



Learn to succeed

2026-2027



Additional Information For Penwortham Priory Academy

This booklet provides additional information to supplement the main prospectus.

Further information is available about all aspects of the school on our comprehensive website which is kept up to date with news and photographs of events: please visit www.priory.lancs.sch.uk

The School Day - *Learn to succeed*

The school day is designed to uphold our 'Priory Standard' and develop our pupils' value set:

- ◆ We are **Ready to Succeed**
- ◆ We have the right **Attitude to Learning to Succeed** (By upholding our 'Attitude to Learning in Lessons Charter')
- ◆ We have the right **Character (Skills) & Culture (Attitudes) to Succeed**

We have an '**arrival window**' between 8.20am and 8.40am, allowing pupils to come into school and get **ready to succeed**.

During this arrival window, pupils can come into school, visit their lockers, and get ready for the day ahead.

By 8.40am, they **must** be in their form room with their form tutor. Staff in this session, will focus not only on the **pastoral care** of their pupils, **but will ensure** they are **ready to succeed** in their learning for the day by checking those elements listed under the first pillar of our 'Pupil's Priory Standard' document.

Registration will be taken promptly at the start of this session at 8.40am and will be taken at the start of every lesson throughout the day to ensure punctuality to all lessons.

Throughout every lesson, pupils will be expected to have the right **attitude to learning to succeed**, by upholding those elements listed under the second pillar of our 'Pupil's Priory Standard' document and further highlighted in our '**Attitude to Learning in Lessons Charter**'.

Equally, throughout the day, pupils will be expected to demonstrate the right **character and culture**, by upholding those elements listed under the third pillar of our, 'Pupil's Priory Standard' document.

This includes at break and lunchtime, where pupils are expected to uphold the '**Priory Standard**' in terms of their behaviour outside of lessons, always.

At the end of the day, pupils go to their **Learning for Life lesson** taught in their year groups.

This lesson specifically focusses on their **personal development**, to ensure our pupils have the right **character (skills) & culture (attitudes) to succeed**, helping them succeed in life, contribute positively to school and society, and go on to further education, employment or training.

This then brings the school day to an end at 3.10pm, except for Year 11, who attend our '**Study Boost**' sessions.

In addition, throughout each half term, pupils will be involved in full school, house and year group assemblies.

Pupils can purchase meals and snacks to be eaten during our wellbeing breaks, served from their year group dining facility, with eat in or take out options. Pupils are not allowed to leave the premises to purchase food from outside.

The School Day

Arrival Window	8.20 - 8.40
House Form Group (Pastoral) (Getting ready to succeed)	8.40 - 8.50
Lesson 1 (Academic) (Upholding our 'Attitude to Learning in Lessons Charter')	8.50 - 9.50
Lesson 2 (Academic) (Upholding our 'Attitude to Learning in Lessons Charter')	9.50 - 10.50
'Study Boost' Break Session	10.50 - 11.15
Lesson 3 (Academic) (Upholding our 'Attitude to Learning in Lessons Charter')	11.15 - 12.15
Lesson 4 (Academic) (Upholding our 'Attitude to Learning in Lessons Charter')	12.15 - 1.15
'Lunch and Learn' Session (positive reward point) (Time spent in departments, by our pupils, to help them further)	1.15 - 1.50
Lesson 5 (Academic) (Upholding our 'Attitude to Learning in Lessons Charter')	1.50 - 2.50
Lesson 6 'Learning for Life' lesson (or year group assembly) (The right character (Skills) & culture (Attitudes) to succeed)	2.50 - 3.10
Year 11 'Study Boost' Session (positive reward point) (Something we do for our pupils to help them further)	3.10 - 4.10

Additional information



The School Uniform

Penwortham Priory Academy expects the highest standards of its pupils, and uniform and appearance is no exception. Pupils at Priory are extremely proud of their school uniform, knowing when they put on our uniform, they 'put on our school' and so wear it with pride. Parents are expected to support our school uniform and appearance policy.

The school believes parents have a duty to send their child to school appropriately dressed and ready to learn. Parents should ensure their child is wearing their uniform correctly and that it is clean. Our staff consistently implement our expected high standards of uniform and appearance.

Certain items of school uniform can only be purchased from our suppliers:

A&D Just

53 Pope Lane, Penwortham, Preston, PR1 9JN.

Smart Clothing

54 Lancaster Road, Preston, PR1 1DD.

Top One Clothing

39 St John's Shopping Centre, Preston, PR1 1FB.

The full uniform list is shown later in this booklet. All clothes and property must be clearly named.

The appearance of our pupils reflects very much on the school. Parents are asked to support the school to maintain a very high standard of dress by encouraging pupils to be proud to identify themselves with the school and wear the uniform correctly.

In respect of this certain things are not allowed; soft fabric tops commonly referred to as 'hoodies', make-up/fake tan/lashes/false nails/nail varnish and earrings or any other jewellery is not permitted other than a nonsmart watch. Additionally, for very clear health and safety reasons, students are not allowed to wear shoes with a heel nor should they wear soft fabric pumps as school shoes.

