

# LOCKS HEATH JUNIOR SCHOOL



*A sustainable and healthy community  
where children come first*

- We respect • We thrive • We belong •



## Prospectus 2025 - 2026



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As Headteacher, I would like to take this opportunity to welcome you to Locks Heath Junior School.

Please take the time to browse through the various sections of our prospectus and also visit our website as we are always adding new information we hope you will find interesting and useful.

Locks Heath Junior School is a warm, welcoming school where we nurture the whole child. Each child is seen as an individual and their unique talents and strengths are recognised, celebrated and developed further. The staff team works enthusiastically to secure strong academic attainment through developing confident and independent children who love learning.

We ensure that our curriculum is kept up to date and relevant, because we recognise that the best quality learning occurs when children are motivated, enthusiastic and engaged. Parents are invited to support and celebrate their children's learning in many, varied ways throughout the school year.

We are a happy community and our children are noted for their good behaviour, delightful manners and self-confidence. But don't take my word for it! The children and I would be proud to show you around and tell you about our great school.



Natasha Farrell  
Headteacher



# About Locks Heath Junior School -

## ***'Where Children Come First'***

Locks Heath Junior School is a mixed, non-denominational junior school. We are situated on the same campus as Locks Heath Infant School. The two schools jointly aim to provide the best educational opportunities available for primary children.

Locks Heath Junior School currently has 440 children on roll. Children are organised into three or four mixed ability classes in each year group. Most children transfer after Year 6 to Brookfield Community Secondary School, although we also have good links with other local secondary schools.

The school benefits from having some superb facilities that enhance not only the children's learning but also their recreation. There are two large playgrounds with games and trails for the children to use. The large playing field provides ample space for outdoor sports and is supplemented by smaller green areas around the grounds used for gardening and recreation. To the side and rear of our field is a small copse, which has been developed as an outdoor learning environment and is fully utilized during recreational times. Beyond the school grounds there is a nature reserve which is accessible and utilized for outdoor learning activities.

Within the junior school, there is a well stocked contemporary library and a dedicated and well equipped music room. Hot meals are served from the on-site kitchen and children dine in our multi-purpose hall. The school also benefits from an on-site swimming pool. This facility was recently refurbished and is an excellent resource used by the children each week.

The information in this booklet should provide you with a brief introduction to our school. If you would like to find out more please telephone the school office on 01489 572226 or browse the school website.





# School Vision

- *We respect • We thrive • We belong •*

At Locks Heath Junior School, we have an aspirational culture, where **bravery**, enthusiasm and a passion for learning enable every individual to achieve personal success. We are a supportive and nurturing community that celebrates diverse interests and achievements.

We provide an environment in which children accept challenge and are resilient. They **persevere**, attaining high academic standards and are striving for happiness and promoting health.

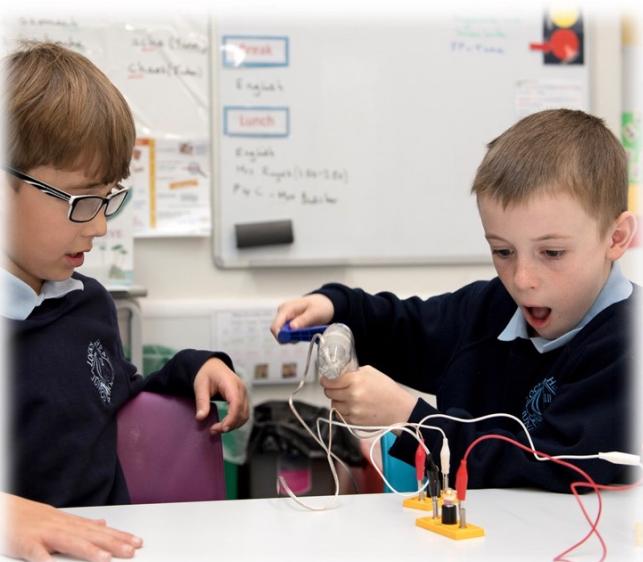


At Locks Heath Junior School, learning is both challenging and fun. Children develop their **curiosity** and **imagination** through memorable learning experiences around a rich curriculum that celebrates the beauty and wonder of the world. They develop critical thinking and problem solving in relation to an ever-changing technological world. Children become increasingly **independent** as they progress through the school and take more and more responsibility for **reflecting** on and developing their learning.



