

Lodge Primary School

Prospectus



“Moving forward as a community”

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Welcome to Lodge Primary School

The purpose of this prospectus is to help you know more about life and learning at Lodge Primary School.

Lodge is a fully inclusive community school which always strives to provide education of the highest standard for all children between the ages of 3 and 11. Our aim is to bring learning alive for the children and to make the curriculum as relevant, exciting and as stimulating as we can make it.

We aim to provide for all children's needs and recognise the fact that children learn best in different ways and at different rates. We value the talents that each child has and develop them, providing support and encouragement along the way. We have a very approachable team of staff who all work together for the good of our children.



Oak Lane view of the school.

Despite the age of the building, inside you will find all the facilities of a modern school preparing children for work in the 21st Century. We have interactive white boards in all classrooms, a wireless network and laptop computers and iPads to enable children to use technology in their daily work.

The staff at Lodge are all dedicated to the school and totally committed to providing the very best education for all. We have a high staff to pupil ratio which enables us to provide each child with the support they need to do their very best.

We engage fully with our parents as working together means that we can continue to move our school forward in partnership with you. We regularly invite parents into school for class assemblies, our weekly 'Star of the Week' assemblies and termly parents' workshops where we share with you the

learning that is going on in school ,and give you strategies to help your child at home.

We welcome visits so we can show our school 'in action' and explain the aims and values we have. Parents are welcome to make an appointment and visit at any time to gain first hand knowledge and understanding of what we are aiming for and achieving and of the many facilities on offer. Please make an appointment to come and experience the environment in which our children learn, so that we can answer any questions you may have.

We hope that this will be the beginning of a long and successful home school partnership between us. Working closely with parents is an important element of our work for the success of each child.

We look forward to welcoming you and your children to Lodge Primary School.

Yours sincerely,

Lisa Gillam
(Headteacher)

Sharon Melody
(Chair of the Governing Body)

Our Ethos, Aims and Vision

Our motto is “Moving forward as a community” At Lodge we strive to be at the centre of the local community as it grows. We aim to provide learning and support for the whole community by delivering a high standard of education for the pupils who attend the school and support for their parents.

Our Vision Statement

Our Vision for Lodge Primary School is

A school that works in partnership with the local community.

A place where each individual is respected and understood.

An environment where everyone is encouraged and supported in achieving their potential.

Moving forwards as a community.

Aims:

- To promote high expectation and achievement.
- To develop skills which enable our pupils to become independent learners who enjoy and understand how they learn most effectively.
- To provide experiences which enhance and consolidate each child’s learning.
- To develop children physically, emotionally and socially.
- To teach about the diverse and multi-cultural nature of the society in which we live.
- To ensure equality of opportunity exists for all.
- To nurture constructive and supportive partnerships between school, home and the wider community.
- To recognise and celebrate the success of all.

School Organisation

Our published admission number each year is 60. The school has capacity for 420 full-time pupils plus a 26 place nursery for 52 part-time pupils.

The School Day

School Times

8.45 am doors open

8.55am morning session begins

12:15 pm morning session ends

1:15 pm afternoon session begins

3:15 pm afternoon session ends

Nursery Times

8:45 am morning session begins

11:45pm morning session ends

12:30 pm afternoon session begins

3:30 pm afternoon session ends

Staffing 2017/18

Senior Leadership Team

Mrs L Gillam -Head teacher
Mrs B Munn – Deputy Headteacher
Mrs C Cotton – Assistant
Headteacher for KS2.
Mrs J Hamilton- Huie – Assistant
Headteacher for EYFS/KS1.

