



Welcome to Trinity & St Michael's School

We are very pleased to welcome you to our school. Our Christian values are very important to us and provide the platform for our ambitions and achievements. We strive to ensure that all our school family - pupils, staff, parents, governors and voluntary helpers, feel valued and know that they have a contribution to make. It is through this shared commitment and determination that our school achieves such high standards.

In an era of significant educational change, it has become more important than ever to ensure that as a school we have the confidence to interpret our own context and remain true to our own priorities and values. We pride ourselves in providing an excellent academic education and high participation and achievement in sport and the arts. Equally important is our commitment to guiding our children to develop self-esteem, strong moral principles, discover their talents and appreciate those of others.

We are delighted that our highly talented staff and consequent achievement were recognised and endorsed by Ofsted in March 2016, with our school judged 'Outstanding in all Areas', the Lead Inspector referring to our school as "one of a very small group of elite schools nationally". It was also an exceptional achievement to be one of only two North West Primary Schools selected as a case study of exemplary practice in Ofsted's Chief Inspector's Annual Report 2015/16, (published Dec 2016). These external endorsements accurately capture the spirit and strengths of our school and inspire us all to ensure that we continue to maintain and further enhance our exceptional provision.

This document is intended to provide a clear overview of our ethos, policies and procedures, so that you are able to make an informed decision with regard to your choice of school. Schools vary considerably in their priorities and approaches and it is, of course, vital that you make the right choice according to the specific needs of your child (please see our website for more detail with regard to specific policies).

We host an open evening in the Autumn Term to provide an opportunity for parents and pre-school pupils to view our accommodation and meet with pupils and staff. We would also be pleased to welcome you for an additional visit, during the day, so that you can 'feel' what makes our school so special. Prospective pupils are also warmly encouraged to attend our Thursday afternoon Preschool sessions.

We are fully committed to doing all we can to ensure that our pupils are able to benefit from being part of such a vibrant and enriching village community and also recognise their responsibility in contributing to it.

We seek to provide the very best nurturing and learning opportunities for our pupils and would be delighted to welcome you to our school family.

If you would like to know more about our school or arrange a visit, please email bursar@croston-pri.lancs.sch.uk or telephone (01772) 600379.

Yours sincerely,

Claire Procter (Acting Headteacher) & Kay Beatty (Executive Headteacher)



Ethos

The fundamental values which characterise our school community are respect, trust, love and perseverance.

Visitors to school often comment on the outstanding behaviour and exemplary manners of our pupils. We are also very proud of the quality of relationships which exists amongst all stakeholders. We guide the children to develop self-discipline and positive behaviours, helping children to distinguish right from wrong. Good manners, courtesy and respect for people and property are of utmost priority in our school. We achieve this by creating a school atmosphere in which children feel secure, valued, respected and most of all, loved. We invest a great deal of thought and time into implementing strategies and incentive schemes which promote and nurture appropriate values and attitudes.

Our school enjoys close links with the Anglican and Methodist Churches in Croston. These links contribute to our school's distinctive character and assure us of the support of the many people who value the quality of church schools. The school's Mission Statement *'Living, Learning, Loving with God'* effectively reflects the shared promise of our stakeholders.

Collective worship is where you can really experience the heart of our school. We all greatly value this special time together, nourishing our sense of community, exploring our shared values and celebrating achievements. All staff, children and local clergy share in the leading of worship and we also welcome visiting speakers. Themes are carefully planned to support everyone in their spiritual growth, enabling individuals to develop a positive relationship with themselves, others and the broader world. We also provide opportunity for exploration of themes through class discussion and reflection time. Parents and friends are invited to join us each Friday morning 9.10am to 9.40am for Prayer and Praise when we also celebrate individual and collective achievements.