We celebrate diversity and recognise our responsibility in respecting and nurturing each other. This is developed through **teamwork** opportunities. We strive to develop self-assured communicators who consider their impact on the world, its' people and environments.

*Essentially, we recognise childhood is a precious time, in which children should be protected and cherished. We provide space and time for children to enjoy their childhood, through learning, play and adventure!*





# Curriculum

Our projects start with engaging hooks and then focus on overarching questions that the children aim to answer throughout the learning journey. For example, in Year 3, our Autumn learning centres around the question “Which Civilisation is the greatest?”. Examples of hooks include: a workshop with Southampton Art Gallery as a start to learning about the Ancient Greeks and a woodland walk to find out about habitats.



At Locks Heath Junior School, we constantly strive to improve teaching practices and provision for our children. Therefore, we are continuing to update our planning to keep it relevant, with a focus on giving children more opportunities to engage in deeper thinking tasks and to make links between different areas of their learning.





As part of our foundation curriculum, children will also take part in tasks that involve independence and making their own choices. Higher order thinking will be promoted through comparison, evaluation and analysis. A great emphasis is placed on experiential learning so that children will develop a range of transferable skills that they are able to use throughout their lives.

We will continue to link English and mathematics to our projects wherever possible so that the children see real purpose and context to their learning.

Genuine problem solving in mathematics and published written outcomes in English are highly motivating and will continue to be an important scaffold to our foundation curriculum.



As ever, our foundation curriculum will continue to reflect our core learning values of curiosity, independence, perseverance, imagination, teamwork, reflection and bravery. In addition to this, we aim to increase the opportunities for parents to visit the school so children can share and celebrate their learning outcomes with their families and so that parents witness children's increasing confidence and independence first-hand. Families are invited into school termly, to celebrate the end of each project through an exciting outcome.