Foundation Stage Teaching Staff (Nursery and Reception)

Mrs G McNeela (maternity
leave)/Ms R Treasure/Mrs F
Begum
Mrs N Dawes
Mrs J Hamilton-Huie

Key Stage 1 Teaching Staff (Years 1 and 2)

Mrs A MacMillan
Mrs S Tarver
Mr M Harborne
Mrs S Gill

Lower Key Stage 2 Teaching Staff (Years 3 and 4)

Mrs T Khatun
Mr M Taylor
Mrs S Mahay
Mr G Phillpott

Upper Key Stage 2 Teaching Staff (Years 5 and 6)

Mrs D Goodsir Stretton
Miss E Griffin
Mr R Earnshaw
Mrs C Cotton
Miss N Steer
Mrs R Parchment

PPA teacher

Mr R Dhillon

Inclusion Leader

Mrs B Munn

Teaching Support Staff

Mrs M Knott
Miss H Kaur
Mrs T Mahmood
Mrs R Patel
Miss S Alkash

Miss J Cowan (HLTA)

Mrs N Karra

Mrs Y Akhtar

Mrs J Bhamra

Miss A Stone

Mrs S Choudhury

Miss S Piasecka

Mrs E Walker

Mrs A Mahoney (Learning Mentor)

Mrs K Ujjal
Mrs K Szczesna
Mrs L Clynes
Mr A Richards (HLTA)
Mrs H Gill
Mrs M Chana
Mrs P Akhtar

Home Link Worker

Mrs J Cheema

Office Staff

Mr J Nahal
Mrs G Patel
Ms F Akram

Your Child's Learning

We aim to deliver a broad and balanced curriculum. We will encourage your child to ask questions, work collaboratively with other children and acquire and apply their learning in a range of different situations. We aim also to take your child out of the classroom to enhance their learning experience whenever possible. We do this by organising trips and enrichment opportunities. We also work to enrich our curriculum through events like 'Author Week' and 'Grow a Fiver' week.



*Year 2 at Barry Island
'Oh I do like to be beside the
seaside' - Topic*



Year 6 at Harry Potter Studios

Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development.

The children are taught by their own class teacher in mixed ability classes. Year 6 spend time in the mornings being taught in ability groups for English and mathematics. Children in years one and two are in ability groups for their daily phonics sessions. The school follows the RWI approach to the teaching and learning of phonics.

The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses. The curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child.

The school is divided into 3 key stages.

The Foundation Stage (Children aged 3-5)

The Foundation Stage is delivered through the Early Years Foundation Stage (EYFS) curriculum through which we provide children with a rich variety of teaching and learning experiences that are appropriate to their needs.

The EYFS is delivered through three prime areas and four specific areas. These are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy including reading and writing
- Mathematics

- Understanding the World
- Expressive Arts and Design

Much of children's learning in the Foundation Stage will be delivered through play and exploration in the classroom and in the outdoor classroom. Foundation staff will keep records on children's experiences and achievements throughout the year. Assessments of development and learning needs will be on going throughout the school year. During the first half of the autumn term staff will carry out a baseline assessment for every child. This will establish where they are in aspects of their learning and development and help future planning.



Our outdoor area in the EYFS

The results of this early assessment will be shared with parents at the parents evening in the autumn term. By the end of the year the teacher will have built up an accurate profile of each child's development.

The Foundation Stage outdoor area

Key Stage 1 (Children aged 5-7) and Key Stage 2 (Children aged 7-11)

The core curriculum at Key Stages 1 and 2 comprises:

- English
- Mathematics
- Science
- Computing

Children also study the subjects below as part of the National Curriculum. These are called foundation subjects.

- Art and Design
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education

Children are also taught Personal, Social, Health and Citizenship Education and Religious Education. Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the Sandwell Agreed Religious Education syllabus. Assembly is an important part of the week when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are non-denominational and although they are of a broadly Christian nature, due consideration is given to the multicultural society in which we live.

Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

Educational visits and enrichment activities are an important part of a child's learning, enhancing understanding and reinforcing knowledge. We aim to provide a wide range of enrichment activities throughout your child's time at Lodge.

Assessing Your Child

In the summer term of Years 2 and 6, children are assessed using nationally produced Standard Assessment Tasks and Tests (SATs).

In Year 2, the class teacher assesses each child's development in speaking and listening, reading, writing, mathematics and science. In addition in Year 6, each child takes tests in reading, spelling, punctuation and grammar and mathematics. In the summer term of Year 1, children take the phonic assessment task in order to assess whether they are reading at an appropriate level for their age.

Parents are informed of how their child has done at the end of the summer term as part of their child's annual school report.

