

*Inspiring each other to achieve success*



# *Congerstone Primary School*

## *Prospectus- 2023-2024*



*Headteacher:*

*Mrs A. Ruff*

*Chair of Governors:*

*Mrs. S. Smith*

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Follow us @congerstoneps




Headteacher: Mrs A Ruff BEd Hons, MEd, NPQH



## **Welcome from the Headteacher**

We are very proud of our school and it gives me great pleasure to share this information about Congerstone Primary School with you.

Here at Congerstone Primary School we welcome children, their parents and carers into our friendly, happy and hardworking environment where, positive attitudes towards work, respect for others and excellent behaviour are an essential part of everyday routines. The key to our school, through our mission statement is simply;

Inspiring  each other to achieve  success .

Congerstone Primary School is a school where staff, governors, children and parents are valued for the unique qualities they bring to the school and work hard within a stimulating school environment to ensure every child reaches his or her full potential.

The parent body is very supportive of our school and works in close partnership with the school philosophy; that all children have a right to success and a right to an excellent education.

If you would like to know more about our school please contact the School Office where Miss Caroline Hunter will be happy to arrange an appointment for you to visit.

We look forward to working in partnership with you and your children.

*A Ruff*

**Mrs Alison Ruff**  
**Headteacher**

**This Prospectus is available on line from the school website. A large print version or tape should you require it is available from the Office.**



## **Welcome from the Chair of Governors**

On behalf of the governors, I would like to welcome you to Congerstone primary School.

The Governing Body at Congerstone Primary School is made up of staff, parents, Local Authority representatives and members from the local community. All Governors, serve on a voluntary basis, and are accountable for the strategic direction of the school and meet at least twice a term.

We focus on our collaborative desire to continuously develop and improve our teaching, our results, our impact on the community and to provide the very best learning environment, as we help prepare our children to become active citizens of the future.

The day to day operation of the school is the responsibility of Mrs Ruff and our staff team however Governors have a wide range of responsibilities including overseeing the curriculum, safeguarding and standards of behaviour, as well as health and safety and setting and monitoring the budget.

I hope this prospectus provides you with the information you are looking for. However, if you require anything further, please do not hesitate to contact school.

**Mrs Sandra Smith**  
**Chair of Governors**

**Mrs Jane Reed**  
**Vice Chair of Governors**



## **What we believe is important**

Our Vision at Congerstone Primary School is to...

Celebrate the **unique** qualities and ideas everybody brings to learning within our school. Children become **imaginative, independent and purposeful learners**, motivated by a wide range of challenging opportunities, set within a stimulating school environment, which promote a healthy body and mind.

By inspiring a **passion for learning**, built on resilience and curiosity, children develop **high aspirations**. Undeterred by challenge and unfamiliar context, they confidently take their place within an ever-changing world.

At Congerstone we value

- We value ourselves as **unique individuals** who are **responsible** for using our abilities, rights and opportunities to achieve our best.
- We value and **respect** everybody in school and recognise the need to work together in order to achieve a happy successful school.
- We value our place within the wider community and take an **active role** within it.
- We value our environment as a basis for life and a source of inspiration.
- We understand we have a responsibility to promote a safe and sustainable environment.

Inspiring 🧑🏫 each other to achieve 🏆 success 🧑🏫.

## **Who we are**

### Introducing the staff

Mrs. A Ruff	Headteacher
Miss. C Simpson	Deputy Headteacher and classteacher
Miss. J Armstrong	Classteacher
Mrs. P Cole	Classteacher
Miss. S Payne	Classteacher
Mr. B Sargent	Classteacher
Mrs. A Brooks	Classteacher
Mrs. D Powell	Classteacher
Mrs. H Shaw	Classteacher
Mrs. D Duggan	Classteacher

Miss. C Hunter	Office Manager
Mrs. D Brammall	Administration Assistant

Mrs. L Ward	Nursery Nurse
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Mrs. D Cresswell	Teaching Assistant/Mid-day Supervisor/Pitstop
Miss E Dixon	Teaching Assistant/Mid-day Supervisor
Mrs. M Knifton	Teaching Assistant/Mid-day Supervisor/Pitstop
Mrs. K Blackwell	Teaching Assistant/Mid-day Supervisor/Pitstop
Mrs. S Maxwell	Teaching Assistant/Mid-day Supervisor/Pitstop
Mrs. J Towersey	Teaching Assistant/Mid-day Supervisor
Mrs. J Vernon	Teaching Assistant/Mid-day Supervisor
Mrs. C Light	Teaching Assistant/Mid-day Supervisor
Miss K Shepherd	Teaching Assistant/Mid-day Supervisors
Miss C Young	Teaching Assistant/Mid-day Supervisor



### Introducing the Governors

Mrs. S Smith                      Chair of the Governors  
Mrs. J Reed                      Vice Chair  
Mrs. H Wood  
Mr. S Kingsley  
Mrs. T Gordon  
Mrs. M Mann  
Rev. A Hall  
Mrs. G Sproule  
Mrs. A Ruff  
Miss. J Armstrong



There is a board in the foyer which displays named photographs of all staff and the Governing Body.

All governors may be contacted through the school office.

### The School & Accommodation

Congerstone Primary School was first opened in 1825. It is situated in attractive countryside on the edge of the village of Congerstone.

Accommodation includes:

3 Large Classrooms (main building)	Hall	Library
Pond and Nature Area	Bird Hide	
3 Large Classrooms (Beech Hut)	1 large classroom (Hawthorn)	
Outdoor Classroom-Foundation Stage	Office	Staff Room
Outdoor Woodland Classroom	ICT suite	Multi Use Games Area
1 Timber Classroom (Cedar Lodge)	Kitchen	Garden area
Community Changing Facilities		

Toilets in both buildings, including one with disabled access.