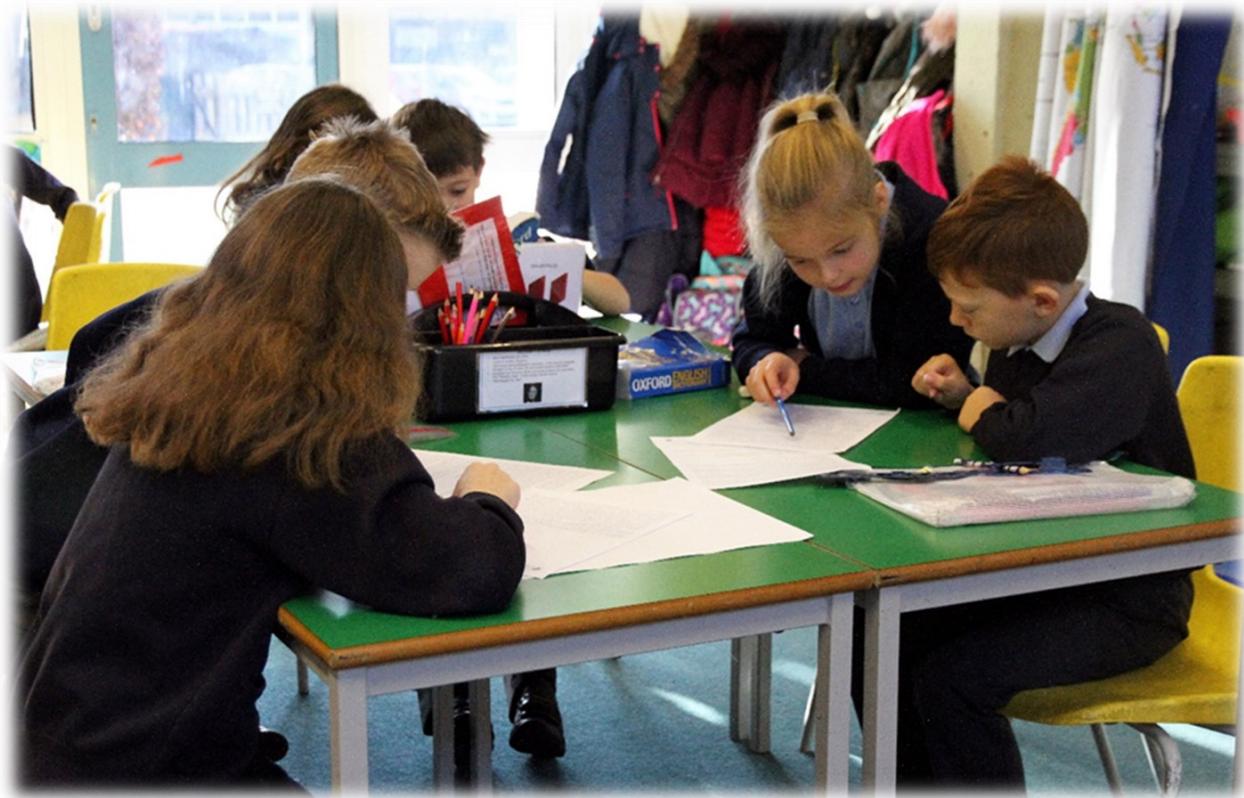


# English

At Locks Heath Junior School, we believe that at the basis of all learning is the ability to be able to communicate and this is achieved through gaining mastery and fluency in speaking, reading and writing.

We aim for all children to develop a life-long love of reading during their time at Locks Heath Junior School. This is developed through exposure to a broad range of high-quality, engaging texts during dedicated guided reading lessons, through reading as a writer in our writing lessons and through the sharing of subject specific texts in our project lessons.

We are a community of 'readers for pleasure', sharing book recommendations, and making regular visits to our well-stocked, extensive library. Our expert librarian creates engaging displays and arranges 'meet the author' events, encouraging good reading habits in the children. Our Monster 'Must Read' Challenges also encourage children to read widely and these culminate in an annual Book Lovers' Beach Party hosted by our school leaders. There is also an expectation that parents will continue to share books with children at home as much as possible in order to continue to develop fluency and talk around reading.



In writing, we use a range of exciting, experiential hooks (such as breaking in to a dark, Egyptian Tomb or creating a spell as one of the witches from Macbeth) and associated high-quality texts to inspire the children to write for a wide range of genuine purposes. We believe that it is important for children to realise the power of the communication of their writing first-hand. This could be by writing to the House of Lords to express their views on statues, reading their stories aloud to our attached infant school or using writing to prepare for a formal debate about Boudicca and the Roman Army. Opportunities to develop speaking skills for a range of purposes are woven throughout our English curriculum.

Developing a rich and varied vocabulary is a focus for the whole school and we investigate an ambitious and diverse range of new words in order to equip the children with an abundant 'hoard' of vocabulary to apply in their written and spoken language. We also teach grammar, punctuation and vocabulary through our class texts in order for children to be able to apply their new skills in context.

We have a robust spelling programme which is taught in three, discrete sessions across the week but which we also link into our current writing lessons. Spellings are grouped in general rules or word families and build systematically on phonic knowledge gained through early reading. We aim to make spelling engaging by exploring the origins of words and equipping children with knowledge of common prefixes and suffixes.

In summary, reading and developing effective communication are at the heart of all we do.





# Mathematics

At Locks Heath Junior School, we see mathematics as an essential tool for interpreting and making sense of the world we live in. We aim to equip children with the skills and understanding they will need to confidently solve problems and apply those skills in the real world.

Our mathematics curriculum takes a mastery approach with the aim that all pupils develop a deep understanding of the mathematics they are learning. Problem solving is at the heart of mathematics teaching at Locks Heath Junior School. Through problem solving we aim for children to see the purpose of learning different concepts and skills and for children to be motivated to develop their fluency and proficiency in order to solve rich and sophisticated problems.



In order to become effective problem solvers, children need to be able to draw upon a number of different skills when they are required to. We develop conceptual understanding by representing concepts using concrete apparatus, models and images. We encourage children to make connections between different representations of a concept and consider which representation would be most appropriate when solving problems.

