Thornton Primary School

Prospectus

www.thorntonprimary.lancs.sch.uk

Love • Respect • Ambition

THORNTON PRIMARY SCHOOL

Heys Street, Thornton Cleveleys, Lancashire FY5 4JP
Tel/Fax: (01253) 821128
Email: head@thorntonprimary.lancs.sch.uk

Dear Parent/Carer,

On behalf of our school governors, staff and pupils, may I offer a warm welcome to you and your child. Thornton Primary School is a school that is at the heart of the local community and really epitomises that in everything that it does.

Having taken up the position of Headteacher in January 2018, I am very proud to lead such a wonderful, inclusive school where every child and their learning really matters to all members of staff. The commitment from both the staff and governors to make this school the best possible place for our children to learn is clearly evident in everything that happens in school.

Children come to school each day with enthusiasm to do well and a commitment to learn. It's our role in school to make learning fun and engaging and ensure that all children have the opportunities to do so in a safe and stimulating environment. We also believe in ensuring that the children are able to share their views and thoughts about how to improve our school further through our wonderful School Council, Eco Council and Sports Council.

Please spend some time reading through our school prospectus so that you can gain an insight into our school. May I also take this opportunity to invite you and your child to come for an informal look round school; I would be delighted to show you round and share with you our plans for the future.

Yours faithfully



Mr David Ashcroft

Headteacher

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School Staff 2026-2027

Headteacher	Mr David Ashcroft
SENDCo	Mrs Shirley Young
Hazel Class Teacher	Mrs Jennifer White
Willow Class Teacher	Mrs Gemma Brocklehurst
Maple Class Teacher	Miss Caroline Taylor
Oak Class Teacher	Mr Tyler Glynn
Rowan Class Teacher	Mr Matthew Huntington
Beech Class Teacher	Mrs Shannon Jones
Sycamore Class Teacher	Mrs Tracey Barnes
The Orchard Class Teacher	Miss Samantha Gardner
Forest School Teacher	Mrs Karen Shaw
Family Learning Mentor	Mrs Karen Brown
Behaviour Mentor	Mrs Karen Shaw
Higher Level Teaching Assistant	Mrs Donna Thompson
Teaching Assistant	Mrs Tracy Wood
Teaching Assistant	Mrs Judith Duckworth
Teaching Assistant	Mrs Alison Jenkinson
Teaching Assistant	Mrs Emma Maskell
Teaching Assistant	Mrs Jean-Ann Newman
Teaching Assistant	Miss Sharon Bellusci
Teaching Assistant	Miss Carley Brierley
Teaching Assistant	Mrs Sarah-Jane Farr
School Business Manager	Ms Tracey Khanfar
School Cleaner	Mr Peter Hodgkinson
School Cleaner	Mrs Julie Wade
School Cleaner	Mr Stanley Quinn

School Governors

The School Governors are a group of people who ensure the smooth and effective running of the school. They meet three times a year as a full governing body and at other times in committees in order to monitor and evaluate provision in such areas as curriculum, finance, staffing, health and safety, etc. They are taken from a cross section of the community. Parent governor representatives are elected by the parents of children at the school, and staff governor representatives are voted for by the other staff. All governors serve a 4 year term of office, and after their four years may be re-elected.

Chair of Governors	Mr John Creighton
Vice Chair of Governors/	Mrs Heather Hay
Parent Governor	Miss Kirsty McGlynn
Headteacher	Mr David Ashcroft
Co-Opted Governors	Mrs Lisa Gallagher
	Miss Louise Linaker
	Mr Neil Drummond
Staff Governors	Mrs Karen Shaw
	Mrs Jennifer White
Local Authority Governor	Mrs Louise Jarman



The School Day

EYFS/Key Stage 1

Morning Lessons:
8:45am-11:45am/12pm
Lunch:
12-1pm
Afternoon Lessons:
1pm to 3:15pm



Key Stage 2

Morning Lessons:
8:45am -12pm
Lunch:
12-12:45pm
Afternoon Lessons:
12:45pm to 3:15pm

Children should arrive on the school grounds no sooner than 8:35am, before that time, there is limited supervision.

Entrances are locked after the start of school. Any pupils arriving after this time have to come into school through the main entrance and the time arrived is recorded alongside the reason for lateness.



