

ALDERMAN COGAN'S CE PRIMARY SCHOOL



# STATUTORY INFORMATION

September 2016

As required by the  
School Information (England) Regulations 2012

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## 1 CONTACT DETAILS

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## 2 CRITERIA FOR ADMISSION (Sep 2016- Jul 2017)

Where there are more applications for admission than the planned admission number (60) the Governing Body's Admission Committee will apply the following criteria in strict order of priority:

1. Looked after children and previously looked after children where the school is named as a preference. A "looked after child" is a child who is a) in the care of a local authority or b) being provided with accommodation by a local authority in the exercise of their social services functions at the time of making an application to the school. A "previously looked after child" is a child who was looked after but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order.
2. Children with special medical or social circumstances affecting the child where these needs can only be met at this school. Applications in this category must be supported by a professional recommendation from a doctor, social worker or other appropriate professional which says that it is essential for the child to go to this school and no other.
3. Children with brothers or sisters attending the school at the expected date of admission. *(Please see Footnote 1.)*
4. Children eligible for the early years' pupil premium or service premium who attend the nursery which is established and run by the school. *(Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.)*
5. Children living in the designated catchment area for the school, as agreed with the LA. *(Please see attached map of the school catchment area.)*
6. Children of families in regular attendance at St. Aidan's Church. (A supporting letter from the Minister of Religion must be submitted with the application.) *(Please see Footnote 2.)*
7. Children of families in regular attendance at any other Christian place of worship. (A supporting letter from the Minister of Religion must be submitted with the application.) *(Please see Footnotes 2 and 3.)*

8. Children from families attending any other place of worship according to any other major faith. (A supporting letter from the Minister of Religion must be submitted with the application.) *(Please see Footnotes 2 and 4.)*
9. Any other children, with priority given to those who live nearest the school (the distance measured is the shortest available safe route for pedestrians using footpaths alongside roads marked on the current street map of the city).

Footnotes:

Footnote 1

*Siblings include step, half, foster, adopted brothers and sisters living at the same address and full brothers and sisters living apart.*

Footnote 2

*Regular Attendance - is considered to be twice a month for a period of at least a year.*

Footnote 3

*A Christian place of worship is one that is a member of "Churches Together in England".*

*Churches Together in England*

<i>The Baptist Union of Great Britain</i>	<i>Methodist Church</i>
<i>Cherubim and Seraphim Council of Churches</i>	<i>Moravian Church</i>
<i>Church of England</i>	<i>New Testament Asser</i>
<i>Church of Scotland</i>	<i>Religious Society of F</i>
<i>Congregational Federation</i>	<i>Roman Catholic Chur</i>
<i>Council of African and Afro-Caribbean Churches</i>	<i>Russian Orthodox Chu</i>
<i>Council of Oriental Orthodox Christian Churches</i>	<i>Salvation Army</i>
<i>Free Churches Council</i>	<i>United Reform Churc</i>
<i>Greek Orthodox Church</i>	<i>Wesleyan Holiness Ch</i>
<i>Independent Methodist Churches</i>	<i>Ichthus Christian Fell</i>
<i>Joint Council for Anglo-Caribbean Churches</i>	<i>International Ministe of Great Britain</i>
<i>Lutheran Council of Great Britain</i>	

Footnote 4

*Major faiths being Judaism, Sikhism, Hinduism, Buddhism and Muslim.*

## 2.1 Place of Residence

The child's ordinary place of residence will be deemed to be a residential property at which the person or persons with parental

responsibility for the child resides at the closing date for receiving applications for admission to the school.

Where parental responsibility is held by more than one person and those persons reside in separate properties, the child's ordinary place of residence will be deemed to be that property at which the child resides for the greater part of the week, including weekends.

## **2.2 Late Applications**

Late applications will be considered by the Governing Body once all other applications have been dealt with according to the admission criteria above.

## **2.3 Waiting List**

1. Names of children will automatically be placed on the waiting list for this school when the child has been refused admission. Waiting lists are kept for the first term of the normal year of admission.
2. The waiting list will be established on the offer day.
3. The waiting list is determined according to the Governing Body's priority of admission criteria.
4. Following the offer day should an application be received for the school where the pupil has a higher priority, as determined by the admissions criteria for a place at the school, they will be placed on the list, above those with a lower priority.