At Locks Heath Junior, we follow the Hampshire Scheme of Learning where we use everyday opportunities to develop fluency with a broad range of arithmetic strategies in the context of the current unit of work. Within each unit, we explore the concept through an “I do, we do, you do” approach.

Where once the concept has been explored through concrete apparatus and we have built up a visual image of the concept, the abstract (manipulating using symbols) is then taught alongside the apparatus and pictorial representations. Reasoning is crucial to developing a deep understanding of mathematical concepts that will then stay with pupils as they continue to reason about problems in the real world. To develop these important skills, we develop mathematical thinking by encouraging pupils to give examples, look for patterns and discuss the rules of the concept in order to deepen their understanding.

We develop pupils' language and communication skills by encouraging pupils to explain their understanding or interpretation of a problem. When problem solving and reasoning, they justify and prove their solutions using mathematical language, they ask questions and create their own problems to solve. All of these activities act as a scaffold to deepen the children's mathematical understanding and their ability to reason.





# Philosophy

At Locks Heath Junior School, children love the opportunity to develop their reasoning and critical thinking skills during Philosophy lessons. Children discuss big concepts such as love, reality, difference and equality in order to deepen their understanding of the world around them.

The children are encouraged to lead their own learning and they become adept at setting their own challenging questions such as “Who has more freedom, a child or an adult?” and “Are we born with our talents?”. Children enjoy respectfully challenging others’ ideas whilst being open minded to changing their own viewpoints. Philosophy also offers the children a greater understanding of different belief systems, cultures and their place in the world.





# Modern Foreign Languages

At Locks Heath Junior School, the subject of Languages is engaging and highly interactive. Pupils participate actively in their learning and rise to the challenges that learning a language presents.

Speaking and Listening are at the centre of language learning, with reading and writing being given gradually more weight as pupils progress through each topic and through their time at our school.

Knowledge and understanding of key areas including phonics, grammar and core structures (for example being able to ask and answer key questions and express opinions) are acquired through various topics across the four years, using a wide variety of stimulating resources and activities. Clear links are made between grammar in English and French, strengthening pupils' understanding of both languages.

There is a strong focus on Knowledge About Language and Language Learning Strategies, ensuring that children develop transferable skills that will stand them in good stead to continue their language learning in the future, not only in French but also other languages.

We aim for pupils to leave Locks Heath Junior School as enthusiastic language learners!





# PE and Sports Clubs

Here at Locks Heath Junior School, we have a long tradition of offering children opportunities to both explore a wide range of sporting activities. As well as providing opportunities to participate either within the school environment against other classes, we also compete through inter school competitions. Clubs are run by staff and CM Sports after school. Traditional teams in both football and netball compete in local leagues through the Autumn and Spring terms. Our Running Club train throughout the year competing in the South East Hampshire Schools Cross-Country Championships.



With the bonus of our own on-site swimming pool, our children have the privilege of swimming every half term, taught by a qualified swimming instructor.

We value the experiences that sport can offer to build and embed our learning values of Teamwork and Perseverance. We teach about diversity through profiling Paralympic sports.

We are very proud of our community events we host every academic year including our 'Sportacular', Fun Run and Biathlons.





# Music

At Locks Heath Junior School, we have a vibrant music curriculum with opportunities for every pupil to develop their musical skills and take part in performances. In class we study a diverse range of composers, using their work as inspiration for our own compositions and developing creativity alongside technical musical skills.

Alongside whole class music lessons, our pupils have the option to become involved with a variety of instrumental lessons and clubs. Currently, our peripatetic provision includes drum, guitar, violin, cello, woodwind and brass lessons. There are a variety of ensembles which enable our pupils to continue to develop their musical skills through performing in groups, including flute choir and sing squad.





# Religious Education/ Collective Worship

## Religious Education

At Locks Heath Junior School, we believe that Religious Education should foster in children a reflective approach to life and enable and enrich this process through the children's study of living faiths. The RE curriculum contributes to the children's understanding of cultural and religious diversity within the United Kingdom. In Years 3 and 4, the children study Christianity and Hinduism and in Years 5 and 6, Christianity and Islam.