We now have seven individual classrooms which means we are a single form entry school (one class per year group)

The building looks out on to a large field and playground, surrounded by open countryside.



### Admissions

Catchment area pupils come from the villages of Bilstone, Congerstone, Norton-Juxta-Twycross, Odstone, Shackerstone and Twycross. Children from out of the catchment area are also welcome when capacity allows. A school bus service is available for children living more than two miles from school, but within the catchment area (information available from school).

Children who will be four by the beginning of the autumn term start school full-time in September. An induction programme, which includes classroom visits, is available for all children. These visits take place during the second half of the summer term before they begin full time in the autumn term.

To secure a place in any school, all parents need to complete an on-line application form which can be accessed from the admissions page, [www.leicestershire.gov.uk/admissions](http://www.leicestershire.gov.uk/admissions). A Congerstone School admission form should also be completed and returned to the school office.

If you are considering sending your child to our school, arrangements can be made for you and your child to be shown around. Please contact the school office to make an appointment. If you are happy to supply an email address, we will also notify you of other school events, which you would be welcome to attend e,g Christmas Fayre, Celebration evening. Choosing a school for your child is an important decision and visiting our school for other events allows you to make a fully informed decision.

It is useful for planning purposes to have as much advance notice as possible about our future intakes, so please register your child's name with us as early as you can by completing our form.

### **School Organisation**

Year group structure can vary from year to year, based on the numbers and distribution of children within school and may involve mixed age classes. Our current structure is made up of six classes split into:

Foundation

Year 1

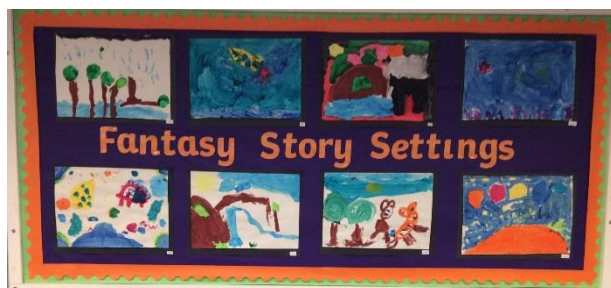
Year 2

Year 3

Year 4

Year 5

Year 6



It is school policy that children are grouped into classes according to their age. Within each class children are grouped in order to ensure teaching and learning is suited to their needs. Children may work independently, in small groups or as a whole class. Children are also grouped according to ability for maths and English lessons. All classes are well resourced and a variety of teaching styles are used to promote effective learning. All classes benefit from having Teaching Assistant support for at least part of every day

### **The quality of education we provide**

Our most recent Ofsted visit by was on 21<sup>st</sup> & 22<sup>nd</sup> March 2023 the process was both rigorous and developmental. Their report noted;

*Smiles are consistently commonplace*

The key findings of the report are listed below, but please take time to read the full Ofsted Report March 2023 as it draws attention to many positive aspects of our school.

The inspection key findings were

- *Children in early years are happy, engaged and get on well with each other.*
- *Pupils are taught to read from the moment they arrive at the school. Pupils develop a love of reading.*
- *Children say 'learning means the world' curriculum has bought 'learning to life'.*
- *Pupils with special needs and/or disabilities (SEND) are well supported. They get the help they need to learn the curriculum alongside their peers.*
- *Personal development is well catered for. Pupils develop tolerance, understanding and mutual respect. They understand what discrimination is. They say that it is not tolerated at their school.*
- *The staff genuinely care about the children and want them to fulfil their potential.*

- *Senior leaders and governors work systematically to address any emerging weaknesses. They prioritise the right things.*
- *Leaders have made keeping pupils safe their highest priority. Pupils say they feel safe and cared for.*
- *School has a community feel.*

### **Congerstone "Playmates"**

"Playmates" is a well-established pre-school group, which meets every Friday afternoon, during term-time, from 1.45pm to 3.00pm, in the Community Changing Facility or school hall if wet.

Sessions include a variety of activities and provide a valuable introduction and help ensure a smooth transition into school life.

"Playmates" is open to any family, but in particular, to those children who will go on to become pupils of the school.



### **The Early Years Foundation Stage**

The **Early Years Foundation Stage** covers the education of children from birth to the end of reception year age five. Children learn and develop rapidly during this period. Well-planned play, both indoors and outdoors, allows endless opportunities for learning through talking, observing, questioning, experimenting and responding to other children and adults.

The **Early Years Foundation Stage** curriculum is structured into the following areas:

**Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design technology.





## **The National Curriculum- Keystage One & Two**

### **Language and literacy**

Teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is taught both as a subject in its own right and the medium for teaching; for our pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

#### ***Spoken language.***

Pupils are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

#### ***Reading and writing.***

Teachers develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure. A variety of methods are used in the teaching of reading which ensures the success of the story approach, built on the firm foundations of phonic teaching. Every opportunity is taken to promote a love of books, school has a well-stocked library and creates stimulating reading environments which are constantly being added to and improved. We also set ambitious expectations for reading at home.

Pupils develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

#### ***Vocabulary development.***

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers develop vocabulary actively, building systematically on pupils' current knowledge. They increase pupils' store of words in general; simultaneously, they make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils are taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

### **Numeracy and mathematics.**

Teachers develop pupils' key mathematical skills of problem solving and reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils apply geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They also understand the cycle of collecting, presenting and analysing data. They are taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.





### Science

Science education provides the foundations for understanding the world we live in and is taught through cross-curricular class topics with a strong emphasis on children asking questions and practical group work. Science has changed our lives and is vital to the world's future prosperity; all pupils are taught essential aspects of the knowledge, methods, processes and uses of science.

This ensures children;

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Health Education is covered both in Science and in PSHE lessons.

