

Grimsargh St Michael's Church of England School



PROSPECTUS 2023/ 2024

September 2023

Grimsargh St Michael's C of E Primary School

We are a semi-rural school set in the heart of Grimsargh village and have a close working relationship with St Michael's Church. Our school has high standards, excellent resources and lovely grounds. We believe that all children are a gift from God and have their own specific talents and characteristics, which we nurture, develop and celebrate, allowing them to let their light shine and flourish in the world around them.

By nurturing a love of learning, we endeavour to provide an education that enables each child to achieve their full potential while preparing them for success in the 21st century. We seek to ignite curiosity and a life-long enthusiasm for learning within a safe, happy and creative environment. Our Christian ethos and values underpin all we aim to do and we encourage our children to be the best that they can be.

Providing a range of contexts in which children have the chance to shine is at the heart of what we do. Whether it is on the sporting field, the stage, in the classroom, or within our community, children have the opportunity to experience a diverse range of enrichment and enhancements to the curriculum.

The school has been awarded the Basic Skills Quality Mark, which recognises good teaching in mathematics and English, the Lancashire Equality Mark and a Learning Excellence Award.

The last OFSTED inspection was in March 2014. The school was judged as 'Outstanding' in all areas- 'Achievement', 'Teaching and Learning', 'Behaviour and Safety' and 'Leadership'. In our SIAMS inspection in June 2019, we were judged 'Excellent' in all areas- The Effectiveness of our Christian Vision, The Impact of Collective Worship and the Effectiveness of Religious Education.

This prospectus will provide you with further information about the school and together with our website (<https://www.grimsargh-st-michaels.lancs.sch.uk>) should answer most of your questions. However, to get a true flavour of our school, I am more than happy to show you round the building and introduce you to some of the children and staff- our Grimsargh St Michael's school family.

Mr Stuart Booth
Headteacher



Mission Statement

Inspiring believing and achieving in our loving Christian community

Vision

*'Let your light shine before people so they see your good works and glorify your father in heaven'
Matthew 5: v16*

Aims

We endeavour to achieve our aims by:

1. Promoting Christian values through the teachings of the Church of England and knowledge and understanding of the beliefs of others.
2. Providing a caring, supportive and stimulating environment, while acknowledging each individual's needs, abilities and interests, thus fostering a 'joy' in learning.
3. Providing a firm foundation of knowledge and skills on which their further education may be built.
4. Fostering a close working partnership between parents, teachers and governors for the benefit of each individual child.
5. Providing a well-structured personal development education programme.
6. Promoting a sense of self-worth and of the equal worth of others in order to make them responsible members of society.

The school will aim to achieve this by best use of the resources available to it.

'Achievement is outstanding in this happy and friendly school. Teaching is outstanding. Classrooms buzz with excitement and pupils are eager to learn.'

OFSTED March 2014

'Pupils develop a deep love of learning and motivation to 'let their light shine' in whatever they do. The distinctly Christian learning environment is continually enriched by the innovative, creative curriculum.'

Denominational Inspection June 2019

Admissions

Making an application

Applications for admission to the school for September 2023 should be made on-line at www.lancashire.gov.uk (search for School Admissions). It is not normally possible to change the order of your preferences for schools after the closing date.

Parents **must** complete the Local Authority electronic form, stating three preferences. Parents who wish their application to this Church school to be considered against the faith criteria **should** also complete the supplementary form. If the school is oversubscribed, a failure to complete the supplementary form may result in your application for a place in this school being considered against lower priority criteria as the Governing Body will have no information upon which to assess the worship attendance.

The Supplementary Information Form is available from the school.

Letters informing parents of whether or not their child has been allocated a place will be sent out by the Local Authority. Parents of children not admitted will be informed of the reason and offered an alternative place by the Authority.

Admission procedures

Arrangements for admission have been agreed following consultation between the governing body, the Diocesan Board of Education, Local Authorities and other admissions authorities in the area.

The number of places available for admission to our Reception class is 30.