Locks Heath Junior School follows the legal requirements of the Hampshire Agreed Syllabus 'Living Difference'.

Parents have the right to withdraw their children from parts of or all Religious Education lessons. Suitable alternative activities are provided for these children.



## Collective Worship

At Locks Heath Junior School, we value the time we give to Collective Worship and see it as an integral part of the life and work of our school. It enhances and complements the school's curriculum .

Through our Collective Worship, we provide an opportunity to mark and celebrate special events and achievements both within and beyond the school's community. This fosters the children's sense of belonging to the school's community, enables them to recognise their identity within the UK and gives them an understanding of the wider world.

Children are encouraged to see the value of having time to reflect, as we feel it is important that they are offered experiences that raise their awareness of the beliefs, values and motivations of others.

The majority of acts of Collective Worship are a broadly Christian character, reflecting the broad traditions of Christian belief, but links are often made with the beliefs and traditions of other faith groups.

Parents have the right to withdraw their children from the religious parts of assemblies. Suitable alternative activities are provided for these children.



# Inclusion

Locks Heath Junior School is a mainstream setting '*where children come first*'. We aim to provide the best possible education for every child within a warm and caring ethos. We are committed to being an inclusive school, ensuring equality of education and opportunity for all pupils.

We believe that all pupils are entitled to a broad, balanced and relevant curriculum that can be adapted to meet any specific need. We have high expectations of all members of our school community and encourage everyone to develop an active responsibility for themselves and towards others.

To support this, we aim to identify and to reduce all barriers to learning, including under-achievement. We recognise the diversity SEND learners present with and strive to enable all learners to reach their full potential.

## Special Educational Needs

We provide quality first teaching to allow all children to reach their potential. However, at times a child may require additional support beyond this practice. The school will adopt a graduated response which recognises that there is a continuum of special educational needs, and may bring specialist expertise to support with any difficulties that a child may be experiencing.



Children with Special Educational Needs are tracked using regular assessment from the Class Teacher.

Specific interventions given to support their learning is co-ordinated by the Class Teacher and Special Educational Needs Co-ordinator (SENDCo), and progress is measured and recorded to assess impact.

If it is felt that your child may require further support, through an Education Health Care Plan (EHCP) we will follow the Local Authority's procedure.

Partnership with parents plays a key role in enabling children and young people with Special Educational Needs to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Children will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## Nurture Group

The school runs a 'nurture group'. This group is available to children who have been identified through special assessments. The nurture group provides regular timetabled sessions, where a small group of children can work and develop social skills, life skills and emotional resilience within a more nurturing environment, which can support their learning back in the classroom.



## Emotional Support

The school employs a designated Emotional Literacy Support Assistant (ELSA) who runs a variety of small groups aimed at developing social skills, life skills and emotional resilience. The ELSA is also available to work with children on a 1:1 basis. This may be for regular or occasional support with school issues through the delivery of a six week programme.





# Lunchtimes

We aim to create lunchtimes that give pupils a chance to develop many different skills, in a fun, exciting and challenging environment. We hope that children will really enjoy their breaks and come back to the classroom ready for the afternoon's learning. Recently, the children told us what they wanted from lunchtimes and they are now seeing the results of this with a menu of choices, which include indoor and outdoor activities.



We have a team of adult Lunchtime Supervisors with a group of Year 6 'Junior Playleaders' working alongside them. We provide a variety of activities that aim to capture the interest of all children. A typical lunchtime for your child would include social time outside and eating at a lunch table with their friends. Then it might be making dens in the woods, creating a bead bracelet, running around using the trim trail or playing a parachute game.

Activities are 'free-flow', so that children can move between activities, or create their own games during their lunch break. There are lots of opportunities for children to invent their own games and for free play. However, if children are not making good choices, they will be directed to a supportive adult-led activity.

We aim to use as much of our school grounds as possible throughout the year, whatever the weather!



Our Junior Playleaders also lead training sessions and assemblies for the school, where they teach new games, encourage safe play and share ideas and new equipment with the children.



