

**Knowsley Metropolitan Borough Council
Department of Children's Services**



Cronton Church of England Primary School

**PROSPECTUS
2011**

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Our school motto:

Believe, Enjoy, Succeed, Together

Our mission is:

To provide a wide range of high-quality educational and life experiences so that the children can attain their full potential within a happy and Christian environment based on Gospel values.

WHAT WE HOPE TO ACHIEVE . . .

Based on the Christian faith, we aim to teach the children to be considerate and respectful of themselves, others and the environment with everyone leading by example and demonstrating our belief in the gospel values.

We aim to develop the children in our care by giving them wide ranging experiences so that they gain knowledge and understanding of the world about them and value the opportunities that they have.

We aim to give the children a firm grounding in the skills needed to succeed by being literate, numerate, creative and to possess technology skills to discover information for themselves within a safe, purposeful and open learning environment .

We aim to develop the whole child so that they are confident and motivated to learn and develop their own individual abilities and talents in order to achieve success that is recognised and celebrated.

We aim to make school a place of happy memories and enjoyable learning, where all children are given a chance to shine and to leave the school as well-rounded individuals.

We aim to involve parents in the partnership of their child's education at our school and foster relationships that will support the development of their child.

We aim to develop our own skills and knowledge as we recognise that learning is a lifelong journey and all staff are committed to their own development to benefit ourselves and the children we teach.



ETHOS AND VALUES

As a Church of England School, the foundation of our approach is the Christian faith. The school enjoys strong links with the church, and this allows the everyone to learn about and practice Christian beliefs, and all are invited to take part in its

community life. The school is committed to respecting the personal values and beliefs (religious or otherwise) of parents and children.

Our school values are underpinned by our Christian beliefs and the Gospel values:

- Respect - for the beliefs, rights and properties of others
- Truthfulness
- Celebration, acknowledgement and reward
- Kindness and consideration
- Generosity
- Responsibility
- Patience and self control
- Inclusion
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The Governors and staff of Cronton C. E. School have aims for the children linked to our school motto "BEST".

Believe - to have faith in God, oneself and others

Enjoy - to be happy, secure, confident, independent.

Succeed - for every child to be well motivated, develop their potential and experience success.

Together -to be part of the community , locally, nationally and globally - to be well mannered, disciplined, sociable, caring and respectful.

Education at Cronton CE Primary School is a partnership between the home, the school and the church. It aims to make the school a warm, inviting and welcoming place, where children can feel secure and where parents are valued.

We aim to develop children's spiritual maturity enabling them to take responsibility for their own actions and to understand the needs of others. Giving children opportunities to reflect with awe and wonder on what they learn in school and the world around them, fosters their spiritual development. Throughout their time at Cronton C. E. School, children are encouraged to express experiences, feelings, questions and ideas in their own words.

We believe that the school is both cheerful and happy, and that the education the children receive is of a high standard. We try to foster a caring attitude in all who go to the school.

THE SCHOOL

Cronton C.E. Primary School is situated near the centre of the village of Cronton. The oldest part of the building is forty one years old, and consists of a hall, seven traditional classrooms, a library, and a separate purpose built nursery. Over the past years, three classrooms and a nursery have been built to accommodate the increasing number of pupils. A suite of rooms was built in 1994 which includes a school office, the secretary's office, a staff room/ small group room and a toilet suitable for use by persons with access difficulties. This suite has been extended recently. In 2007 a further extension was completed to provide a new library space, and accommodation for our SEN team. There has also been a programme of internal refurbishment.

We are fortunate to have well laid out grounds - a large field edged by many mature trees. There is a tar-macadamed playing area adjacent to the building. The school grounds have been developed to create quiet seating areas for the children and additional hard play areas.

Since September 1998, the school has been designated as being a 'one form entry' school. This means that there is a single age group in each class. While we can never rule out the possibility of children from two age groups sharing a teacher and classroom, we don't expect this to happen in the near future.

The school is well equipped, having a large number of desktop computers, 12 laptops in a portable trolley, T.Vs and video recorders in each classroom, interactive white boards in seven rooms, excellent science and technology apparatus, modern P.E. equipment, and a well resourced library. The P.T.F.A. (Parents, Teachers and Friends Association) support the needs of the school in their fund raising activities.

The building is used as a church every Sunday morning. Church activities are also held in the school during the week. We are linked to the parish church at Farnworth. There are close links between the school and the church in Cronton.

The junior children take a lead role in the Sunday Harvest Service each October while the infant children lead a nativity service each December, also on a Sunday morning.

CHILD PROTECTION / SAFEGUARDING CHILDREN

The school has an agreed Child Protection Policy/Safeguarding Children Policy which is in line with the local Child Protection Agency. The school reserves the right to inform local social services if it has any concerns about the welfare of the children in its care. The Designated Officer for child protection is Mrs. S. Thomson (Headteacher). The Deputy Designated Officer for Child protection is Mrs. Gill Gaskin (Learning Mentor). The Governor with responsibility for safeguarding is Mrs. Debbie Doyle.