## **2.4 False Information**

1. Where the Governing Body has made an offer of a place at this school on the basis of a fraudulent or intentionally misleading application from a parent, which has effectively denied a place to a child with a stronger claim to a place at the school, the offer of a place will be withdrawn.
2. Where a child starts attending the school on a basis of fraudulent and intentionally misleading information the place may be withdrawn depending on the length of time the child has been at the school.
3. Where a place or an offer has been withdrawn, the application will be reconsidered and a right of independent appeal offered if the place is refused.

## **2.5 Appeals against the Governing Body's decision to refuse admission**

1. If a place is not offered at the School parents have the right of appeal to an Independent appeal Panel formed in accordance with the legislation. Details of the appeals procedure will be sent to parents by the local education authority.
2. Parents who intend to make an appeal against the Governing

Body's decision to refuse admission must submit a notice of appeal within 14 days of receiving the refusal letter to:

Corporate Director  
Kingston upon Hull Children and Young People Services  
The Guildhall  
Alfred Gelder Street  
KINGSTON UPON HULL  
HU1 2AA

Normally appeal hearings will be held within six weeks of the closing date for receiving notice of appeal.

**3 MOST RECENT REPORT ABOUT THE SCHOOL PUBLISHED BY HER MAJESTY'S CHIEF INSPECTOR OF EDUCATION, CHILDREN'S SERVICES AND SKILLS**

Our latest OfSTED report is available at:

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118053>

**4 THE SCHOOL'S MOST RECENT KEY STAGE 2 RESULTS AS PUBLISHED BY THE SECRETARY OF STATE**

Our most recent published results can be found at:

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=118053&superview=pri>

**5 SCHOOL PERFORMANCE TABLES**

Kingston upon Hull School Performance Tables can be found at:

[http://www.education.gov.uk/schools/performance/geo/la810\\_all.html](http://www.education.gov.uk/schools/performance/geo/la810_all.html)

**6 THE SCHOOL CURRICULUM**

At Alderman Cogan's Church of England Primary School this Curriculum Statement sets out the principles underpinning our curriculum and reflects the school's commitment to developing all aspects of our pupils' lives.

At Alderman Cogan's C of E Primary School we believe:

- Our school and everyone in it belongs to God;
- We are all 'wonderfully made' by God and loved by Him just as we are;

- Jesus stands at the centre of all that we do;
- We will work together to follow His example and try to be the best people we can be.

This is the philosophy of how we want to work and learn and it underpins all of the learning that takes place in our school. We have a well-defined Learning and Teaching Policy which overarches all of our curriculum policies. Learning takes place through whole class, group, paired and individual work with a balance of mixed and similar ability groupings within the classroom. We have high expectations of the children's work supported by a system of monitoring and assessment designed to raise achievement by identifying children's strengths and weaknesses. We carefully plan what is taught and how it is taught to match these needs.

September 2014 saw the introduction of the New National Curriculum. We invested a great deal of time and energy to ensure that the new curriculum is unique to Alderman Cogan's in that it is specifically tailored towards the needs and interests of the children. We seek to provide a broad, balanced differentiated curriculum and offer a wide range of exciting, challenging activities and experiences to all pupils irrespective of ability, background, ethnic origin or gender.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them. Opportunities are planned to cater for a range of different learning styles to ensure that all children can access the curriculum and learn in a way that is best for them.

### **6.1 Early Years Foundation Stage (EYFS)**

In Early Years Foundation Stage, learning is underpinned by the 4 themes of the EYFS Framework:

- Every child is a unique child
- Children learn through positive relationships
- Children learn and develop well in enabling environments
- Children learn and develop in different ways.

There is a balance between adult-led, and child-initiated learning. Children use the outdoor learning environment throughout the year.

The framework can be found here

Early Years Foundation Stage (EYFS) - Schools.

We teach this framework through topics that excite the children.

### **6.2 Key Stage 1 and 2**

At Key Stage 1 and 2, children have a daily Literacy and Mathematics lesson.

#### **6.2a English**

As a school, we recognise the importance of reading for all children and therefore, have a comprehensive and thorough approach to the teaching of reading across the school including, daily phonics lessons in KS1. Our school follows the *Read Write Inc.* scheme of work to develop early reading, progressing to different books when the child is ready. Additional writing is taught through a topic-based approach, as much as possible, in order to provide purpose and audience for the children. Grammatical accuracy is embedded in the teaching of writing but also as a discrete element of the Literacy curriculum.

