



MICKLE TRAFFORD VILLAGE SCHOOL PROSPECTUS

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Dear Parents,

Thank you for your interest in Mickle Trafford Village School. We hope this prospectus shows the qualities which make Mickle Trafford Village School so special and demonstrates all the reasons why this is the right school for your child.

As a school we believe strongly in a working partnership with parents. We will involve you in your child's education from the outset as we know that a partnership with you will increase the happiness and achievement of your child.

We would love to show you around our school when the children are working, this would give both you and your child (if they wish to accompany you) a very clear idea of the caring and orderly community which exists here.

Our national test scores show that we have consistently excellent results. All of our teachers and teaching assistants provide exceptional curriculum provision with a caring attitude, recognising each child as an individual. Everyone is praised for their efforts and achievements; we ensure that each child receives positive reinforcement of what they do well.

In our most recent Ofsted Inspection in March 2023, we were judged to be a Good school, something we were very proud to achieve. The children at Mickle Trafford Village School enjoy coming to school and accessing our rich and broad curriculum. We are constantly considering ways in which we can develop and extend the learning environment for our children; we have recently developed our outside environment to include an outdoor classroom, outdoor stage, wildlife areas and a path around the field.

We are all very proud of our school and many visitors comment on the wonderful caring, calm atmosphere that exists here - something we hope you too will witness. We look forward to welcoming you into our school and working with you in the years to come.

If you would like your child to come to Mickle Trafford Village School, please follow the admission procedures as laid down by the Local Authority.

Yours sincerely,

Wendy Lyon
Headteacher



The original building (built in 1909) at the front of our school



The extension to the rear which was added in 2011

MISSION STATEMENT

We care, We Learn, We Belong.

We arrived at this statement after discussions amongst children, teachers, teaching assistants, mid-day assistants and the children's school council. We wanted something that was easy to remember, that our children could understand and summed up everything that we believe makes a great school. We revisited this

motto in Spring 2019 by asking the children, staff, parents, governors and visitors to describe MTVS. The results confirmed that our motto still reflects our values.

Aims

At Mickle Trafford Village School, we foster an environment that enables our children to become:

- Literate and numerate
- Independent and resilient learners
- Self-disciplined
- Aware of and to value diversity and inclusivity
- Confident, adaptable and articulate
- Aware of their responsibility to others and to give people the respect they deserve

Objectives

The objectives of the school are:

- To create a safe, emotionally secure, healthy environment in which to work
- To establish high expectations and a success culture in which positive self-esteem is nurtured
- To develop a learning environment in which everyone appreciates the value of lifelong learning
- To cater for the needs of individuals through appropriate differentiation and facilitation of different learning styles
- To provide opportunities that nurture and develop life skills, enabling pupils to make informed decisions which lead to a safe and healthy life style and to become effective citizens
- To establish debate and discussion amongst all members of the school community
- To build leadership and management skills in all staff

OFSTED INSPECTION FINDINGS

Our most recent inspection was in March 2023 where we were judged *Good* in every area.

Ofsted commented:

Mickle Trafford Village School is a happy and welcoming place to be. Pupils comment that they enjoy coming to school and that they feel safe. They get on well together and make lots of friends.

They feel that staff know them well and care about them. Staff have high expectations of what pupils can and should achieve.

Most pupils, including those with special educational needs and/or disabilities (SEND), respond positively to the work that their teachers prepare for them.

In the main, they achieve well. Teachers expect pupils and children in the early years to behave well.

Across the school, most pupils and children are hard-working.

They demonstrate resilience and independence in their learning.

Overall, pupils cooperate well with each other, and they respect each other's points of view.

They look forward to sharing 'Hot Chocolate Mondays' with their headteacher and taking part in 'Golden Table Awards' at lunchtimes.

Leaders swiftly and sensitively deal with any incidents of bullying.

Pupils take pride in the leadership roles they have in the school. These include being members of the school council and well-being ambassadors.

Pupils are keen to make a positive difference to their local community and the environment. For example, they take part in local litter picks and make nature promises to develop further the wildlife area in the school grounds

The senior leadership team and governors received more detailed feedback from the inspection and some of this is detailed below:

The school met every criteria for 'Good' in every category and 'good' grading's were seen as strong and secure. Inspectors commented that our pastoral care and mental health is a strength of the school. They commented on the positive relationships, staff know the children well and care a lot about them as individuals. There is a well-planned PHSE curriculum and as result children and staff have respect for each other and children get on well together. They also commented that there is a strong clear vision in the EYFS provision. Staff knowledge of the children was also a strength. They commented that 'teachers are skilful in moving the children's learning on'

There is a well promoted love of reading. Reading and phonics are given a high priority across the school.

