in phonics sessions." Ofsted Sept 2012*

### Reading

We use a variety of reading scheme books (Read Write Inc. storybooks, Oxford Reading Tree, Lighthouse and Ginn All Aboard) reading resource materials and later on both fiction and non-fiction library books to teach reading. In the early stages, the skills of reading are taught through a combination of developing a sight vocabulary, contextual clues and phonic progression. Reading competence is regularly monitored and parents are encouraged to practise with their child. The school produces a booklet on the teaching of reading and this is given to the parents of Reception children once their child has embarked upon a formal reading programme. Our own extensive library of fiction and non-fiction books is regularly supplemented by the County

Library Service. Parents' support individual reading by hearing readers at the beginning of the school day and at home.

Within the cross-curricular project theme, children are encouraged to use reference books and other reading materials to discover information and facts for themselves. Older children are taught the important reading skills of skimming and scanning text for the main ideas and to

extract pertinent information from reading matter. The use of the Library has greatly enhanced the children's opportunity to apply their reading skills for the purposes of research and Ofsted inspectors commended the pupils on their ability to use our Dewey catalogue to find books about a particular topic. We aim for children who can read clearly and expressively with good comprehension and understanding. The love and enjoyment of books is one of the most important attributes we would hope our pupils acquire. To that end we hold a bi-annual Book Fair and run a mail order Book Shop where the emphasis is on the fun of reading.



Reading both individually and in groups is done on a weekly basis. Children in years 5 and 6 get the chance to visit Waterstone's to choose reading books. All of the Year 5 and 6 children make a book plate to go inside the books that they have selected so that other children in the school can see who has bought this book.

## **Writing**

Our aim is that children should be able to express themselves clearly, correctly and creatively using the written word. Spelling, punctuation usage and sentence construction are taught on a daily basis and an active interest in words, their meanings, origins and use is promoted through our 'Word of the Week'.

## **Handwriting**

We use the Penpals scheme of handwriting throughout the school and joined writing is taught from the beginning of year 1. Children progress from pencil to fibre tipped handwriting pens as their writing matures. By the end of Key Stage 2, children should be using a personal style of neat joined handwriting which will serve them well as they get ready to move to secondary school.

## Mathematics

We aim to produce confident, articulate mathematicians who can use and apply their skills to practical and real life situations. Children are encouraged to explain their methods and strategies. Problem solving skills are explicitly taught.

At both Key Stage 1 and 2 there is an emphasis on number and mental calculation strategies (+ - x ÷). As a result of this children are tested on a weekly basis to ensure that they have quick recall of number bonds, multiplication tables and mental strategies.

A combination of bought schemes (e.g. Busy Ants), individuals work and materials from the National Numeracy Strategy are used as the basis for all number computation work. We encourage a lot of mathematical discussion between teacher and pupil and between the children themselves. Mental arithmetic and accuracy and speed of computation are also given due attention under the Numeracy Strategy. The children spend a lot of time estimating and measuring. Children are taught at all levels through the provision of practical experiences, use of the internet and through structured resources. We aim to provide real problems for the children to solve and mathematical investigations are developed within the project theme. Key Stage 2 and children in Year 1 and 2 are expected to follow up their class work with a range of homework activities, including times tables practice and written homework once a week. Four members of staff are numeracy recovery trained, with the skills to be able to support both individuals and groups to make catch up.

*"During a mathematics lesson, pupils in Years 5 and 6 were making exceptional progress as they had lots of fun investigating and problem solving using negative numbers." Ofsted Sept 2012*

## Science

*Children in Class 2 are learning about resistance and friction*

Safe practise is promoted at all times. Children are asked to consider health and safety when planning investigations.



The school is well resourced for this core subject and we aim to stimulate children's natural sense of curiosity and fascination about the world around them. .

It is taught through providing pupils with a wide range of scientific teaching and learning experiences within the project theme. The main idea in early science is to develop the skills of observation and investigation in our children. The project theme is carefully chosen to maximise

the opportunities for investigative science. The school makes a great deal of use of our grounds and the wider environment for studying life and living processes.

The Primary Science Curriculum is divided into 4 main areas: -

1. Scientific Enquiry - This is all about pupils developing intellectual and practical skills necessary to explore the world of science
2. Physics
3. Biology
4. Chemistry

## Design Technology

This subject reflects the government's concern that we fully prepare children for living and working in an increasingly technological society. It incorporates elements of art and craft, sewing, cookery and other handicrafts.

This is an area of the curriculum that children particularly enjoy and participate in enthusiastically. Design technology lessons involve planning, making and evaluating. The emphasis is on children identifying a need for a technological product and upon teachers developing in children the skills of designing and making working artefacts.