With regard to hairstyles, only natural colours are permitted and extreme haircuts will not be tolerated. Pupils are not permitted to have hair shaven below a number 2 cut (grade 2 = 1/4 of an inch or 6mm). The school reserves the right to decide on the appropriateness of a hairstyle or haircut and will apply sanctions as it sees fit, including temporary exclusions from school.





The School Curriculum

At Penwortham Priory Academy the curriculum is designed to recognise children's prior learning from each key stage, provide challenging learning experiences that require pupils to think hard, allow them to develop leadership and organisational skills and be resilient learners with initiative who have excellent communication skills and are ready to face the challenges beyond school. High quality academic and pastoral guidance enables this and we provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals. The curriculum remains as broad as possible for as long as possible. Pupils study a strong academic core of subjects through the EBacc.

There is a high focus on developing the character and culture of the pupils to be positive, committed individuals willing to evolve, and show kindness and respect to all.

Knowledge is at the heart of our curriculum and underpins our approach because we are all empowered by knowing things and being able to apply what we have learnt in varied and new situations. We put emphasis on the acquisition and use of a broad vocabulary and facilitate this through the reading of fiction and non-fiction texts in various scenarios.

In addition to the diverse and rich opportunities offered through the teaching, we value opportunities to take pupils out on trips and visits to help put the learning into context, expose them to experiences they might not otherwise have and encourage them to learn about the local, national and international communities of which they are a part.

When pupils arrive with us in Year 7, we aim to allocate them to groups with friends from primary school and we do this through a combination of mixed attainment and streamed classes. In Year 9, pupils opt for the suite of subjects that they will start in Year 10. Pupils receive independent advice and guidance to help them make the right choices ensuring that they can follow the higher education, training or employment path of their choice. Beyond Mathematics, English Language and English Literature that all pupils study for GCSE, pupils can also currently opt for:

- ◆ Chemistry
- ◆ Biology
- ◆ Physics
- ◆ History
- ◆ Geography
- ◆ Computer Science
- ◆ Art & Design
- ◆ Music
- ◆ Performing Arts (Acting) (Dance)
- ◆ French
- ◆ PE
- ◆ Astronomy
- ◆ Food Preparation & Nutrition
- ◆ Engineering
- ◆ Graphic Design
- ◆ Child Development
- ◆ Further Maths
- ◆ Business & Enterprise
- ◆ RE
- ◆ Sport (Health & Fitness)
- ◆ Digital Information Technology



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Aside from the
lessons, the
amount of clubs
the school has to
offer is incredible.

EX Pupil

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Religious Education

Religious Education is an integral part of a 'broad and balanced curriculum'. It is open, expansive and allows pupils to explore a range of religious and non-religious worldviews. Religious Education promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at school for the opportunities, responsibilities and experiences of later life.

Religious Education is delivered throughout Year 7-11, in lessons and through faith days and is non-sectarian. Pupils follow courses in six main religions as well as also studying Humanism and non-religious worldviews and exploring their own ideas.

Priory has links with local religious communities and has regular visitors to school.

Pupils who opt for GCSE Religious Education in Year 10 follow the Eduqas A examination route, which enables them to develop their questioning skills, encouraging them to formulate and express their own opinions and ideas as well as encouraging tolerance and an understanding of different religious and non-religious worldviews.

The school links religious ideas and beliefs to current affairs and moral values.

Throughout the subject, pupils are taught the importance of respecting and valuing the cultural differences and beliefs of others.

Parents may exercise their right to withdraw their child from Religious Education lessons.

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**Carefully tailored
support helps pupils to
progress through the
curriculum successfully.**

Ofsted

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Relationship & Sex Education

The most important source of relationship and sex education is the home and family. It is through normal everyday experiences that children learn the kind of values that lead to happy, fulfilled and lasting relationships in adult life. Penwortham Priory Academy intends that the relationship and sex education policy should support and complement the role of parents.

In the academic year 2020-2021 Health, Relationship and Sex Education became a statutory part of the school curriculum. Penwortham Priory Academy made no change to its current curriculum to accommodate this as the current curriculum had already been taught successfully for a number of years. Statutory requirements state that parents should be consulted regarding content prior to delivery, before new schemes of work are delivered. This process has been adhered to with no objections.

Although aspects of relationships and sex education are implicit in other areas of the curriculum, it is taught specifically in the following areas:

Key Stage 3 PSHE – Learning for Life

- ◆ Year 7 – Healthy Lifestyles. Self-concept. Medical care. Social Influences
- ◆ Year 8 – Mind development. Media Literacy and Digital Resilience. Positive Relationships
- ◆ Year 9 – Diversity and Equality: Gender. Addiction knowledge and impact. Intimate Relationships. Sexual Health.

Key Stage 4 PSHE – Learning for Life

- ◆ Year 10 – Pregnancy. Personal Safety. Unhealthy Relationships
- ◆ Year 11 – Health Related Decisions

Key Stage 3 Science

- ◆ Reproduction
- ◆ Conception to Birth

Key Stage 4 Science

- ◆ Responsible Sex – Contraception Methods

Relationship and sex education forms part of a wider programme of personal and social development as preparation for adult life. Personal and social development is given a high priority at Penwortham Priory Academy and is regarded as an integral part of the whole curriculum.

