

Believe Enjoy Succeed Together

**"I can do everything through God who gives me strength"
Philippians 4:13**

Cronton CE Primary School



PROSPECTUS 2025-2026

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Our school motto:

Believe Enjoy Succeed Together

Our Vision Statement

**"I can do everything through God who gives me
strength"
Philippians 4:13**

Our mission is:

To provide a wide range of outstanding educational and life experiences so that every child can attain their full potential within a happy and Christian environment based on Christian values.

WHAT WE HOPE TO ACHIEVE . .

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

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 prepared for the future.

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 around them and value the opportunities that they have.

We aim to give the children a firm foundation 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 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 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 values for life. The Christian Values chosen by the children for this year are: Generosity, Justice, Perseverance, Responsibility, Truthfulness, Thankfulness

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, and 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. We aim 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 and fostering 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 happy and welcoming, and that the education the children receive is of an extremely high standard. We try to foster a caring attitude in all who attend the school.

THE ACADEMY

On 1st October 2017 we officially joined the Liverpool Diocesan School's Trust. Although we are an Academy we will still be known as Cronton CE Primary School. The school is situated near the center of the village of Cronton. The oldest part of the building celebrated its fiftieth anniversary in 2018. The school consists of a hall, seven traditional classrooms, a library, 2 small intervention rooms and a separate purpose-built nursery. There is an office suite and a small meeting room. There has been a programme of internal refurbishment supported by the Diocese to provide a bright, stimulating, and safe environment to support the children's learning.

We are fortunate to have well laid out grounds - a large field edged by many mature trees. There is a tarmacked 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.

In September 1998, the school was 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, 45 I-Pads in a portable trolley, interactive white boards in classrooms, excellent science and technology apparatus, modern P.E. equipment, and a well-resourced library. The Friends of Cronton CE Primary (formally the P.T.F.A. - Parents, Teachers and Friends Association) support the needs of the school in their fund-raising activities.

Gardeners & Seedlings

Each September our Year 5 children become our "Gardeners" who look after a Reception child known as their "Seedling". This partnership lasts through to the Gardener leaving school at the end of Year 6 and the Seedling finishing Year 1. This helps the Reception child settle into school life and have a familiar face around the school. The Gardener is there to help nurture their Seedling during their first school years, sharing activities, reading and much more.

Cronton Mission Church

Cronton Mission Church meet in the school hall for worship most Sunday mornings. Families are welcome at all services. Cafe style worship is particularly suited to our young families.

Cronton Mission is part of the Parish of Farnworth and operates in partnership with St Lukes Church. The clergy lead collective worship in school each week. The church also holds confirmation classes for our upper KS2 children after school.

The Reception 'Seedlings' are officially welcomed by their Year 5 'Gardener' during a Sunday morning church service shortly after starting at the Academy. Junior children take a lead role in the Sunday

Harvest Service each October, while the infant children lead a Sunday morning Nativity Service each December. School has an Ethos group supported by the church which leads collective worship on a regular basis.

There are also close links between the school and the other churches in Cronton.

We have been awarded the Church School Partnership Award since 2014. School and church continue to work together to help our children flourish driven by our Christian vision.

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 Safeguarding Lead is Miss Julie Roberts (Interim Headteacher.) The Deputy Designated Safeguarding leads are Mrs. L King (SENDco) and Mrs. S Templeton (Pastoral Lead). The Governor with responsibility for safeguarding is Mr. James Wynne.

THE LEARNING DAY

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

Doors are open for children to enter the school at 8.40am, where they will enter their classroom to settle in and read. Juniors are able to quiz on their Accelerated Reading books.

The following is a timetable of the basic School Day:

EYFS / Rec / KS1 Timetable	KS2 Timetable
9 am Nursery starts	8:45 – 8:55 am Main doors open.
8:45 – 8:55 am Main doors open.	8:45 am – Registration
8:45 am – Registration	
9:00 am first lesson	9:00 am first lesson
10:15 am morning break	10:15 am morning break
10:30 am start of second lesson	10:30 am start of second lesson
11.15 am worship	11.15am Worship
11.30 start of third lesson	11.30 start of third lesson
12:00 pm start of lunch hour	12:15 pm start of lunch break
12.00 Nursery afternoon session starts	
1:00 pm start of afternoon lessons for KS1	1:15 pm start of afternoon lessons
2:30 pm afternoon break for 15 minutes	3:20 pm end of afternoon session
3:15 pm end of afternoon session for Reception /KS1	
3.00 pm Nursery finishes	

THE NURSERY -

Children attend either - 5 morning, 5 afternoon sessions or both morning and afternoon sessions, if the parent is eligible for the 30 hours childcare scheme. (Parents may request their preference of sessions and we will try to accommodate this, but we cannot guarantee that parents will be offered that session due to limited spaces and availability.