*Building bridges as part of the Science and Engineering week. Design projects are of linked to other subjects e.g. science and history.*

Pupils develop their capacity through focussed practical tasks in which they develop and practise particular skills and knowledge in relation to the theme such as measuring, joining and safe use of tools.

## History

*Learning first-hand what it was like to be living in the times of the Stone Age as part of our project on Early Settlers.*

On leaving Lanercost, children should have an appreciation of chronology, basic skills for historical research and analysis and an enthusiasm for further study.



The aim of Primary School History is to give children empathy for how people lived in the past. We have worked hard to produce an exciting scheme of work integrated into our creative curriculum, which brings history alive in the classrooms. Whenever possible we include trips out, museum visits or workshops. We regularly invite actors in role or organise our own 'Roman Feast' or 'World War 2 Evacuation', 'Border Reiver Battle', 'Viking longship burial'.

The English Heritage Events at the Priory give the children the first hand opportunity to experience history through re-enactments

## **Geography**

The main thrust of Primary Geography again relies upon an extensive use of the local environment as a resource for study. In both History and Geography we use school trips to expand our children's experiences through fieldwork. We have done some extensive work as a school on the geography of the River Irthing.

All children have the opportunity to learn about the wider world through our 'Flag of the Month' project. Children are encouraged to investigate and find out facts about the country through the use of the internet and books.

At Key Stage 1 pupils investigate their local area and a contrasting area in the UK and abroad, finding out about the environment and people who live there. They begin to find out about the wider world. They carry out geographical enquiry inside and outside the classroom, asking questions about people, places and the environment. They use geographical skills and resources such as maps and photographs.

Key Stage 2 pupils investigate a variety of people, places and environments at different scales in the UK and wider world, and start to make links with people in different places in the world.

Two localities are studied in depth: -

- Derbyshire in the UK
- St Lucia in the Caribbean

We are linked to a school in Botswana and children benefit from our communication with pupils there.



*Learning about flood defences in Carlisle from the Environment Agency.*

Children are encouraged to find out about their local area through environmental studies, we utilise the expertise of different agencies.

## Music

Music is a special feature of our school curriculum. Most children in years 3, 4, 5 and 6 learn to play an instrument - recorders/clarinet/trumpet. Peripatetic music is available through the music service.

In the Infant class children do a lot of singing, nursery and finger rhyme activities and get a good grounding in music with rhythmic work using pitched and unpitched

percussion instruments. The junior class builds upon this work and listening to a variety of music and learning about different composers is also given a high priority.



*"Investment in professionals to enhance the curriculum has led to the weekly engagement of musicians, which enriches the experience of pupils." Ofsted Sept 2012*

## Performing Arts

Once a term we perform at the Priory or at the Dacre Hall (local village hall) for parents and members of the community. These performances involve reading aloud, drama, recitation and music.



Children take part in a Christmas Nativity every year, and perform to parents and the community in the Dacre Hall and in Lanercost Priory.

## Computing

Children in all year groups are encouraged to use computers and become proficient at ICT skills.

Use is made of our ICT resources in all areas of the curriculum. The school has an excellent computer network of 33 multimedia PCs with Windows 2007 and 10 laptops with Windows 2010 as their



operating system. All of the computers are linked to the internet. The children use a wide variety of Information Technology applications including computer assisted learning programmes, word-processing, data handling and the simple programming language Logo.

Children have access to an interactive plasma screen as well as a range of desk top computers, laptops and I pads. Parents of children in reception and nursery are able to contribute to their child's learning journal on line through the use of 'Tapestry'.

We have our own learning platform that children, parents and governors are encouraged to use. We hope that this will be a valuable resource for parents and children both in school time and at home and that children take pride and joy from being able to display their work to a worldwide audience.

We take a practical approach to teaching children about e-safety using online resources. We discuss our 'Rules for Responsible Use' with all children and ask parents of KS1 and KS2 and children to sign an agreement ensuring safe use of this resource.

## **Art and Design**

Art and Design have an important place in our school and are closely linked to other aspects of the National Curriculum. We employ a specialist art teacher to work with the children on a Friday afternoon. The skills of painting, drawing and sculpting are taught systematically but children are given freedom to experiment with a variety of media and techniques within which they can develop a personal appreciation and enjoyment of Art. Children derive a great sense of satisfaction from creating something unique and personal and through this, their self-confidence is also increased.

Close links are made with artists in the community who regularly give up their time to come into school and enrich the curriculum. The school is an accredited Arts Award School (Arts Council England) and we encourage our children to complete the Discover and Explore awards.

