

Gaer Primary School



Governor Annual Report to Parents 2015-2016

*'Everyone achieving; learning in harmony'
'Pawb yn cyflawni; dysgu mewn heddwch'*

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SECTION ONE – GOVERNORS

1 Letter from the Chair of Governors

So much has happened in the last academic year. It has been an excellent second year since Gaer Primary School was created following the amalgamation of the former Gaer Infant and Gaer Junior Schools.

The children have wholeheartedly engaged with the wealth of learning opportunities presented to them in 2015-2016. Rich and dynamic projects such as ‘Diversity’, ‘Tales of Wales’, ‘It’s a Creature World After All’, ‘Hidden Kingdoms’ and ‘What on Earth Are You Talking About?’, have been launched with ‘Wow’ entry assemblies or visitors; they have provided exciting contexts enabling our children to thrive.

The staff have certainly gone the ‘extra mile’ to plan and resource memorable learning experiences for all of our children. These contexts have been widely shared on our school twitter account @GaerPrimary. The images and videos very much capture the ethos and spirit of Gaer Primary.

The extremely high standard of learning captured in the children’s books is very evident for all to see. The children have enthusiastically made their ‘pupil voice’ heard to add extra meaning and purpose to their learning.

The excellent standard of learning and our newly decorated and refurbished environment were celebrated across the South East Wales region during our ‘Early Years Event’ (EYE) celebration in January 2016. Over 150 professionals from across the region visited our school following the recommendation from the Education Achievement Service (EAS). The evening was a celebration of the extraordinary quantity of hard work and professional commitment shown by our team of staff. It was also an opportunity to celebrate for one last time the infant school building that shortly after was vacated in part to allow for building works to commence.

It has been a pleasure and privilege to work alongside the children, staff, parents and wider community to strive to improve and to celebrate the successes of the school. As a governing body we have met with children to look critically at new initiatives and standards; observed excellent lessons across a range of subjects and areas; conducted ‘learning walks’ to look critically at the environment; received presentations from the School Council and other pupil groups; and received presentations from staff who very effectively detail the progress being made in areas across the school.

The school has continued to develop excellent family and community links as part of the Family Learning Project. It is a pleasure to see parents engaging in learning activities alongside the children. Also bespoke FACE programmes such as ‘Leaping Through Literacy’ and ‘Physical Literacy Cycling’ have provided fantastic opportunities.

Whole school attendance has improved significantly for the second year in succession. This achievement is owned not just by the children, but the whole community for their much valued support in ensuring that the children are present as often as possible.

The school has successfully managed to prioritise learning, importantly at a high standard, throughout the year, despite the on-going development of the new Early Years Building and the internal refurbishment of our main building. The school has worked in partnership with the local authority and the main building contractor (BAM) to deliver the 21st Century accommodation deemed necessary for our children to thrive. We were able to take possession of the Early Years Building and organise the necessary provision for learning in time for the new academic year. We are now very much the envy of many of our neighbouring schools.

The school awards have continued to build this year. We are delighted to have achieved the Autistic Friendly School (ASD) Award and the Communication Friendly School Award. Both of these awards recognise our commitment to providing the most effective teaching and learning strategies for all of our children. We are also delighted to have renewed our Eco Platinum Status-the award was largely underpinned by the success of our ‘Green Day’ and the commitment of our Eco Committee.

We are very much looking forward to developing new and improving relationships with parents and the wider community with a view to sharing many more fantastic times ahead. Thank you for your continued support of our school.

Chairperson,

Mrs Hannah Berry

2 Gaer Primary School Governing Body

Chairperson: Mrs Hannah Berry
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Duffryn
Newport
NP10 8WQ
Tel : 07803535523

Clerk to the Governors : Mr David Hutchings
Education Achievement Services
Llanwern High School
Newport
NP18 2YE
Tel : 01633 656656

Representative	Name	Elected or Appointed by	Term of Office Ends
Parents	Mr Neil Jenkins Mrs Hannah Berry Mrs Beverley Flood Mrs Rachel Anderson Howells	Parents	2018 2018 2018 2020
Headteacher	Mr Alex Smith	Ex Officio	
Teacher Representative	Miss Claire McCarthy	Teachers	2018
Staff Representative	Mrs Rebecca Johnston	Non -Teaching Staff	2018
LA Appointed	Cllr Herbie Thomas Cllr Debbie Wilcox Cllr Mark Whitcutt	Newport Education Authority	2018 2018 2018
Community Governors	Mrs Jane Weale Ms Fabiola Berrettoni Rev. Jennifer Mole	Gaer Primary School	2018 2018 2018

3 Parent Governor Vacancies

When a vacancy arises on the governing body for a parent representative, the Local Authority will inform all parents of the vacancy and will make the necessary arrangements for the subsequent election. Every parent of a registered pupil at the school will be entitled to stand as a candidate and to vote at the election. Each parent will be provided with a letter via student post and a nomination form. The nomination form and personal statement must be returned to the school by the set date. Elections will be held by secret ballot. The next scheduled election of Parent Governors is 2nd September 2018.