Engagement

Philosophy

We believe that primary education should:

- Remain mindful of the principle, *"tell me and I'll forget, show me and I'll remember, involve me and I'll learn"*
- Have a strong focus on inclusivity to ensure that every child strives to achieve their best, making the best use of their talents and taking pride in their achievements
- Offer real-life contexts to learning in order to stimulate children's curiosity and encourage them to develop enquiring minds
- Offer a wide range of experiences to nurture each child's sense of wonder and interest in the world around them
- Equip children with the knowledge, skills and attitudes necessary for further learning and to become effective future citizens

Real-life Application to Learning

We endeavour to create purpose and real-life application to the children's learning to ensure our pupils are engaged and motivated. Developments such as yard extensions, field drainage, ball area, wildlife area, library, school radio, computing resources and art, design & technology suite, have resulted in a very high-quality learning environment.



We have significantly increased learning outside the classroom opportunities as these have proved to have a very positive impact on children's learning. Also, our school radio facility has generated much excitement in school, with staff and pupils eager to combine their literacy and performing talents in the production of in-house programmes. The facility is used as a vehicle to inspire children to apply and develop their literacy skills and also to develop confidence and technical ability. We also have software which allows children to compose and perform their own music and jingles. Our weekly request show has proved particularly popular, both for presenters and listeners!

Technology

Developments in our IT facilities have also been very exciting with our PTFA very generously contributing towards the cost of new servers, state-of-the-art wireless system and IT equipment. Our iPads and iMacs have provided the opportunity for children (and staff!) to learn and apply new filming techniques to great effect.

The increase in class-based IT facilities has allowed us to decommission our computer suite and transform it into an art and technology room. This has allowed us to be much more adventurous in our art, craft, sewing and technology projects. Our sewing machines and cookers are particularly popular, with school now hosting an annual 'Great Trinity Bake-Off'.

Enrichment

Our school invests a great deal in sport and the arts. Many opportunities are included in the daily school curriculum and, thanks to our dedicated staff, much is also explored through our comprehensive range of extra-curricular activities (see website 'Enrichment' section). We have an excellent range of in-house expertise, but also purchase additional coaching in order to broaden our repertoire, e.g. specialist coaches provide tennis and fencing tuition during PE curriculum time. We are also very fortunate to be able to use the excellent neighbouring sports hall facilities of Bishop Rawstorne Academy.

We are justifiably proud of the range and quality of additional activities that are offered to the children. We believe that they make an important contribution to our children's development and help to further strengthen the mutual respect between pupils and adults.

All are open equally to boys and girls. Regular sporting fixtures are held against other schools in the Chorley District. Extra-curricular activities include football, netball, rugby, cricket, athletics, rounders, table tennis, judo, archery, art, gardening, forest school, chess, music, choir, sewing, cooking, computing and first aid.

Each year an educational holiday is organised for Y6 pupils at Winmarleigh Hall, Garstang. Children and staff stay for 5 days at this excellent facility exploring a whole range of outdoor and adventurous activities.

Every year group enjoys *at least* one school trip each academic year as well as local outings. Trips are enjoyable and educational, usually linked to a current area of learning, for example, Salford Media City, Blackpool Sea Life Centre, Skipton Castle, Manchester Museum, Blackpool Theatre, Samlesbury Hall and Jodrell Bank Observatory.



Sporting Achievements

We enjoy excellent sporting achievement. We are competitive and very proud of our trophy cabinet, but are also very inclusive in encouraging all pupils to strive for the special opportunity to represent school, organising PE lessons in a specific way in order to maximise pupil engagement. Each academic year the vast majority of KS2 pupils represents school in a competition or festival. Our sporting achievement has been externally endorsed at district level, with school receiving the 'Chorley Schools Sports Award' multiple times in recent years. We frequently qualify to represent Chorley District at the County Finals and have also received 'Chorley Schools Sports Partnership Sports Impact Award' in recognition of the breadth of extra-curricular opportunities offered, our inclusive approach and the high quality of PE provision.

Art, Music and Cultural Awareness

We are very proud of our contribution to art and music both within school and the community. This has increased further as new school staff have brought additional expertise. As well as fulfilling the Music curriculum in each year group, all pupils in Y3 also benefit from weekly specialist-led percussion lessons giving them the opportunity to find out if they may wish to pursue further musical instrument tuition which is also provided in school. Children enjoy high quality singing tuition through our School Choir and Performing Arts Club.