Year 2 SATs

		Actual 2015		Actual 2016	National 2016	Actual 2017
Reading	L2c+	85%				
	L2b+	75%	Expected +(ARE)	68%	74%	56% (69%)
	L2a+	42%	Greater depth	5%	24%	7% (9%)
	L3+	22%				
Writing	L2c+	83%				
	L2b+	62%	Expected +(ARE)	64%	65%	54% (66%)
	L2a+	26%	Greater depth	3%	13%	5% (6%)
	L3+	13%				
Mathematics	L2c+	88%				
	L2b+	75%	Expected +(ARE)	66%	73%	61% (71%)
	L2a+	40%	Greater depth	8%	18%	10% (11%)
	L3+	23%				

Key Stage 2 SATs NB there are 7 INA (International New Arrivals) in this cohort who will be removed from our official data and therefore have not been counted in the figures below.

		Actual 2015		Actual 2016	National 2017 (provisional)	Actual 2017
	L4c+	82% (90%)	Expected +(ARE)	34%	71%	47% (52%)

Reading	L4b+	70% (74%)	Greater depth	2%	19% **	8% * (10%)
	L5	34% (45%)				
Writing	L4c+	80% (87%)	Expected +(ARE)	68%	76%	72% (79%)
	L5	20% (29%)	Greater depth	2%	15% **	4% (5%)
Mathematics	L4c+	88% (92%)	Expected +(ARE)	68%	75%	79% (82%)
	L4b+	75% (84%)	Greater Depth	7%	17% **	13% * (15%)
	L5+	34% (42%)				
	L6	5%				
English grammar, spelling and punctuation	L4c+	77%	Expected +(ARE)	64%	77%	77% (82%)
	L4b+	70%	Greater depth	11%	22%	19% * (20%)
	L5+	48%				
	L6	7%				
Combined R,W,M	L4+	79% (90%)	Expected +(ARE)	30%	61%	47% (52%)
	L5+	18% (26%)	Greater depth	2%	5% **	4% * (5%)

NB figures in brackets donate achievement of core group of pupils, i.e., children who have been at Lodge for the key stage.

*Based on last year's greater depth scaled score of 110.

** based on last year's greater depth national.

Other Opportunities

PE

As part of the curriculum all children, except for Year 6, receive two PE sessions per week. The government has awarded all primary schools with extra money to enhance PE provision. We have allocated some of our money to buy in a fully qualified sports coach for one day a week. The coach is supporting our teachers to deliver quality PE sessions. We also offer a wide range of sports clubs after school

ICT

We have a wireless network which supports the laptops and iPads we have available for children to use to support their learning.



Children working in their classroom with laptops to support their learning in Maths.

Sex Education

The school has an agreed Sex Education Policy (Known as the Growing Up and Relationships Policy) which ensures the school meets statutory requirements. This policy was written in consultation with the Local Authority, the school nurse service, governors and parents.

Home Learning

Pupils are set homework whilst at Lodge. Your help and support in encouraging them to do this will further their achievement at school. All children will be set home learning activities on a weekly basis for English and maths. We also regularly set creative home learning activities and activities linked to our online learning platform. As part of our offer, we give our children the opportunity to attend our lunchtime home learning club if they need extra support to complete their home learning.

Behaviour

We have a clear behaviour policy which is available to parents on request, and is on our web site. The school aims to provide an atmosphere conducive to living and learning together in a happy environment, based on a sense of community and shared values. We achieve this through our rules for conduct in the school which incorporate a practice of common sense, care and courtesy.

Our rules are backed by appropriate sanctions and rewards. Great emphasis is placed on the positive aspect when dealing with pupil's behaviour. Children are given the opportunity to make a full contribution to improving behaviour in school and encouraged to participate actively in shaping and reviewing behaviour policies in order to foster a sense of collective commitment to them.

If disciplinary problems do arise with a child, parental involvement and cooperation is sought at an early stage rather than as a last resort.

Serious incidents or sustained bad behaviour may lead to a fixed term or permanent exclusion.