4 The Organisation of our Work

We are the body responsible for the education, welfare and well-being of everyone at Gaer Primary School. This is achieved via the professional services of the headteacher and the staff, with whom we have regular, formal and informal discussions. We receive, for example, regular reports relating to the standards pupils are achieving, the quality of teaching and the health and safety aspects of school life.

Our meetings begin with a presentation by members of staff or pupils on curriculum updates and various other initiatives undertaken at the school. Each governor is associated with a curriculum link area. We are involved in the continued development of the curriculum. Governors are committed to whole school self-evaluation. We watch lessons and conduct learning walks with the Senior Management Team. We also have a 'Standards Group' where we meet with the children to discuss and celebrate their learning. We also support the school on informal and formal occasions in its calendar of events.

The full Governing Body meets twice a term and, as necessary, the following committees hold their meetings:-

- Finance and Premises Panel
- Personnel and Staffing Panel
- Pay Review Panel (& Appeals Panel)
- Staff Appointments Panel
- Performance Management Review Panel (& Appeals Panel)
- Staffing Requests Panel
- Staff Grievance (& Appeals Panel)
- Staff Discipline and Dismissal Panel (& Appeals Panel)
- Complaints Panel (& Appeals Panel)
- Pupil Discipline and Exclusion Panel (& Appeals Panel)
- Policy Panel
- Health and Safety Panel

The committees discuss the detail of matters pertinent to their purpose, and report back to the full Governing Body at the next available full meeting for ratification of proposals or recommendations. To assist us in our work we have the opportunity to participate in a specialised programme of governor training, organised by the Education Achievement Service (EAS). The support and advice we regularly receive is greatly appreciated.

Many aspects of the school are discussed, including national and local issues. During full Governing Body meetings the Headteacher's Report details various activities and information about the school. The Headteacher also produces reports on matters of concern thought to be relevant. In addition, the Local Authority produces background papers and reports which receive the necessary attention. We can report that no governors claimed for travelling or subsistence expenses during the last year.

5 Review of Policies

The school considers and reviews major policy developments pertinent to the school. Policies are updated and redrafted regularly and, with Governing Body approval, formally adopted. They are open to inspection by parents by prior arrangement with the school and many are available on the school website. When all policies have been updated to reflect the primary school, the Governing Body will follow a three year policy review timetable to ensure policies are reviewed and updated where necessary.

SECTION TWO – SCHOOL INFORMATION

1 Term Dates

For the academic year 2015/16 term dates for pupils are as follows:-

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	1 Sep 2015	26 Oct 2015	30 Oct 2015	18 Dec 2015
Spring	4 Jan 2016	15 Feb 2016	19 Feb 2016	24 March 2016
Summer	11 Apr 2016	30 May 2016	3 Jun 2016	19 Jul 2016

For the academic year 2016/17 term dates for pupils will be as follows:-

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	1 Sep 2016	24 Oct 2016	28 Oct 2016	16 Dec 2016
Spring	3 Jan 2017	20 Feb 2017	24 Feb 2017	7 April 2017
Summer	24 Apr 2017	29 May 2017	2 Jun 2017	21 Jul 2017

Five additional training days will be arranged and included in the school calendar which is circulated to parents before the start of the academic year.

2 Session Times

School commences at 9.00a.m. (Foundation Phase), 9.00a.m. (Key Stage 2) and ends at 3.15 p.m (Foundation Phase) and 3.20p.m. (Key Stage 2).

Lunch break is between 12.00 p.m. and 1.00 p.m. (Foundation Phase) and between 12.30 p.m. and 1.20 p.m. Key Stage 2. A 15 minute break is taken at 10.30am in Foundation Phase. A 25 minute break is taken at 10.30 a.m. in Key Stage 2.

3 Prospectus Changes

The School publishes a Prospectus annually. The Prospectus is currently available from the school on request and is also be available on the school website.

4 School Status

Gaer Primary School is an English Medium Community School.

5 Welsh in School

Welsh is taught as a second language to all pupils. The school does not have provision for pupils to receive their education solely through the medium of Welsh. We are currently reviewing the Cymraeg and Cwricwlwm Cymraeg Policies which detail how the Welsh language, culture and history are supported across the school. There is a Welsh advisory teacher who supports this teaching throughout the school. Cluster arrangements are in place to ensure there is continuity of learning when pupils transfer from Primary to Secondary school. The main receiving secondary school is John Frost School (formerly Duffryn High School).