Each morning or afternoon session is 3 hours. Children who stay all day have the choice to stay for lunch (parents provide a packed lunch) or to go home for lunch and return for the afternoon session.

The nursery has different times:

Morning Session	9:00am- 12:00 noon
Nursery Lunch	11:45 -12:15
Afternoon Session	12:00 - 3:00 p.m.

2 year old provision

Our provision for two-year-olds follows the same schedule and options as our pre-school provision. All of our nursery children — including those aged 2–3 and those in pre-school — are assigned a dedicated key worker and supported in their learning and development within a warm, nurturing environment.

Little Angels

During the Summer term, we hold a Little Angels group in the Nursery from 9:30 – 10:30am for children under 3 years of age on a weekly basis. Parents, carers, grandparents or child minders can bring along their child free of charge, encouraging them to interact with the other children, use the resources and tidy away any resources they use. This gives the child the chance to explore our Nursery environment. The Nursery staff will also be involved in a variety of focused and enhanced activities within the setting.

LITTLE BLUEBIRDS

Our school offers wraparound care for our Nursery to Year 6 children. Our Breakfast Club runs from 7:45am to 8:45am / After School club runs from 3:15pm to 5:45pm.

Breakfast Club – All children are offered cereal or toast and a drink and have access to colouring, games and other activities to set them up for the day.

Afterschool Club - All children are offered a snack and a drink. They are offered a variety of activities including craft making / painting / movie nights / games and outside activities in fine weather.

For charges / bookings or if you have any questions or queries regarding the wraparound care or payment, parents should use our designated email **crontonce.wraparound@ldst.org.uk**

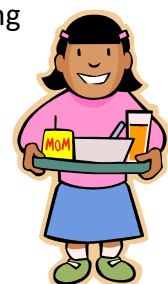
Places are limited, issued on a first come first served basis and booked via ParentPay.

Places can be booked with 24 hours' notice. We may be able to accept on-the-day bookings, especially in an emergency, by contacting the school. While every effort will be made, we cannot guarantee a place for any child that has not pre-booked.

LUNCHTIMES

Lunchtime lasts from 12:00pm - 1:00pm for Reception & KS1 children and from 12:15pm - 1:15pm 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 with a third choice of a jacket potato or sandwiches. Each day we offer a 4-choice menu where one of the options every day is vegetarian.

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.



All children in Reception, Year 1 & Year 2 are entitled to a free school meal each day.

Children of parents who are in receipt of Universal Credit or 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

The KEYS Curriculum

Using the National Curriculum as a guide, we have developed a series of medium-term plans that are bespoke to our school and our context. We have ensured that by fulfilling the National Curriculum each child will receive a well-rounded approach to learning. Quality First Teaching will continue throughout all subjects.

The plans have been designed to ensure progression of key skills across the Key stages.

KEYS to Success sheets will be provided for each of the topics. These will clearly show:



KEY Knowledge



KEY Skills



KEY Vocabulary

By introducing these “KEYS” the children will be able to clearly see the expectations of each topic. These keys will also securely develop the planning, teaching and assessment of each specific unit.

These KEYS to Success will be given to the children at the beginning of each topic and placed in their books. These books will move through the school with the children ensuring previous learning is built upon. The KEYS to Success sheets will also be sent home for further learning and research time.

Enrichment opportunities will also be provided when it is relevant and purposeful. These will provide the opportunity for children to apply their knowledge. We will use cross curricular links when it is meaningful. Opportunities to work in the local area using local achievements, buildings, places and people will be used at every opportunity.

All topics will start and end with either a big question, something special or in an exciting way to hook children into the wonder of learning. Enrichment opportunities are planned carefully to aid teaching and learning. Class trips, residential and external visitors are planned. Most subjects will be delivered through weekly discrete lessons to enable consolidation of learning. Some subjects such as Art and Design or D.T. will be blocked to maximise teaching time.

