

# Four Lanes Federation Junior School PROSPECTUS



Executive Headteacher: Mrs J Mallaby  
Head of School (junior): Miss N Jones

**Hanmore Road, Chineham,  
Basingstoke, Hampshire.**

**RG24 8PQ**

**Tel: 01256-816326**

**[www.fourlanes-jun.hants.co.uk](http://www.fourlanes-jun.hants.co.uk)**





Dear Prospective Parents & Carers,

On behalf of the staff, governors and children, I warmly welcome you to Four Lanes Federation Junior School. I hope that this prospectus gives you a snapshot of what the school is all about, but I do encourage you to visit for a look around.

We fully understand the trust placed in us when parents select our school for their child and we want your child to have a happy and rewarding time with us. We will strive to build a strong partnership between home and school, working closely with our infant school in order to continue those strong bonds already forged as children transition to junior school.

Our school is an inclusive community which actively promotes mutual respect, recognising high standards of behaviour and personal successes.

We look forward to working with you and your family to ensure that we achieve the very best for your child.

Please do not hesitate to contact the school office for any further information.

Mrs Jacqui Mallaby  
Executive Headteacher

# Contact Information

Four Lanes Federation Junior School is located in Chineham to the north of Basingstoke. It shares a site with Four Lanes Infant School. Opened in 1989, our unusual building has twelve classrooms, a music and drama room, library and a variety of learning spaces for smaller group work. The site has landscaped grounds and is surrounded by woodlands.

## The name and address of the school:

Four Lanes Community Junior School

Hanmore Road

Chineham

Basingstoke

Hampshire

RG24 8PQ



Phone: 01256-816326

**Website address:** [www.fourlanes-jun.hants.sch.uk](http://www.fourlanes-jun.hants.sch.uk)

**School e-mail address:** [admin@fourlanes-jun.hants.sch.uk](mailto:admin@fourlanes-jun.hants.sch.uk)

## Chair of Governors:

Mrs Helen Whiting, contactable via the school office or the following email:

[chair.ofgovernors@fourlanes-inf.hants.sch.uk](mailto:chair.ofgovernors@fourlanes-inf.hants.sch.uk)

## The Education Authority:

The school is maintained by Hampshire County Council.

Any information that is required from the Education Authority should be obtained from:

The Education Department

The Castle

Winchester

SO23 8UG

Phone: 01962-841841



At Four Lanes Community Junior School, we '**inspire and achieve together**'. Every member of the school community is highly motivated and inspired to achieve their very best so that children achieve their full potential both academically and personally. We ensure that children are given the skills and knowledge they need in order to be successful at secondary school and beyond.

#### Values:



#### Aims:

We will...

- Ensure that everyone is **respectful** and tolerant. We treat everybody as equals and help children foster a sense of right and wrong, make positive choices and consider the effect of their actions on others.
- Support and challenge children to take **responsibility** for their learning and conduct through developing a moral and ethical code in order to take their place as caring members of the community and the wider world.
- Develop children's **resilience**, so they can overcome adversities, manage their worries and build their confidence to tackle unfamiliar situations;
- Encourage children to **aspire** to do their very best academically, socially and emotionally. We will provide opportunities for children to develop their skills and talents through all aspects of school life;
- Foster an environment where **creativity** and individuality are highly valued. We will build their confidence to take risks and explore alternative possibilities.



# About Us

We believe our whole learning environment should be engaging, relevant and useful to the children in their learning. Working walls contain useful resources and information that children can access and contribute to, thus supporting independent learning. Each class has a welcoming book corner where children are encouraged to foster a love of books in a quiet, comfortable space.

Our learning environment extends far beyond the classroom doors. We strive to give our children real-world learning opportunities in whatever way best suits their needs, including learning outside the classroom, both within and beyond the school grounds. Currently the whole school community are working together to develop our outside space further as a learning resource. We are very fortunate to have a large field, ball court, pond and playground with trim trail, seating areas and plenty of space for the children to have a picnic outside in the summer!

Children are organised in mixed ability classes according to their age and usually all subjects will be taught in these class groups. Various teaching styles are in use in the school and are chosen, as appropriate, by the class teacher. These styles will vary from whole class teaching to working with a group of children and supporting an individual learner.