SECTION THREE – SUMMARY OF END OF KEY STAGE OUTCOMES/LEVELS (A more detailed commentary is available on request)

8 – 9 Foundation Phase Teacher Assessment Outcomes 2015-16

Foundation Phase Teacher Assessments Summary

Foundation Phase subjects and combined indicator

Pupils achieve the Foundation Phase indicator by attaining outcome 5 or above in Language, literacy and communication, Mathematical development and Personal and social development (Teacher Assessment)

Percentage of pupils achieving outcome 5+

	School Data						Comparative Data					
	Pupils	2016 Boys	Girls	Pupils	2015 Boys	Girls	2016 Newport			2016 Wales		
Language, Literacy and Communication	89	87	93	92	91	92	90	87	95	88	84	92
Mathematical Development	91	87	96	92	87	95	91	89	94	90	87	93
Personal and Social Development	96	93	100	97	96	97	95	93	98	94	92	97
Foundation Phase Indicator	89	87	93	88	87	89	89	85	93	87	83	91

Percentage of pupils achieving outcome 6+

	School Data						Comparative Data					
	Pupils	2016 Boys	Girls	Pupils	2015 Boys	Girls	2016 Newport			2016 Wales		
Language, Literacy and Communication	26	20	33	38	39	38	40	36	45	36	31	42
Mathematical Development	21	23	19	28	26	30	37	39	36	36	36	36
Personal and Social Development	54	40	70	53	52	54	61	53	71	59	50	68
Foundation Phase Indicator*	16	17	15	25	17	30	30	29	32			

* Achieving Outcome 6 in all of LLC, MD and PSD

* LLC in English for LA and Wales.

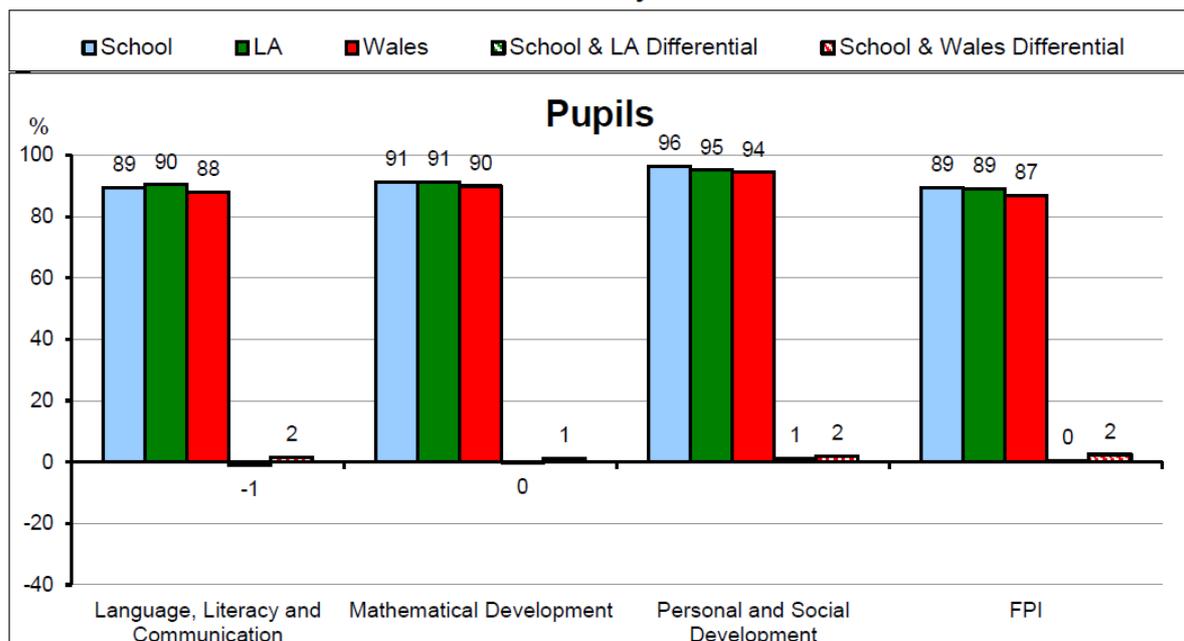
Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

Lleihau'r gyfradd gyfatebol i o leiaf 1 disgybl yn llai yn cyflawni o'i gymharu â'r flwyddyn flaenorol.