Local Authority Admission Arrangements

Children in Sandwell are admitted to school at the beginning of the academic year in which they are 5, provided a school is available. The admission priorities for the allocation of places are given below:

Sandwell Metropolitan Borough Council Education and Lifelong Learning Admission Priorities

Where there are more applications for a school than places available, places will be allocated on the basis of the following priorities:

- 1.** Children who are in Public Care.
- 2.** Children with a particular medical condition which can be met most appropriately by the preferred school. Applications must be accompanied by a medical declaration form signed by the child's General Practitioner or Consultant confirming the condition and detailing the child's needs. All applications under this criterion will be assessed by the LA to decide whether the child's needs can be met most appropriately by the preferred school.
- 3.** (a) Having a brother or sister at the preferred school (not nursery) at the time of admission.
(b) For admissions to Infant Schools, having a brother or sister at the preferred school or at a linked Junior School on the same site or nearby at the time of admission.
(c) For admissions to Junior Schools, being on roll at the linked Infant school at the closing date for applications. Priority will be given to pupils who have a brother or sister at the preferred school or at a linked Infant School (not nursery) on the same site or nearby at the time of admission.
- 4.** Denominational grounds, supported by the Church. Applications based on this criterion must be accompanied by a completed declaration form signed by a Priest, Minister or Community Leader to signify support.
- 5.** Distance measured in a straight line from a child's home to the school's main entrance (as determined by the Head Teacher).

In all cases, should the number of applicants exceed the number of places available, places will be allocated on the basis of distance between home and school, as measured in a straight line from the home to the main entrance of the school with priority given to those living closest to the school.

Coming To Lodge Admission Arrangements – Foundation Stage Nursery

Children are admitted to nursery classes in primary schools at around 3 years of age. We are able to offer some flexibility with the times nursery age children are in school.

Parents should complete an application form which is available from the school office; it is helpful if you bring your child's birth certificate with you when calling to register them for entry to the Nursery Class.

Please note, the offer of a nursery place does not guarantee admission to the reception class.

If you would like to view the school, please telephone for an appointment. We would love to show you around!

Reception

Admission to Reception Class will be made in accordance with Sandwell Primary Admissions Procedure, You may register your request for a place in the Reception Classes by completing an online form at www.sandwell.gov.uk. This is available to access from **18th September 2017 until 15th January 2018**. If you need support in completing the form then our school staff will be pleased to help you.

If the school has more requests than the places available then the council will operate its appeals procedures and will allocate places according to its admissions arrangements

Children Transferring To / From Other School

The authority controls all admissions to Sandwell schools. If you wish to transfer to Lodge, you will need to complete a transfer form (available from school). If your child is transferring from another school, we encourage you to discuss this with your child's current Headteacher and also with Lodge Primary School staff. You will then be invited to visit the school with your child prior to their transfer.

Starting School

Once your child has been allocated a place at Lodge, there are the following opportunities for you and your child to visit the school and meet the staff.

Children Starting Nursery:

At the beginning of the term your child starts at Lodge a home visit is made to ensure we have as full a picture as possible of your child before they begin their learning journey with us.

Children Starting Reception

A parents' meeting is also held for parents prior to children beginning new Reception Classes. At this meeting we will explain the approaches taken in school to ensure children's learning is extended and challenged. Children who come to our Nursery have the opportunity to mix with the older children in Reception as the staff and children work across the whole foundation stage.

Charging and Remissions Policy

For activities during the school day, we try to obtain funding from a variety of sources but some activities, could not go ahead unless we ask for voluntary contributions from parents. It is our policy to do this when we feel it is necessary but we try to keep costs as low as possible.

No child is ever excluded from an activity because their parents have not made a contribution, but if we did not have the support of the majority of parents, then the activity could not take place.

A copy of this policy is available on our school website.

Lunch and Break Time

Lodge Primary promotes a healthy lifestyle. All our school meals and our tuck shop are carefully planned to deliver children with a healthy option. We also encourage a balanced diet approach to packed lunches.

Free School Meals

If you are in receipt of Income Support, Job Seekers Allowance you may be entitled to free school meals for your children. Further information is available from the school office. We fully encourage you to access this support if you are entitled to it, as the school will receive extra money. Our office staff will speak to you in confidence regarding your child's eligibility for FSM. This extra funding enables our school to purchase extra resources to support the children.

