Prospectus 2020/21

Welcome!

On behalf of all the staff and governors, I would like to welcome you and your child to Cosby Primary School Academy.

The school is situated in pleasant, rural surroundings on the outskirts of the village of Cosby and currently caters for 225 children, mainly from the village. We are a friendly and hardworking school and are proud of our achievements in all areas of school life. Our dedicated and enthusiastic staff have high expectations of our children and endeavour to support them in making excellent progress, in developing as individuals and in contributing to the life of the school.

We aim to provide a secure and settled environment, building on our strengths and successes, whilst still working towards continuous improvement by implementing new initiatives and developments that will further enhance children’s learning.

The whole staff work together to provide a broad and creative curriculum that is tailored to meet the needs of each individual child. We place a strong emphasis on the teaching of the basic skills of English and Maths, always aiming for each child to do their best and fulfil their potential in all areas during their time at Cosby.

We recognise the valuable role that parents and carers have to play and would encourage you to be fully involved in your child’s education. There are many opportunities to enable parents to develop their knowledge of the school, its aims and its values. We believe strongly in the benefits of close liaison with home and we look forward to developing a partnership with you that will enhance your child’s school experience.

This prospectus is intended to help you to understand the organisation, routines and opportunities that Cosby Primary School has to offer. As your child begins his/her time here, I am sure that he/she will settle quickly, enjoy learning and experience success.

Please feel free to contact me at school if you have any questions or require further information. Visits to our school are always welcome. Come and see the school and what we have to offer your child for yourself!

Yours sincerely,

Mrs Tracy Withers
Headteacher.
Vision Statement

At Cosby Primary School we are a team where everyone is
“Working Together for Excellence.”

Values

Our core values, which were jointly developed by children, staff and governors, are:

**Respect, Friendship, Trust, Honesty, Confidence and Determination.**

We believe in:

- Promoting values for life in our children, providing a place where every child is valued and learns to value, trust and respect themselves and those around them.
- Providing our children and staff with a caring, friendly learning environment where children are motivated to learn and have the confidence and determination to succeed.
- Leading by example through nurturing trust and honesty.
- Establishing a team built of children, parents, staff, governors and the wider community, where we all work together for excellence.

School Aims

Cosby Primary School aims to enable each child to:

- Be someone who loves to learn and aspires to fulfil their true potential.
- Be a confident, creative and independent learner with the skills to succeed in the future.
- Be a resourceful, resilient risk-taker who makes the most of every learning opportunity.
- Be proud of themselves and their achievements and show respect for others and the environment.
- Be effective communicators and cooperate and collaborate successfully.
- Be happy, healthy and active members of the school and wider community.
School Vision, Values and Aims (Continued)

Curriculum
We will provide a broad and balanced curriculum that is both relevant and differentiated to the needs of each individual child and which fulfils national requirements. We will aim to enhance their education by offering a wide range of educational opportunities.

Child
We will encourage children to become independent and caring in a positive environment where individual achievements are recognised, supported and respected. We will seek to develop their self-esteem and self-discipline and will expect good behaviour at all times.

We will expect children to be involved in setting targets for their own improvement and to strive to do their best at all times.

They will be encouraged to involve themselves in all aspects of school life whilst working co-operatively and collaboratively with adults and their peers.

They will be encouraged to learn to respect other people’s beliefs and opinions and property. They should learn to care for their environment and their community.

Teaching
Teachers will provide a stimulating environment. They will use a variety of teaching styles and strategies most suited to the needs of the children to support, challenge and reinforce the learning process.

Teachers will expect high standards of personal attainment and achievement and encourage self-discipline in both work and behaviour.

Home
We will foster a partnership between home and school, in all aspects of your children’s education. We will encourage parents to support learning in accordance with both the Home-School Agreement and the school homework policy. We will provide information about the curriculum and the progress of each child.
ADMISSIONS

Children are admitted to Cosby Primary School, subject to our planned admissions number, in September following their fourth birthday.

Before the child is due to start school, parents must apply for a place by making an online application with Leicestershire County Council. It is important that parents apply before the closing date. You will be informed by the Council when your child has been allocated a place.

Prior to the children's start date, they will be invited to spend a morning at school. School staff will visit the children at their pre-school group and the children will visit the school before their introductory morning. Parents will be invited to meet the Headteacher and Foundation Stage Leader to be given further information about the school.