All relationship and sex education is taught within a framework of moral values, encouraging self-respect restraints and respect for others. Where appropriate, team teaching strategies are employed to deliver the programme. The programme is taught within mixed ability and mixed gender groups, although there are times when special provision is made for pupils with special educational needs.

The current materials used by staff for relationship and sex education are available for inspection by parents on request. The Department for Education issues guidelines on programmes of relationship and sex education; these are available to parents.

Parents have the right to withdraw their children from part of the sex education programme, within strict government set regulations, but this must be discussed with the Lead Practitioner for Personal Development, following parental review of resources.

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The school offers a rich personal, social, health and economic education curriculum.
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Ofsted

Special Educational Needs, Disabilities & Inclusions

All pupils at Penwortham Priory Academy are equally valued and empowered to voice and affect decisions made, with the right to learn, achieve and participate fully in education by having access to a broad, balanced, relevant and differentiated curriculum.

Some pupils, during the course of their time in an educational setting, may have special educational needs. The school will strive to meet these needs as fully as possible. We aim to create an environment in which pupils' needs are identified, assessed, met and received in line with the Revised Code of Practice (2014) and more recent government initiatives.

It is our aim to ensure that all pupils have an equal right to realise their potential socially, emotionally, physically and intellectually and have full access to the National Curriculum. We aim to identify as quickly as possible, those children who have special educational needs at either end of the spectrum and to give appropriate support in terms of curriculum planning, support and resources. To meet a child's needs we recognise the importance of, and encourage, the active involvement and support of parents.

The Special Educational Needs Code of Practice sets out guidance on policies and procedures that must legally be adhered to by the school. Children have special educational needs if they have significantly greater difficulty in learning than the majority of the children of the same age or if they have a disability, which prevents them from making use of educational facilities generally provided for children of the same age.

We aim to be able to address and cater for the needs of any pupils with Special Educational Needs or Disabilities and first choice requests for these students will be given priority. As stated in the Admissions Policy, the Trustees will not automatically refuse to admit a child with previously identified needs unless their needs cannot be met without making unreasonable alterations to the school building or that their inclusion would be incompatible with the education of other children. This is done in line with the School Accessibility Plan (required under the Disability Discrimination Act 1995).

The Trustees continue to be aware of the needs of children with physical disability. When an application is received, staff ensure that children's needs are met through discussions with relevant outside agencies so that they are placed appropriately and given access to the same opportunities as their peer group. Risk assessments are continually updated to ensure a safe learning environment for all children.

The Special Educational Needs Co-ordinator (SENCo) monitors children on the SEND register very closely and continually reviews Individual Education Plans. Parents are invited to all reviews and given copies of all relevant information.

The Trustees are kept up to date on all SEND issues by the designated Trustee.

At time of going to print, the school's SEN, Disability and Inclusion Policy had no changes, but will be amended in line with new government guidelines and initiatives as necessary.



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I liked Priory for a number of reasons. Firstly, its attitude towards students. The school cares about its students and wants them to achieve their very best.

Ex Pupil

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Personal Development Award Programme

Our three main awards

The Priory+ Award

Our Priory+ Award scheme aims to encourage pupils to engage in a wide range of other activities, both in and out of school, that contribute further to their own Personal Development, and rewards them for doing so. At Priory we believe that strong Personal Development provision contributes to making a positive difference to pupils' lives.



The opportunities provided not only allow pupils to engage in activities they are interested in, but enables them to explore and build a strong pathway to, and foundation for, a successful future. Our activities fit into five overarching strands, which supplement our Character and Culture and Personal Development sessions in Learning for Life. There are five strands:



Culture & Heritage:

Growing up in Britain we benefit from learning about a wide range of cultural influences. We have an ability to recognise, and value, the things we all share in common across cultural, religious, ethnic and socio-economic communities. The activities in this strand allow pupils to explore different aspects of culture and heritage which are of personal interest to them. Activities include such things as a visit to a castle or participating in a competition.



Future Citizens:

These activities shape understanding and attitudes towards the importance of community cohesion and how we can truly live together more harmoniously through activities. Pupils are encouraged to participate in volunteering, organising and participating in charity events, in school, at home and in the community. Activities include such things as donating to a food bank or participating in a community event.



Health and Wellbeing:

Pupils will explore aspects of health and wellbeing that interest or impact them and their family. Activities cover themes such as mental and physical wellbeing, food, health, substance misuse, and relationships. Activities include such things as participating in a sport or engaging in mindful activities.



Skill Builders:

Pupils will have the opportunity to develop key life attributes and skills which contribute to character development as well as being desirable by employers. Pupils will discover their own strengths and aptitudes, and inspire and develop themselves as individuals. Experiences gained through these activities can inform CVs, applications, and interviews, particularly to demonstrate use of soft skills. Activities include such things as learning a new craft or developing an employment skill.



Bright Futures:

Preparing pupils for the next stage of their lives and giving them impartial information, advice and guidance, to shape their career path is important, and these activities engage pupils to be proactive in shaping their own futures. Activities include such things as researching careers or practicing writing CVs.