#### **6.2b Mathematics**

The Mathematics curriculum aims to ensure that all pupils become fluent in the fundamentals of Mathematics including the ability to recall and apply knowledge rapidly and accurately. Children at Alderman Cogan's are taught to reason mathematically, solve problems and apply their mathematical skills in a variety of real life contexts.

#### **6.2c Other Subjects**

In addition to English and Mathematics, children are taught to develop their skills, understanding and creativity in Science, Computing, History, Geography, Design Technology, Music, Art, Physical Education and Religious Education (which is based on the York Diocesan syllabus). Additionally, Mandarin Chinese is taught from Year 3 onwards. All children in Year 4 have a weekly music lesson in which they are taught how to play the violin. Violin, cello and brass instrument tuition is also available throughout Key Stage 2.

PSHCE (Personal, Social, Health and Citizenship Education) forms an integral part of the curriculum at Alderman Cogan's. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. All members of staff are committed to encouraging in the children a knowledge of right and wrong and to take responsibility for their own behaviour.

Children are taught about the community in which they live and are encouraged to work in co-operation with other members of the school community. Supporting charities, both local and further afield, is encouraged. All children are expected to undertake appropriate responsibilities within the class and school, e.g. caring for the classroom environment, participating in class worship and participating in out of school activities.

#### **6.2d Sex and Relationships Education**

We follow our Sex and Relationships Education policy which has been agreed by our Governing Body. Parents have a right to withdraw their child from sex education and are asked to speak with the Headteacher before deciding to withdraw their child from all or part of the programme provided. Children may not be withdrawn from

elements of sex education taught as part of the National Curriculum for Science. The school will make provision for any child whose parents have made this request.

#### **6.2e Sport**

We aim to develop children's enjoyment, confidence and skill in physical activity and introduce them to the pleasures of sport to help develop active children who benefit from a healthy lifestyle. Through a multi-skills approach, children develop their skills in football, netball, hockey, rounders and cricket, as well as athletics, gymnastics, dance and swimming.

#### **6.2f Curriculum Enhancement**

We enhance and enrich the curriculum through a variety of activities including educational visits, school performances, visitors to school, after school clubs and great links with local schools and St. Aidan's Church.

Alderman Cogan's curriculum has been designed to meet the needs of all our children. Many topics are brought together, where possible, and taught in a cross-curricular way, to maximise the use of time but also to make experiences more meaningful and provide children with a real context for learning. The high quality of ICT equipment and software also means ICT is an integral part of many teaching and learning experiences. Some aspects of the curriculum are delivered through focus weeks and days when the timetable is suspended and activities are focussed on a key theme.

#### **6.3 Special Educational Needs**

The curriculum is planned through a whole school approach to curriculum planning, taking into account progression and activities differentiation. The work for some children is supported by intervention and those addressing specific targets in their EHCPs (Education, Health and Care Plans). Due to the increasing number of children with additional needs in our school, particularly Autistic Spectrum Condition, we have a specialist "Learning Pod" to enable us to meet the needs of children in Key Stage 2 who need to learn in an alternative way.

#### **6.4 Worship**

We build in opportunities to promote the spiritual, moral and cultural development of all our pupils, especially through our daily acts of Collective Worship and our Religious Education scheme or work. Children are encouraged to develop their own beliefs. Throughout our Worship, we focus on our chosen Christian values and encourage children to reflect on what they mean in their own lives.

Daily Worship is Christian in nature. Weekly key stage and class Worship provides a time to address any whole school or class issues, along with a weekly celebration assembly to acknowledge success,

both in and out of school.

### **6.5 Homework**

Homework is used to extend school learning and also encourages children as they get older to develop the confidence and self-discipline needed to study on their own. It provides opportunities for parents and pupils to work together and to enjoy learning experiences.

### **6.6 Extended School Opportunities**

There are several extra-curricular clubs which we are able to offer at Alderman Cogan's. These are run after school and at lunch times and are all well attended. Most clubs are run by our dedicated teachers and teaching assistants but we also have some clubs run by external coaches, for which there is sometimes a small fee.

Clubs which have been available in the last year have included: *choir, orchestra, book club, football, netball, cross-country, gymnastics, dance, games, craft club, and cyber café.*

Our choir performs at school functions and local events and we aim to participate annually in the Festival of Carols at City Hall.

Our sports teams compete regularly against other schools and we have a high reputation for success in a wide range of activities.