Our standard admission number is ninety and therefore we have a maximum of thirty children per class. Alongside the class teacher, our learning support assistants play a valuable role working with children, providing interventions for those children needing a little extra help or challenge.

We are the only community junior school in Hampshire and we host a community centre. This provides the facilities for a range of classes and activities for the local community such as drama, karate, exercise classes and ballet. However, it also enables us to provide both a breakfast club (Dawn Chorus) and after-school care (Twilight Zone). Planet Holiday is run for children during the school holidays and INSET days. This facility is managed by the school.

## Safe Routes to School

We are committed to sustainable and active travel to school in order to improve the health and wellbeing of our children. We encourage children to walk or cycle using safe routes to school and for those children who travel by car we encourage parents to use 'park and stride' designated locations. The school car park is controlled by a barrier and is not available for parental use between 8.15am and 9.15am and again between 3.00 and 4.15pm. This is for the safety of all children on site. However, Blue Badge holders can contact the school office who will be pleased to accommodate individual needs.



# The Curriculum

We provide a curriculum that is inspiring, creative and challenging where key skills such as problem solving, thinking and working with others are fundamental to teaching and learning across the school. We often integrate subjects such as History, Geography, Science, Art and Design Technology with Maths, English and Computing, helping pupils to make meaningful connections between areas of study.

*"...the curriculum has been carefully planned. It is broad and balanced and is clear in its purpose and intent for learning."* Ofsted 2018

## Our Curriculum Aims

Our curriculum has been designed to provide our children with all the skills, knowledge and experiences they need make good progress.

We aim to:

- ⇒ Support and encourage learning from each other through collaboration, enquiry and experience, providing ample opportunities for children to learn outside the classroom
- ⇒ Instill the skills and knowledge needed to be responsible citizens with an awareness of individual's rights and responsibilities.
- ⇒ Foster high moral values, attitudes, skills and knowledge for active and responsible global citizenship
- ⇒ Prepare pupils to be effective lifelong learners, eager to learn new things and ready for the next stage of their journey towards adult life and employment in a fast-changing world
- ⇒ Motivate, encourage and enable pupils to achieve their best; meeting challenges and overcoming them, showing resilience and determination
- ⇒ Help develop an understanding of the world in which we live and the interdependence of individuals, groups and nations

## Growth Mind Set

The curriculum is adapted to meet the individual needs of our children, supporting and stretching them to achieve their best regardless of their ability level. Children are encouraged to consider their level of challenge in lessons and to use growth mind set principles to achieve their goals. This helps pupils to develop positive attitudes to their work, embracing challenge and understanding that over-coming setbacks and difficulties are the key to good learning. Integral to this are our school values of: respect, resilience, responsibility, creativity and aspiration.

We want all our children to become confident learners who are able to work both collaboratively and independently. We plan with the individual needs of our pupils in mind. We recognise that children may learn best in different ways and at different speeds and this is reflected in our lesson planning, resources and development of the school environment in order to ensure every child is able to achieve success and make progress.



# The Curriculum

We believe that children should be inspired and engaged by an ambitious and exciting curriculum. We will take them on a journey to gain knowledge and practise and apply new skills, deepening their understanding and developing a lifelong love of learning.

We aim to develop the whole child helping them to become respectful and tolerant members of society with confidence and belief in their own ability. We will teach them to become resilient and independent learners who learn from mistakes and know how to help themselves improve so they are ready for the next steps in their own learning journey.

## Key Stage Two - Years 3, 4, 5 and 6 (7 to 11 year olds)

The curriculum is made up of the following subjects:

English	French
Mathematics	Music
Science	Design & Technology
Computing	Personal, Social, Health & Economic Education (PSHE) including Relationships, Sex & Health Education (RSHE).
History	Religious Education (in line with Hampshire's 'Living Differences IV' curriculum)
Geography	
Physical Education	
Art & Design	



## Religious Education

Children are encouraged to interpret and respond to a variety of concepts, beliefs and practices within different religions and to begin to explore their own cultural and life experiences. R.E. supports children's spiritual, moral, social and cultural development. It recognises the Christian religious traditions in our country but takes account of the teachings and practices of other principal religions in order to build respect, tolerance and empathy.