Reward:

Priory+ is rewarded with a star badge, certificates for pupil's Record of Achievement, and Achievement Points towards trips. On completion of activities, pupils can also receive certificates towards the main PIXL Edge Award at Apprentice level.

Criteria:

Pupils will achieve a star when they: Complete one activity from each of the five strands. One activity could be a co-curricular club/activity/group from the timetable provided.

Note: For further examples of the types of activities pupils can include towards their Priory+ Award, please see our 'Priory+ Award Activities' information sheet.

The PiXL Edge



Awarded for demonstrating those skills needed for employability

Whilst studying at Penwortham Priory Academy, pupils will engage in a rewards programme known as 'PiXL Edge'. The PiXL Edge is a framework to develop and accredit students with those personal attributes essential for employability.

The scheme will focus on five key attributes:

1. Leadership
2. Organisation
3. Initiative
4. Resilience
5. Communication

These attributes have been especially chosen for their formative qualities in character development as well as their desirability by employers. Activities may be completed in class, in school as extra-curricular, or in their lives outside school but must be selected from a

regulated PiXL database of over 1000 activities. This is to ensure rigor and consistency.

The database is constantly growing and appeals to students through age-aware topics and creative, engaging projects suggested by educators themselves. Students set their own pace and record their progress using a specially designed secure online platform.

Students may qualify at two levels whilst at Priory

- ◆ PiXL Apprentice
- ◆ PiXL Graduate

PiXL Master

Pupils have the opportunity during Learning for Life sessions in the afternoon to use school's PCs and to gain assistance from a PiXL specialist member of staff to complete the award.

For more information visit - www.pixl.org.uk/edge

The Duke of Edinburgh's Award



We are proud to offer the Duke of Edinburgh's Award to all Year 9 pupils at Penwortham Priory Academy. The DofE is the world's leading youth achievement award, recognised nationally and internationally by colleges, universities, and employers.

We encourage as many pupils as possible to get involved with this prestigious award that builds confidence, independence, resilience, and teamwork - skills that benefit pupils far beyond school. The programme has been designed to be accessible, while also supporting pupils to achieve their best.

We have reshaped how we deliver DofE to improve participation and ensure a high quality of training. All pupils who enrol in the award will take part in three school-based drop-down days throughout the year. These sessions will provide pupils with the essential skills and preparation needed for their expedition including map reading, team challenges, and route planning.

Duke of Edinburgh's Bronze Award

Pupils who complete the three core sections — Volunteering, Physical, and Skill — attend all drop-down training days, and meet the requirements on eDofE will be invited to take part in the expedition. The expedition will be a two-day, one-night assessed expedition in the Rivington area, with remote supervision.

Research has shown that young people completing the DofE gain key employability skills such as leadership, decision making, confidence, team working and understanding of others. The programme provides a sense of adventure and the DofE experience has a lasting impact on young people's behaviour, skills and life chances.





PSHE & Citizenship

Personal, Social and Health Education (PSHE)

Personal, Social, Health & Economic Education (PSHE) is a subject in its own right. Pupils learn about an array of risky behaviours which they may experience in life, how to avoid risk, and signposting to help for the future. They learn how to function positively in families and society, whilst identifying negative behaviours and signposting for these. Physical and Mental Wellbeing is discussed within the context of both these areas.

PSHE is delivered through a whole school approach which includes:

- ◆ Discrete provision within Learning for Life days;
- ◆ Rota or dynamic assemblies on key themes at key times;
- ◆ Learning for Life sessions every day following the Learning for Life Roadmap
- ◆ Through a range of school and community-based activities for individuals and/or whole year groups;
- ◆ Visiting speakers and workshops

Citizenship

Citizenship is a subject in its own right. It gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them become informed, thoughtful and responsible citizens who are aware of their duties, rights and risks. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom.

It encourages pupils to play a helpful part in the life of their school, their communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for national, religious and ethnic identities and develops pupils' abilities to reflect on issues and take part in discussions.

Citizenship is taught in Learning for Life sessions at the end of the day.



Careers Education & Guidance

The school is proud of its college and workplace guidance service. This begins in Year 7 and continues throughout the remainder of the pupils' time in school.

All staff work very closely together in identifying, monitoring and assisting the career aspirations of each and every pupil.

Every pupil in Year 10 takes part in a work experience programme. Pupils engaging in this in the past have found that the range of occupations on offer has been considerable, and the experience enlightening, rewarding and enjoyable.

Further Education

A high proportion of Penwortham Priory Academy pupils continue with formal education after the age of 16. Most embark upon courses at Runshaw College, Cardinal Newman College and Preston College. An increasing number obtain apprenticeships.

The school enjoys exceedingly good relationships with these institutions. We work hard to forge close links so that our pupils receive the best advice possible and select the courses most suited to their needs. This includes a Sampling Day at the colleges in Year 10 and interviews with the colleges in Year 11.

Careers Curriculum

Year 7: Gateway to Priory

Goal setting, action plans, opportunities, achievement.

Year 8: Skills for Work

Jobs vs careers, soft skills through Skills Builder and PIXL LORIC.

Year 9: Raising Aspirations through Options and Opportunities

Selecting Key Stage 4 options, further education introduction, post 16 qualifications, action planning, higher education introduction.