Safeguarding is effective. It is very well led and managed and is the school's highest priority.

The school celebrates diversity in well planned meaningful ways.

We have worked exceptionally hard to ensure our curriculum is broad and ambitious and it was wonderful for the inspection team to note that leaders have an ambitious well sequenced curriculum with a clear intent and this intent is consistent across the curriculum.

We are a community school and we strive to make every child feel part of everything we do.

Inspectors were impressed with the provision for children with special educational needs, commenting that inclusiveness is a strength of the school with the children following the same ambitious curriculum as their peers.

This report is further recognition of the hard work and dedication from all the staff and governors in school, who strive to provide the best education for each and every pupil.

Please see the full report on our school website.

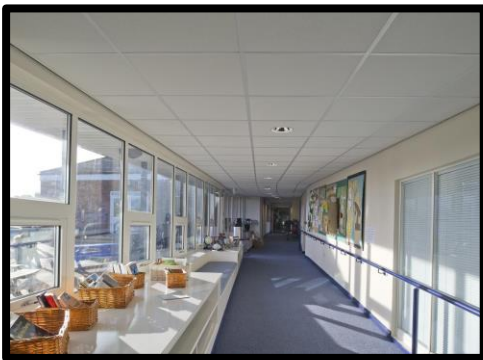
A happy and welcoming place to be.

ABOUT OUR SCHOOL

Our school is a community primary school which accepts children from 4 - 11 years of age. We are situated just outside Chester in a medium sized village with a strong community spirit. We currently have 198 pupils on roll reflecting our popularity within the area. We pride ourselves on being a happy, friendly school where everyone knows and cares for one another.

The original part of our school dates back to 1909 and we still retain many of the attractive features of our historic building with beautiful high ceilings and panelled wooden doors. Our two infant classes are in the original building and the extension which was added in the 1960's is home to our reception class.

As mentioned previously, we were lucky to have a further extension built in 2011. In place of the old mobile classrooms, we now have a bright and airy junior wing to the school comprised of 4 classrooms, a group room and toilets as well as two new outdoor playground spaces. Since then we have worked to improve the space used by KS1 children and installed more storage units and new toilets.



THE WAY OUR SCHOOL WORKS

Our school is a living community, our pupils, staff and parents make it what it is and all contribute to its success.

Every child is valued individually and their opinions and needs taken seriously. Communication between children, staff and parents is a valued strength of our school.

Our School Council, Sports Council, Well-being Ambassadors and Eco Committee meet regularly to discuss any changes and how funds can be spent.

Staff and parents meet throughout the year to discuss each child's progress. Added to this, teachers are available in person or via email to discuss any additional concerns.

All our staff meet regularly to develop and improve our school. Mid-day assistants, classroom assistants all have an important input.

OUR STAFF

Headteacher: Mrs Wendy Lyon
Deputy Headteacher Mrs Julie Cox

Key Stage 1 Teachers

EYFS Miss Montgomery
Y1 Mrs Bamford & Mrs Cox
Y2 Miss Wooldridge & Mrs Taylor

Key Stage 2 Teachers

Y3 Mr Waring
Y4 Mrs O'Connor & Mr Gough
Y5 Mr Hutchinson & Mr Gough
Y6 Miss Poland

Teaching Assistants:

Mrs Davies
Mrs Clark
Mrs Hayes
Mrs Holgate
Miss Connah
Mrs Sykes
Mrs Weston
Mrs Johnson
Miss Burns
Miss Monaghan
Miss Dilworth
Mrs Prince

School Business Manager

Mrs McNally

Admin Assistant:

Mrs Dodd

Miss Dilworth

Maintenance Officer

Mr Reed

Catering Manager:

Miss Macko

Mid-day Assistants:

Mrs Sykes
Mrs Davies
Mrs Dilworth
Mrs Jeffreys
Mrs Senel

OUR SCHOOL DAY

EYFS & Y1

School starts for these children at **8.40am** for an **8.45am** registration and start to the day. Please enter via the front entrance from School Lane.