### Computing

Our computer suite and banks of iPads were provided with generous support from 'Friends of Congerstone' allowing children to be taught in whole class lessons using iPads or computers. All classrooms are equipped with new generation interactive smartboards. On entry to school the computers form part of the child's everyday learning experience.

Computing equips pupils to understand and change the world through logical thinking and creativity and taught through cross-curricular links that include mathematics, science, and design and technology. This ensures children;



- are responsible, competent, confident and creative users of information and communication technology.
- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

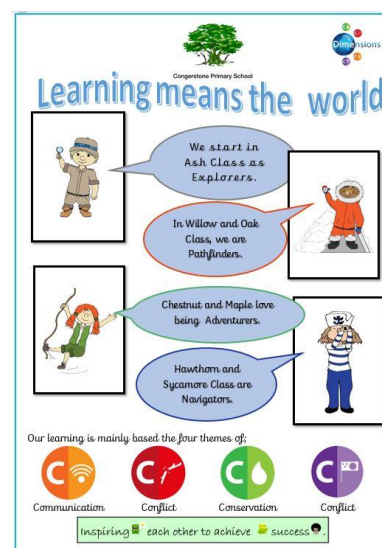
All children are taught about online safety from an early age.

### Foundation subjects (including History, Geography, Science, Art, DT, Music)

We aim to providing a rich and varied curriculum, which prepares children for living in the 21<sup>st</sup> century.

### Curriculum Intent

Our children are inquisitive and have a very positive attitude toward school life and life in general. It is our intention to build upon their curiosity and offer our children a curriculum that will broaden their understanding of society, including developing a global outlook. We aim to provide a challenging curriculum which will inspire our children to learn and, through 'Building Learning Power', achieve success emotionally and academically. It is our aim to inspire our children to be independent, responsible and self-motivated individuals who have a passion for learning and high expectations; so that undeterred by



challenge and unfamiliar contexts they can confidently take their place in an ever-changing world.

With this in mind, we have implemented a curriculum which is exciting and enables our children to make connections between their learning as they make progress year on year.

### Rationale for Implementation

We use Dimensions 'Learning Means the World' Curriculum as the main vehicle for achieving our outlined intent.

This curriculum is underpinned by four highly relevant world issues, known as the four Cs:-



### Communication

At Congerstone Primary School we value communication as being central to our children's success. We recognise that by being articulate, confident and effective communicators they will be better prepared to be the person they want to be. We want our children to leave school being able to communicate in a range of scenarios, to a range of audiences, in the right context and with the most effective tools. Alongside this we want our children to be able to listen to others and recognise the importance of this when building and establishing effective relationships. We recognise the importance of digital communication and through the curriculum, we will be ensuring our children know how to safely and appropriately communicate online.

### Culture

Due to the rural location of our school, we recognise that there are limited opportunities for our children to experience diversity within society. To address this our curriculum has been devised to help children see beyond the immediate. We want our children to explore the similarities between people and recognise, respect and celebrate the differences within communities. We also aim to provide opportunities for our children to value themselves and their beliefs as individuals. Through a range of opportunities, we aim to inspire them to develop a more global curiosity and discover the many different cultures, traditions and ethnicities within our society.

### Conflict

The children of Congerstone Primary School are well-behaved and want to please. Through our curriculum, we want to develop a greater sense of responsibility and understanding of the impact of conflicts. On a personal relationship level, we aim to guide our children to develop the skills to resolve disagreements and misunderstandings. We want them to become resilient and have the tools to be able to resolve these conflicts independently as well as to know when they need to ask for help. We want them to understand that mistakes are part of the learning process and that mistakes are there for us to learn from and move forward. On a wider level, we want our children to have a broader understanding of democracy and the causes and consequences of conflict within society.

### Conservation

We recognise that we are fortunate to be in a location surrounded by beautiful countryside and in a school with a significant amount of outside space, including a pond and a nature area. Many of our children are passionate about recycling, planting trees and caring for wildlife. We have appointed Eco Warriors who are committed to their role and we are planning to further develop this within the daily life of our school. We aim to provide opportunities for our children to extend their passion for conservation to develop a deeper understanding of sustainability and the role they can play as future stewards of our planet.

Our curriculum narrative at Congerstone Primary School begins with **Communication** as we feel this is fundamental to our ethos of '**Inspiring each other to achieve success.**' We

also want to begin the year by focusing on helping our children become confident as learners and individuals. We will then explore **Culture** and through the curriculum develop a greater understanding of self and of the similarities and differences between different cultures. As the year progresses our next theme to explore is **Conflict**, how and where it occurs and how it can be resolved. In the Summer Term, our year ends with the theme of **Conservation** utilising our outside spaces as opportunities for our children to develop a deeper understanding of looking after our planet.

We also encourage our children to have high aspirations by teaching them about human creativity and achievement through additional Competency Units about famous figures and groups of people that focus on Creativity, Commitment, Courage and Community.

By using our 4 C's of Communication, Culture, Conflict and Conservation together with our additional Competency units and National Curriculum Essential units, we are confident that we are meeting the requirements of the National Curriculum in an exciting challenging way which meets the needs of the 21<sup>st</sup> Century.

