ADMISSIONS POLICY

Spring 2026

Agreed by Governors:

Next Review: **Spring 2027**

This policy will be reviewed annually and will be published to all staff, parents and governors. It will be available from the school office as well as through the school's website.

Chair of Governors signature: _____

Head Teacher signature: _____

At Westoe Crown Primary we aim to welcome children into our caring, safe community, respecting equality of opportunity for all admissions.

We aim to implement a structured approach to ensure that all our families feel part of our school community and in line with the current L.A. document "Information for Parents - Primary School Admissions".

Ahead of admission in to Nursery or Reception, parents/carers and children will be formally invited into school during the summer term in order to get to know the class teacher and spend some time becoming familiar with the new learning environment. Admissions that take place during the school year are supported by an individual programme of induction to meet specific needs.

Admission Numbers:

The Pupil Admission Number (PAN) of Westoe Crown Primary is 630 pupils from Reception to Year 6. The maximum number of pupils per year group is 90. Nursery admissions are limited to 39 per session (morning and afternoon). We can offer up to a maximum of 26 30-hour free childcare places, subject to availability and only for those meeting the DfE criteria, and 26 15-hour free childcare places (13 morning and 13 afternoon).

Nursery Offer:
Our 15-hour offer will be 8.45-11.45 a.m. or 12.30-3.30 p.m. Monday to Friday, term time only (38 weeks).

Our 30-hour offer will be 8.45-11.45 a.m. and 12.30-3.30 p.m. Monday to Friday, term time only (38 weeks). For those offered a 30-hour place children can either go home for lunch or have a packed lunch (provided by the parent/carer) in school. A nominal supervision charge for the period between 11.45 a.m. to 12.30 p.m. will be applied should the packed lunch option be chosen. Should we put the price in?

Nursery Admissions:
Nursery provision is non-statutory, therefore our own admissions criteria must apply with regard to the current Local Authority policy. Applications for a nursery place can be submitted once a child has turned 2 years old. Application forms can be obtained from the school office or via our website. A birth certificate and proof of address is required to support the application. The deadline for applications is 1st January and applications received after this date will be dealt with as 'late applications'. Submitting an application does not guarantee a place in nursery, the nursery admissions criteria will be applied

when all applications are considered once the closing date for applications has passed.

Oversubscription Criteria for Nursery:

Any children with an education, health and care plan (EHCP) which names the nursery will be admitted before any other places are allocated.

If the nursery is not oversubscribed, all applicants will be offered a place. In the event that the nursery receives more applications than the number of places available, places will be given to those children who meet any of the criteria set out below, in order, until all places are filled.

a) A 'Looked After Child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. See Note 1 below
b) Concurrent sibling link (an older brother or sister attending the school at the same time and residing at the same address, to include adoptive siblings, half siblings, step siblings and long term fostered children).
c) Shortest distance measured as a straight line from the Ordnance Survey coordinates from the home residence (including flats) to the school main entrance, with those living closer to the school receiving higher priority (proof of address will be requested).

Note 1: Looked After Child is a child who is (a) in the care of a LA or (b) being provided with accommodation by a LA in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

An adoption order is an order made under Section 46 of the Adoption & Children Act 2002.

A child arrangement order is an order made outlining arrangements as to the person with whom the child is to live under Section 8 of the Children Act 1989.

Special guardianship order is an order appointing one or more individuals to be a child's special guardian or guardians (Section 14, 4 of the Children Act 1989).

If it becomes necessary to decide between applicants within the same criteria, the distance tiebreaker described above will be used.

School Admissions:

We follow the South Tyneside school admissions procedure. Arrangements regarding school admissions are made by the Local Authority and not directly by the school. For further information regarding school admissions in South Tyneside, please visit:

www.southtyneside.gov.uk/schooladmissions

Please note, a place in Westoe Crown Nursery does not guarantee a place in Westoe Crown Primary School.

Appeals:

There is no right of appeal against an offer of a free early years place, however you may contact the Families Information Service based at South Shields Town Hall if you believe your child has not received their entitlement.

If parents are dissatisfied with the response to their preferences for school admissions, they have the right to present their case to the Independent Appeals Panel. Arrangements relating to appeals for school admissions are made by the Local Authority and information will be available via the above link and as part of the admissions application process.

To be reviewed: Spring 2027

Expect the Best, Achieve Success

Best Value Statement

Spring 2026

Agreed by Governors:

Next Review: Spring 2027

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Chair of Governors signature: ……..

Head Teacher signature: …….

BEST VALUE STATEMENT 2026

Introduction

The governing board is accountable for the way in which the school's resources are allocated to meet the objectives set out in the school's development plans. Governors need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the school's achievements and services.

What is Best Value?