We take every opportunity to enable our pupils to display their skills at local events, for example, participating in the local annual Morris Dancing Festival and turning on the village Christmas lights.

Pupils particularly enjoy exploring other languages and cultures. The main focus for language learning is French which is taught throughout Key Stage Two.

Academic Achievement

Inspirational activities and consistent motivation result in very high academic achievement. We are committed to achieving these standards through a rigorous approach to assessment and mentoring, but at the same time ensure that the children are comfortable with this and recognise the diagnostic value. Our school scores above national and local averages year-on-year in end-of-primary SAT tests in Maths and English, and frequently scores above Outstanding schools nationally (for more detailed SAT data please see the school website).

Tracking Progress & Individual Mentoring

Children's learning is monitored on an individual basis and lessons are planned to explore appropriate next steps. Through the use of diagnostic resources the children develop a clear awareness of the specific skills they need to acquire in order to progress and this is also shared with parents. Since the embedding of this approach there has been a marked acceleration in pupil progress. Children have a very clear awareness of their own learning needs and their individual targets for improvement. Our system ensures that pupils, parents, staff and the leadership team have a very accurate and up-to-date knowledge of where pupils are at and the required provision to maximise progress. We continually aim for our children to be active participants in the learning process rather than passive recipients.



The Curriculum

Governors' Curriculum Statement:

In order that every child may reach his or her full potential, the school will provide a curriculum which is broad, balanced and relevant, in line with national requirements and based upon the Christian ethos of the school.

National Curriculum

A new national curriculum was introduced from September 2014 determining the programmes of study to be taught in all maintained schools. The curriculum must be applied and explored in a way which maximises the learning and enjoyment of every pupil. We also recognise that it is essential that each school has the confidence to deliver the curriculum according to the needs of their particular pupils and consequently frequently review our delivery of the curriculum to ensure that this is the case.

The following subjects are explored in school: English, Maths, Science, RE, ICT, PE, Music, History, Geography, Art, DT, PSHE (Personal, Social, & Health Education) and PML (Primary Modern Languages). Teaching styles used in school vary from lesson to lesson and from child to child. All staff use whole-class, group and individual teaching according to the needs of the children and the particular subject. We believe that the most effective teacher will use a variety of teaching styles, which are well matched to different situations. In this way we are well placed to recognise and meet the needs of all pupils.

Religious Education

Our programme of Religious Education is based on a syllabus which has been created by Blackburn Diocese and the North Lancashire Methodist District. It places special emphasis on a pupil's understanding of Christianity and also explores the beliefs and practices of other World Faiths. (Parents have a right to withdraw pupils from Religious Education and Worship).

Sex Education

The school has a programme of Sex and Relationships Education which is taught throughout the school through the PSHE and Science Curriculum, with specific emphasis on Sex and Relationships Education commencing from the second half of Year 5 and continuing in Y6. Parents are informed when specific learning and teaching is to take place in Year 5 and are given an opportunity to view the materials which are used (parents have the right to withdraw their children from Sex Education except for those elements which are part of the Science National Curriculum).

Able, Gifted and Talented Pupils

The needs of children with a high level of ability are always taken into account when planning lessons. Children, who may be identified as particularly gifted are provided with enrichment activities which contribute to their enjoyment and achievement. Self-motivated, independent learning is a feature of this work. The school has agreed its procedures for identifying pupils who may be gifted to ensure that all children are adequately challenged. Our progress tracking system (see 'Tracking Progress and Individual Mentoring' section) ensures that ambitious targets are shared and met.



Pupils with Special Needs

The Governing Body, in partnership with the LA (Local Authority), has a duty to provide for children with special educational needs or disability (SEND) in accordance with the statutory '2014 SEND Code of Practice: 0 to 25 years'. The school regularly reviews its special educational needs practice and this is outlined in more detail in our SEND policy. The policy provides details of the way the school identifies and supports children with special educational needs.

The school's Special Educational Needs & Disabilities Co-ordinator is Claire Procter. Mrs Procter works with staff to write individual plans for children on the SEND register. Copies of these plans, which are regularly reviewed, are shared with parents and pupils and their comments and feedback are welcomed. Further support is provided when required through outside agencies, for example speech and language specialists, educational psychologists etc.