### Religious Education

Congerstone Primary School is not affiliated to any particular denomination. However, RE lessons and a daily act of collective worship aim to foster respect for peoples of all faiths, cultures and races, whilst developing a caring, sensitive attitude. RE is planned to cover a variety of themes throughout each Keystage and draws upon the Bible, religious festivals, lives of historical and contemporary personalities, children's own experience, moral issues and knowledge of other faiths. Parents who wish to withdraw their child from R.E and collective worship have the right to do so, although R.E is considered to be part of the basic curriculum

### Musical productions

At Christmas, Key Stage 1 children take part in a drama production of the Nativity. Key Stage 2 children are given the opportunity to put on an end of school year production. Children in Keystage 2 can take up additional music tuition; this is provided through peripatetic music teachers and Junior Academy of Music. The cost of tuition has to be paid for by parents, if parents purchase musical instruments, school can help to reclaim VAT. Over 30% of our children in Years 2-6 are now learning to play an instrument. The older children enjoy attending the Young Voices choir at the Genting Arena

### Physical Education - PE

PE is a very important part of the curriculum at Congerstone; two hours of high quality P.E. and sport is our target each week. Children acquire the skills needed to enable them to play a variety of games and become physically confident in a way that supports their health and fitness. We aim to achieve enjoyment for all as well as healthy competition. Congerstone is often very successful when competing against other local schools and some children have then gone on to County and District level.

All children in Year 3-6 are given the opportunity to participate in a range of after school sports clubs.

A block of swimming tuition is provided for all Keystage 2 children. In accordance with the Government's policy on charges for school activities, parents are asked to make a voluntary contribution to cover the cost of transport, entrance and teaching fees.

### Modern Foreign Language- French

Children in Keystage 2 are taught French as part of the National Curriculum. Great emphasis is placed on international learning in order to prepare children fully for their future lives as part of a global community.

### Personal, Social, Health Education - PSHE

Congerstone Primary School PSHE is based on our school scheme of work – which covers a wide range of topics specific to each year group and based on 3 themes – *Health and wellbeing, Relationships and Living in a Wider World*. It aims to equip children with skills and knowledge, in partnership with parents, to understand the physical and emotional challenges

of growing up such as peer pressure, self-awareness, drug education and online safety. Questions are explored honestly and sensitively and aspects of development are covered as part of our science curriculum within school. Sex education is a legal requirement but parents have the right to withdraw their child from the lessons. All Year 5 and 6 children will follow a programme of lessons led by their teacher in the Summer Term. Children in year 6 are given specific lessons. The school's sex and relationships policy is available for parents to refer to if necessary.

We have an active School Council consisting of representatives from Year 1 upwards, who are elected by their peers. They provide a pupil voice to promote our sense of community, a responsibility towards our place in the world, an understanding of democracy. Textiles are recycled at specific times of the year. Paper, cardboard and plastic is recycled within school.

The School Council has actively been involved in acquiring;

- Beyond Bullying Award
- Silver Eco School award for its environmental work,
- Healthy School status
- Platinum School Games Award
- Modeshift Stars



### **Special Educational Needs (S.E.N.D)**

Congerstone Primary School is committed to equal opportunities for all children and complete inclusion, wherever possible, based on a broad and balanced curriculum.

Extra help and support for children with learning difficulties is available, and may be in the form of: -

- a) A specially designed learning programme;
- b) Additional support within the classroom.

Many children experience special educational needs at some time in their lives. Help may be given either in small groups or on an individual basis. If more formal assessment is needed, all decisions are taken in full consultation with the parents, the child, class teacher, Mrs Powell SENCO (Special Educational Needs Co-ordinator) and Mrs Ruff, Headteacher.

The whole school is very accessible and would not pose problems to pupils with physical difficulties or sensory impairment. There is a disabled toilet in Beech hut.

Our [Congerstone-Primary-School-SEND-Information-Report.pdf](#) provides more information and can be found on the school website.

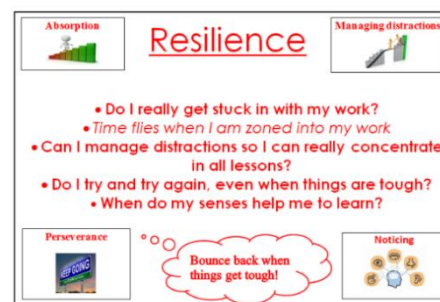
### **Building Learning Power**

Building Learning Power is an enquiry style of learning which applies to all area of the curriculum and helps our children create a positive culture in classrooms, and in school more widely.

Children develop the characteristics of effective learners enabling them to feel more confident and creative about their depth of understanding and application of learning.

Building Learning Power helps children to;

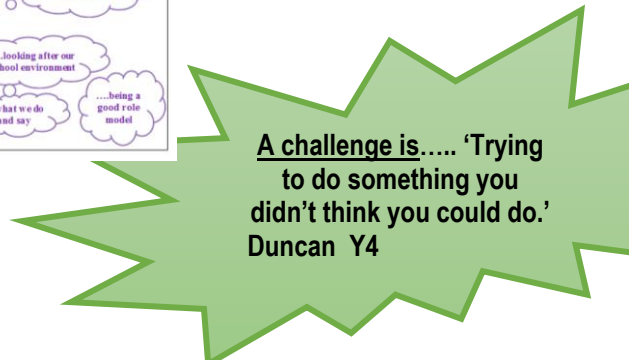
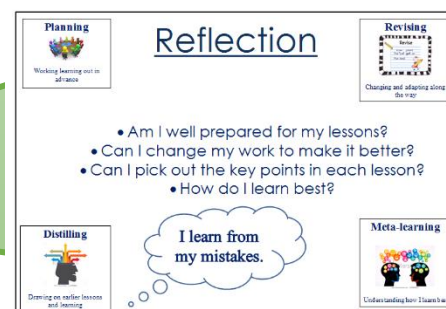
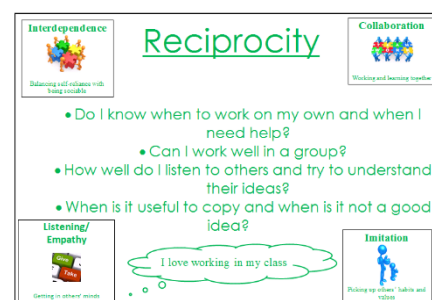
- Feel confident in their learning
- Develop resilience
- Think harder



- Challenge themselves more
- Find learning more enjoyable
- Learn faster, learn better
- Do better in external examinations
- Develop life-long learning
- Be the person they aspire to be

The children developed four posters that help us to think about how we:

- Challenge ourselves to move out of our 'comfort-zone'
- Learn best; our favourite style of learning? e.g. do we benefit from visual aids?
- Use mistakes to help us learn – e.g 'stretch mistakes'
- Develop our areas of weakness– e.g getting distracted easily, so what can **we** put in place to manage these?
- Can achieve our 'ideal' self – '*Be the best we can be*'



We have noticed that BLP has helped all children to become more motivated, resilient and focussed on their learning.

