

Coniston Primary School Profile



Coniston Primary School

Epney Close, Patchway

Bristol, South Gloucestershire, BS34 5LN

Telephone: 01454 866920

<http://www.coniston.ik.org>

Children's Service Authority:	South Gloucestershire
Age range:	3-11
Number of pupils:	242
Head teacher:	Mr Bob Callicott
Chair of governors:	Mr Lew Gray

What have been our successes this year?

The school has continued to perform well and made good progress.

A Numeracy week was held in school

A Surestart Children's Centre opened in the school during September

The teaching of French has been introduced throughout KS2

A covered area installed for reception children

Work with the Patchway Intervention Project

Coniston won the Area Competitions for Football, Gymnastics and Athletics

Improved SAT results

Value added is consistently above average.

Phase 4 replacement of doors and windows in Key Stage 2.

We have had a successful OFSTED inspection

Running After School Clubs.

Updating the ICT facilities within the school.

Redecoration programme being implement.

Monitoring attendance patterns.

Parenting groups running successfully

Family learning groups established.

Review of Assessment procedures.

Policies and schemes of work reviewed.

Aspects of Accelerated Learning in place.

Review of behavior Policy.

What are we trying to improve?

Further development of ICT

Continue to promote a healthy lifestyle.

Further development of assessment.

Increase Parental support in school.

Streamline the foundation subjects.

Identify training needs, particularly support staff.

Phased replacement of doors and windows to improve the working environment.

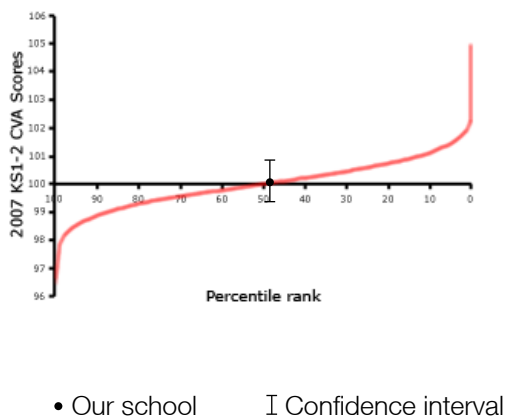
Monitor resources.

Further of accelerated learning strategies.

Target language development including speaking and listening.

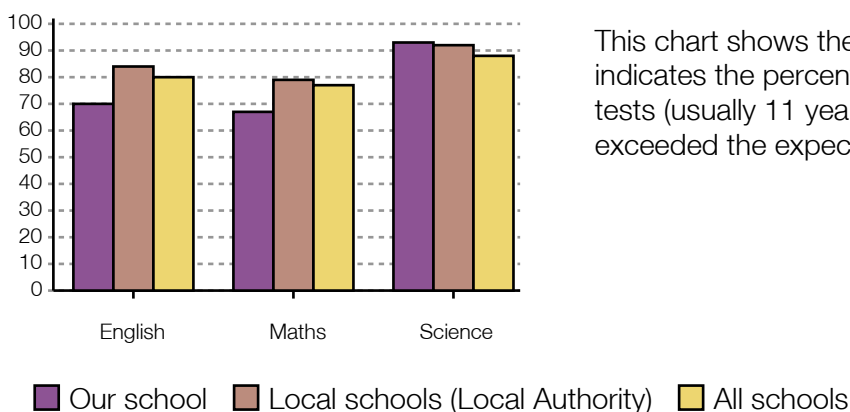
Links with community development worker to continue parenting classes.

How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

A significant number of pupils come from disadvantaged backgrounds and enter school with very poor skills in language and communication putting our children well below average.

The curriculum combined with the expertise of the staff enables pupils to make very good progress throughout the school allowing them to achieve near average and sometimes above average results by the age of 11 years.

How have our results changed over time?

English

Over the last few years standards have remained constant. Standards have been broadly average in English recent years.

Mathematics

Standards have been broadly average in Mathematics recent years. There was an increase in standards last year

Science

Over the last few years standards have remained fairly constant and standards have been above average.

There has been a rise in Science standards over the last year.

All core subjects

Overall standards have been broadly average in recent years. The pattern is one of consistently high standards above the national average when judged against Value Added Data based on prior attainment.

How are we making sure that every child gets teaching to meet their individual needs?

The teachers' good subject knowledge lends confidence to their teaching styles.

The level of challenge stretches without inhibiting.

High emphasis is placed upon teachers setting achievable targets, based on continual assessment, with the children and planning focused lessons in which to achieve these.

Self esteem behaviour and peer interaction helps to provide sense of pride, which is reflecting in the quality of teaching and learning. We value the sense of ownership and respect for the environment, in which we all work.

Staff have high expectations of pupils and regular feedback is provided to children about their learning.

The positive school ethos is crucial in the development of the whole child.

Some of the main strengths of the school are the welcoming atmosphere, team relationships, committed staff, supportive framework and positive working environment.

The children are keen, happy and motivated.

Range of teaching styles and matching teaching to childrens learning.

Parents are welcomed into the school to celebrate success.

The school creates a stimulating and motivating environment for all.

How are we working with parents and the community?

The school has good links with parents and the great majority of parents are very happy with the academic and emotional provision as well as the interaction with school staff.

Annual Questionnaire for parents (anonymous) to gauge their knowledge of day-to-day school activities and to consult about school issues. Results collated and fed back to Governors, Parents and Staff.

Parents comment box situated in Entrance Area. Issues raised discussed at School Change Team meetings.

Working with the local community we have provided after school clubs for football skills, circus skills, art and craft, games skills, tennis, cricket, gymnastics and chess.

School annually enters Patchway in bloom as part of the festival producing effective floral displays around the school environment.

What have pupils told us about the school, and what have we done as a result?