# Behaviour and Anti-Bullying

We use a clear and consistent approach towards behaviour management across the whole school. The emphasis is always on positive feedback, but the children know that there are clear consequences for any unwanted behaviour. We use a numbered scale to demonstrate the 'level' (seriousness) of unwanted behaviour and the consequence that will result. We experience very few incidents of unwanted behaviour in class. Those we do get are generally dealt with by a warning to the child. More serious misdemeanours might result in the child moving seats or to another class. Unwanted behaviour during break times will result in the loss of some or all of a break time or break times. Our Behaviour and Attitude Policy is available to view on our website: [locksheatjunior.com](http://locksheatjunior.com)

We use a variety of strategies to help children learn to modify their unwanted behaviour which may include: receiving time with the school Emotional Literacy Support Assistant (ELSA); spending some time in the school nurture facility or modified behaviour strategies to be used in class. Parents who have concerns about their child's behaviour at school or home may access help and advice from the school's Child and Family Support Worker.

Bullying is an issue which is taken very seriously at Locks Heath Junior School. All allegations of bullying are investigated and proactive steps are taken to repair relationships and prevent any future incidents. Through our on-going programme of Personal, Social, Health Education (PSHE) in class, the school ELSA and the whole school ethos, we aim to help children develop the skills they need to avoid becoming either a victim or a bully. Reported incidents of bullying at Locks Heath Junior School are, thankfully, rare. Please visit our website to view our Anti-Bullying Policy.





# Admissions Policy

## Admission Policy 2025-2026

This policy will be used during 2025/26 for allocating places in the main admission round for entry to Year 3 in September 2025. It will also apply to in-year admissions during 2026/27. Hampshire County Council is the admission authority for Locks Heath Junior School. The admission arrangements are determined by the County Council, after statutory consultations.

### Published Admission Number (PAN)

Each junior school has a published admission number (PAN)<sup>1</sup> for entry to Year 3. The school will admit this number of children if there are sufficient applications. Where there are fewer applications than the published admission number, places will be offered to all applicants. The PAN for Locks Heath Junior School for 2025-2026 is **128**

### Admissions Process

The County Council will consider first all those applications received by the published deadline of **midnight on 15 January 2026**. **Notifications to parents offering a junior school place will be sent by the County Council on 16 April 2026.**

Applications made after midnight on 15 January 2026 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

### Pupils with an Education, Health and Care Plan

Any child with an Education, Health and Care Plan naming Locks Heath Junior School will be admitted. Where possible such children will be admitted within the PAN.

### Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to children in the following order:

- 1 The PAN applies to the relevant year\* only. For other year groups at the school, different admission limits may be applied. Please ask the school or local authority for details.
  - The relevant year is the age group at which pupils are or will normally be admitted to the school i.e. reception, year 3, year 7 and year 12 where the school admits external applicants to the sixth form (Section 142 of the SSFA 1998).



# Admissions Policy

2. (For applications in the normal admission round only) Children or families with an exceptional medical and/or social need (see *definition ii*). Supporting evidence from a professional is required such as a doctor and/or consultant for medical needs or a social worker, health visitor, housing officer, the police or probation officer for social needs. This evidence must confirm the child or family's medical or social need and why that need(s) makes it essential that the child attends Locks Heath Junior School rather than any other. If evidence is not submitted by the application deadline, the medical and/or social need cannot be considered.
3. Children of staff (see *definition iii*) who have, (1) been employed at Locks Heath Junior School for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Children living **in** the catchment area (see *definition iv*) of Locks Heath Junior School who at the time of application have a sibling (see *definition v*) on the roll of Locks Heath Junior School or the linked infant school, Locks Heath Infant School, who will still be on roll at the time of admission. [See 7 for additional children who may be considered under this criterion.]
5. Children living **out** of the catchment who were allocated a place at the linked infant school, Locks Heath Infant School, in the normal admission round in a previous year because the child was displaced (see *definition vi*) from the catchment school for their address, and they remain living in the catchment area.
6. Other children living **in** the catchment area of Locks Heath Junior School.
7. Children living **out** of the catchment area who at the time of application have a sibling (see *definition v*) on the roll of Locks Heath Junior School or the linked infant school, Locks Heath Infant School, who will still be on roll at the time of admission. [Where a sibling was allocated a place at Locks Heath Junior School or Locks Heath Infant School in the normal admission round in a previous year because the child was displaced (see *definition vi*) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area for the school from which they were displaced. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at Locks Heath Junior School or Locks Heath Infant School under this criterion as a consequence of their elder sibling's displacement and are still living in the catchment area for the school from which they were displaced].
8. Children living **out** of the catchment area who at the time of application are on the roll of the linked infant school, Locks Heath Infant School.
9. Other children.  
Looked after children or children who were previously looked after (see *definition i*).