THE SCHOOL DAY

The following is a timetable of the basic school day:

Infant Timetable	Junior Timetable
8:50 a.m. school starts	8:50 a.m. school starts
9:00 a.m. start of first lesson	9:00 a.m. start of first lesson
10:00 a.m. morning break	10:00 a.m. morning break
10:15 a.m. start of second lesson	10:15 a.m. start of second lesson
11:15 a.m. Assembly (Friday - 9:30am)	11:15 a.m. Assembly (Friday- 9:30am)
11:30 a.m. start of third lesson	11:30 a.m start of third lesson
12:15 p.m. start of lunch hour	12:30 p.m. start of lunch break
1:15 p.m. start of fourth lesson	1:25 p.m. start of fourth lesson
2:00 p.m. start of afternoon break	3:20 p.m. end of afternoon session
2:15 p.m. start of fifth lesson	
3:15 p.m. end of afternoon session	

The nursery is open for 5 morning or 5 afternoon sessions each week. Parents may request either morning sessions or afternoon sessions but we cannot guarantee that Parents will be offered that session. It is merely a request.

Each session is 3 hours. There is a flexible 15 minute period for dropping off and picking up children from the Nursery. This is to help reduce congestion and make the start and end of Nursery sessions as safe as possible.

Morning Session Drop off - 8:45am - 9:00am

Pick up - 11:30am - 11:45am

Afternoon Session Drop off - 12:30pm - 12:45pm

Pick up - 3:15pm - 3:30pm

Children in the nursery attend either a morning or an afternoon session.

We expect children to arrive in time to enter the school building ready for registration as indicated above. We feel it is important that children learn about the need to be punctual.

LUNCHTIMES

Lunchtime lasts from 12:15pm-1:15pm for Reception & KS1 children and from 12:30 p.m. until 1:25 p.m. for the KS2 children. Parents can choose between taking their children home for lunch, supplying them with a packed lunch, or allowing them to stay for school dinners where the children have a choice between two hot meals. Children can choose to change between the options at the start of



a week only. Meals are cooked on the premises following the modernisation and extension to the kitchen. Current charges for school meals can be found at the back of this prospectus.

Children who remain in school for lunch are, of course, subject to school discipline throughout the lunch break, and will not be allowed to leave the premises.

Children of parents who are in receipt of Income Support, income-based Jobseeker's Allowance and certain other benefits are automatically entitled to free school meals which must be applied for on form SS1, available from your local Welfare Office, in Huyton or Halton.

Please note that every care is taken to avoid identification of pupils on free school meals.

THE CURRICULUM

In accordance with the requirements of the National Curriculum, the curriculum is divided into two main areas: core subjects and foundation subjects. The core subjects are English, Mathematics and Science. The foundation subjects are Design Technology, Information Technology, History, Geography, P.E., Art and Music. Religious Education is based on the Christian traditions of the Church of England. We follow the syllabus of the Liverpool Diocese.

Parents can, if they so wish, ask to withdraw their child from R.E. lessons. If this happens, the child will be given extra work and sent to another classroom to be supervised. However, we do not encourage children to be withdrawn from any lessons - this way the child receives a broad and balanced curriculum. Parents also have the right to remove their children from Collective Worship (please inform the school if this is your preference).

We also teach the wider skills and knowledge connected with health education. The Y6 class receives sex education based on the policy agreed by the Governing Body, which not only deals with this subject in a factual way, but also includes the ideas of morality and family life. Parents are informed when these lessons will take place and are welcome to borrow the video that is used. Parents may withdraw their children from these lessons but we strongly advise against it.

The following table shows how the ages are labelled:

Foundation Stage

Nursery	N	3/4 year olds
Reception	R	4/5 year olds

Key Stage 1

Middle Infants	Y1	5/6 year olds
Top Infants	Y2	6/7 year olds

Key Stage 2

Junior 1	Y3	7/8	year olds
Junior 2	Y4	8/9	year olds
Junior 3	Y5	9/10	year olds
Junior 4	Y6	10/11	year olds

Because this is a small school, the way the classes are arranged depends on the numbers in any one group. In the academic year 2011/12, there are two nursery classes (am/pm), one Reception class, two Key stage 1 classes and four key stage 2 classes, with one age group in each class.

TEACHING APPROACHES AND METHODS

We try to use a variety of teaching methods at the school as we feel each topic and subject cannot be treated in the same way. Within the infant department, the teachers tend to use the topic approach, linking several subjects together, under a particular title such as 'Long Ago'. In the junior classes, more subject based teaching is undertaken, so that we can cover aspects of the National Curriculum in a way that does not lead to tenuous links between the subjects.



English is taught following the Revised National Literacy Strategy. Generally, the daily Literacy lessons are divided into several parts, with the children working as a whole class for part of the time, and working in smaller ability groups the rest of the time, either working independently or under the direction of the teacher. The children all return at the end of the lesson to review what they have learnt.

Maths is taught following the Revised National Numeracy Strategy. Part of the lesson involves the whole class, while the work set by the teacher is differentiated into the three broad ability bands within the classes.

Over the coming few years, the school will be revising its curriculum.