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, Computing, History, Geography, P.E., MFL, 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 Year 6 class receives sex education based on the policy agreed by the Governing Body. Parents are informed when these lessons will take place and are welcome to view the video that will be used. Parents may withdraw their children from these lessons, but we strongly advise against it.

The following table shows how the ages are organised:

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 2025/26, there are four nursery classes - am, pm and an all-day option, 2 Year old provision, 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. Subjects are taught discretely. Each subject planned each term will be taught on a weekly basis.

English is taught following the National Curriculum. Generally, the daily English lessons are divided into several parts, with the children working as a whole class for part of the time, and then in either small groups or independently. We follow an 'Immerse, Analyse, Write' approach and our English lessons are heavily centered around quality texts.

Maths is taught following the National Curriculum. We use the structure of a 5-part lesson to support the teaching of the 3 main aims;

- 1 Fluency
- 2 Reasoning
- 3 Problem solving.

Part of the lesson may involve the whole class, partner work and individual work. Separate to the lesson the children have a 15-minute Math's Meeting which consolidates and reinforces previous learning. The children also have one arithmetic lesson a week.

Science is taught weekly. Science is taught for 1 hour a week. In KS2, science is split into Physics, Chemistry and Biology and books will stay with the child throughout their time at Cronton.

Homework

All the children are expected to read at home following the homework policy, and the parents can help their child by taking a few minutes each day to hear them read. The teachers will 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 dependent on age.

KEYS sheets will be given to children when they are completing the topic to support their learning of the subject. These will be placed in a book and will be used throughout their time at Cronton. These can also be found on our website to support learning at home.

Curriculum Overviews

Parents are able to view the curriculum overview schemes of work on the school website. www.crontonce.co.uk

The Governors statement on the teaching of R.E. is included in the introduction to the Curriculum section of this prospectus.

SPECIAL EDUCATIONAL NEEDS – SEND

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

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.

All the staff are keen to make sure that all the children in their care fulfill 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 - IEP (Individual Education Plan), 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 an Educational Psychologist. 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 average. This is usually catered for by extending the work within the classroom and having higher expectations from such children. We currently hold the Inclusion Quality mark for the work we do around ensuring inclusivity for all children.



English

The main aim in teaching English at Cronton CE is to ensure all children reach their full potential through a well-planned curriculum. To ensure they develop an understanding that will help the children develop their independence and to take responsibility to always be the BEST they can be.

We believe that immersing children in a range of high-quality texts leads to effective writing outcomes. Therefore, we use a reading into writing approach for our English units and use Ready Steady Write to aid us with this.

Each English unit follows a process of Immerse, Analyse, Plan & Write

Immerse - this is where the children are immersed in the focus genre with lots of reading.

Analyse - this is the time to identify the key features of the genre through discussion and text marking.

Plan and write - we follow a scaffolded, modelled writing approach. Write lessons include opportunities for the children to edit and improve their written work.

Reading at Cronton is at the core of our KEYS curriculum. Early reading provides the foundations in listening and understanding as well as working out what is written on the page.

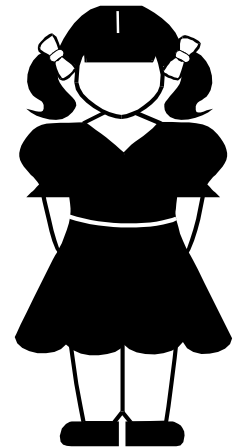
At Cronton we use the Systematic Synthetic Phonics Programme Read Write Inc (RWI). This is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling. The programme is designed for children aged 4-7. However, at Cronton we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

This is supported by Reading high quality texts in whole class shared reading lessons.

Once the children have completed RWI they move onto Accelerated Reader and are able to choose from a wide range of reading books

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.



Maths

The contents of maths lessons follow the New Curriculum. The school follow the White Rose Planning. 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. There is a high focus on learning tables.

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 of the focus 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.

History

This includes studying aspects of local, British and ancient world history, in a broadly chronological order which will enable them to develop a coherent, chronological narrative. They will gain a knowledge and understanding of a wide range of historical eras and vocabulary. They will use a variety of sources to research and develop historical enquiry, including enrichments, visits and artefacts. They will learn about the legacy of historical periods and compare and contrast different eras.

Geography

The geography curriculum investigates places and explores reading maps on a widening range of scales. The British Isles, its countries, major cities and geographical features are also studied. 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 Spain, Egypt and Australia. The children are also taught about weather, rivers, settlements, and environmental change.