The day for these children ends at 3.15pm. Pick up is from classroom doors.

Y2

School is open for parents and pupils to arrive at **8.40am** for an **8.45am** registration and start to our learning. Children enter school via a number of entrances - The Tennis Court entrance provides ample parking, children come through the gate via the field. Children can also arrive via the KS2 playground gate. If they have a younger sibling, they can enter school via the Y1 entrance and door. Their day ends at 3.15pm, pick up is from the KS2 playground.

KS2 Years 3-6

School is open for parents and pupils to arrive at **8.40am** for an **8.45am** registration and start to our learning. Children enter school via a number of entrances - The Tennis Court entrance provides ample parking, children come through the gate via the field. Children can also arrive via the KS2 playground gate. If they have a younger sibling, they can enter school via the Y1 entrance and door. Their day ends at 3.20pm. Pick up is from the KS2 playground.

COLLECTING YOUR CHILD

At the end of the day, all parents will wait by relevant class doors to collect their children from the teacher. There is a member of staff available at the start and end of the day for parents or carers to give messages to; such as changes to who is collecting their child at the end of the day.

As the children move into KS2, it is the decision of parents in Year 5 and 6 as to when their child is allowed to walk home unattended (we ask you for written permission when this happens). If the person who is due to collect them is not present then children remain with staff either on the playground or in the building. We contact family members and will look after the child until someone arrives to collect them. If a parent is delayed because of unforeseen circumstances, then we would urge you to contact school as soon as possible so that the class teacher may be alerted to keep a child in school with them.

When children remain in school for longer than the school day to attend after school clubs, then information is gathered from parents or carers as to which

children will be collected, which children go to the after school club and who is allowed to walk home.

ATTENDANCE

We expect children to attend school every day unless they are ill or are attending another establishment for educational purposes. Quite simply, if children are not in school, they are missing valuable learning time and are at risk of falling behind their peers. Holidays during term time can only be authorised in exceptional circumstances and those families who do take their children out of school without permission may receive a fine.

OUR BEHAVIOUR POLICY

Our behaviour policy works on the principle of praise and celebrating success. We help the children to understand their responsibilities towards each other and to the wider community. Expectations of behaviour are consistently reinforced by all teaching and non-teaching staff, across all age ranges. After discussion between staff, pupils and other stakeholders, we introduced a new system called Zones of Regulation. This has been implemented with individuals, groups and whole classes to support children with behaviour and management of feelings.

All our classes address behaviour issues in the same way using the same systems so that we can always maintain equality. We are proud of our high standards of behaviour, manners and politeness.

Class Charters

At the beginning of the academic year, each class discusses Unicef's Right of the Child articles and decides which ones best fit their vision of an ideal classroom reflecting on our school motto. Their choices are then written up into a class charter and signed by every child and teacher working in the class. This acknowledges that every child has rights but also that it is the children's individual responsibilities to follow their class charter and allow others to do the same. A photograph of the class charter is shared annually with parents on their Home-school agreement form.

On Monday, in our celebration assembly, pupils receive certificates to celebrate their achievements. These can be either awarded for behaviour or academic accomplishments. Children may also be chosen to have hot chocolate with the Headteacher on Fridays in recognition of exceptional behaviour.

SCHOOL UNIFORM

We are very proud of our school uniform. All our children wear it and we pride ourselves on our appearance.

For health and safety, all children with shoulder length hair should have it tied back for school using blue or black bobbles.

Extreme hairstyles such as mohawks and patterned or brightly coloured hair are not acceptable. All hair wear should be plain and based on school colours. No nail varnish or jewellery should be worn.

Sweatshirts - navy blue

Trousers/shorts - grey

Skirts/pinafores - grey

Polo shirts - white or blue

Shoes-black or blue school shoes

Socks-white, black or grey

In the summer, we encourage shorts or blue and white gingham dresses.

Please see our School Uniform Policy on the website for more details.

Please remember that we do run a pre-loved school uniform service.

This can be accessed through our PTA using the link <https://www.pta-events.co.uk/mtvs>

<https://yourschooluniformshop.co.uk>



PE Kit

Children are expected to have their PE kits in school. This consists of a pair of navy blue shorts, a blue T-shirt (this can have a logo on but is optional) and trainers. In the winter months, children are able to wear black or blue tracksuit bottoms.

On PE days, children will also be able to wear their PE hoodie.