The policy of the school is that all children are entitled to access the full range of educational opportunities available. It is the responsibility of the teachers to ensure that all children are taught appropriately according to their needs.

The school has a positive philosophy of integrating children with special needs. There are mutual benefits for all children and staff in learning to relate together, regardless of ability or disability. We aim, in partnership with parents, to meet the needs of each individual child. Any parent who has concerns about their child's progress should discuss this with the class teacher who may then liaise with our school SEND Co-ordinator. The school has well established procedures for identifying and meeting the needs of pupils with SEND.

These additional needs are met through the annual school budget, however, in very exceptional circumstances the LA may make additional financial provision for pupils with special needs. This is achieved through the issuing of a written Education Health and Care (EHC) Plan to formally identify the individual needs of the child. EHC Plans and associated funding are subject to regular review. Parents are always fully consulted and informed throughout this process.

Equal Opportunities

We provide a very high level of pastoral care, firm in the belief that in order to maximise academic potential the social, emotional and physical needs of each child must first be met. An essential pre-requisite to successful living and learning is that each child should feel accepted, valued and secure. The school governors are committed to equality of opportunity for all pupils, irrespective of their race, colour, sex, disability or learning difficulty. We promote good relations between all. Indeed, families of different racial, cultural and religious backgrounds make a very valuable contribution to our school, often willing to share their different experiences and expertise and thus positively broadening our cultural awareness.

The Equality Act 2010

The school recognises the definition of a disabled person, as stated in the Equality Act 2010, i.e. anyone who has a "physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities". The school's SEND Policy identifies how the school will provide for pupils who are disabled, because, like other pupils with special educational needs, disabled pupils will have their needs assessed, and appropriate support provided.

The governors welcome pupils with disabilities, with the expectation that the LA makes resources available to ensure appropriate and safe provision.



The following are our existing facilities to assist access to school for people with disabilities:

- Access to the front of the building via main entrance which is a level threshold
- Access to the rear of the building is up a slight ramp to a level threshold through the Key Stage 1 cloakroom
- All classrooms, toilets and administrative rooms are on a level threshold
- Disabled toilet and changing facilities are available.

(Our Accessibility Plan outlines current school policy for facilitating access and is available via our website or the school office).

Child Protection

Because of day-to-day contact with children, staff are well placed to observe outward signs of abuse, changes in behaviour, or a child's failure to develop. Parents should be aware, therefore, that when such concerns arise, staff will act according to procedures in the Child Protection Policy. Claire Procter is the Designated Senior Person (DSP) for Child Protection. In addition, three other senior staff are also trained to assist in this role.

Care of Pupils

Accidents/Illness in School

The majority of staff in school are trained first aiders, enabling us to ensure that there is always a First Aider available in all situations.

If children are ill or receive any injury whilst at school, parents are contacted using emergency contact details. For less serious injuries, contact will be made at the end of the school day.

Requests for the administering of prescribed medicines in school must be made in writing through the completion of a specific form (obtained via the school office or website). The form includes the requirement that the dosage and instructions are clearly stated. This form, along with the medication, should then be delivered directly to the school office by the parent/carer. Permission for the in-school administering of the medicine is at the discretion of the Headteacher.

Children with asthma inhalers should always have an inhaler in school. Written instructions must accompany the equipment which is stored in the school office when not in use.

Supervision and Security

The Headteacher and staff exercise a high level of care for the pupils. It is our aim to ensure that all pupils are cared for in an environment which is safe and secure. All adults working unsupervised with our children are subject to DBS (Disclosure & Barring Service) clearance.

At lunchtime a team of welfare staff assisted by teaching and support staff, supervise the children. External doors are accessed via keypads. We ask pupils, parents and friends for their co-operation in adhering to our specific access arrangements. In order that school is secure, the only means of access outside the initial 8.50am entry/3.25pm exit is via the main entrance, which is monitored by office staff (other access points to school are supervised at break times and at the beginning and end of the day). On entry through our main doors, parents/visitors are required to sign in and liaise with office staff in order to gain access into school.