*Alex Jacob Whitworth a local artist works in our school on a regular basis on different art projects. In 2014 we made a diorama for the centenary of the Gilsland Show.*



## Physical Education

The school holds the All England National Active Mark Accreditation for its commitment to providing excellence in sport. We are committed to providing at least two hours a week of high quality PE within curriculum time and there are a wide number of after school sports clubs; netball, football, athletics, orienteering/cross country running and cheer leading.

We hold a Sports Day every year where the children take part both individually and as part of a team. The winning team gains a trophy but all children receive certificates and stickers. We are fortunate to have the use of the playing fields owned by the Lanercost Cricket Club.

Each year we organise a cross country race for the Brampton area schools, which has proven to be very popular with over 250 children participating.

Indoor work covers movement and gymnastics activities and we arrange for the children to visit the Morton Academy in the spring term to use the apparatus in one of their gymnasiums and sports hall.



*Massed start for the year R, 1 and 2 race at the annual Lanercost X-country race*

All children currently receive swimming tuition during the spring terms at the Morton Academy in Carlisle.

Children in the school are able to access extra sport after school through clubs provided by the staff.

The school also utilises local coaches through the Sports Partnership to provide expert tuition in tennis, football etc.

The school is usually represented in local tournaments, and also organises a number of 'friendlies' against local schools. Events attended recently include:

- ☺ Brampton Schools 5 a side Football competition.
- ☺ Talkin Tarn Cross Country Competition
- ☺ Brampton Schools Athletics Championships
- ☺ Cumbrian Small Schools 5 a side Championships
- ☺ Inter schools netball matches

- ☺ Inter schools football matches
- ☺ Brampton Schools Swimming Gala
- ☺ Lanercost Cross Country
- ☺ Brampton Schools Netball tournament
- ☺ Carlisle Schools Orienteering League
- ☺ Cumbrian Schools Novice and Beginners Gymnastics Competitions

Our sporting successes include being first in the Eden Rock Bouldering competition and first in the Key Steps County gymnastics.

Our sports premium money will be used for continuous professional development for the staff, purchasing equipment such as gym mats and waterproofs and to subsidise transport to and from events. We will also be using some of this money to train a member of staff to lead our 'Woodland Activities'.

*The Tag Rugby team who qualified for the county final.*



*Lanercost gymnasts came first in the Cumbrian Schools Gymnastics Final*

## Environmental Studies

We aim to use the advantage of our rural environment to enhance the quality of our education at every possible opportunity. We programme special 'Environmental themes' into our curriculum, which focus on specific areas e.g. rivers, minibeasts, ponds, seashore. Residential visits for outdoor education and contrasting settlements include a large element of project work.



*Children are encouraged to use the local area for first hand experiences.*

*Eden River Trust work with Lanercost School on the ecology of the River Irthing.*

## Woodland Schools

At Lanercost we are fortunate to be able to use the woods behind the school and give the children the opportunity to develop the following skills and attributes;

- curiosity
- exploration and use of all the senses
- empower children in the natural environment
- increase cooperation with peers
- encourage spatial awareness and motor development
- review and recognise their own achievements

Through regular visits to the forest environment we anticipate that our children will develop a keener sense of their own physical and problem solving abilities.



## Modern Foreign Languages

Children in years 3-6 learn to speak French by Miss Turnbull. These classes are often practical and use a range of resources.

## Extra-Curricular Activities



The Friends of Lanercost (FOLS) organise various special events for the children, like the Halloween Disco, the Christmas Party where all pre-school aged children from the local community are also invited and various social events.

Children can attend an out of school Netball Club, Cheer Leading, Football Club and Arts and Crafts each week depending on the season.

At least once a year the children try to raise money for a worthy cause. We have supported "Help the Aged," N.S.P.C.C and "N.C.H. - Action

for Children", the British Heart Foundation and Ghamyang, a school in Nepal, through Action Aid Nepal.

Should any parent have a particular skill which they would like to put to good effect with the children in the school on an extra-curricular basis, we would be only too delighted to help organise this.

## Educational Visits

*"The curriculum is enhanced by a raft of visits and residentials when pupils are exposed to unfamiliar surroundings. Pupils are prepared extremely well for such trips and learn first-hand how to stay safe beyond their school and local community." Ofsted Sept 2012*

Children in Years 3 and 4 have the opportunity to visit Robinwood, Alston in Cumbria for a three day residential experience whilst years 5 and 6 have the opportunity to take part in a week long residential during the summer term of each year. The school visits Dukes Barn Outdoor and Adventurous Activity Centre in Derbyshire and London as a contrasting visit alternate years.

During the week long stay the children have the opportunity to learn how to organise and look after their own equipment and enjoy the experience of being with their friends.