Organisation and Structure of Classes

Currently, the school is organised into seven

classes. Hazel Class: Pre School/Reception
Willow Class: Year 1
Maple Class: Year 2
Oak Class: Year 3
Rowan Class: Year 4
Beech Class: Year 5
Sycamore Class: Year 6
The Orchard: SEN Unit, Years 3,4,5,6



Each year, the structure and groupings for each class are decided on and there may be a change to the number of classes. Sometimes we have a mixed year group class. Work is always differentiated and matched according to the children's ability; every child's education is carefully thought about to ensure they reach their full potential. Provision is made for those children with special needs and for those children who are more able. We strive for and expect every child to reach their full potential.

All classes receive a substantial amount of support from Teaching Assistants so that children may be given extra individual or small group attention as appropriate.



Admission to School

Many primary schools in Lancashire can accept all who wish to attend, but if the school is oversubscribed, the following criteria is used:

1. Children in public care at the time when preferences are expressed and who are still in public care at the time of their admission to school.

2. Children for whom the Local Authority accepts that there are exceptional medical social or welfare reasons which are directly relevant to the school concerned.

3. Children with older brothers and sisters attending the school when the younger child will start.

4. Remaining places are allocated according to where a child lives. Those living nearest to the preferred school by a walking route recognised by the Local Authority will have priority.

Further information about school admissions can be found at
www.lancashire.gov.uk

Our admission number for the academic year 2026/2027 is 20.

Admission Procedures and Visiting School

As well as the usual starting school time for 4 and 5 year olds, we are used to children in different year groups joining us throughout the school year. If you have not already visited the school, you are welcome to make an appointment or call in to see the Headteacher. He will be pleased to show you around the school and tell you more about it. The school has an admission number of 20.

After registration details have been completed, your child will be able to start school immediately. You will be given the opportunity to meet your child's class teacher and arrange to call in again within the week to find out how your child has settled in. Parents are welcome to arrange to see the Headteacher or class teachers at any time for any reason. Please enter school via the main entrance, where Ms Khanfar will be happy to arrange an appointment for you, answer any queries or provide you with forms or information.

If your child is of pre-school age we will contact you in the summer term of the year your child is due to start school in September.

Pre-School Support

All 4+ pupils start school in September. In the term prior to this, parents and children are invited into school in order to familiarise everyone with arrangements and prepare the children for starting school. The children also attend a series of morning and afternoon "get to know each other" sessions, held in the summer term.

Mission Statement

Thornton's Mission Statement, underpins every aspect of each pupil's academic, spiritual, moral, cultural and social development.

Each child is unique and will be valued, nurtured and inspired. They will learn in a caring, happy and safe environment where they will be challenged to reach their goals for the future

School Values

We have 3 core values at our school that underpin the teaching and learning in our school. These are: **Love, Respect, Ambition.**

At Thornton Primary School: We Care for all *be* Kind *and* Considerate *and* Dream Big

By the time I leave TPS I will have had the opportunity to…

As a school, we value the whole curriculum and want to ensure all children are given the chance to develop an interest in a variety of areas. We created the list below of the opportunities we want to provide all children before they leave our school at the end of Year 6.

- Develop a love of reading
- Explore new technologies
- Become a confident writer
- Enhance my knowledge and understanding of the world around me
- Become aware of and respect different faiths & cultures
- Use my maths skills in day to day life
- Learn in the Forest School
- Participate in a charity event that helps others
- Experience a wide range of sports
- Meet an inspirational person
- Explore learning outside of school
- Be creative and share my work with pride

School Uniform

Our school uniform:
Plain yellow polo top (no badge)
Blue sweatshirt with yellow embroidered school badge or blue cardigan with embroidered school badge
Grey trousers/grey shorts
Grey skirt or grey pinafore dress
Grey, navy blue or black socks with trousers or shorts
White or grey socks with skirts or grey, navy blue or black tights
Black school shoes

In the summer, children can choose to wear a yellow gingham dress with white or grey socks.






PE:
Yellow t-shirt with a blue embroidered school badge
Navy blue shorts
Black pumps or trainers

Long hair should be tied back with plain or school coloured bobbles/scrunchies. No large bows in hair.



Swimming

Trunks (not shorts)/one piece costume.
A swimming cap is required for long hair.
Towel.