## Assemblies and Collective Worship

All state schools are required to make provision for a daily act of collective worship which follows the requirements of the 1988 Education Reform Act. Collective Worship takes place in the daily assembly which is non-denominational and broadly Christian. Assemblies are special occasions when achievements are celebrated, values underlined and spiritual, moral, social and cultural development recognised. The daily act of collective worship is a time of togetherness and reflection on values of importance to the school community. This may take place as a whole school or year group in the hall or as class worship in the classroom.

## Relationships, Sex and Health Education (RSHE)

RSHE is about the emotional, health, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We will help to prepare children for the opportunities, responsibilities and experiences of later life through a developmentally age-appropriate Relationships and Health programme. This will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.



## Curriculum Enrichment

Our learning environment extends far beyond the classroom doors. We strive to give our children real-world learning opportunities in whatever way best suits their needs, including learning outside the classroom, both within and beyond the school grounds. Currently the whole school community are working together to develop our outside space further as a learning resource. We are very fortunate to have a large field, ball court, pond and playground with seating areas and plenty of space for the children to have a picnic outside in the summer!

## Educational Visits

Both visits and visitors play an essential role in learning at school through inspiring and contextualising new knowledge and skills. These vary from local walks to visits further afield by coach. Examples of some visits and visitors include:

- ♦ A visit to Butser farm to learn about the Stone Age (Year 3)
- ♦ A residential trip to Minstead (Year 4)



- ♦ A visit to the Ashmolean Museum and a Planetarium experience (Year 5)
- ♦ A residential trip to Calshot (Year 6).





# Inclusion

## Special Educational Needs Support

Many children, at some stage of their school life, need some extra support in their learning. Assessment of children's needs is ongoing and predominantly carried out by the class teacher. For the majority of children, support will be provided through differentiated work. Sometimes there will be additional help from learning support assistants or outside agencies such as Educational Psychologists, Primary Behaviour Support or Speech and Language Service. Normally support will be provided within the classroom, although sometimes children may be withdrawn to work in a small group or on an individual programme. Children in need of extra support are placed on our Special Needs Register in order for us to monitor their progress carefully and ensure the right level of support is being provided. Parents, children and staff work together to review progress through the creation and implementation of an individual support plan. Our SENCo oversees all SEN support.



*"All pupils with SEND are carefully monitored and precise intervention and additional support is put in place for them." Ofsted 2018*

## Free School Meals and Pupil Premium Grant

The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain groups of pupils. At Four Lanes Community Junior School, it is allocated in the majority, for those children receiving free school meals. We use our pupil premium funding in a variety of ways. For more information, please see our website.

Additional funding in order to further support your child's learning may be available if you receive any of the following benefits:

- Income Support
- Income-based Job Seekers' Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by Her Majesty's Revenue and Customs (Parents who are made redundant or start working less than 16 hours per week, may find their children are entitled to free meals for a limited period.)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)

If you believe your child may be eligible for this additional funding, please contact the school office for an application form. Alternatively, parents with children in Hampshire Local Authority schools may check online <https://www.hants.gov.uk/educationandlearning/freeschoolmeals/juniorsecondary>. Please note that all applications are dealt with in the strictest confidence.

## Sports Premium

Sports funding is used to make additional and sustainable improvements to the quality of PE and Sport in school. At this school, we use sports funding in the following ways:

- ◆ Provide professional development for teachers.
- ◆ Development of our outdoor provision.
- ◆ Continued affiliation to the Basingstoke Primary School PE & Sports Association, which gives us access to locally provided CPD, sporting competitions and a range of other support including Play Leader training and inter-school competition.
- ◆ Identify and develop provision for highly motivated children.
- ◆ Develop and support sporting opportunities for disadvantaged pupils.
- ◆ Continue to improve resources to benefit pupils in the future.



## Assessment

Children's attainment and progress are assessed by their teachers continually throughout the school year in order to ensure they are supported and challenged at an appropriate level. Teachers use careful questioning, marking, quizzes and drama, amongst many other strategies, to assess the next steps required for children.