School Meals

Since the introduction of Universal Free School Meals in September 2014, all children in Reception and Key Stage 1 are entitled to have a free dinner, regardless of family income.

For Key Stage 2, school meals are available in the dining room at a cost of £2.30 per day (correct as of 1/9/17). They are prepared and cooked at the school; a choice of meal is offered which provides an exciting and balanced diet. A

vegetarian choice is always available. Special dietary requirements may also be met.

School meals must be ordered in advance to allow for the correct numbers to be prepared, and therefore are only available on a regular basis. Payment is collected weekly on a Monday morning. Please send your child's dinner money into school in an envelope clearly labelled with your child's name and class.

Packed Lunches

Children may bring a packed lunch which will be eaten in the dining hall; alternatively they may go home for lunch. Children going home for lunch must be collected from the Oak Lane entrance of school.

Tuck Shop

We operate a healthy tuck shop at play times where children can buy toast, and juice. Children are not allowed to eat crisps or sweets at this time.

Milk

Children in the Foundation Stage will be provided with free milk until the age of 5, and there after a charge of around £15.00* per term (dependent upon term duration) will be payable at the beginning of each term. Children who are entitled to pupil premium funding are offered milk free of charge throughout the school.

* Prices are subject to change

What Your Child Should Wear

School Uniform

There is a school uniform, which all children are expected to wear.

Boys

Red sweatshirt or jumper
White polo shirt or shirt
Black or grey trousers (not jeans)
Sensible flat black school shoes.

Girls

Red sweatshirt / cardigan
White polo shirt or blouse
Black/grey skirt/trousers (Not Jeans)
Summer red & white dress
Sensible black flat/low heeled footwear
Head scarves if worn should be red or black.

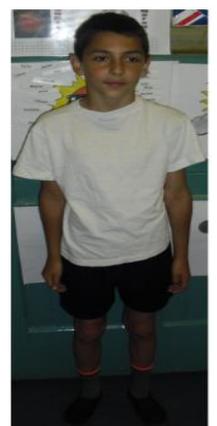


The following items of uniform may be purchased from the school office.

(Prices available on request)

Red sweatshirt
Red fleece (by special order only)
Book & PE bags

No jewellery should be worn in school. If your child has pierced ears, small studs are permitted. However these MUST be removed by the child for PE.



PE Kit

Plain white T-Shirt, shorts
or leggings and black pumps.

Caring For Your Child

The day to day welfare of your child is the responsibility of the class teacher and they will be the first person you speak to regarding your child. If you are still concerned, see the Deputy or Head Teacher. If your concern is serious or involves the organisation or management of the school, then please see the Head Teacher. This close partnership between children, parent, staff and governors make a happy, successful school.

Health Checks

Children will receive checks on hearing, eyesight, height and weight at selected stages as well as dental checks.

Child Protection

We have a duty of care for all children who attend Lodge and are bound by laws governing child protection issues. On rare occasions when we have a concern about a child, this may mean contacting the necessary authorities, as we are legally bound to do so. If you have any worries then please speak to Mrs Gillam or Mrs Munn. If these people are unavailable then Mrs Hamilton Huie, Mrs Cotton, Mrs Chima and Mrs Mahoney have all received the recommended training for DSLs (Designated Safeguarding Leaders).

Accidents and Illness

If your child becomes ill or has an accident at school we will care for your child and make every effort to contact you. Your child will be treated by one of our trained first aiders appropriately.

We will need your telephone numbers and numbers of other emergency contacts in school. Please ensure that these are kept up to date in the event we have to contact you.

Pupil Attendance and Holidays

Absence

If your child is unable to come to school because of illness please telephone the school to explain why. We will request a doctor's note for all medical absences where a child's attendance falls below 90%. Without a doctor's note we will not authorise the absence. School will reimburse parents if any costs are accrued for medical evidence.

Holidays During Term Time

The school follows the guidance from the DFE and therefore holidays during term time will not be authorised. Our attendance policy is available on request from the school office or via our school web site.

Pupil Absence

In the school year 2016/17 pupil attendance was 96.4%

Pupil absence is monitored by the school and the Local Authority's Attendance and Prosecution Service.