Year 10: World of Work

Work experience preparation, applying for jobs, workplace skills.

Year 11: Future Pathways

Applying for post 16 opportunities, investigating higher education.





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The school has a strong
programme that promotes
pupils' wider development.
Ofsted

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Research Led Learning & Teaching

We believe that in order to deliver the very best learning to our pupils, our teachers need to be informed by the latest research into all aspects of pedagogy. This research forms a key element of our continued professional development for all staff and they are encouraged to trial new teaching methods and receive support and guidance from experienced colleagues in school. Every day is a school day, for everyone.

Digital Ambassador Programme

We are also invested in making sure our staff use new technologies to support and enhance the best teaching and learning. That's why here at Penwortham Priory Academy, we

currently run a Digital Ambassador Programme for teachers. This ensures that staff are kept at the forefront of the digital transformation that is taking place in schools and businesses to allow for the very best enhancement of the teaching and learning that we provide at Penwortham Priory Academy.

Whether it be in the classroom or at home, the technology now available to us can be explored by staff and students in many ways to ensure we stay connected, learn more effectively and have the opportunity to become skilled practitioners ready for the 21st Century.

In time, it is envisaged that a Pupil Digital Ambassador Programme will run to ensure all students use technology to enhance their learning potential and leave Penwortham Priory Academy with the currency needed for a rapidly changing digital world.

Uniform

- ◆ Black blazer with badged pocket*
- ◆ Black full-length straight leg trousers (either flat-fronted or single pleat)
- ◆ Knee length pleated black skirt with* or without school badge
- ◆ Optional black 'V' neck jumper with* or without school badge
- ◆ Traditional stiff-collared white school shirt, long or short sleeve
- ◆ The school tie (worn by house colour) is only available direct from school, at a cost of £6
- ◆ Sensible outdoor coat (no leather, denim, suede, tracksuit tops or hoodies)
- ◆ Sensible plain black flat shoes (no trainers/boots)
- ◆ Socks – plain grey or black with trousers, plain white knee length socks with skirt or opaque black tights
- ◆ Hijabs (head scarves), if worn, must be plain black



PE Kit

Compulsory

- ◆ Navy shorts or leggings with school badge*
- ◆ Navy short-sleeved crew neck shirt with school badge* (or optional white polo shirt with school badge*)
- ◆ Long navy games socks (no sports brand) for outdoor activities. Optional with school badge*
- ◆ White crew sports socks (no sports brand) for indoor and summer outdoor activities
- ◆ AstroTurf trainers
- ◆ Gum shields (recommended for rugby and pupils will be informed when they are required)

Optional

- ◆ Navy 1/4 zip or full zip training top with school badge*
- ◆ Navy tracksuit pants with school badge*
- ◆ Shin pads (strongly recommended for football and rugby)
- ◆ Towel
- ◆ Hair bobble for hair that impedes vision



*Items only available via specialist stockist

The school will be the final arbiter regarding suitability of dress and appearance.





FAQs About Health & Welfare

Confidentiality

It is occasionally necessary for pupils to speak confidentially to members of staff. Teachers always encourage pupils to discuss such issues with their parents and at all times use their professional judgement in dealing with sensitive or difficult issues.

Attendance

Attendance throughout the term is compulsory. The only valid reason for absence is the pupil's own illness and, in such cases, the school should be informed as soon as possible by telephone (choose option 1 and leave a message if no one is available), email or letter. On the first day of an unnotified absence, the school will make contact with parents by telephone or text.

Holidays During Term Time

Instruction from the Department of Education makes it very unlikely that permission for family holidays/leave of absence will be granted except in the **most** exceptional of circumstances. In determining whether an absence request is exceptional, we will follow national guidelines and, in particular, will take note of the following:

Holidays/leave requests which are taken for the following reasons will **not** be authorised:

- ◆ Availability of cheap holidays
- ◆ Parental/family working arrangements
- ◆ Poor weather experienced in school holiday periods
- ◆ Overlap with the beginning or end of term
- ◆ Family celebrations

In line with the above procedures, any such absence will be recorded as unauthorised and may result in a fine.

Medical Appointments During School Hours

Wherever possible, appointments should be made outside of school hours. Parents should ring the attendance line (choose option 1 and leave a message if no one is available) providing details of the appointment, or alternatively send the pupil with a note/appointment card to the pastoral office. The pastoral office will provide the pupil with a permission slip which they should take to the school office when they need to sign out before leaving the school site.

School Health Service

The school nurse makes regular visits to the school and individual appointments can be made by parents via the SEN Co-ordinator.

School Counsellor Service

The school utilises the services of counsellor, Charlotte Lowe and her team. Charlotte is extremely experienced in working within the mental health sector, both with adults, as well as children and young people, and individual appointments can be made for pupils to work with Charlotte as necessary.

Medicines

The school office will only store inhalers, epi pens and diabetic supplies for emergency use, as back up.

Illness and Accidents in School

When a child feels ill in school, they must first report to their class teacher. The teacher will contact the pastoral team who will decide if the pupil should be sent home and if so, contact the pupil's parents. Pupils are not authorised to make their own way home.