New children to the village will always be admitted to the school. Children from outside of the catchment area will not be admitted if our Admissions Limit of 40 is exceeded in a particular year.

Prospective parents and their children are warmly invited to visit the school.

www.leics.gov.uk/admissions

SCHOOL UNIFORM http://www.pbuniformonline.com/

We like the school uniform to give a sense of 'belonging' and hope that our pupils feel proud to be seen wearing it. We also believe that the school's outward image as well as its academic standard is important. The recommended sweatshirts and cardigans may be purchased from our supplier via the school website.

The agreed uniform for pupils in Reception to Year 6 is as follows:

Winter wear: Maroon as a top colour. Children in Year 6 only may wear a black top. Grey skirts or grey tailored trousers.

Summer wear: Blue and white gingham dresses. Grey tailored shorts or grey trousers. White shirts/blouses.

Trainers should not be worn throughout the day and children should only wear wrist watches and ear studs. Other jewellery should not be worn to school. Nail polish should not be worn.

P.E. KIT

Children require a complete change of clothing for P.E.

Indoor: Navy shorts, white tee-shirt and plimsolls.

Outdoor: Track suit/jogging bottoms, tee-shirt, fleece/sweatshirt/tracksuit top and trainers.

Foundation Stage children would also benefit from having wellies and a waterproof in school so that outdoor learning can take place in all weathers.

TIMES OF THE SCHOOL DAY

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<tr>
<th>RECEPTION AND KEY STAGE 1</th>
<th>KEY STAGE 2</th>
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<tr>
<td>9:00—12:10</td>
<td>8:50—12:20</td>
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<td>1:20—3:10</td>
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OUT OF HOURS CHILDCARE

We offer in-house provision for before and after school care at Primary Patches. Child care is available every morning from 7:45a.m. and at the end of the school day until 5:30 p.m. Primary Patches is run by school staff and provides a welcoming and enjoyable environment with high standards of care for your children. Enquiries should be made directly to our Child Care Coordinator at Primary Patches, c/o Cosby Primary School (telephone 07925 124105). http://www.cosby.school/cosby/index.php/primary-patches

SKYLARKS PRESCHOOL CLASS

We offer 3+ Preschool Provision in its own well-equipped and bright setting with direct access to a purpose built outside space and the Reception Classroom facilities. Staffing ratios follow the recommended guideline of 1 adult to 8 children. Under the government’s Nursery Education Scheme, children may be entitled to up to 30 funded hours per week. We offer a flexible pattern of bookings, with the option of additional paid sessions where required. Full day options are available, as well as access to our well-established Breakfast and After School Club.

3+ Nursery Class Mornings: 8:45a.m. – 11:45a.m.
3+ Nursery Class Afternoons: 12:15p.m. – 3:15p.m.

For further information, please visit the website or request a copy of our Preschool Prospectus.

Tel: 0116 2863103 email:office@cosby.school website:www.cosby.school
Useful Information

(continued)

FOOD
Children may either bring a healthy packed lunch or have a school meal. All pupils in Reception, Year 1 and Year 2 are entitled to a school meal each day at no cost. Children in Years 3 – 6 can purchase a meal at a cost currently of £2.25 per day. Hot meals are provided by the School Food Support Service and are cooked on site. School lunches meet the National Nutritional Standards for School Lunches. http://www.cosby.school/parents/school-meals

Free School Meals are supplied to children of all ages who are eligible and have registered. Registering your child for Free School Meals means that the school gets extra money. The Government gives money to schools to help children from lower income families to do their best. This funding is called a ‘Pupil Premium’. With this money we are able to provide extra support for your children as well as purchase additional resources. If you are registered for Free School Meals you could also get some help with the cost of school trips and activities. No one will know you have registered and it will not affect any other benefits you are claiming. All parents who are registered for free school meals are entitled to a £50 bursary each year. https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/free-school-meals

We understand that snacks can be an important part of the diet of young people and can contribute positively towards a balanced diet. However, we actively discourage the consumption of snacks high in fat and sugar at break-time. Children are not permitted to bring crisps or chocolate for a break-time snack.