### **Homework**

Homework further develops our Building Learning Power ethos by encouraging self-motivation, independence and a sense of responsibility for their own learning. Homework is an important part of an effective partnership between home and school. Each child has a reading record in which to record their weekly reading. Children receive a weekly homework sheet, which includes key homework; spellings, literacy, maths, and topic homework. The homework sheet includes information for parents to help them feel confident they are supporting their child with the same methods children use in class. Additional optional homework is also available on the weekly sheet.

### **Extra-curricular activities**

We aim to provide a wide variety of extracurricular opportunities typically, these include:

**Clubs:** after school clubs can include; cricket, tennis, table-tennis, tag-rugby, basketball, netball. Clubs during school time include singing for Young Voices concert.

**Sporting Events:** Sport is a very important part of our school and we aim to provide as many opportunities as possible for children across a range of sports and events.

At Congerstone we are part of the Bosworth Education Partnership and Unity School Partnership, as well being part of the larger Hinckley and Bosworth School Sports Association. We play an active role within these groups which ensures our children have access to a wide number of sporting events on many levels typically this includes; tag rugby, cross country, netball, football, quicksticks, tennis, area-sports, County cross-country and local swimming galas. In addition to this we also hold our own annual Keystage1 and Keystage 2 sports day and annual fun run.



### **Trips and visitors into school**

Trips and visitors into school are an important part of our cross-curricular planning and an exciting way for children to make links with their learning. Trips have typically included; theatre trips for Keystage 1 and a day at Tamworth Castle; a day trip to Coventry Cathedral and transport Museum for KS2 or the Space Centre. Visitors to school are often supported through a generous donation from Friends of Congerstone. These have included the Life Education Bus and The Young Shakespeare Company. We run annual residential trips to Beaumanor Hall for Years 2 & 3 and JCA for Years 4 & 5.

### **Other activities and events**

Every year we hold several theme weeks which can include; Science, Eco, art, European week as well as an annual Anti-Bullying and Year 6 Enterprise week. Other highlights include; Harvest Festival, Christmas Productions, Christmas Dinner and Parties, Easter Service, and a range of social events organised by the 'Friends of Congerstone' including spooky disco, autumn trail, film night and an end of year summer disco

### **Charges for School Activities**

Congerstone Primary School accepts the LA policy on charging for school activities. A copy is available on our website or on request from the office.

### **How the school day is organised**

School gates open	8.45 – 8.55	
School starts:	8.55am	
Playtime:	10.25-10.45am	
Lunch KS1;	12.00 - 1.15pm	KS2: 12.15 – 1.15pm
School ends	3.20pm.	



Children say goodbye to their parents at the gate from 8.45- 8.55 and go straight to their classroom. We cannot accept responsibility for children who arrive at the school gate before 8.45am although staff are aware that the school bus/taxi occasionally arrives before this time. We encourage parents to use the 'one-way system' and drop off bay in the morning as we find this an efficient and safe way of managing traffic and children around the school site at this busy time of day. More details are provided in the *Guidelines for Safe Travel to School*.

At the end of the day, children wait with their classteacher in lines on the front playground. Parents come through the main passenger gate, collect their children and leave through the bottom gate. We ask that children are collected promptly at 3.20pm and the immediate area around the gates cleared to ensure everyone's safety at this busy time of the day.

### **Site security and safety**

For security reasons all visitors to school, between 8.55am and 3.20pm, need to be let onto the premises by school staff. We ask parents to think carefully before letting other people through the gate with them; if you are unsure ask the visitor to buzz the office.

### **Pitstop**

Pitstop is our very popular before and after school care club. Sessions are led by Mrs Laughlin Mrs Knifton/Mrs Cresswell in the morning and Mrs Maxwell, Mrs Brammall, Miss Frazer, Miss Bryce, Miss Smith, Miss Ryan and Mrs Raine. Morning care is from 7.45 - 8.45 and costs £6.00 a session including breakfast. After school care is from 3.20 - 5.45 and costs £12.50 a session including a snack and planned activity.



The sessions can also be booked at short notice, subject to availability of spaces, (£7.50 breakfast and £14 after school). More information available on our website.

### **Rewards and discipline**



We expect and achieve a very high standard of behaviour at Congerstone. Behaviour regularly receives positive comments by visitors to school or when our children are taken on trips. The emphasis throughout is on self-discipline and consideration for others by taking responsibility for your actions. The school Behaviour Policy is available on the school website.

We praise and reward children for good behaviour in a variety of ways:

*Informal Rewards* -These should be given as often as possible along with the reason why: they include

- simple asides of verbal praise, either in public or private
- brief comment in passing to parents
- examples of good work/effort being displayed around school
- sending a child with their work to another teacher as appropriate
- behaviour rewards handed out at lunchtime

More *formal rewards* include-

Whole School House Points – All children can receive house points from any member of staff for making any positive contribution to the hardworking, caring and co-operative ethos we strive to achieve throughout school. The children are split into 4 house teams: Green Dragons, Red Phoenix, Yellow Griffins and Blue Unicorns. This year the winning house will be revealed on the noticeboard next to the hall door.