*Whilst at Robinwood and Dukes Barns children have the opportunity to take part in caving, canoeing, climbing, orienteering and problem solving and abseiling.*



## Special Educational Needs

*"Care and support are exceptional because the academic, social and emotional needs of every child are known by all that work in the school. The systems for assessing and tracking pupil's progress are excellent and timely interventions ensure that weaknesses are addressed quickly. As a result, pupils, including those with learning difficulties and /or disabilities and those who join part way through a year, make good progress."*

Quote from most recent OFSTED report.

Nursery/Reception children are screened for any early problems that may occur by the compilation of a comprehensive profile of their skills and capabilities. This is called the Early Years Foundation Stage Profile. There is also a questionnaire, which can be completed with the parent to assess if there may be any problems for a child settling in when starting school. As time goes on if a child displays any problems with learning then that child, in consultation with the parents, will be put on an individual education plan appropriate to that child's needs. This individual education plan is based upon the Department for Education "Code of Practice" for

pupils with special needs. If a child continues to find learning difficult, the help of outside agencies (with the parents' permission) may be sought particularly when a child has specific problems, say with speech, which require the help of a trained speech therapist. This would be at School Action Plus of the Code of Practice. A child with more severe problems may require that the Education Authority undertake a formal assessment that might lead to a formal Statement of Educational Needs. Qualified educational psychologists are employed by the County to work with schools, families and individuals in helping schools through this path. Please read the Cumbria L.A "General Information for Parents" section on Special Educational Needs for more information about the County's provision.

At Lanercost we have 3 people who are reading intervention trained and 4 who have mathematics recovery training. These specific skills are put to good practise in recognising and helping children overcome difficulties in reading and numeracy.

### Education Inclusion

At Lanercost School, we aim to offer excellence and choice to our children in an inclusive way, whatever their ability or needs. We seek to remove any barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Require a range of different teaching strategies and experiences

The Governors have due regard to the Code of Practice when carrying out their duties on behalf of all SEN pupils. The Governors ensure that all teachers are fully aware of their responsibilities towards children with Special Educational Needs.

## School Access Plan

The School Access Management Plan enables Governors to ensure that the school complies with current equality legislation. The School Access Management Plan currently highlights the existing facilities that assist access to the school by pupils and adults with disabilities and any modifications required to improve access.

Modifications that have been carried out at Lanercost are:

- Ramp access to the main door, painted in contrasting colours to assist those with visual impairment
- A disabled toilet
- Provision of fully fenced secure area
- Main door widened for disabled access
- Carpeting and flooring to improve acoustics and minimise audio disruption for those with hearing impairments

The School Access Plan is reviewed on an annual basis.

## Personal, Social and Citizenship Education.

*"The school council representatives ensure that pupils have a strong voice in the school's development."*

Our personal and social and citizenship education policy attempts to help children cope with the pressures of modern day life and to begin to form attitudes that are based upon reasoned discussion between children and adults and children and children. A lot of the PSHE is taught through circle time activities and through the School Council. We aim to give children tolerance for other people's opinions and beliefs. We want to promote healthy attitudes to issues of gender, age, colour and creed through this two-way interaction. We begin by encouraging every child to further develop a good self-image of themselves as being a worthwhile person who has an opinion and who gets a chance to express his/her opinion and to listen to the opinions of others. As children get older issues of personal hygiene, care of themselves and others, health and safety and acceptable modes of behaviour are discussed in a sensitive and reasoned manner. We hope to raise matters to do with the care of the disabled and other disadvantaged groups by the use of visiting speakers. We also inform older children of the dangers of smoking and other current types of self-abuse in this way.

Children are also taught the importance of self-discipline and the need for social behaviour as well as an awareness of the need for rules in society.

The school has both national awards for Healthy Schools and Active Mark.

## Sex and Relationships Education

Life education is taught throughout the school from the earliest days when children look at topics like 'Ourselves', 'Life cycles of frogs, butterflies' etc. This is gradually built upon throughout Key Stage 2.

An important part of this P.S.H.E programme (and to try to help them make the best possible transfer to secondary education), is for our KS2 pupils to receive a sex and relationships education programme, which deals with human reproduction within the context of the loving family unit. The sex education programme for our KS2 pupils is part of a module, which prepares them for life in their new school and is available for parents to come in and view and discuss any worries they may have. The school nurse comes in to talk to the year six girls and boys about personal hygiene and menstruation.

*Though Sex Education is part of the Science National Curriculum requirement parents have the right to withdraw their children from part or all of these lessons if they feel their child will not cope.*

## Behaviour

*"Pupils' behaviour in lessons, around the school, in the local community and beyond is often exemplary." "Pupils say that bullying is not an issue at this school." "An atmosphere of mutual respect pervades the school." Ofsted Sept 2012*

A set of school rules has been developed in consultation with the children. These rules are displayed in every classroom and revisited regularly with the children to ensure that they are understood and owned by the children. We insist upon high standards of behaviour, honesty and consideration for other people. If a school rule is broken we deal with it in a restorative way in order to resolve the problem.