Earrings and watches should be removed for PE



STARTING SCHOOL



Whether your child is starting school in reception or further up the school, we take a lot of care over how they start. Reception details are clearly mapped out in the book "Starting School" which is produced to help you understand many aspects of school life.

In all cases, we advocate a pre-visit to meet the class and teacher and a 'Stay and Play' on a Saturday in July for both children and parents. We give the child a coat peg, a labelled tray and more importantly a friend to start them off. They will meet many people, experience playtime and lunchtimes and have the opportunity to ask as many questions as they want to.

We strongly advise you to purchase uniform before your child starts; this ensures your child feels part of our school.

In all cases, we tailor the induction to you and your children's needs.

ADMISSIONS POLICY

In accordance with all the schools operating within the auspices of Cheshire West and Chester, children may be admitted to school on the first day of the autumn term of that school year in which they are five years old. The Reception Class has a planned admissions limit of 30 and the LA's Admissions policy is followed to determine the allocation of places.

For acceptance in September, all application forms are processed during the spring term prior to children starting through the Admissions Team. Applications may be made online or as a paper copy. Online application forms can be found at

www.cheshirewestandchester.gov.uk/admissions Schools have no influence over this process and are not aware of the places allocated until the same time as parents in April.

At the beginning of their first term in school, the children attend for half-days before commencing full time - for new starters in 2024, this meant 3 days of part time, staying for lunch on day three.

Parents are invited to a consultation evening in the autumn term and then a further meeting later in the year; once a place for your child has been allocated more information about the school will be distributed.

For pupils applying for a school place at other times, the family needs to approach school to determine whether or not a place is available in the required year group. They must then make a formal application which can be accessed on the Cheshire West and Chester Council website (www.cheshirewestandchester.gov.uk/admissions).

School must follow admission protocols and inform the family in writing within 5 working days if a place is available. Families must be in a position to take up any places offered within 4 school weeks of the offer being made. If a place is not available it is possible to appeal against any decisions by following the normal protocols.

Details of this are available through the school office and on our website www.mickletraffordvillageschool.sch.uk.

CURRICULUM IN OUR SCHOOL

We are committed to an exciting curriculum where our children learn how to learn. Children in our reception class follow the Foundation Curriculum. More detail on what happens in Reception is in our booklet "Starting School"

From Year One to Year Six, all our pupils follow the National Curriculum which encompasses a number of subject areas such as literacy, maths, art and PE. Within our curriculum, we focus on the personal development of our children as well as their academic knowledge and understanding. Wherever possible we plan and deliver lessons that provide a creative cross curricular approach and real-life learning experiences for our children so that they develop and practise a range of key skills. Further details about our curriculum can be found on our website.



All our parents receive a class termly newsletter on their child's website home page, outlining the details of what their child will be taught in each curriculum area and this is followed up through communication in homework diaries or on Google Classroom. We also hold information evenings during the school year to deliver advice about different aspects of children's learning and how you as parents might support them. Communication and information for parents has significant benefits for all of us, and is highly valued at Mickle Trafford.

KS2 children participate in swimming. Details of times and dates, venue and costs will be sent to parents at the appropriate time.

RELIGIOUS EDUCATION

Our assemblies fulfil legal requirements for collective daily worship. We have themes for each week which vary from "celebrating what makes Mickle Trafford a happy place" to themes concerning festivals and beliefs of many cultures and religions. Some of our assemblies are led by visitors from the community including local church groups.

As parents, you have the right to withdraw your child from assemblies and religious instruction. Should that event occur, arrangements would be made according to the child's needs whilst they were not in the assembly.

SEX AND RELATIONSHIP EDUCATION

We believe that, as far as possible, sex education should be part of a broader programme of personal, social and health education, including mental health and well-being. Our approach is intended to be complementary and supportive to the role of parents and is closely linked with issues of personal relationships, family life, and responsibility towards others. We teach through the Jigsaw scheme of work and, in addition, have an annual focused week during which the whole school undertakes work related to the topics above. Health professionals, parents and community groups, may come to school to talk to different classes. Parents have the right to withdraw their child from some elements of the programme and, as with all concerns, should initially speak to their child's teacher or the Head Teacher.

HOMEWORK

We do encourage close links with home and support for school work through relevant homework. Our children bring reading books home and as they progress

through the school, encounter spellings, literacy and maths activities linked to the work in class. These are sometimes creative activities or activities to reinforce learning which children complete with parents; helping you and your child to build up good homework habits without taking hours of time.