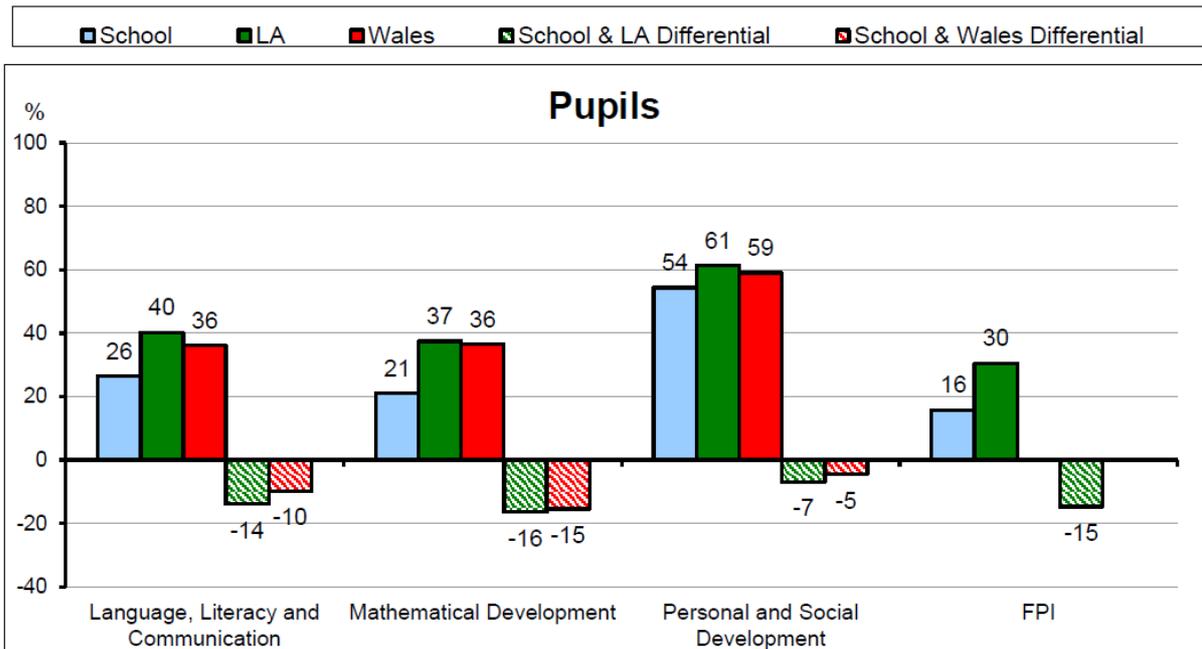
Gaer Primary 2015-2016

School Profile - Foundation Phase

Foundation Phase subjects: Outcome 5+



Foundation Phase subjects: Outcome 6+



9-10 KS2 Teacher Assessment Levels 2015-16

Key Stage 2 Teacher Assessments Summary

Core subjects and C&I

Pupils achieve the C&I by attaining a level 4 or above in each of English/Welsh First Language, Mathematics and Science (Teacher Assessment)

Percentage of pupils achieving level 4+

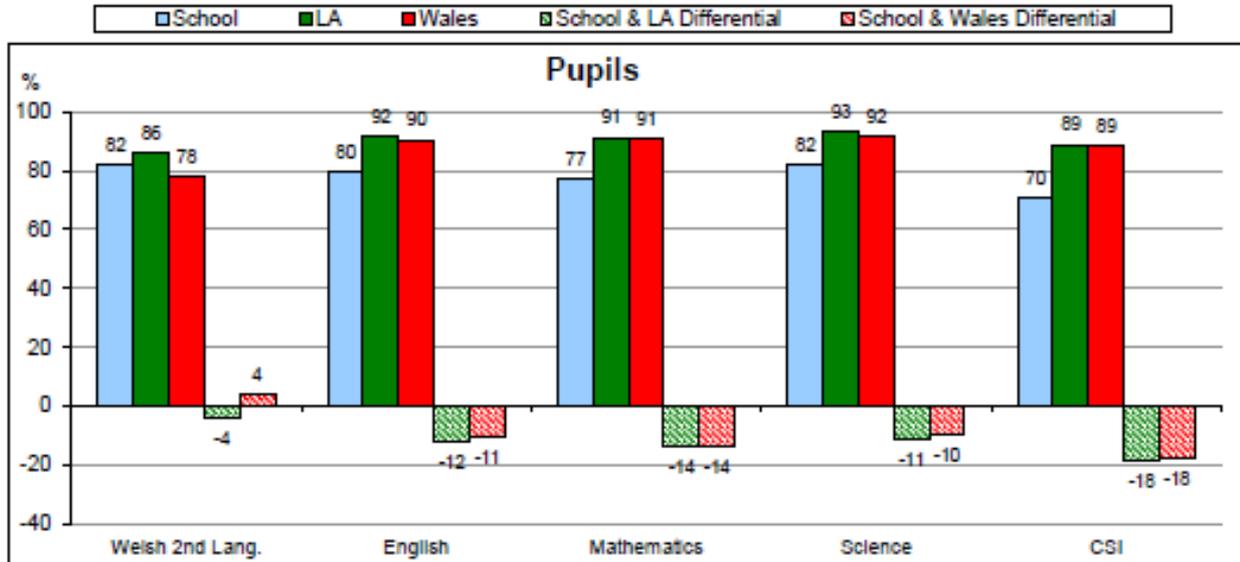
	School Data						Comparative Data					
	2018			2016			2018 Newport			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	82	69	100	83	70	95	85	83	89	78	73	83
English	80	69	94	98	100	95	92	89	94	90	88	93
Mathematics	77	69	89	98	100	95	91	90	93	91	89	93
Science	82	73	94	95	95	95	93	92	94	92	90	94
C&I	70	68	89	95	95	95	89	86	91	89	85	91
Reading, Writing and Mathematics	73	62	89	93	95	90	85	81	89	84	79	88