Reception and Key Stage One children are provided with a free piece of fruit each day as part of the National Fruit Scheme for Schools. Children in Key Stage Two are permitted to bring in a healthy snack of their choice. We recognise the importance and benefits of drinking water regularly through the day and children are encouraged to bring in a bottle of water to have available in the classroom through the day. Please ensure that bottles have a safe, sports style top and contain water only.

Through the Cool Milk Scheme, children are entitled to a free carton of milk each day up until their fifth birthday. Following this, parents may continue to purchase milk through the scheme. www.coolmilk.com

THE CHARGING POLICY
Schools do not charge for activities taking place wholly or mainly during school hours.

We are not, however, in a position to fully support financially any educational visits (including swimming), out of our pupil funding. In order to promote activities of this kind, schools are entitled in law to invite voluntary contributions to cover the full cost. We value the support given in the past by parents in providing the financial support, thereby considerably enriching the children's learning experience. If there are insufficient voluntary contributions to fund the full cost of any proposed educational visit, it will not take place.

Children whose parents find it difficult to make a voluntary contribution either wholly or in part will still participate in all activities. We believe that all children should participate in any planned activity. Parents can contact the Headteacher to discuss this matter. Any discussion will be treated in confidence.

Peripatetic music tuition is available from Year 3. Music teachers charge parents directly. These parents may also seek support for peripatetic music lessons from the school. Any children who contribute to a school activity but who are unable to participate will be given a full or partial refund of their contribution where possible.

PAYMENTS
We have introduced a convenient, online method for payment of school meals, trips, clubs as well as breakfast and afterschool clubs using a secure service called ParentPay.

ParentPay offers you the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week – safe in the knowledge that the technology used is of the highest internet security available.

On admission, you will be sent details of your secure online account. If you have more than one child at school, you can merge their accounts to create one login for all your children.

Making a payment is straightforward and ParentPay holds a payment history for you to view at a later date; no card details are stored in any part of the system.

We hope you will support us in maintaining our cashless school status.
Health and Wellbeing

SAFEGUARDING CHILDREN

We feel that it is of the utmost importance to have good systems for protecting children and safeguarding their welfare throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding policy: this is available to view on the website or a copy is available on request.

It is important for parents to be aware that:
Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.

There are four main categories of abuse: physical, sexual, emotional, neglect.

In some cases, the school is obliged to refer children to Children’s Social Care, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to Children’s Social Care if it is thought that this might put the child at risk. Children’s social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.

If you think your child may have been abused, you can contact the children’s social care directly. If you think the abuse may have happened in school, contact the Headteacher or the Designated Safeguarding Lead.

If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.

If school staff need to express concerns about a child or refer a child to Children’s Social Care, it is understood that this can cause distress or anger for the child’s parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.

For parents’ enquiries please contact the Headteacher.
Children’s Social Care First response: Tel 0116 3050005.

ABSENCE

We are proud of the attendance record of our pupils. Our current attendance stands at 97%. The low absence rates are an indication of high levels of enjoyment of school and parental support. Parents are encouraged to telephone the school if their child is absent on any day.

We will always contact parents on the first day of absence if no telephone message has been received. If telephone contact has not been made, parents must send a note to the school with their child when he/she returns to school. Parents must seek permission from the Headteacher if they wish to take their child out of school during term time for any reason.

The School and its staff regard the regular attendance of children at school as being vital to each child’s education and development. It is for this reason that non attendances (however short or infrequent) are treated seriously. It remains the policy of the school to only sanction non-attendance during term time in exceptional circumstances. If your child has unauthorised leave of absence you may either be issued with a Penalty Notice of £120 per parent per child (discounted to £60 if paid within 21 days), or, your case could be referred by the Local Authority directly to the Magistrates’ Court for the purposes of a criminal prosecution.
Health and Wellbeing

(continued)

MEDICINES

It is important that parents inform the school of all medical conditions concerning their child.

A form must be completed for any child who needs medication at school, clearly explaining the needs of the child and giving permission for the medication to be given. These medicines will be stored in an easily accessible but safe place.

Most children receiving short term medicine will not need to be given medicine at school. If necessary, parents can come to school to give their child a dose at lunchtimes. Where this is not possible, parents should be aware that staff are acting voluntarily in administering medicines and have the right to refuse to administer medication. Any medicine administered by staff must be provided by parents in a measured dose, clearly labelled with name, dosage and time required. Children should take responsibility for coming to the Office at the required time in order for Staff to supervise the child taking the medicine.