School History

Grimsargh St Michael's Church of England Primary School is a Voluntary Aided Primary School. It was founded in 1809 to serve principally persons resident in the Grimsargh area. The school was transferred to its present site in September 1968 and was extended by the addition of the Derwent Building in 1974. Recent years have seen a growth in the number of pupils in school. In order to accommodate this growth, an extension was completed in November 1999 and a further extension completed in February 2004.

The school provides education for children between the ages of four and eleven.

Pre-school Induction

We believe that starting school is an important time for every family and we try to make the transition from home to school a happy and secure one.

Pre-school children are invited into school before their official entry date. This is to provide a smooth transition between home and school and to alleviate any worries or fears children or parents may experience. We invite them to attend school towards the end of the second half of the summer term. During these sessions, the children meet the class teacher and teaching assistant and become familiar with their surroundings.

Where possible the Reception staff will also visit pupils in their pre-school settings ready for transition into school.

Parents/ Carers are invited to attend school one evening to be given an insight into the life of the school and in particular information about reception class routines and teaching methods.

Teaching Staff

Senior Leadership Team

Mr Stuart Booth	Headteacher
Miss Helen Smith	Deputy Headteacher
Miss Lucy Cross	Key Stage 2 Leader
Mrs Hannah Coupe	Key Stage 1 Leader
Mrs Lindsay Garner	School Business Manager

Classes

Reception

Miss Hannah Lemmings	Class teacher
Miss Melissa Begbie	Teaching assistant
Miss Amber Ashworth	Teaching assistant (1:1 support- mornings)

Year 1

Miss Emma Threlfall	Class teacher
Mrs Jacky Costas-Walker	Teaching assistant (Monday & Tuesday)

Year 2

Mrs Hannah Coupe	Class teacher
Mrs Helen Hemmings	Teaching assistant

Year 3

Mr Terry Brooks	Class teacher
Mrs Joanne Rutherford	Teaching assistant (mornings)
Mr Ben Fletcher	Teaching assistant (mornings)
Miss Morgan Walwin-Holm	Teaching assistant (group support- afternoons)

Year 4

Mrs Penny Todd	Class teacher
Mrs Rebecca Slattery	Class teacher (Thursday)
Mrs Marie Coar	Teaching assistant

Year 5

Miss Erin Reeve	Class teacher
Mrs Sharon Wane	Teaching assistant

Year 6

Miss Lucy Cross	Class teacher
Mrs Kerry Giddins	Teaching assistant (mornings)

Miss Amanda Dewitt	PPA teacher
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Mrs Lindsay Garner, Mrs Emma Dewhurst & Mrs Elspeth Towers	Office staff
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Mrs Sharon Wane & Mr Robert Wane	Site supervisors
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Mrs Sarah Hall & Mrs Diane Singleton	Kitchen staff
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The School Day

Doors open	8:50am
Registration	8:55am
<u>Morning playtime</u>	
Infants	10:20 – 10:35am
Juniors	10:45 – 11am
<u>Lunch</u>	
	12 – 1pm
<u>Afternoon playtime</u>	
Infants	2:30 – 2:45pm
School closes at	3:25pm

From 8:45am, Mr Booth (Headteacher) welcomes families at the gates at the bottom of the school field; a teaching assistant welcomes families entering via the playground gate; the site supervisor is positioned on the staff car park gate and is responsible for only allowing families with permission to use the staff car park and Miss Smith (deputy headteacher) is on the playground.

Collective Worship

An act of worship takes place each day which is Christian in character. We value our link with St Michael's Church and local clergy lead whole school assemblies.

The children attend and lead services in Church throughout the year and parents are invited to join us.

The Christian faith, as expressed by the Church of England, permeates the whole of school life. Parents have the right to withdraw their child from religious education and/or collective worship for reasons of conscience.

The school day begins and ends with prayer.

Arrangements for Acts of Worship are as follows:

Monday:	3 – 3:15pm	Deputy
Tuesday:	3 – 3:15pm	Hymn Practice
Wednesday:	3 – 3:15pm	Key stage worship/ Act of in- class worship
Thursday	3 – 3:15pm	Key stage worship/ Act of in- class worship
Friday:	2:45 – 3:15pm	Headteacher

The worship leader plans the themes for weekly assemblies on a termly basis. These plans are based on themes for worship and Christian values and festivals.