In the Foundation and Infant classes, the topics will be taught in a more meaningful way, with, for example, the Design Technology aspect being delivered on consecutive days.

HOMework

All the children are expected to read at home every evening, and the parents can help their child by taking a few minutes each day to hear them read. The teachers will, from time to time, ask the children to find out things related to their topics or to learn spellings, or multiplication tables. Regular homework is set, though no task should take longer than half an hour to complete dependant on age. Please see homework policy.

Schemes of work; statutory instruments and circulars

Parents are able to view the schemes of work at the school; please make an appointment if you wish to see them.

Parents are also entitled to see the DfE circulars that are sent to the school about curriculum matters. The Governors statement on the teaching of R.E. is included in the introduction to the Curriculum section of this prospectus.

COMPLAINTS

The school works hard to ensure that the curriculum we provide is not only in line with national requirements, but also is suited to the children who attend. However, there may be times when, as parents, you do not understand what or why something is being taught. In this case, we ask that you initially talk to the class teacher, who is only too willing to explain the reasons for the teaching.

Should you still be not satisfied, contact the headteacher. Should you still require the matter to go further, you should contact the parent governor (please see the list of Governors at the back of this prospectus) who will bring the matter to the Governors Curriculum Working Party. You may make further complaints to the LEA by contacting them at the Education Offices, Huyton Hey Road, Huyton, Knowsley, Merseyside, L36 5YH, Tel. 0151 489 6000.

SPECIAL EDUCATIONAL NEEDS - SEN

The school recognises that some children will need help with their and may need to use specialist resources. Funding is made available each year to help develop these resources.

learning,



One experienced teacher at the school has overall responsibility for co-ordinating the teaching of pupils with SEN and seeing that the Code of Practice is carried out. In this she is helped by a support teacher from the Knowsley Southern Support Centre.

All the staff are keen to make sure that all the children in their care fulfil their potential. Where help and additional support can be given they do so. As parents, you will be informed if such support is necessary and you will be asked to sign a form which states what the school intends to do. Parents are then seen on a regular basis so that the progress of the child can be monitored both by the school and the parents.

Sometimes, the school will require assistance in helping your child by seeking advice from both the Southern Support Centre outreach teacher, or the Educational Psychologist. As the school is located near the border with Halton, this means that if you live in Halton, we will contact the Halton Psychological Service; if you live in Knowsley, we will contact the Knowsley Service. We will only do this with your written permission.

The school aims to remove any form of stigma from the special needs process. Our aim is to give the best possible education to all the children in our care. As such we also recognise that there are children whose needs include developing their skills above the average. This is usually catered for by extending the work within the classroom and having higher expectations from such children.

Some children, who show special talents are asked to take part in after-school activities at other schools - for example, children with particular sporting talents attend Halewood Leisure Centre for additional activities.

The Curriculum

English

This includes reading, writing, and handwriting, spelling, speaking and listening. We aim to give a balanced approach to both reading and writing. In Reception class, the children are introduced to our reading schemes – Oxford Reading Tree, Alpha Kids and All Aboard - and to letter sounds and symbols. In the rest of the school, and in line with Government requirements, we now teach most of our English lessons through ‘The Literacy Hour’ – a highly structured and effective way to teach all aspects of reading, writing and spelling. In these lessons the children learn about books, the way they are written and their structure, both fiction and non-fiction, about phonics, word derivation and grammar. The children read and write together as a class, in small ability groups and individually. All children are expected to take home books, to read to their parents and to develop an enjoyment of reading. Other lessons include longer sessions for writing stories and articles, and speaking and listening.

Maths

The structure of maths lessons follows that laid down by the National Numeracy Strategy. As well as number, the children are taught about shape and space, measures and handling data. Within these areas, children develop mathematical language and reasoning. They are given opportunities to use and apply mathematics in practical tasks and in real-life problems. In number they are taught place value and calculating skills, both mentally and on paper. The school uses the Heinemann scheme to support the teaching.

History

This includes local and British history, as well as ancient history. The idea of time and ‘long ago’ are taught as well as the ideas of progression, change and seeing things from different points of view. Visits to museums and galleries are used to give children experiences of artefacts.

Religious Education

With the emphasis on the Christian teachings from the Bible, the children are also taught multi-cultural beliefs and aspects of morality in line with the Church of England’s doctrine.

P.E and Games

The P.E. curriculum includes gymnastics, games, dance, and swimming for the older children. We aim to develop skills and the attitudes of co-operation, teamwork and fair play. The children have the opportunity to engage in games with other children with disabilities e.g. Boccia.

Science

This subject covers not only different aspects of science such as light, sound, colour, electricity, forces and the world about us, but also ways of working scientifically. Much stress is placed on asking questions, devising ways of finding out and experimenting fairly. Work is recorded in a variety of ways, including graphically, pictorially and descriptively.



Geography

The geography curriculum investigates places and themes across a widening range of scales. Within these thematic and locality studies, the children are taught geographical skills and undertake field work. The locality studies include the local village, Llandudno, and localities in Germany, India, Egypt and Australia. The children are also taught about weather, rivers, settlements and environmental change.