Staff are also required to sign in the Staff Book - this enables us to ensure that we have an accurate account of who is actually in school in the event of an emergency, e.g. fire.



Behaviour Management

The school's approach to discipline is based on children taking responsibility for their own actions, with a very consistent system of consequences for inappropriate behaviour choices which are measured in terms of the school's Code of Conduct. For more details with regard to our Code of Conduct and also incentives and sanctions, please see our Behaviour Management Policy (via school website).

Parents should note that if staff become aware of or have a need to become involved in rare situations where a child may be at risk of hurting themselves or others, or if there is a threat of damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's Care and Control Policy (see website).

Home-School Liaison

Newsletter

A newsletter is issued half termly to ensure families are informed of dates for diary. We also use our newsletter to update parents with regard to changes in policy, procedures and staffing arrangements. Newsletters are available to view on the school website and via ParentApp. Interim messages and class updates are also communicated via ParentApp, Twitter and Instagram.

Class Curriculum Letter

Class teachers issue a curriculum letter (also posted to website) every term to ensure that parents are aware of topics and skills being explored. The communication also suggests how parents may support their child's learning.

School Magazine

Our school magazine launched November 2016 provides a platform for pupils to share articles and information to parents and friends on a range of topics. Material is posted via our blog throughout the year, with a range selected for inclusion in an annual hard-copy magazine issued during the summer term.

ParentApp

This system enables us to contact parents collectively. This is a very helpful method in which to inform parents of, for example, the late return of a school trip, or alternative access arrangements in the event of severe weather. We also use the service to remind parents of particularly important events. Families are encouraged to sign up for this service. The process is very straightforward and is free of charge to parents.

Home-learning Activities

We see education as a partnership between home and school and parents are expected to give encouragement to their children when work is brought home. The school has a policy for regular home learning activities which might, for example, include home reading, spelling, multiplication tables, maths problems and finding information on class topics.



Home-School Diaries

Each child is given a diary which is used as a means of regular communication between school and home. As well as using diaries as a reference point for specific weekly tasks, parents are also encouraged to use them to comment on their child's progress/response to home-learning tasks. Parents may also wish to communicate other achievements so that they can also be acknowledged in school.

Face-to-face & Telephone Communication

Appointments to meet with staff can be made at any time during the school year should a parent or member of staff consider this necessary. Parents are encouraged to notify school with regard to any significant changes in home circumstances, this might be through face-to-face dialogue or via the telephone. We have a genuine open-door policy in school and parents are encouraged to make contact with their child's teacher should they have any concerns.

Parents' Evenings are also held. Y2 to Y6 children are expected to attend with their parents as this is considered an important element of our mentoring process, allowing parents and children to share in progress updates and specific learning targets.

Written Reports

Towards the end of the Summer Term, all children are issued with a written report of their progress. The report also includes the children's own thoughts and comments with regard to their school year and also a comment from the Headteacher. Parents are invited to respond to their child's report through verbal or written comment.

Voluntary Help

Voluntary helpers provide a wide range of support with the children's learning and development. We value the input provided by the many helpers who give their time on a voluntary basis, including providing extra-curricular activities and attending educational visits and school trips. All voluntary help is at the discretion of the Headteacher. All volunteers who wish to work in school with children on a regular basis are required to complete a DBS disclosure in full. This will include providing documentation to support their application. All new volunteers will receive a brief induction from the relevant teacher during which school procedures and routines are explained to them.

Please contact Mrs Evans (student and volunteer supervisor) via the school office should you wish to offer help in school.

Social/Fund Raising Events

School has an active PTFA which organises a varied programme of social fundraising events. These events allow the opportunity to meet on an informal basis, enhancing home-school liaison. Monies raised by the PTFA impact greatly on the range of opportunities we are able to offer to the children, so we urge families and friends to support events as much as possible.

Parent Governors

Parents are welcome to raise issues via Parent Governors. Parent Governors can be contacted via the school office.



Complaints

School has an official complaints procedure which follows Local Authority guidelines. Procedure is outlined in our Complaints Policy which is available via our website or on request from the school office.