All parents will receive a copy of Lanercost's Behavioural Guidelines at the start of their child's school (for more detail see separate school behaviour policy).

## OTHER INFORMATION

### Personal Possessions

Please provide a named draw-string bag for P.E. kit. This should hold a pair of plimsolls or a second pair of trainers, a white Lanercost T-shirt/pale blue polo shirt and a pair of navy blue/black shorts. Please do not let your child do P.E. in the shoes they usually wear during the rest of the day. We take great care to ensure that children look after their clothing and other possessions. With the best will in the world, however, young children lose their things or have them taken home by other children. We would urge you to **mark** all your children's clothing and encourage them not to bring toys or valuable items into school. The Governors of Lanercost School would prefer that children **do not** wear ear rings or jewellery of any kind and they should not wear make up or nail varnish. However, if this is not possible they should only wear

studs. Hoop ear rings **must not** be worn as it constitutes a health and safety risk for the child and other children. **All pupils must remove all jewellery and studs for P.E. or have them taped over with micropore.**

## **School Uniform**

We now have a formal school uniform of a blue sweatshirt/cardigan with a polo shirt for summer use and grey/black trousers and skirts. The cardigan and sweatshirt are decorated with a Lanercost badge; Details of how to purchase our school uniform can be obtained from the Headteacher or School Secretary (for more detail see separate uniform policy).

## **Absence Arrangements**

Please notify us by telephone or by a written note if your child can not attend school, this must be done daily during the absence period. In accordance with the guidance from the Department for Education headteachers are no longer able to grant holiday requests during term time unless there are exceptional mitigating circumstances (for more detail see separate attendance policy).

## **Equal Opportunities**

All school activities apply equally to both girls and boys. The only differentiation between the sexes is in toilet arrangements.

## **Safeguarding**

The safeguarding of children is a very important part of the school's role. Rigorous measures and procedures are in place to ensure children do not come into contact with adults or materials which may be a risk to them. This includes following vetting and barring procedures in line with set guidelines.

Our procedures cover all aspects of safeguarding children and include -

- Playtime supervision
- Administration of medication and First Aid
- Bullying
- E Safety
- Fire evacuation

## **Child Protection**

We are under a statutory obligation to disclose to the relevant authorities any suspected signs and symptoms of physical and mental abuse.

Clear procedures are in school.

1. Mrs Clarricoats is the designated safeguard lead
2. The Safeguarding Procedures are known to all staff that understands internal procedures via the Safeguarding Policy.
3. All staff have access to LCSB information via the website: <http://www.cumbrialscb.com>
4. All child Protection material is held in a secure separate filing system.

## **School Meals**

Julie, our cook makes healthy and nutritious meals (which complies with our healthy school food policy) on site for the children's midday meal. The dinner money for this should either be paid termly/half termly or at the beginning of the week. Meals must be paid for in advance, in the event of arrears, a reminder will be sent to parents at the end of the first week. If payment is not received at the beginning of the second week, parents will be requested to send their child with a packed lunch. The current price for lunches is £2.70 a day. Children may bring a packed lunch if desired but the contents of this should conform to our **healthy school food policy**. Four week's notice is required to change from school meals to packed lunch and vice versa.

## **Free meals**

Children whose parents receive the following support payments may be entitled to receive free school meals -

- Income Support or Income Job Seekers Allowance
- Support under Part VI of the Immigration and Asylum Act
- The Guarantee element of State Pension Credit
- Child Tax Credit (subject to certain conditions)

For more detailed information, please contact the school office or Children's Services in Carlisle.

Children who are in Year R, 1 and 2 are entitled to a free school meal, as part of the universal free school meal entitlement.

## **School Milk Scheme**

All the children at Lanercost School are invited to take part in the Cool Milk Scheme. This is free for children under 5 and those children who are eligible for free school meals. Please contact the school office for further details.

All children in Class 1 and 2 (4 - 7 yrs) get one piece of fruit or vegetable per day through the Governments National Fruit Scheme.

## **Parent Teacher Association - 'Friends of Lanercost School - FOLS'**

There is a thriving P.T.A. known as the Friends of Lanercost School and every parent is invited to attend meetings in school and social events held throughout the year. New parents are encouraged to take an active part in supporting social and fund raising events.

P.T.A. funds enable the children to all go to the theatre at Christmas, subsidise the cost of residential and coach costs and buy extra educational equipment.

Other annual events have included: -Taste the Difference evening, car treasure hunt, Secret Santa etc.