Art

Wide ranging artistic skills are taught, including drawing, painting, model building, and sewing. The works of famous artists are used to demonstrate techniques and styles.

Design Technology

This includes designing, planning, making and evaluating models. The children are taught how to use simple tools safely. All the children do cookery in small groups.

Music

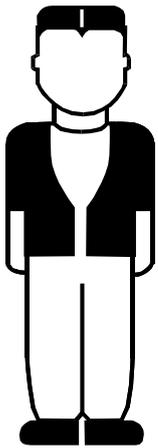
Participation and music making are emphasised; singing and playing both tuned and un-tuned percussion instruments are experienced by all the children. They are introduced to a wide variety of musical styles through recorded music. Some of the older children are able to learn a musical instrument.

Information Technology

Computers are used in all lessons as required and the children learn simple word processing skills, how to use the internet effectively and how to make presentations. In addition, there is a range of high quality educational software that the children learn to use.

PHSE

Personal, Health, and Social Education including Citizenship helps to give the pupils the knowledge, skills and understanding they need to live confident, healthy lives and become informed, active and responsible members of the community. We encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum. Strands of this subject include drug education, sex and relationships education, physical safety, healthy eating and emotional health. We use outside agencies and visitors to assist in the delivery of the programme. In KS2 the pupils are able to take part in Knowsley's citizenship award scheme.



VIDEO AND PHOTOGRAPHS



The school uses photographs in a variety of ways - as evidence of what a child has achieved, as a form of art, to enhance displays and as evidence of where a class has been on school trips. We also video the children at work, at class assemblies and productions. The school has developed a website on which we will show what our school is like. (<http://cronton.mybesthost.com>)

The school's policy is clear. Photographs will be displayed around the school, and may have some of the children identified. However, no work, photographs or video clips will be placed on the website so that individual children can be identified by name.

Parents will be asked to sign a consent form at the beginning of their school time with us which allows us, and other parents, to take photographs and videos of key events in school (such as the nativity, end of year production, class assemblies and sports days). It is essential that the school has a copy of this agreement.

Should parents not wish their child to be photographed or videoed by other parents, as, for example, during a class assembly, we must know; but this may mean that your child will not be able to take part. Please feel free to talk to either the classteacher or the headteacher about this subject.

SPORTS

Aims

Our overall aims for sports are:

- to enable all pupils to work towards becoming independently active within the school and the community
- to develop skills and concepts in relation to physical competence, health and fitness, safe practice and personal-social skills
- to contribute to the development of problem solving skills

Sports experienced by the children.

In the infants, at Key Stage 1, the children will experience dance, games and gymnastic activities. Skills will be developed, and ideas such as working together will be introduced.

In the juniors, at Key Stage 2, the children will experience dance, gymnastics, games, athletics, swimming and out-door pursuits. Most of the time is spent on the first three of these areas. We hope that all the children will be able to swim 25m by the time they leave us. The children will experience aspects of playing football, netball, cricket, rounders, rugby and tennis and other team games.

The school runs a football team for both boys and girls. Practices and training sessions take place after school. The football team has joined a league of other schools in the area. The staff have a variety of coaching qualifications, including swimming teaching, gymnastic coaching and football coaching.

At times we use the expertise of outside coaches to enhance the work we do in school. There may be a small cover charge for these activities and as with school trips, if insufficient children pay for the activities, they will not take place. This includes Judo, Rugby and Fencing.



The school allocates approximately 2 hours per week for sports over the whole year. However, this does not include changing times. Children in Y3, Y4 and Y5 each go to Halewood Sports Centre Swimming Pool for 8 lessons over 2 successive weeks.



EXTRA-CURRICULAR ACTIVITIES

Football

Members of the junior classes, both boys and girls, are able to stay behind after school for an hour to help them develop their football skills.

The team plays matches in a local 7-a-side league. They also take part in 5-a-side competitions.

Netball - High 5s

The school runs a successful high 5s club. High 5s is similar to netball club but includes both boys and girls. This is open to both boys and girls. The team plays against local schools and leagues.

Other Sports

The school is developing its sporting activities. Cricket, tennis, athletics and rounders clubs will be held after school during the summer months, while from October onwards rugby will be offered.

Cycling Proficiency

Every year, the children in Year 5 are invited to learn how to ride their bikes safely under the borough's cycling proficiency scheme. The testing is done by a borough road safety officer.

Choir

Children in KS2 have the opportunity to attend choir on a weekly basis over the year. The choir takes part in several concerts and performances over the year.

ICT

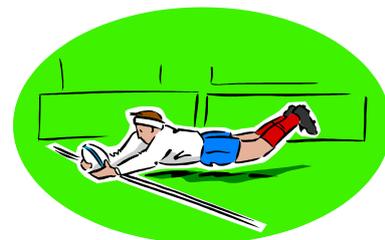
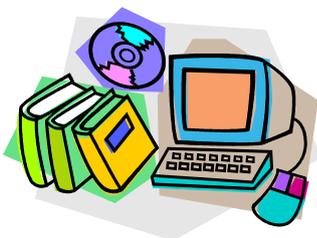
Children in KS2 have the opportunity to attend ICT on a weekly basis over the year. This club is limited to numbers and children are able to attend a short course over the year.