Percentage of pupils achieving level 5+

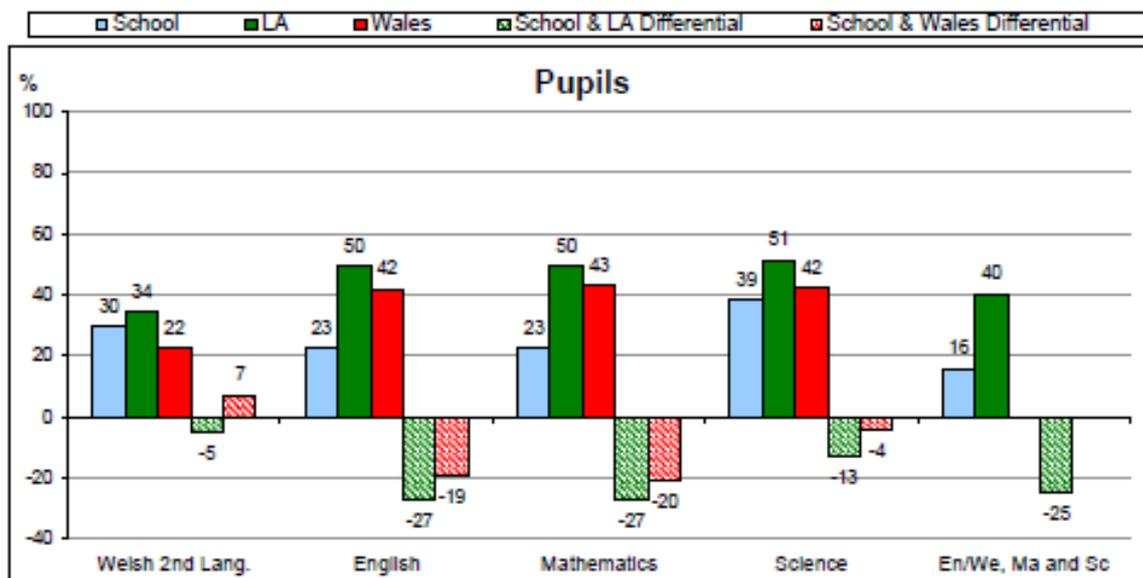
	School Data						Comparative Data					
	2018			2016			2018 Newport			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	30	15	60	25	15	35	34	29	40	22	17	28
English	23	8	44	43	40	45	50	44	55	42	36	48
Mathematics	23	16	33	40	50	30	50	50	49	43	44	43
Science	39	31	60	48	55	40	51	50	53	42	41	44
English, Mathematics and Science*	16	4	33	35	40	30	40	38	43			
Reading, Writing and Mathematics	14	0	33	23	15	30	34	29	40			

* Achieving level 5 or higher in each of English/Welsh First Language, mathematics and science
 Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.
 Decrease equivalent to at least 1 pupil fewer achieving compared with previous year.

Core subjects and CSI: Level 4+



Core subjects: Level 5+



10-11 SECTION FOUR - TARGETS 2016-17

Foundation Phase targets 2016-17

Key Stage 2 targets 2016-17

Attendance targets 2016-17

Foundation Phase Targets

	Foundation Phase Indicator O5+	LLC Outcome 5+	MD Outcome 5+	PSD Outcome 5+
Boys	90%	90%	93%	100%
Girls	100%	100%	100%	100%
All Pupils	95%	95%	96%	100%

	Foundation Phase Indicator O6	LLC Outcome 6	MD Outcome 6	PSD Outcome 6
Boys	23%	30%	33%	47%
Girls	41%	44%	41%	67%
All Pupils	32%	37%	37%	56%

KS2 Targets

	Core Subject Indicator L4+	English L4+	Maths L4+	Science L4+
Boys	89%	100%	89%	100%
Girls	96%	100%	96%	100%
All Pupils	93%	100%	93%	100%
	Core Subject Indicator L5+	English L5+	Maths L5+	Science L5+
Boys	53%	53%	58%	53%
Girls	28%	36%	40%	48%
All Pupils	39%	43%	48%	50%