At the end of the Autumn, Spring and Summer terms in Years 3, 4 and 5 children sit internal summative tests in Reading, Maths and SPAG (Spelling, Punctuation and Grammar) which give teachers a clear indication of their pupil's progress and attainment in relation to that year's curriculum objectives. These assessments give pupils the opportunity to practise test style questions and build their confidence and resilience in preparation for the end of Key Stage 2 assessments.

At the beginning of the Summer term of Year 6, most children sit their Standard Assessment Tasks and Tests (SATs). Children are assessed against the end of KS2 Age Related Expectations which contains learning from Years 3—6.

## Home Learning

We believe that discussions around learning at home accelerates children's progress, improves achievement and helps children to retain key learning from the week.

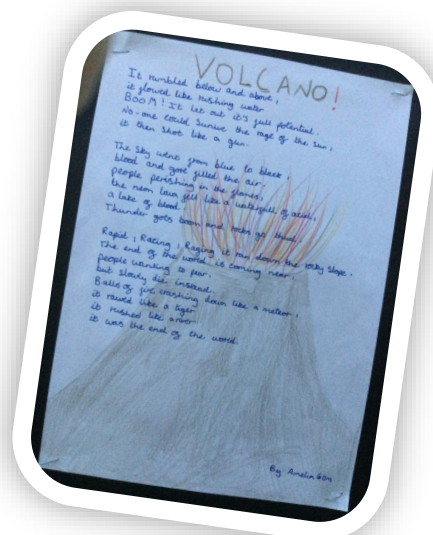
For Year 3, children have 'Learning Conversations' centred around key concepts from the week at school to explore with parents at home.

For children in Years 4—6, they are given weekly home learning tasks to complete related to English and Maths. These can be set in many different forms with many different expectations and outcomes. The giving of homework is flexible and adaptable to meet the needs of the individual and the demands of the curriculum. Children will be provided with homework set at the appropriate level of challenge for them.

We also expect all children to read daily at home (usually with an adult or older sibling), practise their maths skills (including through Times Tables Rockstars) and their spelling lists for the week (which can also be accessed through Spelling Shed).

We expect our children to complete their homework on time to help them build their skills of organisation and focus beyond the classroom in preparation for secondary school.

Our full homework policy is available on the school website.





## A Typical School Day

- 8.40am** Teachers welcome children at their classroom door. Children use this time to respond to marking and practise key skills.
- 8.50am** School starts with registration.
- 9.00am** Assembly
- 9.15am** Morning lessons begin
- 10.15am** Lower School break time (Years 3 & 4)
- 10.45am** Upper School break time (Years 5 & 6)
- Children may bring in a piece of fruit to eat at break time or purchase a range of fresh fruit from our school kitchen staff.
- 10.30am** Lower School Lessons continue
- 11.00am** Upper School Lessons continue
- 12.00 noon** Lower School Lunch time
- 12.20pm** Upper School Lunch time
- Children can either eat a hot school dinner provided by HC3S or bring a packed lunch. We do **encourage all parents to check their entitlement to free school meals as additional funding is available. Please contact the school office if you would like more information.**
- If having a packed lunch, we ask that you ensure the contents of your child's lunch box are in line with our healthy eating policy. **As we have some children with severe allergies, nothing must contain nuts.** Fizzy drinks, chocolate and sweets are also not allowed.
- 1.00 pm** Lower School Class registration & afternoon lessons begin
- 1.20pm** Upper School Class registration & afternoon lessons begin
- 3.20 pm** End of the school day: Children in Year 3 and 4 are collected from the classroom doors and Year 5 and Year 6 are collected from the playground (children in Year 6 are permitted to walk home).





## Extra- Curricular Activities

We believe it is important for children to be able to enjoy and learn new skills through a range of clubs and extra-curricular experiences. We offer a wide choice of clubs in which all children can take part. They take place at lunchtimes and after school. With a wide range of activities on offer, we hope every child at can enjoy a sense of belonging and the satisfaction of learning new skills.

## Extra Curricular Clubs

A range of activities are offered to the children across the school year. They usually take place after school or during lunchtimes. The clubs on offer may change from year to year, but include choir, sports and craft clubs.