Music Tuition

Pupils in KS2 have the opportunity to learn a musical instrument and join the school choir. There are several opportunities for them to take part in musical performances throughout the year.

Extended Schools Activities

Occasionally we are offered after school activities through the Southern Area Extended Schools Programme. These activities are led by external providers. It is necessary to make a small charge for these activities in order for them to be sustainable.



PARENTAL INVOLVEMENT

Several parents help with school activities. A number of parents and carers underwent training to help with listening to children read, and they now go into most classes to help. However, all the reading in the school is done under the guidance of the class teacher. Other parents have had training to help with maths, and come in regularly to work with groups of children. For safety reasons, all helpers are now asked to undergo police disclosure checks through the Criminal Records Bureau - the school will organise and pay for these checks.

Parents are encouraged to help in school with craft activities - cookery and sewing. If you feel you can help in some way, please contact the school.

Parents' Evenings are held three times a year - in October for a short introductory meeting, in January - when you are given the chance to formally see your child's work, as well as talk to the class teacher and at the end of the school year to discuss your child's written report. These are most important meetings for not only can the strengths of the child be noted, but any areas needing additional work and support can be identified. This allows time for the child, the classteacher and the parents to work on these before the end-of-year assessments.

Yearly reports are written for each child and are given out in July. These are comprehensive and, while parents may make an appointment to talk the report over with the classteacher, usually there is little we can add to the report.

The school also holds important curriculum evenings when we try to keep parents informed of not only what is going on within the school, but also changes in teaching methods and new curriculum requirements. By attending these meetings, you can help to support both your child and the school.

There is a further opportunity to see the school at the annual Open Night in November. At that time, parents and prospective parents are warmly invited to look round the school to see the kind of work that takes place in all the classes.

The Headteacher holds termly Parents Discussion Meetings. Parents are notified of topics for discussion in the weekly newsletter.

Several Governors have specific duties to be informed about key subjects of the curriculum. These Governors come into school to talk to the teacher responsible, and to observe lessons. This gives them a valuable insight into the way the school operates and helps them make decisions in their meetings.

There is a strong and very supportive PTFA and all parents are automatically members. By attending meetings and functions organised by them, you are supporting your child.

UNIFORM

Autumn and Spring Terms

Boys: White shirt, grey trousers, school tie, royal blue pullover or sweatshirt, grey or black socks, black shoes (no trainers please)

Girls: White blouse, grey skirt/pinafore, royal blue cardigan/sweatshirt, school tie, white socks, black shoes (no trainers please).

The girls may also wear tailored grey trousers, similar to the boys, during the Autumn and Spring Terms only

Summer term only

Boys: As above or white polo shirt; grey shorts may also be worn.

Girls: Blue gingham dress with royal blue cardigan/sweatshirt.

Black/Navy, shoes/sandals are acceptable but please make sure that your child's feet are adequately supported.

Year 6 Only

The girls in Year 6 only may also wear white polo shirts with their grey skirts as an alternative in the Summer term only.

There is also a P.E. uniform. This consists of a white T-shirt and royal blue shorts. Girls may wear a royal blue leotard instead, but younger girls do find them difficult to put on. **The P.E. uniform is obligatory.** The children can wear any sports wear for outdoor games. They do not usually need to wear plimsoles / pumps for indoor P.E. as we are advised that bare foot work helps develop the feet better. The children should only wear pumps if they have a foot infection. For outdoors, the children should have trainers or pumps.

The school does not sell uniform, but this can be purchased from

M and R Fashions
31 Alforde Steet
Widnes Town Centre
Tel: 424 1166

Jewellery

Except for watches and gold-coloured studs, jewellery should not be worn. We are concerned that the children should not hurt themselves with jewellery catching on furniture. The school cannot be held responsible for items brought into school if they are lost or damaged.

Please note that long hair should be tied back and the boys should have a tidy hair cut.

DISCIPLINE

Generally, the school has few problems with the children's behaviour, but there are occasions when punishment is needed. This statement gives you a brief outline of the discipline policy. A full copy is available from the school.

Children will be expected to be well behaved, to look after their own and other people's property, to be polite, remember their good manners and to give of their best at all times. As a means of encouraging good behaviour, various rewards are given, mainly in the form of team points and encouragement stickers. The children who have tried hard in all they do, not just academic work, will be rewarded with merit badges, as a way of recognising their efforts.

Should a child misbehave, there are four stages which will be followed:

1. The child will receive a warning.
2. There will be a consequence administered by the teacher as a result of the bad behaviour; this will depend on the class and age group of the children
3. The parents will be informed of the poor behaviour
4. The headteacher will be informed of the poor behaviour.

In the event of a serious misdemeanour, the child will be excluded for a number of days and the parents and Governors will be informed. However, the school does not expect to have to use this action. We do expect parents to give the school every support in its efforts to encourage good behaviour. We recognise the fact that the parents and the school should work together so that children can develop a sound knowledge of what is acceptable and what is not acceptable behaviour.