Design Technology

This includes designing, planning, making and evaluating models. The children are taught how to use simple tools safely.

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 and other forms of technological devices are used in 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

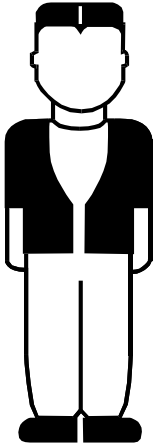
Personal, Health, and Social Education including Citizenship helps to give the pupils the knowledge, skills and understanding they need to live confident, healthy lives and become informed, active and responsible members of the community. We encourage pupils to take part in a wide range of activities 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.

P.E and Games

The P.E. curriculum includes gymnastics, games, athletics, 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 inclusive games. A PE specialist teacher works within the school for one day a week and a Sports TA three afternoons.

Art

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

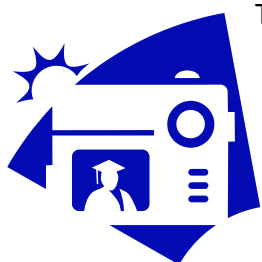


Complaints

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, an appointment should be made to meet with the phase leader and following that, if necessary, the Headteacher. Should you still require the matter to go further, you should contact the Chair of Governors. If the situation is still unresolved, you should contact LDST Operations Team, Liverpool Diocesan Schools Trust, St James House, 20 St James Road, Liverpool, L1 7BY. Tel:0151 705 2190, Email: ldst@liverpool.anglican.org

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 a website on which we will show what our school is like. (www.crontonce.co.uk)

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

If parents do not wish their child to be photographed or videoed by other parents, for example during a class assembly, they must inform us as soon as possible. Please note however this may mean that your child will not be able to take part. Please feel free to talk to either the class teacher or the Headteacher about this subject.

SPORTS

We currently hold a Platinum School Games Award for our participation and commitment to sport in and after school. We have a strong record of participation and success rate in sporting teams and competitions.

Aims

Our overall aims for sports are:

- to enable all pupils to work towards leading healthy, active lives by making informed decisions about the importance of exercise in their wider life during school, after school and in adulthood.
- 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 by learning how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- encourage children to set targets for themselves for self-improvement and challenge

- to provide opportunities for all children to participate in activities at their own level whilst extending their skills and knowledge to achieve their potential.
- to become a good sports person, who plays fairly and can develop a team spirit

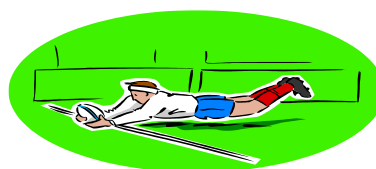
Sports experienced by the children.

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

In Key Stage 2, the children will be taught dance, gymnastics, games, athletics, swimming, and outdoor pursuits. The children will experience a variety of sports including inclusive ones such as boccia and new age curling. There will be opportunities to learn and develop skills in team games including, football, netball, cricket, rugby, basketball, handball and dodgeball, as well as in individual sports such as golf and tennis.

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.

The school allocates approximately 2 hours per week for sports over the whole year. Children in Y3, Y4 and Y5 each go to Halewood Sports Centre Swimming Pool for 8 lessons over 2 successive weeks. We hope that all the children will be able to swim 25m by the time they leave us.



EXTRA-CURRICULAR ACTIVITIES

Sports

The school has a variety of sporting clubs, which change each year. There are lots of different activities offered throughout the year for example dance, football, Ju-Jitsu, athletics, rugby and MultiSkills. Some of these are run by external organisations and incur a small charge.

Choir and Music Tuition

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. As this is run by an external tutor there is a small annual charge for this club.

Other clubs

Other clubs may be offered throughout the year.

Cycling Proficiency

Every year, the children in Year 5 or Year 6 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.



Parental Involvement

Several parents help with school activities. For safety reasons, all helpers must undergo police disclosure checks through the Disclosing Baring Service – the school will organise and pay for these checks. If you feel you can help in some way, please contact the school.

We hold a “Meet the Teacher” evening for each class at the beginning of the academic year where parents and carers can find out more about the curriculum and expectations for their child’s year group.

Parents' Evenings are held twice a year – in October / November for a short introductory meeting and in March - when you are given the chance to formally see your child's work, as well as talk to the class teacher. At the end of the school year, you are also able to make an appointment to discuss your child’s written report - if required. 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 class teacher and the parents to work on these before the end-of-year assessments.