In Keystage 1 and Foundation children follow a 'Superstar, Sunshine, Cloud and Rain' system- all children start each day on the Sunshine. They can be moved to the Superstar for exceptional behaviour/work, or moved to the Cloud to provide a warning and 'thinking time' to rectify the situation; children can then be moved back to the Sunshine or onto the Raincloud. Children who are put onto the Raincloud will lose some of their Golden time. Golden Time is a 20-minute weekly treat to be earned for good behaviour and hard work; it provides 'time to refresh our brains and have fun with our classroom friends'.

In Keystage 2 children are rewarded with:

- Merits for hard work, outstanding behaviour, or finished pieces of work, using initiative and being independent and responsible within class
- Merits are collected and certificates (bronze =25, silver=50, gold=75, supergold=100) are awarded at our Merit Assembly where they are able to show examples of their best work and to which parents/carers and relatives are invited. (During the current pandemic)
- Golden Jars; each class has a Golden Jar and by working hard and following the class rules they are able to work together to collect 20 marbles. When 20 marbles are collected the class will receive a class treat (e.g 30 mins playing outside with the parachute)



Friday Celebration Assembly takes place for KS1 and KS2 on alternate weeks. Children will receive their golden sticker in their class assemblies. A 'Special Person Award' may also be given out in assembly as an acknowledgement of a kind/special action or response.

### Sanctions

We expect children to follow our Golden Rules which are displayed around school, However, there will be times when pupils do not live up to expectations or break agreed rules. We believe children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up.

- Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child.
- We encourage children to reflect on why their behaviour is unacceptable, as well as the effects it may have had on others. We also encourage children to consider other courses of action they could have taken, in an attempt to help them make better choices next time
- We expect pupils to apologise for their inappropriate behaviour.
- It is important that the unacceptable behaviour is labelled and not the child themselves.
- We provide positive reinforcement for positive behaviour and start each new day with a fresh start
- Exclusions will be used if behaviour is deemed as a threat, or risk, to the individual pupil involved or others.

In Keystage 1 and Foundation a warning will be issued and then the child's name will be moved onto the Cloud. Improvement in behaviour will result in them moving back onto the Sunshine. If their behaviour continues to not follow our Golden Rules their name will be moved to the Raincloud. If staff feel there could still be an improvement in behaviour, the teacher will work with parents using a daily '2 stars and a wish' sheet.

### In Keystage 2

- A verbal warning given
- 2<sup>nd</sup> verbal warning = A Strike being given
- Some behaviours will lead to an immediate strike (hurting other children, inappropriate language, lack of respect for people or property)
- If a child gets a second strike in a week they will need to go and see the headteacher who will discuss their behaviour with them and give them a Rule Reminder Card. We encourage children to discuss their behaviour/Rule Reminder Card with their parents when they get home.
  
- 2 Strikes in one day will lead to losing 10 minutes from their next playtime
  
- When the Rule Reminder Card has been completed for a week, the child will return to the Headteacher to discuss their completed card. A copy of the Rule Reminder is then given to them to take home and discuss with parents.

### In addition to the above;

- Child may lose privileges or choices.
- Child may have targets and rules set around expected behaviour.
- Child may be asked to work in another classroom.
- Parents may be contacted e.g if physical marks have been left on another child e.g pinching or biting.

## **Absence**

If your child is absent or needs time off school, please inform us in writing or by telephone. **Please let school know by 8.55am on the day concerned with the reason for the absence.** If school does not receive notification, we will telephone you at home to determine the whereabouts of your child. Children will not be allowed to leave the school site during school hours unless an adult collects them. Their safety is paramount to us.

Due to the Government's regulations, schools no longer have the discretion to be able to grant ANY leave of absence for holidays during term time, unless there are exceptional circumstances.



## **Attendance**

Schools set attendance targets. The targets are challenging as Governors and Staff understand that only by consistent attendance can pupils achieve their best.

*Attendance for 2021- 22 was 94.4%*

Attendance exceeded 97% for the last 5 years previous to Covid; a positive indicator that children are generally healthy and enjoy coming to school.

Schools have a responsibility to monitor and follow up on children's attendance; we aspire for all children to reach our school target of 97%. In line with the latest government guidance, attendance is regularly monitored so families can be supported to maximise school attendance.

## **Involving Parents**

Congerstone Primary School is very proud of its partnership with parents; the number of them who give up their time freely to help school is an indication of the close relationship between school and parents. They are encouraged to take an active part in their child's learning and are welcomed into school to help out with sporting events and assist with educational visits.

Contact between home and school is particularly important in our rural school with its large and scattered catchment area. School recognises that communication is crucial and the governing body believes that this is achieved successfully through a variety of ways:

1. School Website: [www.congerstone.leics.sch.uk](http://www.congerstone.leics.sch.uk)

2. Social Media: follow us on  Instagram and  Facebook at @CongerstonePS.

3. Emails: keep parents and carers up to date with school's activities and progress. Most letters and all newsletters are provided this way

4. Texts: school subscribes to a texting service and regularly contacts parent this way.

5. Friday Celebration Assembly: Parents and carers are invited to this assembly, which takes place most Friday mornings at 9am (alternate weeks for KS1 and KS2). It provides an opportunity to visit school, see pupils and staff together and hear about children's work and achievements.

6. Parent Evenings: Formal parent consultations are held in the autumn and spring terms; every effort will be made to provide a convenient time and date. In between, parents and teachers initiate discussions as and when the need arises.