Key Stage 2 children, who require an inhaler, will be expected to carry them with them in school following the School Asthma Policy.

Parents of children requiring other long-term medication will have the opportunity to be involved in the creation of an individual healthcare plan for their child.

SCHOOL HEALTH SERVICE

The School Health Service is part of the Leicestershire and Rutland Healthcare Trust. During your child’s time at school a variety of tests and examinations will be undertaken. These include hearing and vision tests, health interviews and height and weight checks.

All these tests and examinations will take place at school, and you will be informed when they are taking place. If you want to discuss these tests any further or want any further information, please do not hesitate to contact your School Nurse on the following number: 0116 2153239

Any further information regarding a child’s health may be obtained by direct enquiry to the Headteacher.

HEALTH AND SAFETY

We have a Health and Safety Policy which sets out our approach to ensuring the safety and well-being of all children and adults in the school. There are clear guidelines about admittance of visitors, emergency evacuation, first aid and safety in curriculum areas.

If a child is unwell or injured whilst at school then his/her parents will be informed whenever necessary.

All cyclists will be encouraged to take part in the Cycling Training in their final year - Year 6. If the pupils complete the course then parents can apply for permits allowing their child to cycle to school. There is an alternative cycle permit available for children who have not completed their cycle training but who would like to cycle to school with parents. Scooter permits are available on written request from parents if children wish to leave scooters at school. Any cycles or scooters that are left at school are left at your own risk.

Please note that no child is allowed to leave the school unaccompanied during the school day.

Parents who need to collect children during the day for appointments etc. must report to the office.
SCHOOL ORGANISATION

Our annual intake is up to 40 children. This necessitates some vertically grouped classes containing children of a similar age although from different year groups. All classes are mixed ability groupings.

We believe strongly in the provision of a broad, balanced and creative curriculum for all pupils. Curriculum areas are carefully planned to ensure full coverage of the National Curriculum by all children, allowing both for differing abilities and for single age and vertically grouped classes. As we have a large number of staff, many with specialist subjects or skills, the children may occasionally work with other teachers.

The teachers meet regularly to discuss and plan the content of their lessons and to ensure that the children receive their entitlement to a broad and balanced curriculum.

Teachers are continually assessing the progress of each individual child. These assessments are supported by more formal assessments each term.

Teachers use a variety of teaching methods depending upon the subject being taught and the needs of the children, to support, challenge and reinforce the learning process. Class lessons, group and individual work will take place in all classrooms.

We believe in providing a strong education in the basic skills of reading, writing and mathematics broadened by the other National Curriculum subjects and R.E.

THE NATIONAL CURRICULUM

Our curriculum documentation and policies ensure full coverage of the 2014 National Curriculum by all children.

The National Curriculum subjects covered are -

- English (including Reading)
- Mathematics
- Science
- Computing
- Design Technology
- History
- Geography
- M.F.L. - French (Key Stage 2)
- P.E.
- Art
- Music

R.E. and P.S.H.E. are also taught, but are not part of the National Curriculum.

“We can honestly say we think the school is wonderful; the students are so polite and welcoming and the staff are superb. We like the fact that students are encouraged to be individuals.” Grandparents of Year 4 pupil
The Curriculum at Cosby

We supplement the Curriculum with additional areas that we consider to be important. This includes planned play (EYFS/KS1), Learning Journeys, Personal, Social and Health Education and Citizenship. Due to the necessity for vertically grouped classes, we operate a two year rolling programme to ensure that there is both continuity and progression with no repetition of themes. There is a discrete English and Maths lesson every day with the rest of the curriculum content carefully mapped into curriculum themes to ensure that there is a progression of both knowledge and skills through the school with a wide range of enjoyable and creative learning activities which provide every child with opportunities to reinforce and apply their learning.

Whenever possible, we aim to enrich the curriculum offered to children. The children will undertake village studies, class visits and will be visited by artists and theatre groups. This will develop the broad and balanced curriculum that we provide for the children. The Year 6 children have the opportunity to participate in a residential visit.

Teachers’ planning and teaching is carefully monitored by the Headteacher and senior staff to ensure the delivery of a broad and balanced curriculum that is matched to the need of each child. Teachers will use a range of teaching strategies that best match the learning styles of the children and the subject being taught. This will include whole class teaching, individual work and a range of groupings. Where appropriate, teachers group the children in their class by ability.

