



## Congerstone Primary School Profile October 2019

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At Congerstone, we 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 within a stimulating school environment.

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.

### Values

- 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.

### Academic Progress

#### Early Years Foundation Stage – 3 year trend for Good Level of Development (GLD)

EYFSP 3 year trend	2017		2018		2019	
	Sch	Nat	Sch	Nat	Sch	Nat
% attaining good level of development	<b>73%</b> (22 children)	<b>71%</b>	<b>83%</b> (24 children)	<b>72%</b>	<b>73%</b> (26 children)	<b>72%</b>

#### Year 1 phonics screening test- 3 year trend

Phonics Screening Check	2017		2018		2019	
	Sch	Nat	Sch	Nat	Sch	Nat
% Y1 reaching expected standard	<b>73%</b> (25 children)	<b>81%</b>	<b>82%</b> (22 children)	<b>83%</b>	<b>85%</b> (26 children)	<b>82%</b>

#### Year 2 – End of Keystage 1

Year 2: 24 children 1= 4.2%					
	School working at standard	National	School working beyond the standard	National	Average scaled score
Reading	79%	75%	21%	25%	105
Writing	63%	69%	8%	15%	104
Maths	71%	76%	8%	22%	102
R, W, M	62%	65%	4%	11%	

- EYFS – children have made good progress from their starting points
- Y1 - phonics – 35% achieved 38-40 marks (out of 40)
- KS1 'at expected' attainment indicators were broadly inline with national %.
- KS2: 'working beyond expected' % were above/well above national %
- Progress is good based on previous National statistics for these cohorts
- We recognise that every set of results is as unique and individual as the children within each class
- We are all (children, school & parents) very proud of our results; they represent each child achieving the 'very best they can.'

## Year 6 – End of Keystage 2 (GPS = Grammar, Punctuation & Spelling; RWM = Reading, Writing & Maths combined)

27 children	TEACHER ASSESSMENT				TEST				Average scaled score	National scaled score
Subject	at expected	National at expected	working beyond	National expected +	working at	National at expected	working beyond (110+)	National beyond (110+)		
Reading	70%		41%		59%	73%	30%	27%	104	104
Writing	63%	78%	30%	20%						
GPS					67%	78%	41%	36%	105	106
Maths	66%		30%		74%	79%	37%	27%	105	105
RWM	63%		22%		56%	65%	19%	11%		

## School Development Plan

Our School Development Plan is a central document, put together by Mrs Ruff together with all staff and the governing body. It incorporates a 3-year Strategic Plan which is reviewed annually and a one year Operational Plan. It is a large document, which we continually work on to ensure our school continues to improve. The main actions are outlined below but more detail on actions, resources, target dates for completion and responsibilities are contained in the full plan, which is available at school if you would like further information.

### Evaluation of 2018/2019 School Development Plan

Our 2018-19 School Development Plan contained **one key theme**, which built on the theme from the previous year – **to maximise challenging opportunities and practice for all children**

This was divided into Whole School Priority areas;

**Priority 1** To ensure all teaching and learning is of high quality and challenging for all through careful planning, preparation and ongoing assessment, and continues to raise attainment and progress for all.

- Children have made good progress against some challenging cohort targets set at the start of the school year- especially the % of children working at greater depth. Teachers continue to have regular meetings to discuss pupil progress towards individual and class targets.
- The direction subject leaders bring into school from courses and meetings they attend has had a positive impact on teaching and learning
- Teachers continue to work hard to reflect on current best practice and research in order to adapt their teaching
- Work and presentation in children's books show excitement and pride in learning
- Additional support children have received has had a positive impact on their attitude towards learning and this has impacted positively on progress and attainment.
- Teachers have spent time moderating children's work to ensure accuracy of assessments within school. Y2 & EYFS were moderated externally by the LA. Y6 teachers met with other schools to moderate their assessments.
- Progress and attainment were supported by money from Friends for general classroom resources and ensuring every class has a new generation smartboard.

**Priority 2** To ensure all teaching and learning and outcomes for writing contain sufficient evidence of year group expectations and use material, which challenges children to explore and justify; including those at greater depth.

- Quality texts are used as starting points for planning English lessons, and build to purposeful quality end of unit pieces
- Children's books show exploration and justification is a key part of English lessons
- Early development of pre-cursive and cursive handwriting has developed and this is more evident across school
- Teachers continue to analyse & develop their own classroom practice and an agreed understanding of what is required for depth of learning has been established.
- Children's books show exciting links to topic areas and children's end of year report comments show they enjoy and make links.
- Our enquiry approach to learning has been successfully extended from maths to English and we continue to develop this approach within topic lessons too; this continues to help children to understand and reflect on their learning.

**Priority 3** To ensure all children have a more developed voice and approach to learning through varied opportunities within class and the wider school using Building Learning Power and a growth mindset.