Autumn reports are given out after the Autumn assessments in December. A meeting in the Spring term is used to inform parents of the Spring assessments with targets given to parents for the summer term. Summer 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 class teacher, 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.

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 Friends of Cronton CE Primary School (formerly known as PTFA) and all parents are automatically members. By attending meetings and functions organised by them, you are supporting your child.

UNIFORM

Uniform for all children Rec - Year 6 from September 2024

There will be no set summer / winter uniform. Parents can decide whether to choose for a cooler option when the weather is warmer – this can be at any point throughout the year.

White polo shirt; **(No tie)**

Grey trousers / shorts / skirt / pinafore,

Royal blue cardigan / V Neck sweatshirt or V Neck Knitted jumper with or without the school logo,

Grey socks or grey tights

Black shoes **(no trainers or boots please)**

Blue gingham dress (with white socks)

Black/Navy sandals are acceptable in warmer weather but please make sure that your child's feet are adequately supported.

Please note, trainers and white sandals / shoes are not part of the school uniform.

Coat – children should wear a sensible and weather appropriate coat – there is no specified colour.

Bags – a royal blue bookbag – No backpacks or handbags are allowed.

PE Uniform

Indoor PE

Royal blue T-shirt

Royal blue shorts (Not black shorts)

Black pumps

Black trainers – all black trainers with no white or colour markings

Outdoor PE

Royal blue sweatshirt or hoodie with or without the school logo. (Children can wear their school jumper or cardigan.)

Royal blue tracksuit bottoms

Black pump

Black trainers – all black trainers with no white or colour markings

Jewellery

From September there will be a no jewellery policy. Children will be allowed to wear a wrist watch only. This should not be a smart watch – it should not be able to record or link to the internet.

If your child has their ears pierced, their earrings should be removed before school each day. This is for the safety of all children. If you are considering having your child's ears pierced, it would be beneficial to have this done at the start of the 6 weeks holidays in July. This will allow a full six weeks for them to heal and settle before the return to school in September. Clear spacers are allowed to be worn for those children concerned about piercings closing. These must still be covered with plasters for PE. No studs are allowed in school.

Boydells
17 – 19 Victoria Road
Widnes
WA8 0PU
Telephone: 0151 424 3527

Kits4all
115 Albert Road,
Widnes
WA8 6LB
Telephone 0151 420 7504

Laser Schoolwear
56 Victoria Road
Widnes
WA8 7RJ
Telephone 0151 345 4867

Jewellery

Except for watches, other jewellery such as ear-rings, bracelets and necklaces 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 – including boys. watches should be removed for PE.

DISCIPLINE

Behaviour is outstanding in our school and we are very proud of our children. However, there may be times when we need to address children's behaviour. Following consultation with the children and staff we have introduced a more visible approach to behaviour management in school called "Good to be Green". Praise and positivity will still be our main strategy in behaviour management and continues to work well.

Good to be Green

We have four rules in school.

Be Ready, Be Respectful, Be Safe, Be Kind!

When the children follow these rules, they stay on a green card.

If they stay green all week, or have received only a yellow card, they are rewarded with an extra playtime on a Friday and in addition the Infant children will receive a stamper at the end of the week.

When they do not follow these rules the following system of sanctions will apply.

<p>Stay on a green card it's,</p> <p style="text-align: center;">GOOD TO BE GREEN!!</p>	<p>Following the school rules <u>at all times</u> will ensure you stay green!</p> <ul style="list-style-type: none"> - Be Ready! - Be Respectfull! - Be Safe! Be kind!
<p>Green Speech Bubble</p> <p><i>This is a record of a verbal warning to follow the rules. It still counts as staying green.</i></p>	<p>Speech Bubble: First instance of not following the rules - minor incidents:</p> <ul style="list-style-type: none"> • Low level disruption. • Shouting out. • Pushing in lines. • Using outside equipment before or after school
<p>Yellow card</p> <p>Miss 15 minutes of the next playtime. In EYFS a time out appropriate to their age.</p>	<p>Yellow Card: Second instance of not following the rules or a more serious incident, examples are:</p> <ul style="list-style-type: none"> • Ignoring an adult's direct instruction. • Unwanted behaviour that does not physically hurt another person. • Anti- social behaviour.
<p>Red card.</p> <p>Miss 15 minutes of the next two playtimes. In EYFS a second time out appropriate to their age. All age groups receive a red letter from Miss Roberts, Mr Tunstall or Mrs Durr to go home explaining why the card has been issued. The incident and contents of the letter will be uploaded onto CPOMS.</p>	<p>Red Card: Third instance of not following the rules or a very serious incident, examples are:</p> <ul style="list-style-type: none"> • Spitting. • Deliberately pushing, slapping, hitting, punching or kicking with use of body or object. • Deliberate damage to school property. • Swearing. • Racism. • Persistent bullying. • Stealing. • Fighting (before, in or after school). • Abusive/inappropriate behaviour on social media or inappropriate use of the internet.