Attendance targets

	Academic Year 2016-17
Attendance (%)	94.8%
Unauthorised Absence (%)	2.0%
Authorised Absence (%)	3.2%

11- SECTION FIVE - WORK AND ORGANISATION OF THE SCHOOL

Attendance

Improvement Plan Summary

Organisation of the Curriculum

Additional Learning Needs

Opportunities and Links with the Community

Toilet Facilities

Healthy Eating and Drinking

Sport Provision

Training Days

Financial Statement (Appendix 1)

Attendance 2015-16

The percentage of pupil attendance 2015-16 was 94.1%; Authorised 4.63%; Unauthorised 1.26%

Target: The target for 2015-16 was to improve to 93.5% through:-

Continuing with a weekly and half termly reward system for children with 100% attendance (raffle tickets; gift vouchers); 100% attendance certificates termly; identification of families with poor attendance and liaison with family engagement programme; excellent links with EWO; review the attendance policy; a rich family engagement project. We are delighted with the huge progress made in improving attendance levels for our children.

Improvement Plan Summary

Priority Outcome 1:

Raise Standards in Literacy

Guided Reading/Benchmarking Training; Phonics Training; Purchase new texts; Revised Planning; New Books; New expectations in terms of AfL/Target Marking; Lesson Observations 'Writing Across the Curriculum'-Spring Term; Book Scrutinies; Visit other schools; SHo to lead phase specific staff meetings; Moderation/Standardisation Training

Priority Outcome 2:

Raise Standards in Numeracy

CPD-Mental Strategies; Numeracy Across the Curriculum Lesson Observations Autumn Term; Written Methods of Calculation Training; New resources; Redistribution of resources; new books; AfL training in Maths; Moderation/Standardisation Training

Priority Outcome 3:

To support and strengthen emotional well-being for all learners through:

1. To embed SEAL
2. Distribute QDP Pupil Questionnaires to ascertain views of children
3. To provide Drama Counselling / Therapy for vulnerable children
4. To create digital/levelled PSE Portfolios (FP)
5. To improve Playground play provision
6. To improve attendance levels
7. To look critically at the provision for and attainment of FSM children
8. To increase the opportunities for 'Pupil Voice'
9. Healthy Schools Award (Year 1 of working towards Phase 5)
10. Embed IDPs and new format for ALN Files
11. To further develop our 'Family Learning Project'
12. Communication Friendly Schools Award

Priority Outcome 4:

To develop a greater community focus through:

1. Extend effective use of ICT to communicate with all stakeholders.
2. To make effective international links to enhance learning.
3. Sharing good practice with Family Schools (Pupil Voice)
4. Cluster working (A particular focus on Transition)
5. Developing partnerships with community/business/industry links
6. To develop an excellent 'Family Learning Programme'

Priority Outcome 5:

To develop the learning, environment and restructure systems within Gaer Primary School through:

1. Improved accommodation/resources for the school community
2. To renegotiate ICT Strategy with STEP to implement vision
3. To update policies
4. To develop the role of the GB and achieve the Bronze Award
5. To develop a self-evaluation timetable and to publish in readiness for Autumn 2015
6. Surveying stakeholders

7. Establishing rich meaningful projects, which allow for rich opportunities to apply LNF skills
8. To introduce BLP across the school
9. Further develop Performance Management and the Role of SMT
10. To improve Transition 2/3 and 6/7
11. Develop strategy for observing good practice externally and internally
12. Develop links with Family of Schools
13. Conducting learning conferences HT with all teachers to discuss performance of target children
14. Embed LNF individual pupil tracking system
15. To further develop Family Learning Programme
16. To introduce the FP profile and a consistent PIP format

Organisation of the Curriculum

At Gaer Primary School, we offer a broad, balanced, relevant and differentiated curriculum to all children. The class teacher will monitor each child's progress very carefully, and our aim is to ensure that each child achieves his or her full potential, whatever his or her ability.

In line with the Learning to Learn agenda, 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 best suit them. Lessons cater for a range of learning styles – audio, visual, kinaesthetic – and staff are aware that most learners draw from a combination of styles.

At Gaer Primary, learning embraces a project based approach to learning, in line with the Curriculum for Wales Document, the Foundation Phase Framework, the KS2 National Curriculum 2008 documents and the Literacy/Numeracy Framework.