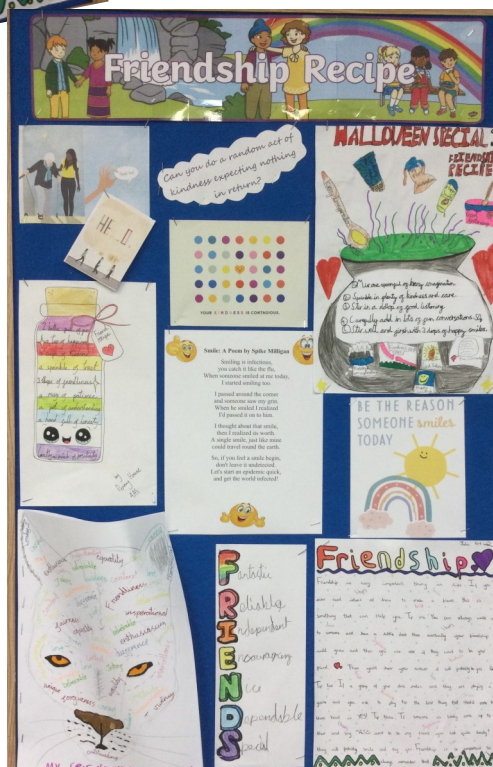
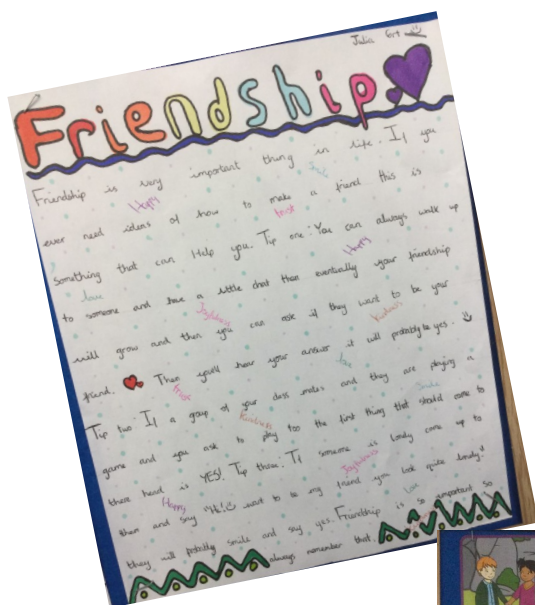
For regular before and after-school care, Dawn Chorus and Twilight Zone school clubs are run on site. Additionally we signpost families to external breakfast and after-school club providers:

Willowdene (Sherfield Park as well as Chineham) and Linguatastic who deliver to school and collect children from school at the end of the school day.



We are the only community junior school in Hampshire and we host a community centre. This provides the facilities for a range of classes and activities for the local community such as drama, karate, exercise classes and ballet. However, it also enables us to provide both a breakfast club (Dawn Chorus) and after-school care (Twilight Zone). Planet Holiday is run for children during the school holidays and INSET days. This facility is managed by the school.





Kindness and Charity are very important in our school community.

Our families donate to the local food-bank during the Harvest Festival, make shoeboxes at Christmas and support any many events.

Our pupils make Christmas cards for the residents at a care home nearby and our choir perform there at Christmas.

We are always looking for new ways to support the local community and beyond.

## Encouraging Responsibility and Pupil Voice

We value children's opinions and ideas and encourage them to take on positions of responsibility throughout the school.

### Pupil Librarians

Each year, children from every year group are selected to become school librarians. They have important responsibilities for maintaining the library, its books, supporting the librarian and coming up with ideas to inspire more children to read.

### School Council

In September each year, children democratically elect the person they would like to represent their class as a School Councillor. The school council meets regularly to discuss, give opinions and make decisions about whole school issues and beyond, from choosing a charity to support for the year; discussing how we should improve lessons and activities to choosing games and whole school projects!

### Eco-Leads

Our Eco-Leads in each year group are led by two Year Six pupils, who will run projects and initiatives to guide the school to live more sustainably and encourage pupils to be empathetic and caring towards our environment.

### Play Leaders

You will find our Year 6 Play Leaders outside at lunchtime and break time wearing their red tabards, supporting younger children to play games safely. They will often be in the ball court, explaining the rules to a game and ensuring children play fairly and safely together whilst learning new skills.