Using Google Classroom, Homework books or via email, teachers will provide any relevant information about the strategies the children use in school to complete the task and advice about how you may support your child. We would ask that you follow this advice and, as always, contact the school if you should need any further clarification about how best to support your child.

INDIVIDUAL LEARNING NEEDS

We want to help all our pupils reach their full potential. All learning situations, whether individual, small group work or whole class teaching, are designed to bring about this purpose. Teaching methods vary from formal class instruction to supported study where pupils follow individual programmes with guidance from the teacher. Different methods are appropriate for different situations and are employed accordingly.

It may be the case that your child will have special needs or this may become apparent once they start school as their progress is assessed against age related expectations. Our SEND provision is outlined in our policy which is available on our website. You may also wish to find out more through the Local Offer at <https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>. Our pledge to parents is to inform you as soon as we feel your child needs additional support and to work alongside families to support all children in reaching their full potential. In some cases, in-class support may be necessary and is provided by a member of staff to assist pupils with skills and monitoring their progress. Where appropriate, some withdrawal from a class for one to one or small group teaching and learning may be used. However, our main aim is to enable pupils to remain in the mainstream curriculum by supporting them there.

We have teaching assistants working with groups and individuals regularly to add to the provision they get in the classroom with the teacher. This often involves government accredited training and programmes e.g. Read Write Inc, maths interventions and other speech and language interventions including Elklan & ELSA.

For those children who may have disabilities, the school has installed various aids to improve accessibility in and around school. This includes a disabled toilet, handrails, ramps and a designated parking place.

PUPIL PREMIUM

All schools receive extra funding into their budgets for each child who is entitled to and claims free school meals (FSM). If you think you may be eligible, please contact the school office for information about how to apply. Please be assured that this information is kept confidential and will in fact allow you to access further support such as help towards residential trips etc. Now that free meals are provided for all infant children, it still remains important for families who think they may be entitled to free school meals to fill in the relevant forms so that this funding is made available for the children.

We have used the money to support families with the cost of residential trips, to provide extra support programmes and to access after school clubs.

VISITS AND TRIPS

We actively pursue trips and visits as a way of broadening and enhancing the curriculum on offer to our pupils. Recent trips and visitors include; theatre companies and musicians performing in the school hall, trips to Museums and Art galleries, artists working in school, football, tennis and dance coaching. All these trips or visits require us to ask for voluntary contributions from parents towards the cost of coach travel as well as entrance fees and insurance. We also offer overnight stays to years 4 & 6 at Conway Residential Centre, Anglesey and PGL. For residential visits, many families take up the option to pay through instalments.

RESIDENTIAL VISITS

We go through hard times, but our friends help us. It is all about team work and bonding.



We value the opportunity for our pupils to attend residential visits at local authority run sites such as the Conway Centre in Anglesey. These give our children the opportunity to participate in outdoor pursuits such as sailing, rock climbing and raft building or teacher led large scale art, drama and dance projects. This develops their independence, sense of achievement and ability to work as part of a team.

ASSESSMENT

Throughout their time with us, the progress of your child will be regularly assessed. This may take many forms ranging from observation, questioning, through to formal written tests. The information gathered helps teachers to plan lessons which help to cater for their pupils' differing needs and abilities. We aim to ensure that children reach their full potential in all areas of the curriculum. At times, children will be involved in self-assessment which leads towards the setting of new targets. It is important that they themselves recognise what they have done well and what they need to do next.

At the end of Key Stage 2, your child will take national tests - SATs and this process will be clearly explained to you at the appropriate time. We are naturally proud of the efforts of all of our children and the high standards they achieve. Annual results are displayed on our school website.

Governors

We have an active and supportive Governing Body who support the school in many different ways, including helping to maintain and raise the standard and performance of the school. Details of the Governing Body including 'meet the Governors' and minutes of meetings can be found on our school website.

Head Teacher's summary

There is evidence that the high standards of attainment across all subjects over many years has been maintained. Well done to the children, parents and staff for working so hard, we are very proud of the efforts of every single one of you.

EXTRA CURRICULAR ACTIVITIES



P.E. is fun and helps us to keep fit.

We greatly value the role of after school activities for our pupils. We offer many, some run voluntarily by teachers and some through outside agencies, in lunchtimes and afterschool.