Minor accidents will be dealt with by the school office. In an emergency, the child is dispatched to hospital and the parent



asked to go there directly. It is essential, therefore, that the school has more than one contact name and number for your child and that any changes to contact details, including address, are advised as soon as they occur. **It is absolutely essential that school has an emergency contact telephone number for every child.**

Equipment

The school provides exercise books and text books but each child should be equipped with two pens (blue or black), one green pen, two pencils, a scientific calculator, a 30cm ruler, a rubber, sharpener and coloured pencils. All pupils have a locker, so we recommend a complete spare set of this equipment is kept in there too, should it be needed. Pupils will quickly find that they accumulate a large number of textbooks and will need a suitable sturdy bag to carry them in which should be water resistant. PE kit must never be carried in the same bag as books and classroom equipment. Pupils are responsible for the books and equipment entrusted to their care which, if lost or damaged through neglect, will have to be replaced at the pupil's own expense.

Buses

Lancashire County Council currently runs bus services to school. Further information can be obtained from their website or direct from school. We also operate our own bus service using a commercial bus company. This service is reviewed annually dependent on pupil locations. Further information can be obtained direct from school and via our website.

The embarkation / disembarkation of buses is carefully supervised by staff and we expect pupils to act responsibly while travelling on the school buses. Anti-social behaviour on the buses will be severely dealt with.

Cycles

Parents must ensure that cycles are in roadworthy condition. Cycles may not be used at any time during the school day without

permission of a member of staff. Cycle storage is provided but pupils are advised to lock their cycles and remove pumps and clip-on lamps. During the winter months (October - March) it is recommended that all cyclists wear a luminous cycle belt and shoulder strap.

All cyclists are required to wear a helmet, failure to adhere to this rule will result in pupils being stopped from cycling to school. We advise parents to take out their own insurance policy with respect to cycles on school premises as the school does not insure cycles.

Valuables

Wherever possible, pupils should avoid bringing valuables into school. Money should never be left in coats or bags which are left in cloakroom areas, form rooms or classrooms. The school has a mobile phone policy which is available to all parents. **The school holds no responsibility for the loss of such items.**

Use of a locker is compulsory for the storage of coats, PE kit, a spare pencil case with equipment for lessons and packed lunch, if necessary, while pupils are in school. Lockers cost £5 for the full five years.

Lost Property

In general, property lost or found is located in the Pastoral Office, though PE kit is kept by the PE Department. The importance of marking all property with the owner's name cannot be stressed too strongly. School will retain lost property until the end of each half term before disposal.

Charging Policy

The Trustees reserve their rights under the Education Reform Act to invite parents to make voluntary contributions for certain activities that are deemed essential.

However, no pupil will be excluded from the activity if their parents are unable to make such a contribution.