### Playground Buddies

Playground buddies in Year 4 and 6 wear lanyards to indicate that they are ready to support any child who is feeling lonely or upset. We give these pupils training in how to support children with smaller issues, and when to report things to an adult. We have a 'buddy bench' for pupils to go to if they would like a support from a playground buddy who will either play with them or help them to find a group to join.

### House Prefects

Many children aspire to become a House Prefect when are in Year 6. They have an important role in promoting our school values and encouraging their housemates to be caring, responsible team members. They actively participate each week in assemblies, encourage co-operation and collaboration in our regular House Days and lead the younger children through Sports Day in the summer.

### Head Pupil and Deputy Head Pupil

Our Head Pupil and Deputy Head Pupil play a very important role in our school. They have regular meetings with the Deputy Head teacher to discuss issues and make suggests to improve the school. They are permitted additional freedoms and responsibilities to enact some of these ideas. They support during assemblies and make speeches to the school. They speak at public events, to parents and external agencies and also give tours of the school to prospect parents and staff. At all times, these pupils are role models to other students and live our school values.





## Behaviour

*"The behaviour of pupils is outstanding. In lessons, pupils are curious and interested and they focus well on their learning." Ofsted 2018*

Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, to which everyone has the right. This policy supports the school community in aiming to ensure everyone feels valued and allows everyone to work together in an effective and considerate way, respecting the principles of the rights respecting curriculum (UNCRC) preparing children to become caring members of the community.

Our policy and practice is based on the Restorative Approach: we understand that all behaviour is a form of communication which allows us to support pupils to get their needs met and encourage them to express their needs in an effective and safe way.

We have a clear set of rules, which are easy for all to remember:

### OUR RULES

*Ready — Respectful—Safe*

**We are READY to learn.**

**We are RESPECTFUL to everyone.**

**We are SAFE at all times.**

### OUR RIGHTS AND RESPONSIBILITIES

**1. We all have a right to be treated with respect and politeness.**

**We have the responsibility to treat others as we would like to be treated. We respect the property belonging to ourselves and others.**

**2. We all have a right to be safe and to be in a pleasant environment.**

**We have the responsibility to walk around the building sensibly and quietly. An adult always knows my whereabouts.**

**3. We all have a right to be spoken to in an honest and open way.**

**We have the responsibility to respond appropriately when someone speaks to us and always take responsibility for our actions**

**4. We all have a right to work in an environment that allows us to do our best academically, socially and emotionally.**

**We have the responsibility to enter our classrooms ready to work. We always try our best even when faced with challenges. We ensure that our actions never prevent others from doing their best.**

**We believe that rewarding good behaviour is the most effective way of achieving it.**

**We do this by:**

- Actively praising good behaviour, manners and efforts
- Awarding Dojo points
- Whole class awards
- Positions of responsibility



**We believe that it is also important to recognise and reward effort and achievement in learning.**

**We do this by:**

- Marking and responding to work in a positive, encouraging way
- Awarding dojo points or stickers
- Certificates presented in assembly
- Sending home postcards or messages to parents



## School Uniform

The school has the following uniform that all children are expected to wear. Uniform is available from Skoolkit at [www.skoolkit.co.uk](http://www.skoolkit.co.uk) or from their shop in Basingstoke.

### Day Wear

Sweaters, cardigans and crew neck sweatshirts in navy blue (with the school logo)



Shirts, T-shirts and blouses in white

Tailored trousers, shorts, skorts or skirts in grey

Dresses for summer wear, checked navy or light blue and white

Socks - plain white, navy or grey



Shoes must be **flat-heeled** and in dark brown, black or dark blue. They must be appropriate for children to run around in at playtime (Fashion shoes/sandals/boots, trainers and 'Hi-Tec' boots are not permitted)

In cold weather, plain flat-heeled boots may be worn to school but should not be worn inside.