## **Medical and Welfare Service**

Medical Examinations are carried out in the summer term and parents will be informed in advance so that they can attend.

School Nurse: - Carlisle (01228) 608049

All new entrants are tested by the school audio-metrician. The school nurse also tests eye-sight.

### **Parent Interviews**

We welcome parental involvement in their children's education and if there is anything you wish to discuss please pop in for a chat after school. For matters that will take a little longer please make an appointment to see your child's teacher in the first instance. We offer parents the chance to see work and discuss progress during the autumn and the beginning of the summer terms. An annual written report will also be sent at the beginning of the summer term and parents can discuss this with their child's teacher afterwards if they wish. We try very hard to keep parents informed about what we are doing in the classroom but if you have any worries please don't hesitate to get in touch. We would stress here that it is helpful to your children if you try not to communicate any concerns that you may have about their progress to them, as this can be very unsettling. Children need to feel that their parents support what they are doing.

### **Complaints Procedure**

Should the above suggested consultation procedure not satisfy a parent's worries and the parent, therefore, feels the need to make a complaint about the curriculum then this should be made to the Headteacher in the first instance and then to the Governing Body.

### **Personal Accident Insurance**

We take great care to ensure that your child is safe, well supervised and happy at Lanercost. Some parents wrongly assume that if a child is injured at school, the County Council is held to be responsible regardless of the circumstances, and that its insurance will automatically apply. This is not so - the County Council's responsibility is strictly limited to cases where there was negligence by them or their staff. Accidents can happen in school, on the sports field, or during school visits, when the County Council or its staff, are not in any way at fault and are, therefore not responsible.

We would urge you to take some form of insurance that will compensate you for the cost of any potential injury to your child. Your insurance broker will advise you of the best form of cover available. The school holds details of low cost cover provided by the National Confederation of Parent Teacher Associations, which we can supply, to you on request.

### **Transport of children**

For most journeys requiring transport we try to get a professional carrier. There are occasions, however, when the school has reason to be very grateful to parents and others for so willingly offering to use their own vehicles to transport children in respect of out of school activities. On all such journeys children below the height of 1.35m have to use either their own **car booster seats** or those provided by the school. The school has an insurance policy which covers occasional business use for parents, Governors and staff. We will also require confirmation of a valid driving license, insurance and MOT. All parents are asked to sign a pro-forma asking for

parental permission to go out on trips when they register their child. The pro-forma also has a section giving the supervising adult your permission to inform medical services to carry out urgently needed medical treatment, which cannot await the arrival of the parent. We would stress here that this would only happen in dire circumstances.

Free transport is available to those parents who live within the Lanercost catchment area, if the LA deems that the footpaths are inadequate or that the distance from the school is too great. Please contact the LA directly to find out whether you are eligible.

### **Charges**

Parents may be asked to make voluntary contributions towards Educational Visits, swimming etc. that are considered an important part of a pupil's education.

Pupils whose parents are unable to contribute will be included in that visit. Such parent's may be eligible for a remission of certain charges. The school cannot refuse to include any child even if the parents are unwilling to pay, but where additional funds to meet the shortfall are not available, we reserve the right to cancel that visit/activity (for more detail see separate charging policy).

### **Rates of Authorised and Unauthorised Absence**

In 2016/2017 2.79% of sessions were missed through authorised absence due to illness etc. There were 0.05% of unauthorised absences due to parents taking holidays during term time.

### **Secondary Schools chosen by our Y6 Leavers**

(State financed school) William Howard Academy, Longtown Road, Brampton Tel: - 016977 45700 and Queen Elizabeth Grammar School, Penrith.

Thank you for considering our small family school for your child. We hope the information in this prospectus has been of help to you. We would be very grateful for any comments you may have about this booklet.

## Lanercost C of E Primary School KS1 ASSESSMENT DATA AND COMPARISONS - 2017 TEST RESULTS/ TEACHER ASSESSMENTS

Test results for Reading and Maths were converted from a 'raw test score' to a 'standardised score'. Pupils had to attain a standardised score of 100 or more to be judged to have 'met the standard'. These results were in line with Teacher assessment. Writing assessments are combined with Reading and Maths to show what percentage of pupils are 'Working at the Expected Standard' across all three subjects. The target for all schools is 65%. This year the KS1 SPaG test was not compulsory.