Curriculum Rationale

An ambitious curriculum, bespoke to the pupils at our school, is the key to developing curious, lifelong learners. At Grimsargh St Michael's Church of England Primary School, **5 GOLDEN THREADS** weave through all teaching and learning and are central in the development and delivery of our curriculum across all subject areas, each of which is focused around **3 BIG IDEAS**.

Fostering children's curiosity stimulates a desire to learn that both enriches and equips them with the skills, values and attitudes needed to find their place in modern Britain and the wider world. Children acquire deep and meaningful cultural knowledge and explore a broad range of subject knowledge and skills to prepare them for life beyond school.

Children's learning is driven by high expectations to support academic achievement. However, our curriculum is also our most important tool in allowing the children to '*let their lights shine*'. Our children will have opportunities to develop and shine on the stage, on the sports field, and in our school and local community, all of which will enable them to evolve into positive and active citizens.

Golden threads

- **Authenticity**- by engaging pupils through real life, inspiring stimuli, we strive to ensure learning is as authentic as possible, whether this be inside or outside of the classroom.
- **Vocabulary**- by immersing pupils in tier 3 vocabulary across all subjects, we aim to help children understand what they read and to confidently speak, listen and communicate their opinions.
- **Diversity**- by celebrating uniqueness we aim to prepare our children for life in modern Britain.
- **Resilience**- through providing challenge and new opportunity, we aim to develop our pupils' resilience.
- **Christian Values**- we aim for our children to follow the principles of life that Jesus taught.

Our school Intent, Implementation and Impact statements can be found on our school website by clicking on the 'Curriculum' and then 'Our Curriculum' link.

Foundation Stage

During your child's first year at Grimsargh St Michael's, they will follow the Early Years Foundation Stage Curriculum.

Our Grimsargh St. Michael's Reception curriculum has been designed with our children and their needs at the heart of everything we do. We believe in providing our children with authentic, real-life learning, as well as plenty of rich, hands-on experiences and opportunities to spark their curiosity and to encourage a life-long love of learning. Our school's golden threads run through all that we do from Reception and through the school too, encouraging children to develop perseverance, self-belief, growth mindset, worship, and a love of reading and stories across all of our topics. We hope that by the end of Reception, our children are fully prepared to continue their exciting learning journey ahead from Year 1 and beyond, with appropriate foundations and a thirst for learning more!

In Reception, our children will learn through a mix of adult-led and child-initiated learning experiences. Our classroom is set up with engaging topic-based provision that is matched to the children's needs and our learning goals. Children will spend a lot of time learning through play, with adults modelling good practice as well as enhancing their learning experiences to get the best possible learning outcomes.

Links to our EYFS Policy, our Long-Term Plan, our Curriculum Overview, and our Curriculum Goals can be found on our school website by clicking on 'Curriculum' and then 'Our Reception Curriculum'. These documents form the basis of our Intent, Implementation and Impact in Reception.

Teaching Phonics

High quality teaching and learning of Phonics and early reading is at the heart of our curriculum. We use a consistent, systematic and vigorous approach using Red Rose Letters and Sounds to teach synthetic phonics across Early Years and Key Stage 1. Children in reception class and year 1 are taught whole class phonics daily for 20 minutes. Any children in KS1 or KS2 who require additional support receive phonics intervention using Bounce Back and Fast Track phonics. The emphasis is on interactive, practical activities.

Reading Schemes in Key Stage 1

In Key Stage 1, children read Phonics Bug and Oxford Reading Tree books. The Phonics Bug books are fully decodable and matched closely to each child's reading ability and phonics phase. The Oxford Reading Tree books are not fully decodable but are matched as closely as possible; these books should be for shared reading at home and have been chosen to support developing comprehension skills, vocabulary understanding and a love of reading. We use these two schemes to focus on developing different aspects of

reading. All the books are levelled, but we place an emphasis on understanding and giving plenty of opportunity to embed skills. Depending on class and ability, children will have their books changed once or twice a week.