“I like writing the letters and words in phonics.”
Luke (Reception)

“I like reading non-fiction books to find out facts.”
Jasmine (Year 1)

“The maths is fun and challenging!”
Jack (Year 6)
EARLY YEARS FOUNDATION STAGE

The Curriculum in our Pre-School and Reception classes is based on the Early Years Foundation Stage Curriculum 2012, which sets out clear learning objectives and outcomes for the education of children from birth to the end of their Reception Year, at age five. It is envisaged that most children will have achieved the Early Learning Goals, as set out in the Early Years Foundation Stage document, by the end of their time in the Reception class. However some children will still be working towards these as they enter Year 1 (Key Stage 1). Other children will have achieved the Early Learning Goals whilst still in Reception and will begin to work within the National Curriculum.

Areas of Learning and Development
There are seven areas of learning and development that are integrated into our Early Years Foundation Stage Provision.

SPECIAL EDUCATIONAL NEEDS

Extra support is provided for children who may experience difficulty in any area of the curriculum. Children are identified and monitored in accordance with the Government’s "Code of Practice for Special Educational Needs" (2014). A child might be identified as having a "Special Educational Need" at any time in their school career and support could be provided on a long or short term basis.

This could include learning difficulties, behavioural problems or emotional difficulties. If specialist advice is required, the school will contact the relevant agency in consultation with the child's parents. Parents are invited to regular meetings with the class teacher and/or Special Needs Coordinator to discuss progress and concerns.

PROMOTING SELF-ESTEEM AND WELL-BEING AT SCHOOL

We expect and encourage good conduct and behaviour from all pupils and need the full support and cooperation of all parents to ensure that a high standard is maintained. We expect children to be courteous at all times and to behave in a way that ensures their own safety and the safety of other children; to maintain an atmosphere in which learning can take place and to show respect for other people and other people's property. We aim to develop the child's self-esteem whilst encouraging the children to take an active part in their own learning.

In all classes pupils will be given responsibilities as class monitors. Year 6 pupils are given additional responsibilities as House Captains, Sports Captains and Librarians.

We reward children in many positive ways. Good work and good behaviour is praised. Special achievements are mentioned in whole school and Key Stage assemblies.

Children collect House Points for their house and children who have made particular progress will take their work to the Headteacher. Trophies are awarded at the end of each term for outstanding achievements. Children may receive a “Cosby’s Best Effort” (CBE) certificate for particular effort in an area of school life or be recognised in assembly for demonstrating good lunchtime behaviours. One child from each class is chosen each week to be “Star of the Week” for consistently working hard, behaving well and being ready to learn.

Sanctions for poor behaviour are occasionally necessary. These will range from a time-out to direct involvement of parents in the case of serious incidents.

We believe that a child will only perform to the best of their ability when they are enjoying school and are a part of a hard-working, happy and responsible school community.

The school’s Behaviour Policy and Anti-Bullying Statement is available to parents via the website and on request.

RECORD KEEPING AND ASSESSMENT

Assessment and good record keeping are essential to providing an education suitable to each child's needs. There is continuous and rigorous assessment of pupil's work. All records follow the child from teacher to teacher as the child moves through the school to ensure continuity and progression. During the summer term, all Year 2 and Year 6 children complete national tests.

Children at the beginning of their Reception year complete a baseline assessment. This provides the teachers with useful information for planning purposes as the children move through the Early Years Foundation Stage.

At the end of Year 1, children complete the national Phonics Screening Test.

Assessment information enables parents to see how well their own child is progressing and also enables the school to monitor standards in each year group and to set targets for further raising the school’s standards.

In order to monitor your child's progress, teachers carry out on-going assessments in English, Maths and Science each term. This enables teachers to track children's progress and end of year results are included in the annual written report to parents.
MULTI-CULTURAL EDUCATION

At Cosby Primary School we believe that both Multi-cultural and Anti-Racist approaches to education are essential parts of preparing our children to participate fully and positively in our multi-cultural society. We actively promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Through these approaches we want our children to develop confidently and happily, respecting their own and other beliefs and cultures. In doing so we aim to equip children with the skills necessary to understand, deal with and challenge, attitudes and prejudices which they may encounter within both the local and wider communities. We aim to deliver Multi-cultural and Anti-Racist education as an integral part of our curriculum with a view to enriching and broadening children’s outlook on the world. We hope to provide opportunities for all children to feel valued and to contribute positively to school life, developing their sense of worth and self-esteem regardless of race, religious, cultural, or linguistic background. We must ensure that all children are given an equal chance to participate in their education enabling them to take full advantage of opportunities in society. We deal firmly with any racist incidents.