Subject	MATHS	READING	WRITING (TA)	R/W/M
National %	75.1%	75.5%	68.2%	61%
<b>School %</b>	<b>71.4%</b>	<b>57.1%</b>	<b>57.1%</b>	<b>57.1%</b>
COUNTY %	72.8%	73.3%	64.2%	60%

PUPILS WORKING AT GREATER DEPTH			
	Maths	Reading	Writing
SCHOOL	43%	29%	14%
COUNTY	19%	26%	27%
ENGLAND	23%	25%	31%

## Lanercost C of E Primary School KS2 ASSESSMENT DATA AND COMPARISONS - 2017 TEST RESULTS

Test results for Reading, SPaG, and Maths were converted from a 'raw test score' to a 'standardised score'. Pupils had to attain a standardised score of 100 or more to be judged to have 'met the standard'. Those who scored 110 or more are judged to have attained a 'high score'. Writing assessments are combined with Reading and Maths to show what percentage of pupils have 'met the standards' across all three subjects (i.e passed all 3). The target for all schools is 65%. As you can see, and was widely reported in July, only 53% of pupils nationally attained this standard.

Subject	MATHS	READING	SPaG	WRITING (TA)	R/W/M
National %	75%	71%	77%	76%	61%
Avg Score	104	104	106	n/a	n/a
<b>School %</b>	<b>100</b>	<b>100</b>	<b>88</b>	<b>100</b>	<b>100</b>
<b>School Avg</b>	<b>110</b>	<b>109</b>	<b>113</b>	<b>n/a</b>	<b>n/a</b>
COUNTY %	74%	74%	76%	77%	61%
COUNTY AVG	104	105	105	n/a	n/a

PUPILS WITH 'HIGH' SCORES >110				
	MAT	READ	SPaG	WRI
SCHOOL	50%	38%	75%	
COUNTY	19%	26%	27%	19%
ENGLAND	23%	25%	31%	18%

## **SUMMARY:**

Lanercost's 2017 data for KS2 is above both County and National averages for all subject areas. The average scaled score is also above; it is significantly higher in maths, reading and SPaG. Pupils with high scores was again significantly better than both the County and National figures and better than 2016 results.

## **Appendices**

### **Appendix 1- Cumbria Education Service Admissions Policy**

#### **Appendix 1**

Determined 2017-18 Admission Arrangements for Community and Voluntary Controlled Schools

##### **1. Introduction**

These are the 2017-2018 admission arrangements for community and voluntary controlled primary and secondary schools, i.e. those schools where the Local Authority (LA) is the admission authority

##### **2. Co-ordinated Admission Arrangements**

In line with current legislation, the LA has drawn up a separate scheme to co-ordinate admissions to maintained schools and academies within Cumbria for the main admissions round.

##### **3. Published Admission Numbers**

The admission number the LA will publish for each community and voluntary controlled school is shown in Appendix 1.

##### **4. The General Admissions Policy for 2017-2018**

The General Admissions Policy will be used to allocate places at those schools which are oversubscribed. This is attached as Appendix 2 for entry to Reception, Year 3 and Year 7. This is attached as Appendix 3 for entry to Year 12.

##### **5. Address to be Used in Determining Priority for Admission**

If a school is oversubscribed, the address of the parent or carer with whom the child normally lives will be used in the allocation process. Where a child's address is difficult to determine, for example where shared living arrangements are in place, the address of the parent or carer claiming child benefit will be used.

##### **6. Fraudulent Applications and Withdrawal of a School Place**

The LA will not withdraw an offer of a place unless it has been made in error or it is established that the offer was obtained through a fraudulent or intentionally misleading application. Where an offer is withdrawn on the basis of fraudulent or misleading information, the application will be considered on the basis of the correct information, and parents or carers will have a right of appeal where no place can be offered.

Where parents or carers are found to make a fraudulent application for a school place and the LA decides not to withdraw that place in the best interest of the child, should a school place be sought for any other

sibling or siblings the criteria that provide a higher priority for a school place for siblings will not be applied.

## **7. Parental disagreement**

The management of school applications may be severely delayed where separated parents or carers of the child each submit a separate application for different schools. The School Admissions Code

2012 states that only one offer per child is made by the LA. In this situation the LA asks that parents and/or carers attempt to resolve matters between themselves and inform the LA in writing of which application should be processed. The LA will not become involved in private disputes.

## **8. The Admissions Timetable**

The timetable for the September 2017 application and allocation processes will be in line with the co-ordinated admissions schemes with the exception of entry to Year 12. This will be in accordance with the timetable detailed on Appendix 4.

## **9. Late Applications**

For oversubscribed schools, applications which are received or changed after the published closing date will only be considered in exceptional circumstances. Even if there are exceptional circumstances, applications submitted after the published date will not be considered until after allocations for those parents and carers who applied on time have been made. Any evidence submitted after this date to support a late application or change of preference will not be considered.

## **10. Waiting Lists**

Once places have been allocated, children refused a place will continue to be considered for any vacancies which become available up until the end of the Autumn Term 2017. Vacancies will always be allocated by applying the admissions policy and length of time on the waiting list will not be a consideration.