There are a range of opportunities for children to read and respond in school during the week such as during guided reading, whole class reading, when visiting the library and when reading one to one. Reading at home is crucial throughout school and parents, as first educators, have a very important role to play. We recognise that language provides one of the main instruments of learning throughout the school curriculum.

Reading is given a high profile at Grimsargh St Michael's and we are passionate about fostering a love of reading. Parents are encouraged to play an active role in this by helping out in school and through reading diaries, in which comments can be made about their child's progress.

Mathematics

We adopt a Mastery approach to teaching and learning and ensure reasoning is at the heart of our curriculum. At all times, children are encouraged to use and apply the mathematics they learn in practical tasks and real-life problems in order to acquire a secure foundation from which further knowledge and understanding of the subject can be gained.

Key Stage 1 and 2

The children are taught according to the National Curriculum which comprises the following subjects:

- English
- Mathematics
- Science
- Computing
- RE and Collective Worship
- Art and Design
- Design and Technology
- Geography
- History
- Music
- Physical Education
- Ancient and Modern Foreign Languages (Key Stage 2- French)

Religious Education

We are a Church of England School and thus the religious education we provide conforms with the rites, practices and doctrines of the Church of England. Religious Education is provided within the timetable according to the Blackburn Diocesan Board of Education R.E. Syllabus.

We promote Christian values through the teachings of the Church of England. The children also learn about the beliefs and traditions of some of the other major world religions. We plan for the spiritual and moral growth of each pupil through planned teaching and the Christian ethos of the school.

Home- School Partnership

We endeavour to work in partnership with you as parents/ carers to provide the best possible education to your child. We encourage close liaison between parents and staff for the benefit of the children in our school.

We hope that you will feel free to come into school to discuss any problems that may occur. Equally, staff will consult with parents as and when necessary. Should you feel that the consultation will take any length of time, it is advisable to telephone first to make an appointment. In the interests of Health and Safety, we need to know exactly who is in the building at any time so all visitors coming into school during school hours must report first to the office and sign in on our electronic 'In-Ventry' system.

In the autumn and spring terms parents are invited to the school to discuss their child's progress with the class teacher. In the summer term, each child receives a written report. Open afternoons are held from time to time to give parents clearer insight into the work of the school.

Home Learning (formally Homework)

There is often much debate around whether children should receive homework at primary school and in particular around how much to give, how often to give it and what it should entail. These are all questions that researchers studying the homework-achievement relationship have strived to address. Findings from the Education Endowment Foundation, a Government and Department for Education recognised research group, indicate that homework in primary schools does not appear to lead to large increases in learning. However, there are arguments that homework is another way to instil a positive work ethic and that it provides parents with an insight into what their child is learning.

Therefore, we have made the decision to provide the following home learning:

READING

Fostering a love of reading is something we are passionate about at Grimsargh St Michael's, and you can really support your child in being able to access the whole curriculum by simply listening to them read, by reading to them and by asking them questions about the books you share. We, thus, encourage you, as parents/ carers, and first educators of your children, to read and listen to your child read every night (this only needs to be for 10/15 minutes).

SPELLING

Supporting your child with their weekly spellings is another simple way in which you can support your child at home. Using the 'look, say, cover, write, check' method is one way you can do this.

Class teachers will share other effective ways for parents/ carers to support their child with learning spellings. In school, we encourage children to use the words, given as spellings, within weekly writing opportunities and we explore meanings of words so they are not practiced solely for a test.

TIMES TABLES

Supporting your child with their times tables, as specified by your child's class teacher (year 2-6), or repeated addition which leads into learning times tables (reception and year 1) is the most effective way you could support them mathematically. The Government expect that all children will know their multiplication tables by the end of year 4.

Each year, from year 2 through to year 6 have specific times tables they must learn:

- Year 2: x2, x5, x10
- Year 3: x3, x4, x6
- Year 4: x7, x8, x9, x11, x12
- Year 5 & 6 : further consolidation of all tables including 'mega' facts (6×80 ; 7×900 ; 400×6) and 'mini' facts (0.5×8 ; 3×0.03 ; 0.009×8)

For times tables, the most effective way for you, as parents/ carers, to support your child, would be to spend a few weeks exploring one particular times table; look into any patterns; find things that are grouped by that amount (for example traffic lights in 3s; boxes of eggs in 6s; colours in a rainbow in 7s); practice the related division facts; depending on year group expectations, practice the 'mini' and 'mega' facts (7×4 and 0.7×4 (mini) and 70×4 (mega)).