Absence

Parents/carers are required to telephone school as soon as possible once it is known that a child is going to be absent or late, preferably before 9.15am on the first day of the absence. An answer-phone facility is available for outside office hours (office open from 9.00am to 4.30pm). In the event of unreported absences, school makes contact with parents via emergency contact details.

Parents/carers request in advance if a child is required to be collected before the end of the school day. No child will be allowed to leave during school hours unless accompanied by an adult who must sign for the child's departure.

Legally parents must request permission from the Headteacher for leave of absence during term time. Leave can only be granted in *exceptional* circumstances (see the website for full details). The Local Authority closely monitors attendance and also school's performance in adhering to correct legal procedures. Parents are encouraged to avoid disruption to their child's education as much as possible.

School Uniform

We are proud of our school uniform and encourage our pupils to take pride in their dress and appearance. Pupils are expected to come to school wearing reasonable clothes and footwear which are appropriate to the school setting. All items of clothing should be clearly labelled:

Grey or black trousers (long or short)/grey or black skirt, pinafore slip or green checked/striped dress

White polo shirt*/shirt/blouse

Bottle green sweatshirt* or cardigan*

Grey, white, bottle green or black socks or tights

Black shoes or boots (4cm max heel height)

For PE lessons children are required to change into:

Bottle green shorts or skirt

Bottle green tracksuit bottoms (for outdoor PE)

White T shirt*

White socks

Plimsolls (for indoor PE)

Trainers (for outdoor PE)

PE clothing should be kept in school in a named drawstring bag.

**preferably with the school logo (available from 'Favourites', Town Rd, Croston 01772 600142)*



Jewellery, Money and Valuables

Jewellery in school is not permitted, exceptions to this are watches and small stud-type earrings. Lancashire County Council policy forbids the wearing of any earrings during all physical education and swimming instruction. When ears have recently been pierced and earrings cannot be removed, pupils are required to wear plasters for PE.

There are some occasions when there is a need for parents to make payments to school and this is done electronically via Parentpay. Instructions for setting up this facility are provided by the school office.

Occasionally children may wish to bring interesting items to show to the class. Items may be displayed and be handled by a large number of children. Although the teachers take care of such items an element of risk should be appreciated and accepted. We advise that possessions of high intrinsic or sentimental value are left at home.

Whilst staff are willing to *assist* with the care of property especially during PE lessons, e.g. watches, pupils bringing such property to school do so at their own risk. School is not able to accept responsibility for such items.

On rare occasions, parents of older pupils sometimes consider it necessary for their child to carry a mobile phone whilst walking to and from school. If this is the case, phones must be switched off and kept in school bags during the school day. School does not accept responsibility for mobile phones, nor does it allow use of mobile phones during the school day. Urgent messages are relayed to pupils via the school office telephone.

Charging Policy

Following the Education Reform Act 1988, schools can no longer charge for some activities offered to children during the school day.

The Governors of the School have adopted the following policy:

Voluntary contributions towards admission and transport costs may be requested for activities taking place during school hours. A decision will be taken as to whether the trip/activity can take place based on the amount of voluntary contribution received.

The School Day

Morning: Start 9.00am Finish 12.30pm

Afternoon: Start 1.30pm Finish 3.25pm Infants, 3.30pm Juniors

The school gates are unlocked ready for entry to the classrooms from 8.50am. Children should not arrive before this time unless attending Breakfast Club.

Lunchtime Arrangements

The Children and Families Act 2014 places a legal duty on all state-funded schools in England to offer a free school lunch to all Reception, Y1 & Y2 pupils. All meals are prepared on the premises by our award-winning team from Mellors Catering. Each day we provide a hot meal which meets the nutritional guidelines, is healthy and with consideration for the children's tastes. A packed lunch option is also available every day. Our kitchen will be happy to supply a sample menu on request and



to meet any particular dietary requirements. Members of our local senior citizens community as well as parents and friends are invited to dine with us several times throughout the year. The children really enjoy these opportunities to welcome visitors to school.

School lunches are also available to purchase for Key Stage 2 pupils (Y3-Y6).