# Admissions Policy

## Definitions

(i) Looked after children are defined as those who are (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

Previously looked after children are those who were looked after but immediately after being looked after became subject to an adoption order, child arrangements order, or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Previously looked after children also includes those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

(ii) Applicants will only be considered under this criterion if on the application form (online or paper) they have ticked the appropriate box explicitly indicating that they wish for their application to be considered under medical / social need. 'Medical need' does not include mild medical conditions, such as asthma or allergies. 'Social need' does not include a parent's wish that a child attends the school because of a child's aptitude or ability or because their friends attend the school or because of routine childminding arrangements. Priority will be given to those children whose evidence establishes that they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose evidence establishes that a family member's physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school.

Equally this priority will apply to children whose evidence establishes that a family member's physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one school above any other.



# Admissions Policy

(iii) 'Staff' includes all those on the payroll of Locks Heath Junior School who (specific to clause (1)) have been an employee continuously for two years at the time of application. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iv) A map of the school's catchment area can be viewed on the school's details page on the Hampshire County Council website [www.hants.gov.uk/educationandlearning/findaschool](http://www.hants.gov.uk/educationandlearning/findaschool).

(v) 'Sibling' refers to brother or sister, half-brother or half-sister, adoptive brother or adoptive sister, foster brother or foster sister, stepbrother or stepsister living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Criteria 4 and 7 include children who at the time of application have a sibling for whom the offer of a place at Locks Heath Junior School or the linked infant school, Locks Heath Infant School, has been accepted, even if the sibling is not yet attending.

vi) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school. To identify the child's catchment school please use <https://maps.hants.gov.uk/SchoolCatchmentAreaFinder>. Note that some addresses are in catchment for more than one school and in this case, 'displaced' refers to a child who was refused a place at any of their catchment schools.

## Tie-breaker

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Distances will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website.

## Additional Information

### Permanent Residence

The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.



# Admissions Policy

## Multiple births

Where a twin or child from a multiple birth is offered the last place available within the PAN, any further twin or child of the same multiple birth will also be offered a place, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

## Fair Access placements by the local authority

Outside the normal admission round, it may sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with Hampshire County Council's Fair Access Protocol. The Protocol is based on legislation and government guidance.

## Waiting lists

Waiting lists will be established for each year group where more applications are received than places available. For main round admissions to Year 3, the waiting list will be maintained centrally by the local authority until 31 August 2026. At all other times, and for other year groups, waiting lists will be operated by schools on behalf of the local authority.

Any places that become available will be offered to the child at the top of the list at that time. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances affect their priority;

For entry to Year 3, the waiting list will remain open until 31 August 2026, at which point all names will be removed. For all other year groups, waiting lists will remain open until 31 August of each year. Parents who want their child to be considered for a place at the school in the following school year must submit a new in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.



# Admissions Policy

## Admission of children outside their normal age group

Parents may request that their child is admitted outside their normal age group. To do so, parents should include a request with their application, specifying why admission outside the normal age group is being requested and which year group they wish their child to be admitted.

Decisions will be made based on the circumstances of the case and in the best interests of the child.

## School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

## Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2021).