Clubs we have offered for our children include many sports activities: football, judo, tag rugby, street dance, hockey, rounder's, athletics and orienteering, as well other activities such as textile, chess, cookery, construction, photography and choir.

SCHOOL MEALS and SNACKS

The school does not guarantee a completely nut-free environment; however, we ask that snacks and packed lunches brought into school do not contain items which may contain nuts. Please see our Food Allergy and Nut Free Policy on our website

Since September 2014, all infant children have been provided with a free hot school meal. MTVS uses Hutchison Catering for our school meals. Miss Macko, our school cook, prepares meals on our school premises and the menus are made available on schoolgrid for parents so you may see what is available each day and pre order for your child. Children bringing a packed lunch from home are encouraged to eat all the food and what is not eaten goes home in the lunchbox so parents are aware of what is being eaten. We encourage parents to limit the number of sweet/chocolatey items included.

All EYFS and KS1 children receive fresh fruit daily. KS2 children are asked to bring a healthy snack for their mid-morning break or they may purchase a snack from the kitchen. Costs and options will be itemised on the Scopy app.

Children in the reception class receive free milk. Drinking water is available all over school and pupils are encouraged to have a water bottle in school all the time.

Added to this we take every opportunity in our curriculum to teach the children about healthy options and making the right choices. This can include topics such as the importance of exercise, balanced diets and keeping safe.

FREEDOM OF INFORMATION ACT

The school has a Freedom of Information Act Policy. Details of this are available through the school office and on our website www.mickletraffordvillageschool.co.uk.

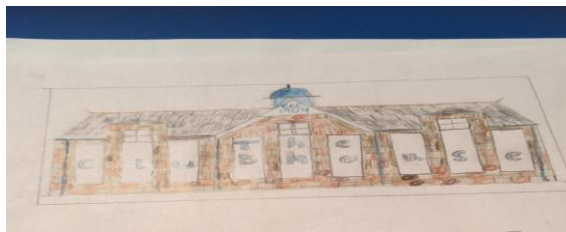
CHILD PROTECTION/SAFEGUARDING

Ensuring that the environment is safe for the children is our highest priority. We take this duty of care very seriously and also aim to develop children's awareness of how to keep themselves safe and happy. We have strict protocols in place to

ensure that all staff are trained to the appropriate level and that visitors to school are properly vetted and supervised. Health and Safety procedures are monitored and reviewed regularly. All visitors are asked to sign in and wear visitors badges at all times and all playground gates are locked as are doors into classrooms from the inside. The Lead Safeguarding Officer is Mrs Wendy Lyon and the Deputy Lead Mrs Julie Cox, Mr Mat Hutchinson and Mrs Liz Weston. All staff have received the appropriate Safeguarding training which is regularly updated as per national guidelines. Our Safeguarding Governor is Mrs Clare Arnold.

AFTER SCHOOL CLUB

Our afterschool provision, called The CLUB house (Care, Learn, Unwind, Belong) is arranged directly with the school by contacting the school office and operates from 3.15pm until 6pm Monday -Friday for all year groups.



WAKE UP SHAKE UP

We also have a morning sports club which is open to all year groups from 7.45am until 8.45am. The children participate and experience a range of sporting activities.

PTA (Parent & Teacher Association)

We have a thriving PTA who raise money for school, organise events for our pupils and also for our parents. Membership is open to all parents. We meet regularly throughout the year and events may include: Children's Disco, Easter Egg Hunt, Summer and Christmas Fairs and Family Treasure Hunt.

Funds from the PTA help to purchase a great many resources which are for the benefit of our children such as playground equipment, computer equipment and reading resources.



PARENTS AND SCHOOL

As you have read in this prospectus, your involvement is important and valued. If you are able to come into school to help in any way then please let us know. We offer three parent evenings per year, you receive a full written report and regular information on assessments your child has taken.

We offer curriculum evenings for parents where new ventures are outlined and where current practice in reading and phonics are explained.

We understand that choosing a school for your child is often a very difficult decision. We hope you have found the information in this booklet helpful but if you should wish any further information please do not hesitate to contact us.

We look forward to welcoming you to our school community and sharing together the exciting journey your child will make as they grow and develop.

We Care, We Learn, We Belong

Please visit our social media pages to find out more about our learning.



Instagram



Facebook



Twitter/X