These are examples only and not a definitive list of the behaviours that might incur a sanction.

Extremely serious cases of not following the rules may result in a temporary exclusion from school.

The children return to green the next day. A new day is a fresh start, and every child will begin on green! Our Good to be Green system should be the only sanctions the children in our school will ever need but there are further steps that can be taken if a child's behaviour becomes more serious. In the event of a serious misdemeanor, 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 placed on the website and Facebook page every Friday.

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 (Pastoral lead, Special Needs Coordinator and Assistant Headteacher) 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 peripatetic teachers. The full charging policy can be seen at the school.

Cronton Church of England Primary School Admission Policy and Arrangements 2025/26

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 information about the application process, including an online application facility by September 2024. This will be available on the Knowsley website www.knowsley.gov.uk/schooladmissions

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, 6, 7 or 8 (see note A).

The closing date for applications is **15th January 2025**.

In the event of the school receiving more applications than it has places to offer, and after the admission of pupils with an Education, Health and Care Plan which names the school, the following oversubscription criteria will be applied to all applicants to determine which children have priority for places:

1. (a) Children in public care and previously looked after children. This includes any "looked after child", "previously looked after children" and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. 'Looked after' means that the child was (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. This criteria also includes looked after children and all previously looked after children 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. (See note A)
1. Children of families resident in Cronton Village at the time of allocation (see note D)
2. 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 E)
3. Children of parents/ carers who attend worship at Cronton C. E. Mission Church (See note F)
4. Children of parents/ carers who attend worship at St. Luke's Church, Farnworth, St. Ambrose Widnes. (See note F)
5. Children of parents / carers who attend worship at other Anglican Churches. (see note F)
6. Children of parents / carers who attend worship of another Christian denomination (see note F)
7. Children who are on roll at Cronton CE Nursery no later than 30th September of the year before normal reception admission and are still attending the nursery throughout the application and allocation process. (see note G)
8. 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 event that during the period specified for attendance at worship the church or, in relation to those of other faiths, relevant place of worship, has been closed for public worship and has not provided alternative premises for that worship, the requirements of these [admissions] arrangements in relation to attendance will only apply to the period when the church, or in relation to those of other faiths, relevant place of worship, or alternative premises have been available for public worship.

Tie Break

Should there be more applicants than places within any of criteria 1 to 9 above, the Governors will use the distance from home-to-school.

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.

Where there are multiple births wanting admissions (e.g. twins, triplets) and there is only a single place left within the admission number, then the Governing Body will exercise as much flexibility as possible with the requirements of infant class sizes.

Notes:

A. A looked after child is a child who is in the care of a local authority in England, or is being provided with accommodation by a local authority in England in the exercise of their social services functions (see definition in section 22(1) of the Children Act 1989). Adoption as under the Adoption and Children's Act 2002 (section 46). Child arrangement orders as defined in the Children and Families Act 2014 (section 12). Special Guardianship Order as defined in the Children Act 1989 (section 14A).

Parents/carers who wish to have their child considered as a looked after or previously looked after child need to provide documentary evidence of this status to the Local Authority at the point of application.

A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. Parents/carers who wish to have their child considered as being in state care outside of England prior to adoption need to provide documentary evidence of this status to the Local Authority at the point of application.