### **6.7 Home-school links**

We firmly believe that the education of the children is a partnership between children, staff and parents. Support from home is vital in maximising children's chances of fulfilling their potential. In order to facilitate this partnership, we offer an open-door policy where parents are welcome to visit school to discuss their children's progress with staff at a mutually convenient time. Each class has two parents' meetings per year and reports are sent home at the end of the summer term

### **6.8 The Role of the Headteacher and Senior Leadership Team**

The Headteacher and SLT monitor the provision of the curriculum by lesson observation, work scrutiny, planning scrutiny and feedback from curriculum co-ordinators.

The Headteacher reports to the Governing body on standards within the school, giving consideration to:

- year groups
- comparisons with national averages and similar schools nationally
- gender; ethnicity; special educational needs; DOB; home circumstances
- pupils for whom the curriculum was disapplied and the nature of any parental complaints concerning the curriculum.

### **6.9 Overview**

In summary, our school curriculum aims to realise the full potential of each individual child and will be regularly reviewed.

To explore specific topics for learning which your child may be involved in, please follow this link:

<http://www.aldermancogan.co.uk/ourlearning.html>

## **7 BEHAVIOUR POLICY**

Our Whole School Behaviour Policy can be found on our website at:

<http://www.aldermancogan.co.uk/Positive%20Behaviour%20Policy.pdf>

## 8 PUPIL PREMIUM

The following table shows how the Pupil Premium grant was spent last year and how we are spending it this year:

Current Year Allocation	How the Allocation will be Spent	How the Previous Year's Allocation was Spent	Effect of Expenditure on Educational Attainment
£140,220	<p>We continue to employ and train additional teachers and TA's to support both reading and numeracy on structured intervention programmes.</p> <p>We continue to employ an additional TA to work in EYFS every afternoon with a focus on teaching reading.</p>	<p>We employed and trained additional teachers and TA's to support both reading and numeracy on structured intervention programmes.</p> <p>We employed an additional TA to work in EYFS every afternoon with a focus on teaching reading.</p>	<p>The progress in Reading of children at the end of Foundation Stage was good despite many of them starting from low baselines.</p> <p>All children receiving 'Focus On Reading' intervention made good progress in reading and writing.</p> <p>The vast majority of children working with TA's on Maths and Literacy made expected progress or better.</p> <p>In Key Stage 2 the disadvantaged pupils outperformed other pupils in reading, writing and maths combined.</p> <p>Key Stage 1 results showed that disadvantaged pupils outperformed their peers in phonics, and we closed the gap in other areas of the curriculum but this continues to be a focus this year.</p>

## **9 PRIMARY PE AND SPORT FUNDING**

The legacy of the London Olympics saw the introduction of the Primary School PE and Sports Funding which is focussed on improving provision of PE within primary schools.

Primary PE and sport funding for 2015/16 was £9,753 and is predicted to be £9071 in 2016/17

Alderman Cogan's has been a member of the East Hull Collaborative Trust, some of whose members chose to work together to secure the effective use of our funding last year. The partnership of primary schools employed a specialist PE leader (our contribution was £3,207) to support our sports programme. She worked alongside staff to model good PE teaching, extend the range of activities offered and arrange inter-school competitions.

Alderman Cogan's continues to employ a primary sports specialist teacher who is further developing the programme, (using most of our current funds). We retain our membership and involvement with the Citywide Sports Partnership (£203) and are members of the Youth Sports Trust (£255).

We successfully obtained the bronze PE award this year.

Intended outcomes for Alderman Cogan's:

- Enhance the skills and confidence of staff and improve the quality of teaching and learning in PE.
- Enhance participation in PE and sport within and outside school.
- Develop a sustainable model post Primary Sports and PE Funding.
- Work towards the silver PE award.

## **10 SPECIAL EDUCATIONAL NEEDS**

Please see the Special Educational Needs and Disability Policy and SEN Information document.

## **11 CHARGING POLICY**

Our Charging Policy can be found on our website at:

<http://www.aldermancogan.co.uk/Charging%20Policy.pdf>

## **12 SCHOOL ETHOS**

The following ethos statement has been agreed following discussions with children, staff and governors.

*Our school and everyone in it belong to God.  
We are all 'wonderfully made' by God and loved by Him  
just as we are.  
Jesus Christ stands at the centre of all that we do.  
We will work together to follow His example and seek to  
be the best people we can be.*

Updated 01.09.16