7. ***Individual Reports and targets:*** Written targets are provided for parents to support their children's learning at home. Written reports provide updates and keep parents informed about their child's progress towards Age Related Expectations.
8. ***Welcome Presentation;*** Welcome presentations provided by your child's class teacher provide information specific to each year group, including curriculum objectives, expectations for key subjects as well as information about homework and behaviour. They aim to establish high expectations for all from the start of the year.
9. ***Parents Meetings:*** School provides meetings to; Welcome EYFS parent; inform about National testing and residential trips.
10. ***Open classrooms:*** these are held after school, early in the academic year, so children can show parents their classroom. Or later in the year so parents can see what children have been learning about in theme weeks e.g art week.
11. ***School Profile:*** This document is written by the governing body. It is updated annually and provides a summary of the previous school year and priorities for next year.

### **Links with the Community**

School has close links with St. Mary's Church, Congerstone. Local businesses often provide support through our Friends' Association, for example gifts for raffles, free labour and materials. Links with the other local primary and secondary schools are very strong through the Bosworth Education Partnership and Unity School Partnership.

### **Child Protection**

The welfare and safety of your child is paramount. Child protection is taken very seriously and school follows the procedures set out by Leicestershire Area Child Protection Committee. (Our Child Protection Policy is available on the school website.) All teaching staff regularly undertake updated Child Protection training. Every member of staff employed within school, as well as regular volunteers are checked before they take up their posts to ensure they have a current DBS (Disclosure and Barring Service) certificate. As a Leicestershire school we are part of Operation Encompass, which means that the Headteacher will be informed if police have attended a domestic violence incident.

**Visitors;** for the safety of all children please call at the office on arrival and also on leaving the school.

### **Health and Safety**

Due to the large rural catchment which school covers, many of our children travel to school in cars. To help reduce congestion and ensure children's safety at the start and finish of the day parents are asked to;

- Use the 'One Way System' and approach school via Bilstone.
- Think carefully about where they park
- Consider car-sharing or parking in Congerstone or Shackerstone and walking
- Ensure the school bus and access to the staff car park are clear

Further guidance is found in our ['Guidelines for safe travel to school'](#) available in school or on our website

School has a comprehensive Health and Safety policy and conducts all Leicestershire County Council recommended risk assessments for activities conducted on and off site.

## **School Meals**

Under the Government's Universal Free School Meal Offer all children in Foundation and Keystage 1 are entitled to a free meal at lunchtime.

For children in Keystage 2 there are two options available: -

- a) A hot meal @ £2.55 per day;
- b) A sandwich meal from home.



School dinners are cooked in our school kitchen and provide a nutritious and appetising hot midday meal according to the 3-week rota- special dietary requirements can be met if discussed with the school office .

Packed lunches should be brought in suitably sized and shaped, named containers. Children are asked **not to bring fizzy drinks to school. Glass bottles, tin cans and breakable Thermos flasks are also not allowed for safety reasons.**

We have a 'Healthy schools' status, so we encourage children to have a healthy snack such as a piece of dried or fresh fruit, vegetable or small piece of cheese at break times. We do not allow sweets, crisps, biscuits, yoghurt and fruit filled snack bars at break time.

Milk is also available, free to children under 5 and to those in receipt of free school meals. (please ask about registering for CoolMilk)

Our school participates in the free school fruit initiative, which guarantees daily fruit to children up to Year 2. Older children often enjoy the spares.

We also encourage children to bring their own clear water bottle which

- Should be taken home at night for washing and refilling with water.
- Should be different, and in addition, to their lunchtime drink.
- Should be transparent, labelled and with a non-spill top.

## **Nuts**

Our school operates a No Nut Policy and therefore we ask that nuts or products containing nuts in any form what so ever are not brought on to the premises.

The school acknowledges that due to complex food processes, it is impractical to entirely eliminate nut products from an environment where food is present.

Our current school dinner provider is Leicestershire County Council who operate a strict No Nut policy in all their food production kitchens.

## **Uniform**

At Congerstone Primary School we believe that wearing school uniform and feeling a sense of pride when wearing it, is an important part of reaffirming the high expectations we have of children's behaviour and work. **Where there is pride in appearance and good behaviour, by implication there is a positive attitude to learning.**

### Daily uniform

- Navy blue sweatshirt, jumper or cardigan (preferably school style).
- White polo shirt
- Dark grey straight leg school trousers or skirt (no jeans, tracksuit bottoms or leggings).
- Dark grey school style shorts (no football or PE shorts). Dark grey skirt/pinafore.
- Securely fastening school shoes (no trainers and for safety reasons no heels.)
- In summer low heeled, securely fastening sandals may be worn.
- Girls may also wear a blue and white, school style, summer dress if preferred
- Grey, black, or white socks

PE (\*available for ordering from school office)

Children are to keep their PE kit in school in a suitable PE bag – PE kits should only need washing at half term/end of term.

- \*Royal blue shorts (no tights/leggings/skins to be worn underneath shorts)

- \*Plain Royal blue round neck T shirt with school logo. (no skins under T shirts)
- Children work in bare feet for dance/gymnastics but will need trainers for indoor and outdoor games activities.
- \*School sweatshirt/\*school PE hoody and suitable \*navy tracksuit bottoms/leggings can be worn over the top of shorts/t shirts on colder days. Children will be asked to remove them and complete indoor PE lessons in shorts and t/shirt.

### **Jewellery**

- Watches may be worn at parents own risk.
- One pair of small stud earrings only may be worn. The child must be able to take these out themselves for PE activities (or provide surgical tape to cover them over) for safety reasons. If not, they must be left at home.
- No other jewellery or nail varnish should be worn for school.

### **Hair**

All children are expected to wear their hair sensibly, neatly and in a natural colour/style. Long hair should be tied back. Head lice are a problem in all schools and can affect any child, however clean their hair is. Parents should check their child's hair regularly.