### **PLEASE NAME ALL ITEMS OF SCHOOL UNIFORM**

### PE Kit

**On days when your child has PE, they are permitted to come to school in their P.E. kit and stay in it for the day.**

Short sleeved plain blue sports T-shirts

Navy blue or black tracksuit bottoms or leggings

Blue hooded sweatshirt tops for colder weather – OUTSIDE ONLY

Sports shorts in navy blue

Trainers may be worn for outside PE work



***PE uniform must be plain or carry the school logo.***

### Jewellery

Only simple watches and one pair of plain gold or silver stud earrings, for the children with pierced ears, may be worn to school. All other items are potentially dangerous and therefore must not be worn at any time, including top of ear or belly button piercings. All jewellery must be removed for PE for health and safety reasons. This includes earrings. Tape is not allowed as an alternative. Children must be able to remove the earrings themselves or take them out before coming to school. If you would like your child to have their ears pierced, we recommend having this done at the beginning of the summer holidays so that they can heal before the start of term.

Nail polish and make up are not permitted at school.

### Hair Styles

Hairstyles and haircuts are expected to be smart and appropriate for school. Haircuts and styles which are deemed too extreme such as tramlines, stars, shaved heads (no shorter than a number 2) are not allowed. Mohican cuts or dyed, tipped or dipped hair is not permitted in school. Spiked up styles are also not permitted. Pupils with long hair must tie it back for safety reasons and to discourage head lice.

# Parent Partnerships

## Home and school

We aim to work in partnership with parents and encourage all parents to be actively involved in their child's education. Parents play an important role in their child's learning and attitude to school. We offer a range of opportunities for parents to support their child at school.

These include:

- ♦ **Parent/teacher consultations**— an opportunity to find out how your child is doing in school. These take place in the Autumn and Spring terms and optionally in the Summer term.
- ♦ **Annual School Report**—these are sent home at the end of the Summer Term and they include details of your child's progress along with targets for further learning.
- ♦ **School Newsletter**—a regular electronic school newsletter is sent out to all parents including notices of forthcoming events and a summary of events that have taken place. Please ensure your contact details are kept up to date at school as we use these to communicate with you.
- ♦ **Curriculum Meetings** —these are organised on an ad-hoc basis and linked to different areas of the curriculum. They aim to give parents information about their child's learning.
- ♦ **Parent Volunteers** —we value additional help from volunteers in school. This can be: one-off events, reading, trips, art and sewing. If you can spare any time, or have a talent you could share, please let us know!



## Friends of Four Lanes Schools (FFLS) - PTA

Operating primarily as a fund-raising body for the infant and junior schools, membership is open to all parents of children at both schools. Money is raised in a variety of ways including fetes, fairs, children's discos and more. Funds raised are shared by the schools and used to purchase items to enhance or complement educational opportunities for our children.

## **The Governing Body**

The Governing Body takes a full part in the life of the Federation schools. The governors bring to their role a wide breadth of interest, experience and expertise. Some of the work is managed by sub-committees but all Governors share responsibility. The Chair of Governors can be contacted via the school office or on the following email address:

[Chair.ofgovernor@fourlanes-inf.hants.sch.uk](mailto:Chair.ofgovernor@fourlanes-inf.hants.sch.uk)

## **Admissions**

The arrangements for the admissions of children into Year 3 are explained on the Hampshire Admissions Team website and is outlined in the school's Admissions Policy available on the school website at [www.fourlanes-jun.hants.sch.uk](http://www.fourlanes-jun.hants.sch.uk). The admissions process is currently via an online application system and is handled centrally by Hampshire Admissions Team. Please see the following website for further information: [www.hants.gov.uk/educationandlearning/admissions](http://www.hants.gov.uk/educationandlearning/admissions)

## **School Terms**

Under the 1986 Education Act, children are required to be in school for 190 days each academic year. These are divided into three terms: Autumn Term, Spring Term and Summer Term.

These terms are set by Hampshire County Council. During each term there is a half term break of one week. Teachers are in school for a further five days for professional training (INSET days) and these dates are released well in advance. Term dates for the current academic year are on the school website.

## **Catchment Area**

Currently comprises much of Chineham and Sherfield Park. However there are some surprising exceptions so please check online. Please note that your permanent address determines your catchment school.





School office contact details:

01256-816326

[admin@fourlanes-jun.hants.sch.uk](mailto:admin@fourlanes-jun.hants.sch.uk)