Towards the end of year 4 children will sit the Multiplication Tables Check (MTC) which is a digital assessment intended to support teachers in ensuring that all pupils know their multiplication tables by the end of primary school. It will enable schools to identify those pupils who may need more support with their times tables.

ONLINE LEARNING PLATFORMS

In addition, we will be encouraging children to spend time accessing our online learning platforms such as 'Mathletics'. Certificates for Bronze, Silver and Gold achievements will be awarded during our Celebrations Worship on Friday.

EARLY YEARS (Reception class)

In Early Years (Reception class), it is slightly different - alongside daily reading, you should receive 1x phonics game per week and 1x maths game a week too.

Further details can be found in our Home Learning Policy.

Personal, Health and Social Education

Personal, Health and Social Education helps pupils to acquire the skills, knowledge and understanding, attitudes and values which are necessary to make sense of their life experiences and to feel confident and informed.

We provide health and relationships education for all pupils.

Questions are answered simply and truthfully and in line with our 'Health and Relationships Education' Policy. Older children study the changes which take place during puberty. Parents are encouraged to work with the school and are invited into school to look at the materials which are used.

Multicultural Education and Citizenship

We live in a multicultural society and as such, we teach children to understand and respect religions and cultures which are different from their own. Our resources reflect the multicultural nature of society.

The school has an Equality policy. Children are taught about the responsibilities of citizenship in a democratic society.

Catering for Children with Different Needs

We place great emphasis on the individual needs of all children and takes into consideration the need to stretch the more able whilst providing support for the less able.

a) Special Needs

Our SEN Policy takes account of the SEN and Disability Code of Practice (2014). At Grimsargh St Michael's, a child with special needs is one who has significantly greater difficulty in learning from the majority of other children of the same age or a disability that hinders them from taking full advantage of the educational provision provided. We endeavour to work in close partnership with parents to promote the development of every child's potential and ensure that every child has access to all areas of the curriculum.

To assist with access, the school has ramped entrances, a disabled toilet and wider internal and external doors.

The school's Accessibility Plan is available in school and is reviewed annually.

The governors have a nominated member, who is specifically responsible along with the Headteacher and the Special Educational Needs Co-ordinator (Miss Helen Smith), for all matters connected with special needs provision. The Special Needs Policy is reviewed annually.

'Disabled pupils and those with special educational needs frequently make outstanding progress.' **OFSTED March 2014**

b) Able, Gifted and Talented

Children deemed to be Able, Gifted and/ or Talented are challenged to achieve their potential, like all other children. Gifted and/ or talented children are encouraged to participate in extra-curricular opportunities and

links are made with out of school clubs to further promote participation at high levels. The Gifted and Talented Policy is reviewed annually.

Extra- curricular activities

Extra- curricular activities play an important part in the life of the school. We offer a range of clubs, sporting and otherwise, which are targeted at specific year groups. We endeavour to offer opportunities to all year groups throughout the year.

Inter-school sport

We enter all sporting events in the Preston Schools' calendar and are proud to be able to offer such wide variety of sporting opportunities.

Residential Visit

The children in year 6 have the opportunity to go away for an outdoor pursuits and adventurous activities holiday.

Behaviour and Pastoral Care

Our Code of Conduct is as follows:

Following the example of Jesus, we will always try to be caring, polite and truthful to everyone.

This means:

- Always do your best
- Be kind and polite to everyone
- Look after yourself and others
- Take care of property

This code is on display around the school and each class has its own set of rules which are negotiated with the teacher at the beginning of the year. Parents are made aware of the school Code and are expected to support the school's discipline policy.