It is essential that ALL clothing is appropriately named with your child's name.

Make-up, jewellery (apart from stud earrings), nail varnish and hair gel are not allowed to be worn for school.

Our Curriculum



Our curriculum is very creative – we want learning to be fun. We are flexible in our planning and constantly adapt the curriculum to meet the changing needs of our children and their experiences. Children have the opportunity to apply their literacy, numeracy and ICT skills in other subjects.

Early Years Foundation Stage

Children in the Reception year will follow the new Early Years Foundation Stage Curriculum. This is organised into 7 Areas of Learning and Development.

Prime Areas:

Communication and language.
Physical Development Personal.
Social and emotional development.



Specific Areas:

Literacy.
Mathematics.
Understanding the world.
Expressive arts and design.

The curriculum however, will not necessarily be divided into discrete lessons but rather delivered in an integrated way. For example, a child playing in a shop will be developing language, mathematical, physical and social skills through the same activity. The curriculum is very practical with children encouraged to learn by finding things out. The classroom also has access to a secure outdoor classroom.

Key Stage 1 & Key Stage 2

English

All our children take part in a daily English lessons. Work is planned in line with the National Curriculum 2014. During lessons, children are taught the important skills of reading and writing. This includes reading strategies, phonics, spelling, grammar, punctuation and handwriting.



Children are also given many opportunities to become confident speakers and active listeners. Each child has a home reading book and is encouraged to read at home on a regular basis. Home reading books are to supplement the teaching of reading at school; they are usually different books to the ones read at school. From an early age, pupils are encouraged to choose their own books from the selection at their appropriate level. They keep a record of the books they have read.

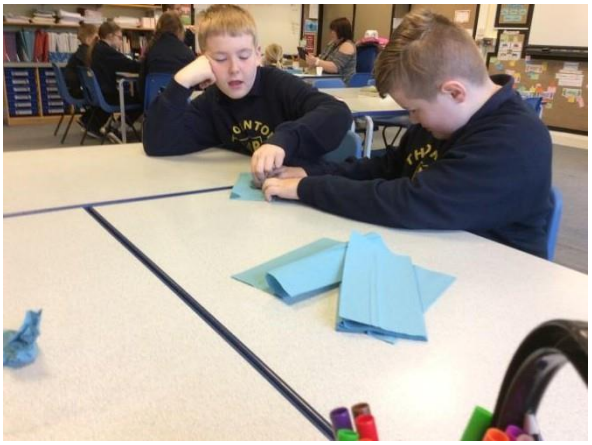
Mathematics

Maths lessons are based on the National Curriculum 2014 using the Power Maths scheme of work. During the class taught lessons there is an emphasis on mental calculations, rather than pages of traditional sums. Children are given plenty of opportunities to develop their numeracy skills and are set tasks appropriate to their ability level. They will learn strategies for solving problems, both mental and written.



Science

Children are naturally inquisitive and from a very early age they constantly ask questions. We aim to build on this by teaching the concepts and skills of science through carefully planned topics relevant to the age and experience of the children. They are taught to design and conduct their own investigations.



History

Younger children are given the opportunity to develop awareness of the past and of the ways in which it was different from the present. Building on this knowledge, older pupils are taught about important episodes and developments in Britain's past and about ancient civilisations. Topics often culminate in exciting history days, when children dress in period costumes and experience life in the past.



Geography

Topic work includes the study of geographical skills, places and physical/human features. As with history, educational visits are often planned to develop skills and extend learning.



Design & Technology

DT enables children to develop their design and creative skills and is taught through a series of topics in each year group.



Art and Design

We aim to develop the many skills and techniques that enable our pupils to express themselves. Children are introduced to the work of different artists and they are encouraged to take pride in helping to create the stimulating displays of work, which we believe are an important part of our school environment.



Music

We aim to develop pupils' understanding and enjoyment of music through activities that include performing and the development of listening skills. Each week, the children have a whole singing assembly where they learn to sing a wide range of different songs from traditional to more contemporary music.

Physical Education

All our pupils take part in a wide range of PE activities to develop skills and positive attitudes. Children at Key Stage 2 are able to participate in team sports such as football, netball and rounders and have the opportunity to represent the school in a variety of tournaments involving local schools. As a school we work in partnership with the Wyre & Fylde Schools Sports Partnership and who offer a wide range of additional sports including multi-skills sessions, gymnastics, tri-golf, tennis and judo as well as more traditional sports such as football, netball and athletics. KS2 children have a weekly swimming lesson at Poulton Swimming Pool when in Year 4/5 for two terms of the year.