Governors will apply the four principles of BEST VALUE:

- CHALLENGE – Is the school's performance high enough? Why is a service provided? Do we still need it? Can it be delivered differently? What do parents want?
- COMPARE – How does the school's pupil performance compare with all schools? How does it compare with Local Authority schools? How does it compare with similar schools?
- CONSULT – How does the school seek the views of stakeholders about the services the school provides?
- COMPETE – How does the school secure efficient and effective services? Are services of appropriate quality, economic?

The Governors' Approach

The governors and school managers will apply the principles of best value when making decisions about:

- The allocations of resources to best promote the aims and values of the school.
- The targeting of resources to best improve standards and the quality of provision.
- The use of resources to best support the various educational needs of all pupils.

Governors and school managers, will:

- Make comparisons with other / similar schools using data provided by the Local Authority and the Government, e.g. Analyse School Performance, quality of teaching & learning, levels of expenditure.
- Challenge proposals, examining them for effectiveness, efficiency and cost, e.g. setting of annual pupil achievement targets.
- Require suppliers to compete on grounds of cost, and quality / suitability of services / products / backup, e.g. provision of computer suite, redecoration etc.
- Consult individuals and organisations on quality / suitability of service we provide to parents and pupils and services we receive from providers, e.g. Sex & Relationships Education, pupil reports, assigned inspector, Ofsted, maintenance consultant.

This will apply in particular to:

- Staffing
- Use of premises
- Use of resources
- Quality of teaching
- Quality of learning
- Purchasing
- Pupils' Welfare
- Health & Safety

Governors and school managers:

- Will not waste time and resources on investigating minor areas where few improvements can be achieved.
- Will not waste time and resources to make minor savings in costs.
- Will not waste time and resources by seeking tenders for minor supplies and services.

The pursuit of minor improvements or savings is not cost effective if the administration involves substantial time or cost. Time wasted on minor improvements or savings can also distract management from more important or valuable areas.

Staffing

Governors and school managers will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

Use of Premises

Governors and school managers will consider the allocation and use the teaching areas, support areas and communal areas, to provide the best environment for teaching & learning, for support services and for communal access to central resources.

Use of Resources

Governors and school managers will deploy equipment, materials and services to provide pupils and staff with resources which support quality teaching and quality of learning.

Teaching

Governors and school managers will review the quality of curriculum provision and quality of teaching, to provide parents and pupils with:

- A curriculum that meets the requirements of the National Curriculum, the Local Authority agreed R.E. Syllabus, and the needs of pupils.
- Teaching which builds on previous learning and has high expectations of children's achievement.

Learning

Governors and school managers will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets.

Purchasing

Governors and school managers will develop procedures for assessing need, obtaining goods and services which provide "best value" in terms of suitability, efficiency, time and cost. Measures already in place include:

- Competitive quotations/tendering procedures (e.g. for goods and services above £3,000).
- Procedures for accepting "best value" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship).
- Procedures which minimise office time by the purchase of goods or services under £3,000 direct from known reliable suppliers (e.g. stationery or small equipment)

Pupils' Welfare

Governors and school managers will review the quality of the school environment and ethos in order to provide a supportive environment conducive to learning and recreation.

Health & Safety

Governors and school managers will review the quality of the school environment and equipment, carrying out risk assessment where appropriate in order to provide a safe working environment for pupils, staff and visitors.

Monitoring

These areas will be monitored for best value by:

1. In-house monitoring by the Head Teacher and Curriculum Leaders e.g. classroom practice, work sampling.
2. Termly action planning updates between the Deputy Head Teacher and Curriculum Leaders.
3. Annual Performance Management.
4. Annual Budget Planning.
5. Head Teachers Monthly Finance Review.
6. Termly visits by the Local Authority School Improvement Officer.
7. Termly visit by the appointed Finance Adviser.
8. Analysis of pupil performance data, e.g. NCT results, standardised test results against all schools, Local Authority Schools and similar schools.
9. Analysis of Local Authority pupil performance data.
10. Analysis of Local Authority financial data, e.g. benchmark data for all schools, Local Authority Schools and similar schools.
11. Analysis of DCFS pupil performance data, e.g. Analyse School Performance.
12. OfSTED Inspection Reports.
13. Governors' termly link visits.
14. Governors' termly committee meetings.
15. Governors' full termly meetings.
16. Governors' Annual Finance Review.
17. Governors' Annual SATs Target setting meeting
18. Governors' Termly updates and Annual Development Plan Meeting.
19. Governors' School Profile for Parents.

In the next three years the Governing Board will:

- Hold an annual performance plan meeting to set targets for improving pupil achievement.
- Hold an annual development plan meeting.
- Consider and discuss "Best Value" at meetings of the Personnel Committee and Resources Committee in relation to the decisions being made.
- Review the "Best Value Statement" at each Spring Term Meeting of the Resources Committee.
- Consider best value when arranging internal and external redecoration contracts.
- Obtain tenders and a consultant's advice for any large scale refurbishment of the premises.
- Obtain assessment management surveys.