Positive behaviour reinforcement is used to promote good behaviour in class and around school. We operate a system of House points, with each child allocated to one of four Houses. Such points are given to reward behaviour/conduct in line with the ethos and expectations of St Michael's. The House points are announced in our Weekly Celebration Worship with the winning house, at the end of the half term, receiving an additional break time outside.

Certificates are awarded and presented by class teachers in our weekly Celebration Worship with the names of our weekly stars published in our school newsletter. In addition, their name is placed on the 'Star' board for a week and the certificate is taken home as a permanent and personal memento.

Class teachers will manage and use 'Dojos' in their class and will determine weekly rewards. We also have Positive Postcards that members of staff can send home.

Further details can be found in our Behaviour Policy.

Assessment

Teachers regularly assess children informally and formally during the academic school year to inform parents and future planning. Children are set regular targets which are shared with parents at Parents' Evening.

Children will complete a Reception Baseline Assessment (RBA) within the first 6 weeks of starting school. They will then complete a Phonics Screening Assessment towards the end of year 1.

In year 4, children will sit the Multiplication Tables Check (MTC) and in year 6 they will be assessed for the final time, again using Statutory Assessment Tests (SATs). Children in other year groups are assessed

internally and at the end of each half-term. This provides us with summative data which enables us to track between the formal assessment points.

Medicine in School

The school has clear guidance on providing care and support and on administering medicines in school. Office staff or members of the senior leadership team can administer prescription medicines with another member of staff as witness, after parents have completed the 'Medicine Consent Form'.

Uniform

ALL ITEMS OF CLOTHING MUST BE CLEARLY NAMED

Winter Uniform

- Royal blue school sweatshirt or cardigan with embroidered logo (available from 'Mary Frances' in Longridge)
- Light Blue polo shirt
- Grey trousers, skirt or pinafore dress (shorts can be worn)
- Grey/ white socks or tights
- Black shoes (trainers or boots must not be worn)

Summer Uniform (optional)

- Light blue and white checked summer dress
- White socks should be worn with the summer dress
- Grey shorts
- Sandals may be worn in the summer, but they must be the type that gives full support to the feet- to enable children to play safely at playtime (not strappy sandals).

PE Uniform

- Plimsolls for indoor PE (dance/ gymnastics)
- Trainers for outdoor PE
- Light blue T-shirt (optional- with school logo from Mary Frances)
- Navy shorts, skirts or leggings
- *Sweatshirt- same as school uniform jumper
- Navy blue cuffed ankle tracksuit bottoms (optional- with school logo from Mary Frances)
- School zip up reversible shower proof/ fleece jacket for outdoor wear (optional- with school logo)

Second hand uniform

At least twice throughout the academic year, our PTFA sell second hand uniform, on the playground, at significantly reduced prices. In addition, the PTFA advertise across their platforms, sharing the price list for second hand uniforms. Parents/ carers can then contact the PTFA via e-mail or Facebook to purchase items before collecting from school.

Hair

Long hair should always be tied back and hair accessories should be small, discreet and in school colours. Hair styles should not be extreme, e.g. un-natural colours, shaved heads.

Jewellery

Children may wear a wrist watch. Earrings and jewellery must not be worn. If you want to have your child's ears pierced, please ensure this is done at the beginning of the school summer holiday, so that it is safe to remove the earrings when they return.

If children do attend school wearing earrings, it causes safety issues during PE lessons and extra-curricular sport. Schools are advised to follow the guidance within the document, '**Safe Practice: in Physical**

Education, School Sport and Physical Activity'. This document also contains statutory elements as well as case law. The Safe Practice guidance '*strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings, including retainer and expander earrings*'.

School Bags

Children in reception class, year 1 and 2 should have a school book bag in which to keep their reading book and home/ school contact book.

Children in year 3-6 can bring a small junior back pack. School back packs can be purchased from the school office.

Attendance and Absence

Regular attendance in school is vital and, as a result of more stringent guidance from the education authority, we ask that when a child is absent, the school is informed, either by a telephone call or letter, on the morning of the first day of absence as to the reason. A letter should be sent into school when the child returns. The reason for the absence should be stated in the letter. The school is only allowed to authorise absences which are due to medical or certain categories of personal reasons. Other absences will be categorised as unauthorised.