# Contact Details



## Contact Details

Headteacher - Mrs N Farrell  
Locks Heath Junior School  
Warsash Road  
Southampton  
Hampshire  
SO31 9NZ  
Tel: 01489 572226

Email: [n.farrell@locksheath-jun.hants.sch.uk](mailto:n.farrell@locksheath-jun.hants.sch.uk)  
Or: [adminoffice@locksheath-jun.hants.sch.uk](mailto:adminoffice@locksheath-jun.hants.sch.uk)



# Contact Details

Mrs N Farrell	-	<a href="mailto:n.farrell@locksheath-jun.hants.sch.uk">n.farrell@locksheath-jun.hants.sch.uk</a>
Mrs S Rogers	-	<a href="mailto:s.rogers@locksheath-jun.hants.sch.uk">s.rogers@locksheath-jun.hants.sch.uk</a>
Miss A Downing	-	<a href="mailto:a.downing@locksheath-jun.hants.sch.uk">a.downing@locksheath-jun.hants.sch.uk</a>
Mrs K Couchman	-	<a href="mailto:k.couchman@locksheath-jun.hants.sch.uk">k.couchman@locksheath-jun.hants.sch.uk</a>
Admin Office	-	<a href="mailto:adminoffice@locksheath-jun.hants.sch.uk">adminoffice@locksheath-jun.hants.sch.uk</a>
Governors	-	<a href="mailto:governors@locksheath-jun.hants.sch.uk">governors@locksheath-jun.hants.sch.uk</a>

## Year 3

Miss L Collins	-	<a href="mailto:l.collins@locksheath-jun.hants.sch.uk">l.collins@locksheath-jun.hants.sch.uk</a>
Miss L Chamberlain	-	<a href="mailto:l.chamberlain@locksheath-jun.hants.sch.uk">l.chamberlain@locksheath-jun.hants.sch.uk</a>
Mrs Edwards	-	<a href="mailto:r.edwards@locksheath-jun.hants.sch.uk">r.edwards@locksheath-jun.hants.sch.uk</a>
Mrs N Jarvis	-	<a href="mailto:n.jarvis@locksheath-jun.hants.sch.uk">n.jarvis@locksheath-jun.hants.sch.uk</a>

## Year 4

Mrs C Snow	-	<a href="mailto:c.snow@locksheath-jun.hants.sch.uk">c.snow@locksheath-jun.hants.sch.uk</a>
Mrs N Rich	-	<a href="mailto:n.rich@locksheath-jun.hants.sch.uk">n.rich@locksheath-jun.hants.sch.uk</a>
Mrs A Butcher	-	<a href="mailto:a.butcher@locksheath-jun.hants.sch.uk">a.butcher@locksheath-jun.hants.sch.uk</a>

## Year 5

Miss R Heelas	-	<a href="mailto:r.heelas@locksheath-jun.hants.sch.uk">r.heelas@locksheath-jun.hants.sch.uk</a>
Mr M Rawes	-	<a href="mailto:m.rawes@locksheath-jun.hants.sch.uk">m.rawes@locksheath-jun.hants.sch.uk</a>
Mrs R Hall	-	<a href="mailto:r.hall@locksheath-jun.hants.sch.uk">r.hall@locksheath-jun.hants.sch.uk</a>
Mrs S Weatherill	-	<a href="mailto:s.weatherill@locksheath-jun.hants.sch.uk">s.weatherill@locksheath-jun.hants.sch.uk</a>
Miss L Kensett	-	<a href="mailto:l.kensett@locksheath-jun.hants.sch.uk">l.kensett@locksheath-jun.hants.sch.uk</a>

## Year 6

Miss N Cockell	-	<a href="mailto:n.cockell@locksheath-jun.hants.sch.uk">n.cockell@locksheath-jun.hants.sch.uk</a>
Mr L Elsworthy	-	<a href="mailto:l.elsworthy@locksheath-jun.hants.sch.uk">l.elsworthy@locksheath-jun.hants.sch.uk</a>
Mrs C Beagley	-	<a href="mailto:c.beagley@locksheath-jun.hants.sch.uk">c.beagley@locksheath-jun.hants.sch.uk</a>
Mrs L Crooks	-	<a href="mailto:l.crooks@locksheath-jun.hants.sch.uk">l.crooks@locksheath-jun.hants.sch.uk</a>
Miss C Mayhew	-	<a href="mailto:c.mayhew@locksheath-jun.hants.sch.uk">c.mayhew@locksheath-jun.hants.sch.uk</a>





*'Where Children Come First'*