- A more active 'bums off seats' approach to learning is visible in books and during class visits
- School council have met regularly, eco council formed and attended Neovia Logistics Eco day
- Children's report comments reflect their positive views about what they are learning and next steps
- Installation of new generation Smartboards allow for wide range of interactive/active learning opportunities

**Priority 4** - To develop the school environment/community by ensuring we are 'outward facing' in order to develop best possible education for all

- New generation smartboards installed in all main classes and regular training to ensure continued skill development of all features
- Teachers continue to work within local groups to share best practice and moderate work. Headteacher continues to take active role within local school groups to maximise opportunities for children at Congerstone
- Platinum School Games Award achieved in recognition of increased activity levels within classroom and outside; music, skipping and balance bikes are part of this. with support from Hinckley & Bosworth School Sports Partnership.
- Continue our links with St Mary's Church to develop wildflower garden within church grounds
- Work continues towards the installation of additional classroom space

### **What do our attendance figures look like for 2018- 19?**

Our target for 2018/2019 was to achieve 97.8% attendance. We achieved 97.1%

- 26% achieved attendance of 99+%
- 79% of all children achieved attendance above 97%

Our target for is 2019-20 is 97.8%

**Please help us to achieve our target**

These figures demonstrate everyone's commitment to, wherever possible, avoiding absence from school for family holidays, which can have a serious effect on your child's educational progress and can create difficulties for them when they return to school. Government guidelines, which came into effect on 1<sup>st</sup> September 2013, prevent Headteachers from granting any leave of absence during term-time unless there are exceptional circumstances.

It is also widely recognised that children whose attendance is above 95% generally achieve more, and often exceed, the progress expected of them. An attendance percentage of less than 95% means that at least the equivalent of 9 full days have been missed from school. That is the equivalent of 18 maths or English lessons.

### **Extra Curricular Activities**

- Children have taken part in 41 different sporting events including netball, swimming, football, quicksticks, area sports, cross-country, tennis, gymnastics, basketball, dodgeball, table tennis, maypole dancing, skipping festival, tag rugby and inclusive sports events. As well as whole school Race for Life event and KS1 & KS2 sports days.
- 46% of children have regularly represented school at cross-country, three represented Hinckley and Bosworth.
- 74% of KS 2 and 78% of the whole school have represented school at a sporting event. 71% of KS2 have represented school at more than one event.
- Before/after clubs have included 13 sporty/active clubs, and 5 enrichment activities such as chess, random acts of kindness, drama and singing clubs.
- 93% of Keystage 2 and 75% of Keystage 1 have attended a club. 50% of KS2 have regularly attended 2 or more clubs a week.
- 54% of children in Y2-6 have extra-curricular music lessons. We recommend that children having extra music lessons only have **one** instrument to reduce disruption in class learning.
- All children have taken part in a range of musical productions including Easter, Christmas and end of year productions.
- Additional artistic and creative opportunities have included 45 children going to Young Voices; Y4 being able to have the opportunity to perform their cellos and violas at De Montfort Hall Leicester: Musicians, singers, gymnasts and maypole dancers performing at school for celebration evening/Summer fayre; Groups of children attending STEM and Eco days.
- Y2 and 3 enjoyed a residential trip to Beaumanor and Y4,5 and 6 visited JCA at Conover Hall for a week of outdoor pursuits

## Parents and the Community

- Our active Friends' association continues to reflect a very positive home-school partnership. Fundraising activities included: Summer and Christmas Fairs, sponsored bike ride, weekly cake raffle, school disco, adults social evening, Macmillan coffee morning and last year ever popular and successful biannual summer ball. As well as organising the Unity Cross Country event at Bosworth Park and a stall at Shackerstone festival.
- Friends' financial support has been an important part in helping us to achieve some of our school development plan objectives for 2018-19 (see section *Evaluation of 2018-19 School Development Plan*).
- Our school community have raised money or offered support for Ashby Food Bank, Macmillan Cancer Support, Children in Need, Save the Children and Race for Life (+Y6 enterprise project).
- Celebration Assemblies take place on a Friday and are well attended by parents and carers.
- Pitstop, our before and after school care, continues to be grow in popularity and is well attended, some nights are very busy and we strongly recommend booking in advance.
- Village/School Ambassador roles provide a link between school and the local community actively promoting school events.
- Parents' evenings are held twice a year, these together with termly reports and weekly homework sheets keep parents updated with their child's progress and learning.
- Teachers led meetings, so parents feel confident they are supporting school approaches in Phonics, Expectations for the year ahead, SATs and residential trips.
- Open classrooms, celebration evening and new parents' open days provide useful opportunities for parents to see school.
- We held our annual Christmas church service at St Mary's Parish Church.
- 'Playmates' continues to be well supported and provides an important first link for new parents and pre-school children.
- Parents receive regular newsletters from the Governing Body and have regular access to the Governing Body both informally and formally.

## What were our identified priorities for 2019- 20?

### Summary of key priorities for School Operational Actions 2019- 2020




SDP contains **one key theme – Understanding Working memory to maximise challenging opportunities and practice for all children** within Whole School Priority areas;

1. To ensure all teaching and learning is of high quality and challenging for all through careful planning, preparation and ongoing assessment, which continues to raise attainment and progress for all.
2. To develop the effectiveness of teaching and learning through a greater understanding of working memory which maximises exposure and repetition, builds confidence and ensures consistent application of learning
3. To ensure our curriculum maximises opportunities for the above through curriculum planning and implementation and ensures children apply their reasoning skills to other curriculum areas and continue to achieve well.
4. To develop the school environment/community by ensuring we are 'outward facing' in order to develop best possible education for all

## Complaints ,Concerns and Feedback

Communication is an essential part of our desire to continually improve. It is very rewarding for the team when someone takes the time to share something positive or something they value about our school.

However, we appreciate that there will be times when things do not go according to plan. We encourage you to raise any concerns with your child's teacher in the first instance so that we can try to provide early help and support. In the event that the issue is more serious or has not been resolved then Mrs Ruff is available to help. Full details of our [Concerns and Complaints Policy](#) can be found on our website or for more information; you can speak to Mr Seaton, Chair of the Governors or any governor about the process.

Inspiring  each other to achieve  success .