Teaching Staff

Mr Matthew Eastham, BSc (Joint Hons) – PE, Sports Science & Geography, MA in Educational Leadership & Management, PGCE, National Professional Qualification in Executive Leadership (NPQEL)	Principal
Mr Neil Gee, BSc (Hons) – Sports Science, PGCE – Physical Education	Head of School / Assistant Principal
Mrs Donna Crank, BSc (Combined Hons) – Business, Management & ICT, PGCE – Education	Assistant Principal
Miss Kate Thornton, BA (Hons) – English Language, Literature & Writing Studies, MA in Renaissance & Romantic Literature, PGCE	Assistant Principal
Mrs Andrea Bailey, BA (Joint Hons) – French & Management, PGCE – Secondary Education Modern Foreign Languages	Head of Year 10/Modern Foreign Languages
Mr David Bedford, BSc (Hons) – Forensic Sciences, MA in Teaching & Learning, PGCE	Head of Science/Lead Teacher of Chemistry
Miss Alison Beesley, BSc (Hons) – Sport & Exercise, GTP	PE
Ms Stephanie Beswick, BA (Hons) Journalism, PGCE	Head of English
Miss Rachel Burbidge, BA (Hons) - English Language, PGCE	English
Mrs Sharlan Butcher, BSc (Hons) Biomedical Sciences, PGCE	Science
Mr Mark Bullock, BSc (Hons) – Sport & Exercise Science, PGCE	Head of PE & School Sport
Mrs Rachel Bullock, BA (Hons) – Sports Studies, PGCE	Head of Year 9/PE
Mrs Megan Cauchi, BA (Hons) – History, MA – History, PGCE – History	Humanities/DofE/House Leader (Douglas)
Mrs Victoria Eastham, BSc (Hons) – Human Physiology, PGCE	Head of Year 8/Science
Mr Alastair Eccles, BA (Hons) – History, PGCE	Humanities/Lead Teacher of History
Mrs Jill Elliott, BA (Hons) – Business Studies, DipHE – English, PGCE	English/Lead Librarian
Miss Grace Gregson, BSc (Hons) – Computing, PGCE	ICT
Mrs Kerry Ham, BSc (Hons) – Psychology & Criminology, PGCE	Head of Year 11/Humanities/Lead Teacher of RE
Mrs Amanda Holland, BTheology (Hons) (Oxon), MA in Inclusion & Special Educational Needs, PGCE – RE & PSHE	Lead Practitioner Improving Inclusion for Learners with SEND
Miss Felicity Howell, BA (Hons) – Musical Theatre, PGCE	Lead Teacher of Drama
Mr Andrew Hunter, BA (Joint Hons) – Education & Mathematics, PGCE – Secondary Mathematics	Mathematics
Mr Peter Kenrick, BSc (Hons) – Money, Banking & Finance, PGCE - Mathematics	Head of Mathematics
Mrs Laura Kursitis, BA – Geography, PGCE – Secondary Education	Humanities
Mrs Sarah Lawe, BA (Hons) – Game Design & Development, PGCE	Head of Design Technology
Miss Olivia Levy, BA (Hons) – Working with Children in Early Years & Education	Technology/Lead Teacher of Food Preparation & Nutrition
Mrs Catriona Massey, BSc (Hons) – Sport & Exercise, PGCE – Secondary Science	Science/Lead Teacher of Biology/House Leader (Calder)
Miss Leonie McDonagh - BA - Accounting, Financial & Business Management, PGCE	Mathematics
Mr Peter Metcalfe, BSc (Hons) – Geography, PGCE	Head of Humanities/Lead Practitioner Digital Transformation
Mr Irfaan Momoniat, BA (Hons) – Geography, PGCE	Humanities
Mr Ryan Owen, BA – Politics & Parliamentary Studies, QTS	English/House Leader (Hodder)
Mrs Amanda Potter, Mchem (Hons) Chemistry, PGCE – Science	Assistant Lead in Science/Lead Teacher of Physics
Mrs Salma Qadri, BSc (Hons) – Combined Technology (Computer Science & Mathematics), PGCE	Head of ICT & Computer Science
Mr Tim Raynor, BSc (Joint Hons) – Maths & PE, PGCE – Secondary in Maths	Mathematics/House Leader (Ribble)
Mrs Kirsty Roberts, BSc – Science, PGCE - Science	Science
Mrs Ellie Robinson, BA(Hons) – English Literature, Creative Writing & Practice, PGCE	English
Mrs Amanda Scully, BA (Hons) – French & Sport Science, PGCE	Head of Modern Foreign Languages
Mrs Louise Shaw, BA (Hons) – 3D Design (Interior Design), GTP	Technology/Lead Teacher of Art & Design
Ms Tracey Smith, BA (Hons) – Surface Pattern Design, PGCE, Level 6 Diploma in Careers Leadership, Level 6 Diploma in Career Guidance & Development	Lead Practitioner for Personal Development/ Careers Advisor
Mr Arran Sneddon, BSc (Hons) – Economics, PGCE – Mathematics	Assistant Lead in Mathematics
Mr Alexis Taylor, BMus (Hons), PGCE	Lead Teacher of Music/Professional Mentor/MFL
Mr Andrew Watters, BA (Hons) – Geography, History & Politics, PGCE	Supply Teacher
Mrs Laura Webster, BA – English & Education with QTS	English

Support Staff

Mrs Cheryl Barker, DipHE, CSBM, Level 7 SFOL Diploma, Cert FRA	Strategic Business Development Manager	Miss Michaela Hardman	Catering Assistant
Mr Keith Bolton, FdSc	Strategic Estates Development Manager (Premises & ICT)	Miss Sarah Haydock	Office & Business Support Supervisor
Mrs Sue Spencer	Academy Manager/PA to Principal/ Clerk to Trustees	Mrs Gill Holt	Receptionist & Administration Support
Mrs Janet Ali	Learning Support Assistant	Mrs Zakirah Karodia	Cover Supervisor
Miss Jennifer Atkinson, BA (Hons) Film Studies and History	Learning Support Assistant	Mr Andrew Kolacz	Estates Team
Mr Tim Bamber	Assistant Estates Operational Manager	Mrs Sarah Kolacz	Learning Support Assistant
Mrs Kirsten Billings	Catering Manager	Mrs Veronica Little	Administration Support & Reprographics
Mr Stephen Bradley	Estates Team	Mrs Charlotte Lowe	Counsellor
Miss Gaby Conway, BA (Hons) – Jewellery & Silversmithing	Exams and Pupil Data Officer	Miss Danielle Morley	Catering Manager
Miss Susan Conway	Attendance & Pastoral Support Officer	Mrs Jan Nayler, M.Ed, PGCert, CertEd	Learning Support Manager
Mrs Jennifer Cookson, BSc (Hons), CSBM	Assistant Business Manager - Finance & HR	Mr Dominic Oakes	ICT Technician
Miss Jane Crix, BSc (Hons) – Media Production and Technology	Receptionist & Administration Support	Mr Liam O'Connor	ICT Technician
Miss Lucy Courtney-Brindle	Learning Support Assistant	Mr Ian Parkinson	Technology Technician
Mrs Elle Diamond-Bugler, CSBM	Assistant Business Manager – Business Services	Mrs Gemma Patterson	Catering Assistant
Mrs Sarah Dixon, BA (Hons) – English Literature	Learning Support Assistant	Mr Graeme Shipton, BSc (Hons) – Sports Science	Pastoral Manager
Mrs Sarah Eastham, BA (Hons) – Spanish & Drama, PGCE	Learning Support Assistant	Mrs Janice Simpson	Learning Support Assistant
Mr Frank Eccles	ICT Senior Technician	Miss Lucy Snape	Catering Assistant
Mrs Emma Evans, BA (Hons) – Theatre Design & Technology	Receptionist & Administration Support	Mrs Mihaela Stavila	Catering Assistant
Mr John Evans	Science Technician	Mr Martyn Swain	Catering Assistant
Mrs Laura Farley, BSc (Hons) – Sport & Exercise, PGCE	Head of Year 7/Transition Manager/ Primary Schools Co-ordinator	Mrs Doreen Swire, HLTA, Fd in Teaching & Learning	Attendance & Family Support Manager
Mr Chris Farron	Estates Team – Lead Gardener	Mr Ian Tiffin	Estates Team
Mr Pete Faulkner, Bed (Hons) – English Studies, MEd, NPQH	Pastoral Manager	Miss Emily Whaite	Learning Support Assistant
Mr Isaac Graves	Learning Support Assistant	Mrs Fiona Whalley	Learning Support Assistant
		Mrs Alex Willis	Family Support Manager
		Mr Chris Wilkinson	Site Maintenance Technician
		Mr Mark Wynter	Lettings Supervisor
		Mrs Janet Yates	Communications & Marketing Manager/Alumni Liaison