### **Equal Opportunities**

At Congerstone Primary School we believe that diversity is a strength to be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equality of opportunity for all pupils, staff, governors, parents and carers, irrespective of race, gender, disability, faith or religion. We aim to create and maintain a culture in which all those connected to the school feel proud of their identity and are able to participate as fully as possible in all aspects of school life.

We will monitor the achievement of pupils by race, gender and additional needs and we will use this data when necessary to;

- support pupils
- raise standards and ensure inclusive teaching
- actively promote the equality of all pupils, staff, governors and parents
- seek to prevent and, when necessary, respond promptly and effectively to any incidences of bullying
- actively strive to create and maintain an environment which champions respect for everyone in and connected with the school.

### **First Aid and Medicines**

First aid is available for minor injuries in school – all staff are trained and certified in basic first-aid.

If your child needs medical attention, he/she should usually be kept at home until they are well, please ensure your child has had 48 hours free from sickness/upset stomachs and managed to eat something before returning to school. If your child is well enough to attend school but needs to take medicine that has been prescribed by a doctor, staff will administer the medicine (but only once a parental consent form has been completed and received by school.) It must be understood that all staff are acting voluntarily in administering medicines and school cannot be held responsible if due to unforeseen circumstances a child does not receive their medication. Please ask for a form at the office.

All staff are trained to administer an epi-pen to children who hold one for severe allergic reactions.

### **Data Protection**

Congerstone Primary School processes personal data about its pupils in line with General Data Protection Regulations (GDPR). The principles say that personal data must be:

- Processed lawfully, fairly and in a transparent manner

- Collected for specified, explicit and legitimate purposes
- Adequate, relevant and limited to what is necessary to fulfil the purposes for which it is processed
- Accurate and, where necessary, kept up to date
- Kept for no longer than is necessary for the purposes for which it is processed
- Processed in a way that ensures it is appropriately secure

Congerstone Primary School processes this data to:

- support its pupils' teaching and learning;
- monitor and report on their progress;
- provide appropriate pastoral care, and
- assess how well the school as a whole is doing.

This data includes contact details, national curriculum assessment results, attendance information, safeguarding, photographs, characteristics such as ethnic group, special educational needs and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by law. From time to time the school is required to pass on some of this data to local authorities, the Department for Education, and to agencies that are prescribed by law, such as the Qualifications and Curriculum Authority (QCA), Ofsted, Department of Health (DH) and Primary Care Trusts (PCTs). All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

Our privacy notices can be found on our school website.

In cases of emergency, it is important school is able to contact parents quickly. Please supply us with your home telephone number plus any other numbers to facilitate easy access. Please keep us informed of any changes so that records can be kept up to date. This is particularly relevant to mobile phone numbers.

### **Where to after Congerstone?**

At the end of Year 6 the majority of our pupils transfer to The Market Bosworth School. Since September 2014 parents have had the choice of The Market Bosworth School (age 11- 16) or Bosworth Academy (age 11- 18). We work closely with, and have good relationships with both schools. A small number of pupils living outside our catchment area go to other schools closer to home.

### **Friends of Congerstone School**

The Friends Association works tirelessly to provide a social and fund-raising programme each year. Membership is automatic; meetings are quite informal and ideal opportunities to meet other parents. You will always be made most welcome.

Funds raised by the Friends' Association are used to benefit all children and school is extremely grateful to all the parents who give up their free time to organise and support the various fund-raising events. Recent examples are: Cross Country, Film Night, Spooky Disco, Autumn trail, Christmas and Summer Fayres and the biannual Summer Ball which includes a mini- ball for all children. They make regular donations to school for us to buy extra resources. Most recently, this has included new smartboards, ipads, and classroom resources.



### **The Governing Body**

The Governing Body is like a Board of Directors and has responsibilities for the overall policy of the school. They have legal duties, powers and responsibilities. This includes ensuring school is meeting its legal obligations, e.g. national curriculum, health and safety;

*Inspiring each other to achieve success*

interviewing and selecting staff; deciding how the school budget is spent. They can only act together, they cannot act individually.

Congerstone Primary School Governing Body is made up of Parents, School staff, members of the Community, Nominees of the Local Education Authority.

Parent Governors have to have a child at Congerstone Primary School, are elected by parents and serve, as do other Governors, for four years.

## **Term dates 2023/2024**

### **Autumn Term**

**August Bank Holiday:** Monday 28<sup>th</sup> August 2023

**School opens to pupils:** Tuesday 29<sup>th</sup> August 2023\*

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**Half term break:** Monday 16<sup>th</sup> October to Friday 20<sup>th</sup> October 2023

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**School closes:** Friday evening 22<sup>nd</sup> December 2023

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### **Spring Term**

**Staff Training Day:** Monday 8<sup>th</sup> January 2024

**School opens to pupils:** Tuesday 9<sup>th</sup> January 2024

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**Half term break:** Monday 19<sup>th</sup> February to Friday 23<sup>rd</sup> February 2024

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**Schools close:** Friday evening 22<sup>nd</sup> March 2024

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### **Summer Term**

**School opens:** Monday 8<sup>th</sup> April 2024

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**May Day Bank Holiday:** Monday 6<sup>th</sup> May 2024

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**Half term break:** Monday 27<sup>th</sup> May to Friday 31<sup>st</sup> May 2024

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**School closes:** Wednesday evening 10<sup>th</sup> July 2024

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### **Staff training days 2023/2024**

Staff will have an additional 5 Inset/Training days that the school must determine.

Staff training days are:

Staff Training Day 1: Thursday 24<sup>th</sup> August 2023

Staff Training Day 2: Friday 25<sup>th</sup> August 2023

Staff Training Day 3: Monday 8<sup>th</sup> January 2024

Staff Training Day 4 & 5: Disaggregated training meetings during term time