Please contact our school office for more details.

All pupils are encouraged to bring filled water bottles to school each day which can be replenished throughout the day via our chilled water machine.

Please see our Food and Drink Policy for more details (e.g. snack arrangements).

Admission to School

With the exception of admission applications for the September Reception intake (for which separate publicised times apply), the governors will only consider admission requests, at the earliest, within the school term preceding that in which a place is sought.

For example - if a place was required for the beginning of the school's Autumn Term (September), the admission application could not be considered and accepted prior to the beginning of the previous Summer Term.

In common with all schools in Lancashire, Trinity and St Michael's School admits children at the age of four years, providing they attain the age of five years within the school year. Children are admitted in the Autumn Term of that school year.

The current admission number is 30 per year group. This arrangement follows consultation between the Governing Body, the Diocesan Board of Education and the Local Authority. The Governing Body will not place any restrictions on admissions to the Reception Class unless the number of children for whom admission is sought exceeds 30. By law, no infant class may contain more than 30 pupils (please see Admissions Policy for exceptions to this rule)

Application for a school place should be made in accordance with the current Admissions Policy (see website or on request from school).

Induction Arrangements

Our induction arrangements are designed to introduce your child into school life in a positive and sensitive manner and to achieve a smooth introduction to school without overtaxing the youngest children. Pupils are encouraged to attend our Pre-school session at any time during the year (commencing Thursday afternoons, Autumn Term of the year prior to admission). This enables children and parents to become familiar with school and for school to identify any specific needs. Attendance at our weekly pre-school session, especially in the Summer Term, is an important part of the induction process, providing opportunities for children and parents to familiarise themselves with the surroundings, meet teachers and support staff and make new friends.

Admission in September is phased, with children attending on a part-time (half day) basis for the first few days and then full time from week two. Full details will be given when admission is confirmed. Pupils admitted to school at times other than the beginning of reception will also be encouraged to visit for at least a day prior to admission.



Current Staffing

Leadership Team:

Acting Headteacher Mrs Procter

Executive Headteacher Mrs Beatty

SENDCo Team

Lead SENDCo Mrs Procter

Assistant SENDCo Mrs Evans

The school also has 7 full-time teachers and 1 part-time teacher, each teaching 1 of 7 single-age classes:

YR Miss Hyett

Y1 Mrs Evans

Y2 Mr Hawman

Y3 Miss Pemberton

Y4 Mrs Barnes

Y5 Mr Gray

Y6 Mr Hughes

Mrs Pope (1 day + 3 mornings providing additional teaching cover)

Teaching Assistants support various needs across the school:

Mrs Green

Mrs Hart

Mrs Kilburn

Mrs Lloyd

Mrs Ross

Mrs Drury

Mr Maynard

Mrs Chadwick

Mrs Maughan

Mrs Felstead

Miss Kerlake

Mrs Cadwalader

School Business Manager

Mrs Rigby

School Administrative Assistant

Mrs Commins

Site Supervisor

Mr Alan Connor



Cleaning Staff

Mrs Janet Goulding
Mrs Sheila Jackson

Catering Manager (Mellors Catering)

Mrs Bond

Catering Assistant

Mrs Nolan
Mrs Burns

Lunchtime Support

Mrs Janet Goulding (supervisor) Mrs Caroline Turner
Mrs Susan Woan Mrs Helen Maughan

Governing Body

Mrs Pamela Silk	Foundation Governor (Chair)
Mrs Sally Leech	Foundation Governor (Vice Chair)
Mr Alan Smith	LA Governor
Mrs Helen Ince	Foundation Governor
Rev Michael Woods	Foundation Governor
Rev Janet Taylor	Foundation Governor
Mr Robin Hoole	Foundation Governor
Mr Martin Blunt	Parent Governor
Mr Ashley Leech	Parent Governor
Mr Gwynan Hughes	Staff Governor
Mrs Susan Evans	Staff Governor
Mrs Claire Procter	Associate Governor

All governors may be contacted via the school

Contact Information

Trinity & St Michael's Voluntary Aided C of E Methodist School
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Leyland
PR26 9HJ

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