- B. 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 and / or Nursery attendance.
- C. A looked after child is a child who is in the care of a local authority in England, or is being provided with accommodation by a local authority in England in the exercise of their social services functions. A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.
- D. 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.
- E. Brothers and sisters includes half / step brothers and sisters as well as fostered and adopted children, provided they live at the same family address. This does not include cousins or other family relationships.
- F. 'Parents who attend worship' is 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. This excludes school based worship that takes place during the school week. Applicants who wish to provide information to be considered under criterion 5, 6, 7 or 8 must note that the form confirming regular attendance must 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.
- G. Applicants who wish to be considered under criterion 9 (Nursery attendance) must complete the additional form.
- H. 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. The address which receives child benefit will normally be used if the child's time is split between two homes, but the Governing Body reserves the right to request other proofs as fit the individual circumstances. If it is found that a place has been allocated on false information then the place may be withdrawn.
- I. Late Applications – For late applications please refer to the Knowsley Primary Education Admissions Booklet 2025/26
- J. Please note, throughout this policy and supplementary form, the term "Parent" refers to the person/persons with Parental responsibility for the child.
- K. Pupils with a Statement of Special Educational Needs / EHCP (Educational Health Care Plan). – Where a pupil has a Statement of SEN / EHCP and the Authority has named a particular school as provision, the child must normally be admitted. Where such pupils are known about at the time of the annual allocation, they will be placed within the admission number, with priority over others.

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. Offer letters for applicants who applied on time will normally be posted on 16th April 2025.

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 kept for any child/ren unsuccessful in their application(s). The waiting list is ordered according to the oversubscription criteria. The waiting list will remain open as per the LA co-ordinated equal preference scheme.

All other waiting lists will be kept open until the end of the Summer Term in the academic year in which the application is made.

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 in how the application for a school place is treated.

Summary Timetable

Application forms available from 12th September 2024.
Closing date for formal applications 15th January 2025.
Allocation of places notified to parents 16th April 2025.

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 any 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.

Name	Role	Responsibilities
Miss Julie Roberts	Interim Headteacher	Overall SIP Leader (EYFS, KS1 &2) Standards/ Pupil Tracking / Assessment Teaching & Learning

		Performance manager Leader School Self Evaluation Finance /Personnel Buildings H&S Behaviour & Disc DSL Maths lead Curriculum lead Pupil Premium Lead
Mr Matty Tunstall	Acting - Assistant Headteacher KS2 Leader Year 6 Teacher	SLT ECT Mentor (KS2) Teaching, Learning & Assessment Lead RE & Collective worship Lead Science Lead Primary/Secondary Links
Mrs Amy Durr	Acting - Assistant Headteacher Early years and KS1 lead Reception teacher	SLT Strategic Behaviour Lead Personal Development Lead Parental Engagement Early Reading & Phonics Lead English Lead PE Lead School council
Susan Templeton	Pastoral & deputy safeguarding Lead	Deputy Designated safeguarding lead Safeguarding & Child protection Children who are looked after, Attendance and Punctuality Behaviour Support
Mrs. Linda King	Nursery Teacher	SEND Leader DSL PSHE Lead
Mrs Maise Broadly	PT Year 1 teacher	Computing & E-safety Lead
Miss Claudia Williams	PT year 1 teacher	International learning
Miss Sian Ellis	Year 2 teacher	Music lead Art lead
Miss Rebecca Gill	Year 3 Teacher	Design and technology lead
Miss Nicola Tilley	Year 4	Geography lead History Lead Student Placements mentor - Teaching
Miss Louise Egan (ECT 1)	Year 5 teacher (term)	Eco club
Paula Kimmins	PPA	MFL Lead

Support staff

Name	Role	Responsibilities
Class based		
Mrs A Wilson	L3 TA Nursery	First Aider/ Medicine Work Experience/TA school Placements
Mrs S Buckley	L2 TA Year 4 (SEND support)	Little Bluebirds Lead First Aider, RWInc
Mrs L Myler	L2 Rec	RWInc
Miss S Wilson	L2 TA Y1/2	Little Bluebirds Lead RWInc Fruit and Milk

Mrs C Gillies	L2 TA Year 6 MGT & PPA cover	ELSA First Aider
Mr D Doyle	L3 TA Sports Coach	PE Lead assistant Swimming
Miss M Unsworth	L2 TA Year 5 (SEND Support)	
Level 3 TA	To be appointed	
Non - class based		
Mrs E Felton	Administrator	
Mrs L Aldridge	Admin Assistant	
Mr M Murphy	Premises Officer	
Mrs A Dolan	Cleaner	
Mr P Riley	Cleaner	
Mrs T French	Welfare Assistant	
Mrs D Bodell	Welfare Assistant	
Miss D Poole	Welfare Assistant	
Miss Poole	Welfare Assistant	
Mrs P Thompson	Cook	
Mrs K Clarke	Kitchen Assistant	
Ms G Marmion	Kitchen Assistant	
Ms S Ellis	Kitchen Assistant	