The school does not condone bullying in any form and is extremely proactive in dealing with this issue. The school does define bullying as any action that causes the child to become afraid to come to school, that occurs over a period of time and has an effect on the child's work. By its very nature, bullying is secretive, and the school relies on parents to tell it if they feel bullying may be going on.

PASTORAL CARE

The school tries hard to develop its links with the parents so that everyone knows what is going on. A newsletter is sent out every Friday with school news and important dates.

We feel that children learn best when they are happy at school, and we try to make lessons as stimulating as possible. The school will see parents by appointment, to discuss their child's progress, in addition to annual parents' evening, if necessary. Our Inclusion Team (Headteacher, Special Needs Co-ordinator and Learning Mentor) oversee our pastoral work in school. They liaise closely with Class teachers and may be able to offer additional support. From time to time they may contact parents to discuss a child's development.

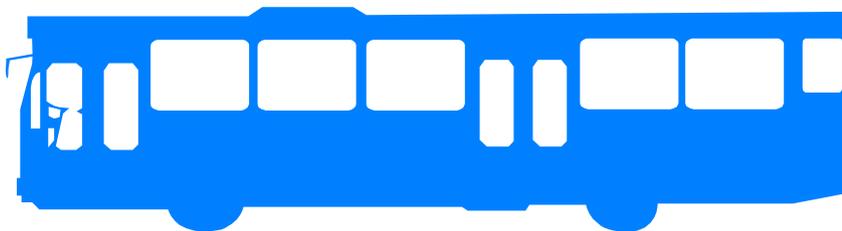
CHARGING POLICY

All the education your child receives in school is free. However there are times when to enhance their experiences, the teacher will organise an educational visit. Unfortunately, we will have to ask for a voluntary contribution to cover the cost of the transport, entrance fees and insurance. Unless sufficient parents make a voluntary contribution towards the trip, then it will not go ahead. Should any parents feel they are unable to support the trip, if they would see the headteacher privately, the school may be able to help.

There may also be a small charge made if your child makes an item in school that will become your property in the end, for example baking or sewing. You will be informed beforehand, should a contribution be required.

Currently the school also makes a charge for music tuition by perapetetic teachers.

The full charging policy can be seen at the school.



Admission Policy and Arrangements 2012/13

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level.

The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages understanding of the meaning and significance of faith and promotes Christian values through the experience of all its pupils.

The number of places available for each year group, at the time of writing, is 30. This will be the number beyond which the Governors would normally refuse to allow further admission to the school and is consistent with our published admission number agreed with the Local Authority.

Attendance at Cronton CE Primary School Nursery does NOT guarantee a place in the school. All nursery applicants for a reception place should apply in the normal way, just as other applicants do.

As Cronton CE Primary School is part of Knowsley Local Authority, the school will follow the agreed Knowsley co-ordinated admissions scheme. The LA will publish the Knowsley Primary Education Admission Booklet, a composite prospectus, containing the Knowsley application form by 16th September 2011. This will be available from the school and other council offices in Knowsley. This booklet contains the form that all Knowsley resident applicants should complete, unless they choose to apply on-line. (Details of on-line application are given in the booklet.)

Applicants who are resident in other authority areas must complete the application preference form from their own home authority but can name Cronton Church of England School as a preference.

Please note that the school can supply a supplementary form that may be completed in addition to the Local Authority form by applicants who wish to supply information for consideration under criterion 4, 5 or 6.

The closing date for applications is **15th January 2012**.

In the event of the school receiving more applications than it has places to offer, the following oversubscription criteria will be applied to all applicants to determine which children have priority for places:

1. Children who are in Care
2. Children of families resident in Cronton Village at the time of allocation (see note B)
3. Brothers and sisters of children who are on roll at the time of allocation and are expected to be attending the school at the start of the academic year in which the proposed new child entrant will start (see note C)
4. Children of parents who attend worship at Cronton C. E. Mission Church or St. Luke's Church, Farnworth. (see note D)
5. Children of parents who attend worship at other Anglican Churches. (see note D)
6. Children of parents who attend worship of another Christian denomination (see note D)
7. Children living nearest the school. The distance from home to school is measured in a straight line ("as the crow flies") and is done by a computerised measuring system using co-ordinate points. In the rare cases where a distance tie-break does not assist, e.g. two pupils living in the same block of flats, preference will be decided by random selection.

Should there be more applicants than places within any of criteria 1 to 6 above, the Governors will use the distance from home-to-school and random selection clause, as stated in criteria 7 above as a "tie-break".

Notes

- A. At the time of application, **all** applicants are required to submit a home authority application form and, where parents choose to do so, the school's supplementary form, which concerns religious practice.
- B. Cronton Village means the area inside the boundary marked on the map of the defined area agreed by the Governing Body and is available in school for Parents to view by request.
- C. Siblings means all children – brothers, sisters, step brothers and sisters, foster children etc, living with the same family at the same address.
- D. 'Parents who attend worship' is normally taken to mean a minimum of monthly attendance at Church for a minimum of 12 months prior to the closing date for applications for that year.