Forest School

Forest School has become a significant part of our school's curriculum since we started delivering sessions in September 2019. Forest School is an inspirational process that offers all children regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment. Forest School is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education, combining PHSE and Outdoor & Adventurous PE. The children also develop maths, history, geography and many other skills through exciting learning opportunities.

All children from EYFS to Year 6 take part in Forest School sessions.

Our Forest School continually evolves and changes all the time with the children's interests.



Personal, social and health education (PSHE) and citizenship

Lessons are taught in the classroom through planned and delivered using the SCARF scheme of work, as part of other subjects and in daily school life. Sex and Relationship Education is delivered through PSHE lessons. Children are introduced to basic knowledge of the human life cycle - as appropriate to their age groups - in their science work and as part of our health education programme. Extra lessons provided by the school nurse take place in Year 6 prior to transition to High School.



French

All our children in Key Stage 2 are introduced to a variety of Modern Languages, with a particular emphasis on French.

SMSC and British Values

The promotion of British Values takes place across the curriculum.

Spiritual development encourages the children to reflect on their beliefs, religious or otherwise, to reflect on their experiences and to try and answer some of life's

fundamental questions. The use of imagination, creativity, and a sense of fascination in learning about themselves and the world around them is developed.

Moral development encourages the children to recognise the difference between right and wrong; to have a concern for others and develop and to understand the consequences of their actions. They are helped to think about moral and ethical issues and to think about the views of others in these matters.

Social development encourages the children to work and socialise with others and to relate to those from different backgrounds; religious, ethnic and socio economic, and they are helped to understand and accept fully the British Values in order to participate fully and contribute positively to life in modern Britain.

Cultural development encourages the children to understand and appreciate the wider range of cultures in their local community and further afield. They are taught to respect different faiths and diversity in local, national and global communities. The children are also encouraged to take part in artistic, sporting and cultural opportunities.

British Values are promoted so that the children can be prepared for life in modern Britain. They are helped to accept and engage with the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

All of these are experienced in a variety of activities, including discussions, circle times, assemblies, visitors, workshops and specific lessons.



Religious Education and Collective Worship

In line with national guidelines, Thornton Primary School provides RE and daily collective worship in order to promote the spiritual, moral and cultural development of all our pupils. RE is based on the Lancashire Agreed Syllabus which seeks to develop pupils' knowledge, understanding and awareness of Christianity, as well as introducing them to the values, attitudes and beliefs of other major religions. Our collective worship is of a broadly Christian character and contains elements in common with other religions. Class or celebration assemblies - to which parents are often invited - encourage participation and the sharing of ideas, as well as developing the confidence of individual children in learning to perform in front of an audience. Parents have a right to withdraw their children from religious education and collective worship. Any issues relating to religious education or collective worship may be discussed with the Headteacher.

Homework

At Thornton we believe that liaison between home and school enhances a child's learning. For this reason we like to send some homework to involve each parent with their child's learning. Homework consolidates and reinforces skills and understanding, particularly in literacy and numeracy. We believe that homework encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own and prepares them for their future education.

The amount, type and marking depends on the age of the child. Homework includes reading time spent with your child.

Special Educational Needs

The school's Special Educational Needs Policy is available to parents on request. At Thornton we have regard for all the Special Educational Needs Code of Practice and pupils will be assessed and their progress monitored in line with the staged model. At Thornton we recognise the full spectrum of special educational needs, which includes catering for both more able and less able pupils. We meet the needs of our SEND pupils through curriculum and classroom management strategies and through close liaison with outside agencies including a wide range of specialist teachers and the Educational Psychology Service. We endeavour to keep you informed of all the provision made for your child either informally via the class teacher or by consultation with the SENDCO (Special Educational Needs and Disabilities Co-ordinator), Mrs Young.

Should you have any concerns about the progress your child is making, please do not hesitate to contact either the School or the Governor with responsibility for special educational needs, Mr Neil Drummond, who can be contacted through school.