Name	Term of Office Start Date	Term of Office End Date	Category
Mrs Deborah Doyle	01/11/2020 (24/9/24)	30/10/2024(23/9/28)	Foundation
Mrs Stephanie Couzens now vacancy	21/1/2024	20/1/2028 resigned 19/7/24)	Foundation resigned
Mr Alan Hill - all ok	15/07/2024	14/07/2028	Foundation
Mrs E Briscoe - all ok	14/03/2023	13/03/2027	Foundation
Mrs J Holland - all ok	31/01/2023	30/01/2027	Foundation
Ms Sarah Beresford - all ok	18/03/24	17/03/28	Parent
Ms Liz Dodson - all ok	21/05/2023	20/05/2027	Co-opted
Mr James Wynne (new)	13/12/24	12/12/28	Parent
Vacancy	n/a		Foundation
Rev Peter Dawkin (new)	28/7/25	27/7/29	Ex-officio
Mrs Andrea Wilson - all ok	01/01/2022	31/12/2025	Staff
Ms Julie Roberts	1/9/25	interim	Head teacher
Mrs Lesley Campbell- Hunter	n/a - all ok		Clerk to Governors

Parent Governor vacancy.

The Chair of Governors can be contacted through the school.

Abbreviations:

P.C.C. - Parochial Church Council

D.B.E. - Diocesan Board of Education

ATTENDANCE AND TRUANCY RATES - 2024-2025

Over the past year, the attendance for the school was 95.7%.
There were 4.3% absences.

Regular attendance at school is essential to ensure your child makes progress and achieves well. At Cronton CE we work closely with families to ensure regular attendance is maintained. Requests for absence for holidays will not be authorised during the term time.

During August 2024, the Department for Education issued new information regarding school attendance.

Parents can already be issued with a penalty notice by the local authority for their child's non-attendance at school. From the 19 August 2024, the Government will standardise the process for penalty notices. All local authorities must follow the national requirements.

From the 19 August 2024:

- Penalty notices for unauthorised absence from school are increasing from £120 to £160 per child, per parent. The amount will be reduced to £80 if paid within 21 days.
- A parent may be issued with a penalty notice if their child's absence is unauthorised, and they miss 10 sessions within a rolling period of 10 weeks. Ten sessions are usually the same as 5 school days. The 10 weeks may span different terms or school years. For example, two unauthorised absences in the summer term and eight unauthorised absences in the autumn term.
- The changes apply to any unauthorised absence taken from the start of the new academic year. For example, a holiday in term time which has a start date after the 19 August 2024.
- If a second penalty notice is issued to the same parent for the same child within a rolling 3-year period, the penalty notice will be charged at the higher rate of £160. There is no option for this second offence to be discharged at the lower rate of £80.
- The Government has set a national limit of two penalty notices that can be issued to a parent for the same child within a rolling 3-year period.

- If the national limit of two penalty notices has been met, or exceeded, the local authority must consider the use of another tool to improve attendance. For example, prosecution or another attendance legal intervention.

The local penalty notice code of conduct will be published on Knowsley Council's website and has been drawn up in consultation with headteachers and the Merseyside Police Force.

CURRENT COSTS OF SCHOOL MEALS

The current cost of a school meal is £2.50 per meal, £12.50 per 5-day week.

All children in Reception, Year 1 & Year 2 are entitled to a free school meal each day.

School Meals are paid by ParentPay.

PARENTPAY

The school uses ParentPay for the collection of money.

Parents are given a personal activation username and password to setup and log into their personal ParentPay account. There is no cost to parents for this service.

Once set up parents should only use this method for paying dinner money, trip money, some after school clubs, Nursery payments and music tuition.

More information can be found on the ParentPay website: www.parentpay.com

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@ldst.org.uk

Web site: www.crontonce.co.uk

Facebook: Cronton CE Primary

Twitter @crontonceschool

Kind of School: Academy

Diocese: Liverpool

Multi Academy Trust Liverpool Diocesan School Trust

Local Authority: Knowsley MBC

Headteacher: Miss Julie Roberts

Chair of Governors Mrs Deborah Doyle

Administrator: Mrs Lesley Aldridge