## **11. Deferred Entry to and Part Time Attendance at Infant/Primary Schools**

If a child who has not reached compulsory school age has been allocated a Reception place and their parent or carer wishes to delay their child's entry to school, the place will be held open. The place must be taken up in the term in which the child reaches compulsory school age. Parents can request that their child takes up the place part-time until the child reaches compulsory school age.

## **12. Twins and siblings of multiple births**

Where places are available for some but not all children from multiple births (including twins) the Local Authority will exercise the discretion offered by the Admissions Code to offer all of the children a place. Where this results in an infant class exceeding 30 pupils, additional children admitted under these arrangements will be treated as 'excepted pupils' for the duration of their infant education and will not constitute a breach of legislative requirements.

## **13. Admissions to Nursery Schools and Infant/Primary Schools Offering Nursery Education**

These arrangements do not apply to the admission of nursery pupils. Nursery admission arrangements will be determined separately. Attendance at a school's nursery does not guarantee admission to the school's Reception group nor is it a factor in allocating places.

#### **14. Admission to School Sixth Forms**

These arrangements apply to the admission of students to school sixth forms (Year 12).

#### **15. Catchment Areas**

Cumbria County Council operates a 'catchment area' approach to school admissions. Most schools have a defined catchment area. Details of the arrangements for each school can be made available on request. Where an area is not included within an agreed catchment area, the "catchment area school" will be the nearest appropriate school to the parental home.

#### **16. In Year Admissions**

Where a parent or carer wishes to change school for any reason that is not caused by a change of address, the Local Authority will not offer a place at a community or voluntary controlled school before the first day of the term following receipt of form SA8 (request for an in year school place).

### **CUMBRIA CHILDREN'S SERVICES GENERAL ADMISSIONS POLICY 2017/2018 Community and Voluntary Controlled Schools**

Where there are more applications than places available at a community or voluntary controlled school for entry to all year groups except Year 12, applications will be prioritised using the criteria below. They will be applied in conjunction with explanatory notes 1 - 6 which form part of the policy.

1. Children looked after and who were previously looked after, i.e. in public care, giving priority, if necessary, to the youngest child(ren) - see note 1 overleaf.
2. Children living in the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of admission. See notes 2 and 3 overleaf.
3. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school (or associated infant or junior school) who were allocated a place at that school by the LA either (a) in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the LA as the next nearest with a place available or (b) the school is named in the sibling's Statement of Special Educational Needs/Education Health and Care Plan - see notes 2, 3 and 4 overleaf.
4. In relation to Church of England Voluntary Controlled Schools, children living within the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.
5. Other children living in the catchment area giving priority to those living closest to the school, measured by a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA.- see note 6 overleaf.
6. Children living outside the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of their admission - see notes 2 and 3 overleaf.
7. In relation to Church of England Voluntary Controlled Schools, children living outside

the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.

8. Children living outside the catchment area, giving priority to those who live closest to the school, measured by a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA - see note 6 overleaf.

Applications will be prioritised on the above basis. An exception will be made under the Authority's policy for the education of children with special needs (i) where a child holds a Statement of Special Educational Needs/Education, Health and Care Plan, or (ii) is currently undergoing a co-ordinated assessment, and in either case it is considered that attendance at a particular school is necessary to meet the identified needs of that child.

### **Explanatory Notes** **[These notes are part of the policy]**

#### **Note 1**

A child looked after is a child in public care, who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989. Children previously looked after are children who were looked after, but have ceased to be so because they were adopted (under the terms of the Adoption and Children Act 2002) or became subject to a Child Arrangements Order or Special Guardianship Order (Children Act 1989).

The provision to give the highest priority to looked after and previously looked after children applies to all children who have been adopted from local authority care.

#### **Note 2**

In criteria 2, 3 and 6, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children. Priority will only be given where it is known at the time of allocating places that a sibling will be attending the school [excluding a nursery class] at the time of admission.

#### **Note 3**

Where reference is made to 'associated' infant and junior schools this is to describe those situations where infant and junior schools share the same catchment area.

#### **Note 4**

If parent or carers believe they qualify for consideration under criterion 3, they should indicate this on their preference form in the place provided for this purpose.

#### **Note 5**

To be considered under criteria 4 or 7 parents or carers must provide proof with the completed form that they regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. 'Regular' is defined as at least twice a month.

Attendance may be at more than one church but should be for at least two years prior to the application date.

In criteria 4 or 7 applications will be prioritised using the distance measurement methodology set out at Note 6 below, with those living closest to the school measured by the shortest straight line distance given priority.

#### **Note 6**

Distance measurements will be undertaken using the Local Authority's computerised Geographical Information System [GIS]. This measures a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA.