SEX AND RELATIONSHIPS EDUCATION

The Governing Body have agreed a Sex and Relationships Education Policy and this is available to parents upon request.

The Policy outlines the aims, objectives and content of the school’s Sex and Relationships Curriculum, which is taught both through the Science Scheme of Work and the Personal, Social and Health Education programme (P.S.H.E.).

Parents can withdraw children from Sex and Relationships Education as it is not part of the National Curriculum, but we hope that all children will be included in this important aspect of the P.S.H.E. programme.
ADDITIONAL SUPPORT

We run a number of programmes that are aimed at giving children encouragement and support at a time when they are finding an aspect of their work a little difficult.

These programmes involve small groups to develop children’s basic skills and understanding in reading, writing and mathematics.

The groups are reviewed regularly and children will move in and out of the groups as appropriate.

COLLECTIVE WORSHIP

Our acts of worship will be of a broadly Christian character. Collective worship and assembly are distinct activities although they will often be linked and take place as part of the same gathering. The starting point for collective worship is the children themselves. Collective worship must relate to the children's ages and experiences. Children's readiness to worship will vary considerably and our assemblies will allow worship to happen within them.

The assemblies will link with themes that reflect Christian values. We will develop links between themes and other world religions. This will highlight some of the similarities and differences between world religions in a positive light and help to foster within our children a greater understanding and respect for all religions.

Children will sing songs and hymns. They will be given time to reflect and/or to pray during each assembly. Visiting members of the local religious denominations will be invited to contribute to assemblies on a regular basis.

Parents wishing to withdraw their children from assembly or Religious Education lessons should inform the Headteacher in writing.

“I like assembly because I like learning things and singing songs.”
Theo (Reception)

“There is no school better than this one; everything is fair.” Tyler (Year 5)
LUNCHTIME AND AFTER SCHOOL CLUBS

We endeavour to provide opportunities for the children to participate in extra-curricular activities and they are encouraged to attend at least one club a week. A wide range of activities have been offered to children of all ages and these have included:

- Football
- Choir
- Orchestra
- Cooking
- Photography
- Homework
- Recorders
- Chess
- Sewing
- Maths Challenge
- Cross Country
- Computer/Coding
- Gardening
- Art
- Athletics

We are very grateful to staff who give their time to run these clubs and where they are run by school staff there is no charge for these activities.

The school also makes provision for some charged clubs provided by external specialists.

MUSIC OPPORTUNITIES

We have a rich musical tradition and as well as opportunities for children to be involved in recorder groups, choir and an orchestra, peripatetic music tuition is available for Key Stage 2 children. Specialist music teachers charge parents directly. Parents may seek support from the school for these lessons as outlined in the section, "Charging Policy".

“There are so many musical instruments to learn.”
Emma (Year 5)

OPPORTUNITIES WITH LOCAL SCHOOLS

In conjunction with other local schools children have opportunities to take part in a variety of collaborative activities. These include Arts Days, a Dance Festival, various sports events, French taster sessions as well as activities in other curriculum areas.

Children leave the school at the end of Year Six aged 11. Most children transfer to Thomas Estley Community College in Broughton Astley although a small number do transfer to other local schools. There are various opportunities prior to transition, for pupils to visit their chosen school.

EDUCATIONAL VISITS AND VISITORS

We arrange educational visits off-site as well as visitors in school that include a range of cultural experiences and opportunities to enhance and enrich our curriculum. This includes visits to museums, art galleries and places of worship.

Each Year, our Year 6 pupils have the opportunity to participate in a residential visit to a PGL outdoor pursuits centre.

“I like Cosby Primary School because we get to go away on trips, like PGL.”
Lizzie (Year 6)

“I love Cosby School because there are a range of jobs you can have that give you responsibility.”
Chloe (Year 6)
COMMUNICATION WITH PARENTS

We have an effective parent text messaging and email system and Cosby Primary School App, which are used to send reminders and important information to parents. Download the app from Google Play or Apple.