Trustees

Miss Jemma Oliver - Chair of Trustees
Mrs Susan Brown
Miss Chrissie Church
Mrs Elle Diamond-Bugler
Mr Pete Faulkner

Mr Michael Ham
Mr Owen Hughes
Mrs Kate Jones
Mrs Florica Patel

Principal

Mr Matt Eastham

Head of School

Mr Neil Gee





School Holiday Pattern 2026/2027

AUTUMN TERM 2026

INSET DAY 1

School re-opens to pupils

Learning for Life Day 1

INSET DAY 2

Mid Term Closure

Learning for Life Day 2

Early lunch followed by
School closure at 1:20pm on
INSET DAY 3

Number of openings - 71

Tuesday 1 September 2026

Wednesday 2 September 2026

Monday 21 September 2026

(early lunch and school closure at 1.20pm)

Tuesday 22 September 2026

Open Evening

Monday 26 October - Friday 30 October
2026 (inclusive)

Wednesday 25 November 2026

(early lunch and school closure at 1.20pm)

Thursday 17 December 2026

Friday 18 December 2026

SPRING TERM 2027

School re-opens on

Learning for Life Day 3

Mid Term Closure

Early lunch followed by
School closure at 1:20pm on

Number of openings - 54

Monday 4 January 2027

Friday 29 January 2027

(early lunch and school closure at 1.20pm)

Monday 15 February - Friday 19 February
2027 (inclusive)

Friday 25 March 2027

SUMMER TERM 2027

School re-opens on

Learning for Life Day 4

May Day Closure

INSET DAY 4

Mid Term Closure

Learning for Life Day 5

Early lunch followed by
School closure at 1:20pm on
INSET DAY 5

Number of openings - 65

Monday 12 April 2027

Tuesday 27 April 2027

(early lunch and school closure at 1.20pm)

Monday 3 May 2027

Tuesday 4 May 2027

Monday 31 May - Friday 4 June 2027
(inclusive)

Thursday 24 June 2027

(early lunch and school closure at 1.20pm)

Tuesday 20 July 2027

Wednesday 21 July 2027

Total number of openings - 190

School Holiday Pattern



To all Priory staff past and present,

It seems barely five minutes, let alone five years since I visited Priory with my daughter, and we jointly selected it as the school she would attend. I remember the hopes and the fears of where those five years might lead and what might be their outcome. The five years are ending with hopes realised and fears dispelled.

I'd like to give a big thank you to all of the Priory staff, past and present for all of their work, kindness and support over the past five years. My daughter has had a wonderful time at school and although she will of course miss all of the friends she has made, she is now fully ready for the adventures that lay ahead.

For me the purpose of school is to play its part in creating fully formed and rounded people who can play an active role in all of the aspects required to be a fully engaged, caring and contributing member of society.

In addition to the academic pursuits then, my daughter has joyfully taken advantage of the wide range of sporting and extra-curricular activities offered by the school, and these have played a crucial part in her development and preparing her, not just for work, but for life. She has also benefited from the safe and supportive environment created amongst the student community at the school and the circle of friends she has been part of.

I know a little of the external pressures that schools and their staff come under and would like to offer my thanks and congratulations for a job very well done, and my hope that despite these external pressures, your good work will continue to provide children with a platform from which they can embark on fulfilling lives.

I think you can feel proud of what you have jointly achieved.

Parent of a year 11 pupil





Learn to succeed

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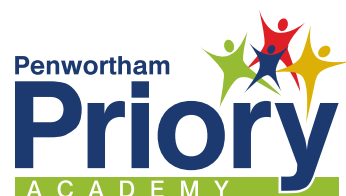
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[@penworthampriory](https://www.instagram.com/penworthampriory)

Pupil Access Team (South):

Lancashire County Council,
County Hall, Preston, PR1 0LD

Chair of Trustees:

Miss J Oliver
c/o Clerk to Trustees
via s.spencer@priory.lancs.sch.uk