Applicants who wish to provide information to be considered under criterion 4, 5 or 6 should note that the form confirming regular attendance should be completed by the appropriate minister and returned with the original application. It is the responsibility of the parent to return the form to the school by the closing date. The Governors reserve the right to contact the minister in order to verify the authenticity of the completed form.

- E. An offer of a place is subject to parents/carers providing evidence of information provided e.g. proof of date of birth in the form of a birth certificate and proof of residency, such as council tax notification or recent utility bill on which the full name of one of the parents is written. The Governors may also ask for further proof and/or consult the electoral register. Where there is shared parenting, the address of the Parent in receipt of the Child Benefit will be considered to be the home address. If it is found that a place has been allocated on false information then the place may be withdrawn.
- F. Late Applications – For late applications please refer to the Knowsley Primary Education Admissions Booklet 2012/13
- G. Please note, throughout this policy and supplementary form, the term “Parent” refers to the person/persons with Parental responsibility for the child.

The Home Local Authority, on behalf of the school Governors, will notify both successful and unsuccessful applicants of the outcome of their application by letter. Allocation letters will be posted no later than 23rd April 2012.

Applicants who are refused a place at the school will be informed in writing of their right to appeal against this decision to an independent appeal panel and how this appeal can be made.

A waiting list will be held of any child(ren) unsuccessful in their application(s). The waiting list is ordered according to the oversubscription criteria. In accordance with LA co-ordinated admission scheme, the waiting list will remain open until the end of the Summer Term 2013.

The Governors will also use the criteria above in relation to children wishing to transfer from other schools and those moving into the area after places have been allocated. If a place is allocated, the Governors will then request the child’s parents to complete a registration form and we will normally ask the child’s previous school for any records that they might have. This is to ensure the transfer can be made as smoothly as possible for the child concerned.

The school welcomes visits from parents and prospective parents. To ensure time is available to meet you, we would ask you to ring for an appointment. If any families would like to be alerted when the appropriate reception booklets and forms are available, they may leave a note of their name and address and their child’s date of birth on the school’s “interested list”.

N.B. Whether or not a parent visits the school or puts their name down on the “interested list” plays no part whatsoever in the application process and has no effect on how the application for a school place is treated.

Summary Timetable

Application forms available from	16 th September 2011.
Closing date for formal applications	15 th January 2012.
Allocation of places notified to parents	23 rd April 2012.

2.65 For admission to the 2011–12 school year, and subsequent years, admission authorities for primary schools **must** provide for the admission of all children in the September following their fourth birthday. When determining the arrangements for primary schools the admission authority **must** make it clear that:

- a) the arrangements do not apply to those being admitted for nursery provision including nursery provision delivered in a co-located children’s centre;

- b) parents of children who are admitted for nursery provision **must** apply for a place at the school if they want their child to transfer to the reception class;
- c) attendance at the nursery or co-located children’s centre does not guarantee admission to the school;
- d) parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year;
- e) parents can request that their child attends part-time until the child reaches compulsory school age.

Deferred entry to primary schools

2.69 Admission authorities **must** allow parents of children who are offered a place at the school before they are of compulsory school age to defer their child’s entry until later in the school year. Where entry is deferred, admission authorities **must** hold the place for that child and not offer it to another child. The parent would not however be able to defer entry beyond the beginning of the term after the child’s fifth birthday, nor beyond the academic year for which the original application was accepted. This **must** be made clear in the admission arrangements for the school.

SUBJECT	STAFF
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Assessment	Sylvia Thomson
English	Sarah Jones
Maths	Lynn Edwards
Science	Julie Roberts
Art	Sarah Jones
History	Sarah Dowling
Geography	Julie Roberts
Design & Technology	Sarah Dowling
IT	Lynn Edwards
RE	Siobhan Comber
Music	Sylvia Thomson
Fruit	Snay Soni & Karen Hill
PHSE & SRE	Linda King
PE	Sarah Simm
SEN	Linda King
MFL	Siobhan Comber
Gifted & Talented	Sarah Simm
Library	Donna Moss
Child Protection	Sylvia Thomson / Gill Gaskin
Primary/Secondary Links	Julie Roberts
Health & Safety	Sylvia Thomson
Looked after Children	Gill Gaskin
Student Placements (University)	Sarah Jones
Work Experience (schools)	Andrea Wilson / Linda King
Medicines in School	Andrea Wilson / Karen Hill / Anne Allison / Snay Soni
First Aid	Andrea Wilson / Karen Hill / Anne Allison / Snay Soni
Educational Visits	Julie Roberts
Asset Register	Lynn Collins
Walk to School	Lenore Myler
Collective Worship	Sylvia Thomson
Healthy Schools	Linda King
SEALS	Gill Gaskin
School Council	Gill Gaskin
Attendance & Punctuality	Gill Gaskin
Swimming	Karen Hill