At Gaer Primary we adopt a thematic/Project approach which enables our children to:

- make genuine links between areas of the curriculum
- enjoy learning that is linked to children's experiences and surroundings
- have a student voice – harvesting the attitudes, values skills, knowledge and understanding that the children would like to learn about the theme/project.
- Undertake learning that has a balance of subject knowledge, skills and application
- Enjoy learning that is personalised to groups and individuals
- use Assessment for Learning and Learning to Learn implicitly in teaching and learning
- be inspire learners - linked to home learning
- enjoy themed days/weeks to revisit learning & apply skills

Our projects for the year were 'Diversity'; 'Tales of Wales' 'Hidden Kingdom, 'What on Earth Are You Talking About?', 'It's a Creature World After All' and 'Transition Bridging Units'. Our learning also includes 'Back to Basics' weeks which enables our children to set up and establish existing and new routines very quickly. Throughout the year we use 'Learning to Learn' tools- Building Learning Power; De Bono's Thinking Hats and Thinking Maps as initiatives to inspire the children, create a common language of learning and prioritise the 'Learning to Learn' agenda.

Key themes for learning are:

- Project Learning is monitored regularly by the Headteacher and Senior Management Team (half termly)
- Development of pupil voice is valued in learning
- Assessment for Learning skills such as peer/self-assessment and editing are given high status
- Theme days and educational visits / visitors enriching learning experience support and enhance project learning
- SEAL (Social and Emotional Aspects of Learning) is a whole school focus.

- Sarah Edwards from the Welsh Advisory Service supports Welsh across the school
- New Foundation Phase Profiles were used to assess pupils on entry to Nursery and Reception
- KS2 staff involved in cross moderation sessions in English, Maths, Science and Welsh.
- KS2 staff involved in producing Learner profiles for English, Maths, Science and Welsh Second Language. These were successfully moderated with the Duffryn Cluster
- Staff are observed teaching each term by the Head Teacher / Senior Management Team. Governor representatives accompany staff to some lessons. The focus for 2015-16 was:-
 - i. *Autumn 2015 – Numeracy Across the Curriculum*
 - ii. *Spring 2016 - Writing Across the Curriculum*
 - iii. *Summer 2016– ICT Across the Curriculum*

Additional Learning Needs

At Gaer Primary School we aim to build an inspiring community through teamwork, trust and respect; providing a fun and safe environment where we all achieve.

Equalities

Gaer Primary School is an inclusive school, where all children and staff are valued equally, and our similarities and differences are recognised and celebrated. Every child, regardless of race, creed, age, gender or disability has access to the curriculum at a level appropriate to their individual needs, in order that every child may experience success and satisfaction through their participation in learning.

Children with Additional Learning Needs (ALN) include:

- Children with Special Educational Needs (SEN)
- More Able and Talented children (MAT)
- Looked After Children (LAC)
- Children with English as an Additional Language (EAL)
- Travellers, refugees
- Young carers

Our Aims and Objectives

- To identify and address the variety of Additional Learning Needs (ALN) recognised at any and every stage of education, and to work in partnership with parents and other agencies, to meet these needs in the most appropriate, positive and effective manner.
- To ensure that children with Additional Learning Needs (ALN) receive the variety of learning opportunities which are offered to all children, including maximum possible access to statutory education.
- To ensure that all children are appropriately challenged / supported and that their learning objectives are clear and unambiguous.

Provision for children with Additional Learning Needs (ALN)

- Children who are identified as having Additional Learning Needs are given extra support where necessary in order for the individual to achieve their full potential;
- Class teachers and teaching assistants meet the needs of the children identified as having Special Educational Needs and who require an Individual Development Plan and Action Plan
- Visual timetables, workstations and adapted equipment are some of the strategies used to support children with ASD.

- Children who are identified as Most Able or Talented may require individually differentiated learning and are supported to become self-directed learners of an enriched and extended curriculum;
- Children with English as an Additional Language, (EAL) and asylum seeking children are supported by GEMS, in liaison with the class teachers;
- Children who are being 'Looked After' (LAC) require a Personal Education Plan (PEP) and are supported by the various involved agencies in partnership with the school;
- Teachers employ a variety of teaching and learning strategies and styles, including multi-sensory approaches, enquiry based learning, problem solving, thinking skills and the development of independent learning skills, in accordance with the Building Learning Power (BLP) mindset, thinking hats and thinking maps
- All planning is inclusive, based on differentiated targets, with objectives reflecting the needs of all children, in accordance with Individual Development Plans (IDPs) & Action Plans, Pastoral Support Plans (PSPs) and individual learning targets;
- All children are actively involved in the target setting and reviewing process and are encouraged to become reflective practitioners;
- All children have access to a wide range of enrichment activities, such as our extra-curricular activities and clubs; residential visits in Key Stage 2; access to outside experts e.g. artists, sports, subject specific; competitions; musical and other contributions to assemblies, concerts and the annual Eisteddfod.

Child and Parental Involvement:

We aim to work in partnership with all parents and will strive to create positive working relationships. We are aware that this partnership will have a crucial bearing on the child's educational progress. Our school values the unique knowledge and information parents provide, and recognise that the most effective provision will be made when the parents are actively involved.