Educational Visits

The school organises visits to a variety of places, for year groups and the whole school, in order to extend the experiences of our children. These may include a visit to the theatre, a museum and other places of interest. The planning of educational visits is carried out in line with local authority and national guidelines. We may ask parents to make a voluntary contribution towards transport and admission charges in order that such visits may take place.



Breakfast Club & After-School Activities

We currently offer a Breakfast Club from 7:30am – 8.45am and an After-School Club from 3.15pm – 6.00pm. Both clubs take place in a classroom space and are run by a team of Management Committee staff.

There is a range of activities on offer depending on the needs of the children attending the clubs. We offer healthy snacks at each of the sessions. There is a charge for each of the clubs, please enquire for prices.



Extra-Curricular Activities

The school also runs a number of extra curriculum clubs and welcomes any parental help. These vary according to the time of year and age group. They may include:

Football • Netball • Rounders • Drama • Athletics

• Art & Craft • Dance • Yoga • Choir • Cookery

Key Stage 2 children take part in inter-school athletics, football, netball, rounders and swimming.

Assessment

We believe that the main aim of assessment is to move children on in their learning. It provides feedback for pupils, parents and teachers, monitors progress and provides information for the future schools our children may attend. The children are fully involved in target setting and assessing their work.

Parents receive a written report in the summer term that outlines the progress made by their child. It will also include the results of the statutory tests for pupils in Years 2 and 6, and the Phonics screening results for Year 1 pupils. Parents' evenings are held twice a year, autumn and spring. There will also be a chance to meet with the class teachers in the summer term to discuss end of year assessments. However, parents are always welcome to meet with the class teachers to discuss their child's progress or needs at any convenient time.

Safeguarding & Child Protection Policy

Our school has a Designated Senior Leader for Safeguarding and Two Back-Up Senior Leaders.

DSL Mr David Ashcroft, Headteacher

Back-Up DSL Mrs Shirley Young, SENDCo

Back-Up DSL Mrs Karen Brown, Family Learning Mentor

Back-Up DSL Miss Samantha Gardner, Orchard Class Teacher

For further information about all the different roles and responsibilities we have to safeguard children, please visit the Safeguarding section of our school website.

Attendance Procedures

Lateness

The following information provides an overview of the actions that are taken when a child does not attend school and a phone call has not been received by 9:15 am.

- The Family Learning mentor makes a phone call home. If there is no answer, Learning Mentor will continue to call until 10:30am.
- If there is still no answer, the Family Learning Mentor will make a home visit to find out why the child is not in school.
- If there is no answer at home when the Family Learning Mentor arrives a call is made to the Headteacher who will then decide on the appropriate action.

Attendance

- At the beginning of each half term, the Family Learning Mentor reviews whole School attendance along with the Headteacher.
- Letters are sent home from the Family Learning Mentor for any child where attendance and/or punctuality is a concern and below 95%.
- Updated letters will be sent each half term until attendance is above 95%.
- If poor attendance persists, the Headteacher then sends home a letter.
- 1:1 sessions take place with older children to promote the importance of being at school and to understand their own attendance.
- If there is still no improvement in attendance, the Headteacher and Family Learning Mentor arrange to meet with the child's parents/carers.
- If there is no significant improvement parents are offered a meeting with the Headteacher.
- If attendance continues to fall, a penalty notice is considered.

Health & Safety

The school's Health & Safety policy that covers all members of our school community. Members of staff deal with minor accidents or injuries occurring at playtimes. When injuries warrant further treatment, or if your child appears unwell, you will be contacted immediately.

Please ensure that we always have an up-to-date emergency telephone number.

In line with local authority guidelines relating to medicines in school, our policy is as follows:

If a child needs to take medicines or tablets during the school day, parents are asked to come into school and administer the treatment to their own child. If medicine is administered by the school, parents are required to complete a consent form, available from the school office.

Thornton Primary School, including the grounds, is a no smoking establishment.

No dogs are allowed within the school grounds without prior permission.

Keeping in Contact

The school strives to keep parents in touch with what is happening in school.

- Weekly newsletters will inform you of our news, latest achievements and future events.

- Termly, you will also receive a curriculum newsletter from your child's class teacher that sets out the work that will be carried out that term.

- Our website continues statutory information about our school that is useful at different times during your child's education.

- We update our Facebook pages regularly with photos and information of day to day life at school.