Mrs. S. Thomson	Headteacher	SLT Overall SIP Leader (KS1 &2) Standards/ Pupil Tracking / Assessment Extended Schools (Temp) School Self Evaluation Finance /Personnel Buildings H&S Behaviour & Disc Child Protection Performance Management Collective Worship Music Assessment
Mrs S. Jones	Acting Deputy Headteacher Year 1	SLT Phase leader: Foundation Stage & Y1 Team Leader: Curriculum Curriculum Adviser :English, Art & Display, Travel Plan <u>Additional Res:</u> Behaviour & Discipline NQT/ Student Mentor Work Placements CPD
Mrs. L. King	SEN Management Allowance Nursery	Senco Inclusion Health & Well being lead (Temp) PHSE/SRE Healthy Schools
Mrs. L. Edwards	Year 4	Maths ICT
Mrs. S. Simm	Nursery	PE Gifted and Talented
Miss. J. Roberts	Year 6	Science, Geog Educational Trip Co-ordinator Primary/Secondary Links
Miss. S. Dowling	Year 2	DT History
Miss. S. Comber	Year 5	RE MFL
Mrs. G. Green	Year 3	

Support staff

Mrs G Gaskin

Learning Mentor

Child protection, Looked

Mrs A Wilson	Council, Teaching Assistant	after children, Seals, School Attendance and Punctuality. First Aider/ Medicine Children's University Work Experience (Schools)
Mrs S Soni	Teaching Assistant	Fruit, Medicine
Mrs K Hill	Teaching Assistant	First Aider, / Medicine Fruit
Mrs A Allison	Teaching Assistant	First Aider, Milk Medicine
Miss. D. Costello	Teaching Assistant	Library
Mrs L Collins	Teaching Assistant	First Aider, Library, Asset register
Mrs L Myler	Teaching Assistant	First Aider Walk to school
Mrs S Brereton	Teaching Assistant	
Mrs H. Thompson	Teaching Assistant,	
Mrs E Felton	Administrator	
Mrs L Lewis	Admin Assistant	
Mr M Murphy	Premises Officer	
Mr C Whitby	Cleaner	
Mrs A Dolan	Cleaner	
Mrs K Clarke	Cleaner	
Mrs J Swain	Welfare Assistant	
Mrs G Oakes	Welfare Assistant	
Mrs L Cottrill	Welfare Assistant	
Mrs T French	Welfare Assistant	
Mrs P Odger	Cook	
Mrs C Potter	Kitchen Assistant	
Mrs K Clarke	Kitchen Assistant	
Mrs E McCabe	Kitchen Assistant	
Mrs C Greaves	School Nurse	

SCHOOL GOVERNORS

Chair:

Mr P Smith	LA	elected 2009
Mrs. D. Doyle	P.C.C.	elected 2008 Vice Chair
Rev. H Morby	Foundation	ex-officio
Mrs P Jones	D.B.E.	elected 2011
Mr P Millard	P.C.C.	elected 2011
Mrs A Jackson	D.B.E	elected 2006
Mr B Ingram	PCC	elected 2008
Mrs A Mottershead	P.C.C.	elected 2010
Mr M Chadwick	parent Governor	elected 2011
Mrs L Edwards	Teaching Staff	elected 2007
Mrs L Collins	Support Staff	elected 2010
Mrs S Thomson	Headteacher	
Mrs. L. Campbell-Hunter	Clerk	

The Chair of Governors can be contacted through the school.

Abbreviations:

P.C.C. - Parochial Church Council

D.B.E. - Diocesan Board of
Education

CHILDREN'S PERFORMANCE AT AGE 7

The 2011 results (percentages) for the National Tests taken by the children at this school are as follows:

Percentage gaining Level 2b or above

	School	National
Reading	80%	73%
Writing	70%	60%
Maths	83%	72%

The *Government* suggests that the average child should be achieving Level 2b at the age of 7.

CHILDREN'S PERFORMANCE AT AGE 11

Percentage Achieving Level 4 or above

	School	National
English	100%	81%
Mathematics	100%	81%

English and Maths 100%

Percentage Achieving Level 5 or above

	School	National
English	77%	30%
Mathematics	67%	33%

English and Maths 67%

The *Government* suggest that the average child at age 11 should be achieving Level 4.

ATTENDANCE AND TRUANCY RATES - 2010-2011

Over the past year, (10-11) the attendance for the school was 95.4%.

There were 4.6% authorised absences.

There were 0.1 % unauthorised absences last year.

Please note that parents should make every effort to take annual holidays during school holidays and not in term time.

CURRENT COSTS OF SCHOOL MEALS

The current cost (as of September 2011) of a school meal is £1.70 per meal, £8.50 per 5 day week.

School Meals can be paid for in cash (the correct money please) or by cheque made payable to Knowsley MBC each Monday morning for the week ahead. Any Parent who would like to pay for a term or half term should contact the school office.

School Name: Cronton Church of England Primary School

School Address: Smithy Lane
Cronton
Widnes
Cheshire
WA8 5DF

Telephone: 0151 424 3881

Fax: 0151 420 5398

e-mail address: crontonce.de@knowsley.gov.uk

Web site: <http://cronton.mybesthost.com>

Kind of School: Church of England Voluntary Aided

Diocese: Liverpool

Local Authority: Knowsley MBC

Headteacher: Mrs Sylvia Thomson

Chair of Governors Mr Peter Smith

Administrator: Mrs Eileen Felton