Children enjoy coming to school and they enjoy the wide variety of activities that they participate in, particularly the creative and hands-on activities such as art, DT, ICT, PE, sports, dance and after-school clubs. Many positive comments were also made about class trips and the school council.

The main issues raised were concerning friendship difficulties and the sandwich hall being too noisy.

Ideas for improvement included: more playground equipment, playground markings, an area in KS2 playground for drawing and colouring, a race track on the field and being allowed to bring bikes to school.

The school renewed playground markings and divided the playground into areas for different games.

The sandwich hall has been restructured.

Peer mediation training to help resolve friendship problems.

How do we make sure our pupils are healthy, safe and well-supported?

Children are encouraged to adopt healthy lifestyles. School ensures that pupils take part in at least 2 hours structured PE each week. They are encouraged to play games during break and lunchtime and join after school clubs including Games Skills, Art and Craft, Gymnastics, Chess, Football and Gardening.

The PSHE and Science curriculum is fully delivered. Free fruit and veg for KS1 given out before afternoon break. Fruit cones are available for sale during morning break for all children from R - Y6.

Toast available during break.

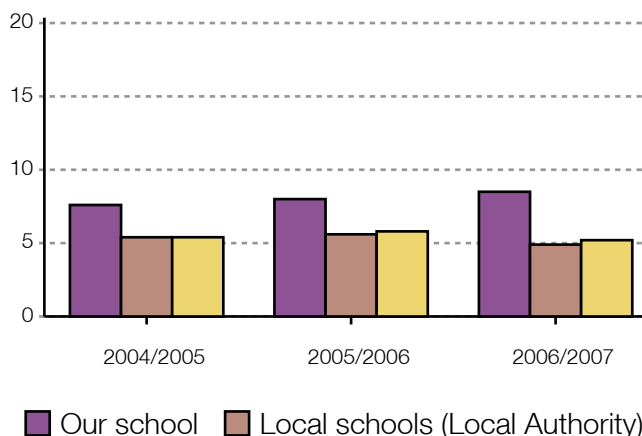
Sex education is taught as part of the Science Curriculum.

There are good systems in place to combat bullying and racist incidents ie issues box, school council, peer mediation, circle of friends.

Good links with outside agencies.

Y6 annual visit to Life Skills Centre.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Above average free school meals and low pay accounts for more families taking holidays in school time

What activities and options are available to pupils?

A range of after school clubs are provided including, Games Skills, Art and Craft, Gymnastics, Chess, Football and Gardening.

Children represented the school at football, rounders, chess and botcha.

Guitar lessons for children in years 5 & 6.

All Key Stage 2 children have swimming lessons.

Class visits to local places of interest as part of the curriculum.

Year 6 annual visit to the Life Skills Centre and Annual Camp in the Forest of Dean.

Sports Days for all pupils have the opportunity to take part in school sports days and Christmas plays.

Year 2 children take part in the Patchway Music Festival.

Bristol Old Vic Nativity Play performed for the whole school.

Visits to Filton College and Patchway C C to watch drama productions.

Classes took part in both Maths and Enterprise Fairs at Patchway High.

What do our pupils do after leaving this school?

24 pupils went to Patchway High School.

1 pupils went to Marlwood.

2 pupils went to Bradley Stoke

Ofsted's view of our school

This is a sound school with a number of good features. The school's calm and welcoming atmosphere owes much to the strong and principled presence of the headteacher who is highly respected in the school and local community. Pupils' good personal development and behaviour, their growth in confidence and their positive attitudes towards learning are a result of the very good relationships that teachers have with their pupils and the good opportunities that are provided for pupils to take on responsibilities around the school. The care, guidance and support that the school provides to pupils and their families are good. Parents are overwhelmingly appreciative of the school's work. One commented, 'I have a sense of trust and faith in the school because my daughter sets out eagerly and confidently each day'.

Teaching and learning are satisfactory and result in the achievement of all pupils being satisfactory in relation to their starting points. Standards are below average overall, but not exceptionally so, and in reading and science, where pupils make good progress, they are close to average. Although most pupils make satisfactory progress in writing and mathematics, standards lag behind those of other subjects because the targets that are set for pupils to reach are too low in relation to the standards expected nationally, particularly for some of the lower attaining pupils in Years 3 to 6 and the more able pupils in Years 1 and 2. Many pupils enter the school with poor speaking and listening skills. This limits their achievement across the curriculum because they do not always have the wide vocabulary and good knowledge of Standard English that they need to express their ideas clearly. The school's work to improve these skills in literacy lessons is beginning to have a positive effect. However the lack of systematic planning for the development of the skills that pupils need to listen to others and to speak clearly and succinctly means opportunities are missed in other subjects. The curriculum is satisfactory with good use of visits, visitors and activities after school to bring learning to life. Satisfactory provision in the Nursery and Reception classes ensures a well balanced range of opportunities to learn through direct teaching and children's own play ideas. The overall leadership and management of the school are satisfactory. Governors support the school well and take a knowledgeable interest in all that it does. There is a strong sense of teamwork in the school and the actions taken to improve standards of reading and science have been effective. The commitment of the school to the rigorous analysis of assessment data and the dedication of all staff to helping pupils to do the best they can indicates that its capacity to improve further is good.

Date of last inspection: 01-Mar-2007

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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What have we done in response to Ofsted?

The school has continued to perform well and has made good progress.

Weaknesses noted in the previous inspection have been dealt with effectively

Reviews carried out concerning target setting

Individual and cohort targets set per Government guidelines i.e. FFT D targets

Co-ordinators have devised strategies to improve the presentation of written work in foundation subjects

The development of speaking and listening across the curriculum has been reviewed

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01454 866920

Our website <http://www.coniston.ik.org>