A note from parents is also required when a child has an appointment (eg dental, hospital) during school hours.

Holidays in Term Time

Parents/ carers are requested not to take children on holiday in term time. Under government regulations, headteachers are not able to authorise leave in term time unless there are exceptional circumstances. Requests must be made on the application form, which is available from the school office.

School meals, milk and snacks

We provide the following:

Fresh Drinking Water

All children are encouraged to bring a sports bottle to school, which can be filled with fresh drinking water.

Playtime Snacks

The infant children are invited to have a piece of fruit each day. This is provided under the Free Fruit for Schools Scheme.

Junior children can purchase a drink and snack from the school kitchen or bring fruit from home.

Milk

Milk is provided for the Infant children at a small charge of 21p per day (September 2020).

School Meals

Meals are prepared in the school's own kitchen and eaten in the hall. We are proud of the quality of our school meals. Care is taken to provide healthy food that the children enjoy.

All our children in Key Stage 1 have a lunch provided for them. For children in Key Stage 2, dinner money is paid in advance via the 'ParentPay' system. Cash or cheques can be sent into the school office on Monday mornings in an envelope labelled with their child's name and the amount enclosed. Cheques should be made payable to Lancashire County Council. Meals can be paid for half-termly in advance by arrangement with the school office.

Packed Lunches

Children may bring a packed lunch from home. We encourage parents to provide a healthy lunch and so fizzy drinks and sweets are not allowed.

Parents Teachers Friends Association (PTFA)

A Parent, Teacher and Friends Association (PTFA) is an organisation with a mission to make the school a better place for the children to learn. The PTFA brings together parents, carers, teachers and children to raise funds and strengthen the school community. Money raised is spent on things that benefit the children of the school.

Our PTFA meet once each half-term either face-to-face or via Zoom for around an hour. Meetings are advertised in the school newsletter and all parents/ carers are welcome to attend. The meeting is an opportunity for the committee to agree on forthcoming events as well as discuss funding requests with school. Minutes are taken and distributed to the committee members and the school headteacher as well as posted on the PTFA school website page.

Freedom of Information

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it.

Complaints Procedure

The Headteacher is always available to discuss in confidence with parents any matters concerning their child's education or welfare and will deal with most complaints. Should the Headteacher be unable to resolve a particular complaint, it will be referred to the Complaints Committee of the Governing Body.

Child Protection and Safeguarding

Mr S Booth	Designated Safeguarding Lead
Miss Helen Smith	Deputy Designated Safeguarding Lead
Miss Lucy Cross	Deputy Designated Safeguarding Lead
Mr Wayne Bretherton	Nominated Governor for Safeguarding

A copy of the Child Protection and Safeguarding Policy is available on request from the School Office.

Discovery Vine

Before and After School Care

The Breakfast Club is open from 7:30am until 8:55am each day. The after- school club is available every school afternoon from 3:25pm to 6pm.

Children are cared for by qualified staff in an environment, which meets all statutory requirements, enabling parents to work or study during before and after school hours. During this academic year (2021/22), the club will be split between the nursery building and the school hall.

Children enjoy time and space to have fun with their friends. They are given opportunities to develop hobbies and interests in a wide range of activities. There is a quiet area for doing homework, just relaxing or watching a favourite television programme.

A list of current charges and booking details is available on the Discovery Vine website:

www.discoveryvine.co.uk

Nursery

The nursery, which is housed in the out of school care building, currently provides early years education from the age of 3 until they start school. However, the vision is to offer places from September 2022 for children 2 years of age and above.

Children follow the foundation stage curriculum, which is continued in reception class. Attendance at the nursery is a good preparation for school and with the building situated on school grounds, we have close

links. During this academic year (2021/22), the nursery is open from 9am to 3:25pm, Monday to Friday, although wrap around care is available from the before and after school club.

Details of admission procedures and charges are available on the Discovery Vine website.

Thank you for your interest in Grimsargh St Michael's Church of England Primary School.

Please feel welcome to contact Mr Booth (Headteacher) at any time to arrange a visit.