It is important that you keep the school informed of your up-to-date mobile number. Any important announcements, such as school closure will also be published on the school website and local radio.

TEACHING SCHOOL ALLIANCE

We are proud of our close links with other primary and secondary schools in the local Teaching School Alliance. Regular meetings are held and the alliance supports and encourages collaborative projects that benefit the education of all children.

The school is working with local schools to further develop work in areas such as Academically More Able Pupils, Music, Numeracy, Special Educational Needs and English.

THE ACADEMY TRUST

We are an Academy in Success Multi Academy Trust. This means that we work closely with the other schools in the Trust: Thomas Estley Community College, Hallbrook Primary School and Richmond Primary School, enabling collaboration and partnership in providing the highest quality learning experience for our pupils. www.successat.org.uk

HOME-SCHOOL AGREEMENT

The parents of a new child to school will be asked to sign a Home-School Agreement, which will then be renewed on an annual basis. This agreement has been drawn up by staff, governors and parents and outlines a joint commitment to providing the best educational provision for your child.

The Home-School Partnership

A close working partnership between parents, pupils and staff is vital in ensuring a successful and happy time at school for your child. We endeavour to keep parents informed about the school through regular newsletters, termly Book Visits and Parents’ Evenings as well as publishing information on our school website and app. Children have a Home-School Book which aims to develop communication between the class teacher and parent. This will give information about reading, homework, class events, successes and, if necessary, any problems. Parents also receive a half- termly Curriculum Overview sheet detailing the theme and targets for the term ahead.

The pastoral care of your child is the responsibility of the class teacher and any problem can always be discussed with him/her. There are opportunities during the year for all the parents to meet the teachers, but any urgent matter may be discussed with staff at short notice. The Headteacher should be contacted if there are any major areas of concern and an appointment may be made to discuss them in a confidential manner. There are also a number of agencies available to assist the school should specialist help be needed. These include the Educational Psychology Service, the Specialist Teaching Service and the Attendance Officer.

THE GOVERNING BODY

The Governors are responsible for providing our school with both challenge and support. The Governing Body is made up of volunteers and includes parents, members of the local community and school staff. Recent copies of Governor Meeting minutes are available to read in the School Foyer. Further information is available on the website.

Should you have any questions or concerns or are interested in becoming a school governor, please contact the Chair of Governors via the School or email chairofgovs@cosby.school.

FRIENDS OF COSBY SCHOOL (FOCS)

All parents of Cosby school children are members of FOCS. Their aim is to support the school in its education of all of the children. We encourage all parents to support FOCS activities, which include a number of social events, such as discos for the children and an annual Christmas and Summer Fair, which help to raise money to assist the school in purchasing new equipment.

“Staff are really helpful and if there’s a problem they sort it out straight away.”

Hollie (Year 5)
RESULTS 2019

The progress of our pupils is always one of our highest priorities and we are always working to improve on previous outcomes and achieve above national expectations.

Early Years Foundation Stage

<table>
<thead>
<tr>
<th>Foundation Stage Profile</th>
<th>% Expected or Exceeding in every learning goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication &amp; Language</td>
<td>87</td>
</tr>
<tr>
<td>Physical Development</td>
<td>87</td>
</tr>
<tr>
<td>Personal Social &amp; Emotional Development</td>
<td>82</td>
</tr>
<tr>
<td>Literacy</td>
<td>60</td>
</tr>
<tr>
<td>Maths</td>
<td>71</td>
</tr>
<tr>
<td>Understanding the World</td>
<td>89</td>
</tr>
<tr>
<td>Expressive Arts and Design</td>
<td>92</td>
</tr>
<tr>
<td>% Good Level of Development</td>
<td>61</td>
</tr>
</tbody>
</table>

Year 1 Phonics

<table>
<thead>
<tr>
<th>Year 1</th>
<th>(33 Pupils were assessed)</th>
<th>Number of pupils</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working at the required level</td>
<td>22</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

Year 2

<table>
<thead>
<tr>
<th>Year 2</th>
<th>(39 Pupils were assessed)</th>
<th>At expected</th>
<th>Greater Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>70%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>75%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>75%</td>
<td>13%</td>
<td></td>
</tr>
</tbody>
</table>