Only in cases where a child is really ill should they be kept away from school. In these instances parents should phone school and explain the reasons for their absence.

Special Education Needs and Disability (SEND)

Many children at some stage in their school career will have special educational needs of some kind. There is a "Code of Practice" which all schools and local authorities must have regard to when helping children who have SEN. The Health and Social Services must also have regard to the code when helping LAs. About 1 in 5 children may have learning difficulties at some time. Most children get over their difficulties. For others, the effects may last longer. Children may have general difficulties caused by:-

- A physical disability
- A problem with sight, hearing or speech
- Emotional or behaviour problems
- A medical or health problem
- Difficulties with reading, writing, speaking or mathematics

All schools must have regard of the Code of Practice, which recommends that the school should make a graduated response to children's needs in stages matching the level of help to the needs of the child.

All schools should:

- Have a teacher who is responsible for children with Special Educational Needs (At Lodge this is Mrs. Munn)
- Have a Special Educational Needs Policy
- Operate stages of referral within school

Our stages of referral are

1. Cause for Concern

The class teacher and Special Educational Needs Co-ordinator, in partnership with parents ensure that work is appropriately differentiated and support is allocated as appropriate.

2. Special Educational Needs Support

As SEN Support but help is also sought from other services, e.g. Inclusion Support, Speech Therapist, or any other outside agency. Children will also have an individual plan for provision which is regularly reviewed and updated. Parents are fully involved, invited to regular meetings at school and consulted about the help their child needs and receives.

There are 2 further stages which affect a very small minority of pupils:

A) Statutory Assessment

B) EHCP (Education, Health and Care Plan replacing previous statements of SEN) is written by the LA to enable additional support or provision for a child.

These stages involve the LA, and affect about 2% of pupils. If in the future your child does have a Special Educational Need, we will refer to the stages, and you will be consulted and be involved with any additional support or help your child needs. Mrs. Munn will be able to give you advice and support.

All children receiving additional support for an SEN will have an Individual Education Plan (IEP) which will clearly state the targets to be achieved by the child. In addition to this, regular reviews of their progress will take place and parents will be invited to this review.

Access to Information

Parents may request information regarding the school under the Freedom of Information Act 2000. Requests for information should be made to the school office in writing.

The school will respond accordingly within the legal time frame work and the response will be within 20 working days.

Information such as the school prospectus, LA's agreed syllabus for RE, the latest school Ofsted report, Annual reports to parents LA complaints arrangements School's charging policy and current schemes of work can be provided on request or are available on our website.

Term dates 2017- 2018

	Main Holidays	Half Term Holidays
Autumn Term 2017 From: Monday 4th September 2017 To: Wednesday 20th December	From: Thursday 21 st December To: Monday 1st January	From: Monday 23rd October To: Friday 27th October
Spring Term 2018 From: Tuesday 2nd January To: Thursday 29 th March	From: Friday 30 th March To: Friday 13th April	From: Monday 19th February To: Friday 23rd February
Summer Term 2017 From: Monday 16th April To: Friday 20th July	From: Monday 23 rd July	May Day <i>Monday 7th May</i> From :Monday 28th May To: Friday 1st June

There are also five teacher training days during the year. These are:

Monday 4th September 2017

Tuesday 5th September 2017

Tuesday 2nd January 2018

Friday 25th May 2018

Plus one more day of which parents will be informed of at a later date.

Governors

Chair of Governors Mrs S Melody

Vice Chair Mr J Whelton

Parent Governors:

Mr Modrak

Mrs Duggal

Staff Governors:

Mr M Harborne

LA Governors

Councillor P Sandars

Co-opted Governors

Mrs B Munn

Dr Marjorie Jeavons

Mrs Sharon Melody

Mr Stanley Simms
Mr James Whelton
Mr Shabud Ullah
Ms Joanne Burrows

Clerk to Governors: SIPS appointed clerk- Mrs Sheila Patel

Our website at www.lodgeprimaryschool.co.uk features the policies mentioned in this prospectus as well as information on extra funding received by school. Policies are also available on request from the school office.

We wish your child many happy years at Lodge Primary School. Please contact us if you wish to ask anything further.