Year 6

<table>
<thead>
<tr>
<th>Year 6</th>
<th>(36 Pupils were assessed)</th>
<th>Expected Standard</th>
<th>Above Expected Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Pupils</td>
<td>%</td>
<td>Number of Pupils</td>
</tr>
<tr>
<td>Maths Level</td>
<td>29</td>
<td>81</td>
<td>11</td>
</tr>
<tr>
<td>Reading Level</td>
<td>24</td>
<td>67</td>
<td>8</td>
</tr>
<tr>
<td>Writing Level Teacher Assessment</td>
<td>28</td>
<td>78</td>
<td>6</td>
</tr>
<tr>
<td>Grammar, Punctuation &amp; Spelling</td>
<td>27</td>
<td>75</td>
<td>12</td>
</tr>
<tr>
<td>Reading, Writing &amp; Maths</td>
<td>22</td>
<td>61</td>
<td>4</td>
</tr>
</tbody>
</table>

PERFORMANCE TABLES:
www.education.gov.uk/schools/performance/index.html
ANTI-BULLYING WEEK

Each year in October, we join with many other schools across the country to participate in the National Anti-Bullying Week. Children are reminded about our definition of bullying and the way that they should deal with any incidences of bullying.

At the end of the week we held a very successful whole school celebration in which each class shared something that they had created to raise awareness of the anti-bullying message.

OFSTED

Our last Ofsted inspection was in February 2017 under the rigorous 2015 framework. The school was judged against four key areas: Achievement, Teaching and Learning, Behaviour and Safety and Leadership and Management. We were delighted to be graded as “Good” in all of these areas, resulting in the overall judgement that we are a good school. The Inspector commented that, “You have provided pupils with an exciting and engaging curriculum, which inspires their imaginations and helps to develop their key literacy and numeracy skills.”

https://files.ofsted.gov.uk/v1/file/2653933

“Open days are a fantastic opportunity to see my children interacting and learning in the classroom.” A parent

“Everyone here loves to learn.”
Luke (Year 6)

THEME WEEK AND OPEN DAY

Each year we hold a Theme Week or Theme Days where the usual curriculum is suspended and the whole school focuses on a particular theme. This may focus on an aspect of the curriculum, such as science, or a national or international event, such as The Olympic Games. The week often culminates in our annual Open Day, where parents are invited to spend the day in school, participating in a range of Theme related activities with their children.
Further Information

FREEDOM OF INFORMATION

We are committed to the Freedom of Information Act 2000 and to the principles of accountability and the general right of access to information, subject to legal exemptions. The school has a Freedom of Information policy which outlines our response to the Act and a framework for managing requests. This is available upon request.

Applications for access to records should be made in writing to the Headteacher. A response will be made within 15 working days. Copies of all school policies are available on request from the School Office.

DATA PROTECTION

Privacy Notice - Data Protection Act 1998

Cosby Primary School is the Data Controller for the purposes of the Data Protection Act. We collect information from you about your child/children and may receive information about your child(ren) from other educational establishments they have attended previously. We hold this personal data and use it to:

- support your child/children’s teaching and learning
- monitor and report on their progress
- provide appropriate pastoral care
- assess how well the school is doing

This information includes your child/children’s contact details, national curriculum assessment results, attendance information and personal characteristics such as your child/children’s ethnic group, special educational needs and any relevant medical information.

We will not give information about your child/children to anyone outside the school without your consent unless the law and our rules permit it.

We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE).

If you want to see a copy of the information we hold and share about your child/children then please contact the School Office.

COMPLAINTS

Open and early discussion about any concern or complaint is always encouraged so that any issues can be dealt with and resolved swiftly.

Any parent who has a complaint or concern about their child should contact the class teacher in the first instance. If no satisfactory outcome is achieved, then an appointment can be made to discuss the matter with the Headteacher. If this does not resolve the issue, then a written complaint should be made to the Headteacher. Following the Headteacher’s response, if the complainant is still not satisfied, the matter can be referred to the Chair of Governors via the School Office.

The full complaints policy is available on the website or on request from the School Office.

EQUALITY ACT 2010

In line with the Equality Act 2010, we will have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
2. Advance equality of opportunity between people from different groups.
3. Foster good relations between people from different groups.

Further information is available on the website with hard copies on request.