The school provides information about the Additional Learning Needs Policy on the school website. This details the school's policy and practice in identification, assessment provision, monitoring and record keeping of Additional Learning Needs. The school's Additional Learning Needs policy is available to parents.

The school also recognises the important and relevant contributions which children can make in formulating plans for their own educational provisions and aims to actively involve children with Additional Learning Needs in such processes as appropriate.

Children with Special Educational Needs (SEN)

A child has Special Educational Needs (SEN) if he/she has a learning difficulty which requires special educational provision to be made. A child is said to have a learning difficulty if he or she has a significantly greater difficulty than the majority of pupils of the same age or has a disability which prevents or hinders them from making best use of the facilities normally available to pupils within the area. There are six classifications of educational difficulty recognised, namely:

- Learning;
- Sensory impairment- visual;
- Sensory impairment- hearing;
- Physical;
- Medical;
- Speech, language and communication;
- Emotional and Behavioural Difficulties (EBD).

The earlier the child's educational needs are identified, assessed and action is taken, the more responsive the child is likely to be and the more successful the outcome. To assist in the early identification of children with special educational needs the school makes use of appropriate screening and assessment mechanisms. Assessment is a continuing process and information transfers both within the school, when the child moves from one class to another and from school to school. To give specific help to children who have special educational needs, the school adopts a staged response. This approach recognises that there is a continuum of special educational needs and where necessary brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

Formal Assessment and Statementing:

The special educational needs of the vast majority of pupils will be met effectively in a mainstream school through School Action / Early Years Action and School Action Plus / Early Years Action Plus without the need for statutory assessment. However, should a child not progress satisfactorily at School Action Plus / Early Years Action Plus, outside specialists will help the school consider whether the child is likely to meet the criteria for statutory assessment by the Local Education Authority (LEA). The school, agency or the parents can make a formal request to the LEA to carry out an assessment and the authority's operational procedures will apply. The LEA will request evidence from the parents, the school (including copies of a minimum of two IDPs and Action Plans), the educational psychology service and any other agencies involved. A statutory assessment may result in the child being given a statement of special educational needs, a review of which takes place annually, in addition to the termly monitoring and reviewing of IDPs and Action Plans.

Reviewing Procedures:

All children at School Action / Early Years Action, School Action Plus / Early Years Action Plus and Statemented children are supported by IDPs and Action Plans which are reviewed termly. Parents are invited to be present at reviews and are encouraged to be actively involved in the reviewing and rewriting procedures. The views of the child are also taken into careful consideration.

Reviews of Statements of SEN take place annually in school. Pupils' and parents' views on the past year's progress and their aspirations for the future are always sought prior to these reviews.

Annual Transition Reviews for Year 6 pupils take place in the Summer Term of Year 5 to ensure advance planning for the smooth transition to KS3.

In all communication with parents and children, teachers take a realistic and sensitive approach, encouraging a partnership role and a two-way process of information sharing. Information, reporting and all interaction with the child and parent should promote positive aspects and not dwell solely on the child's problems, so as to enhance the child's self-image and boost esteem.

Opportunities and Links with the Community

Communication

The school has fully embraced new opportunities to utilise digital technology to improve links between home and school. We have again invested in Parents2Teachers-a texting service enabling us to swiftly inform all parents at the push of a button. Parentpay allows parents to make online payments and not have to worry about 'having the correct money on a Monday morning'! The website provides up to date information. Twitter is used to celebrate exciting learning at Gaer Primary. Newsletters and letters are distributed to parents.

Family Engagement

At Gaer Primary School we have enjoyed learning alongside our parents and families for a number of years. From art therapy to gardening, Indian cookery to Welsh dancing and bread making to sport skills, we create learning opportunities to suit the needs and interests of our community and deliver a fun and challenging programme for parents and children to enjoy together. We meet every Thursday afternoon and celebrate our achievements at the end of each term with an exciting and enriching event, such as our recent visit to the Riverfront to watch a red carpet screening of 'Pan'.

Our Adult Literacy (ESOL) classes for parents who are new to English have been a huge success. Supported by Miss Ali and Gemma, the parents achieved accreditations in key skills.

We have just completed a number of bespoke projects to enable parents to work learn alongside their children. 'Leaping Through Literacy' and 'Cycling Programmes' have been hugely successful.

Key to our success with engaging families is the relationships with our community. We have excellent partnerships with Communities First, Newport City Homes, The National Trust, Newport Gwent Dragons, Newport County and Harvester. Not forgetting the local shops, school suppliers and businesses associated with parents of children at our school.

Music Matters

We have worked in partnership with St Woolos Cathedral and Gwent Music to offer our children a wealth of opportunities to explore and develop musical skills and interests. We now have in excess of 160 instrumentalists at Gaer Primary. The strings project in reception was a huge success and enabled all of our 60 Reception children to learn to play the violin and cello. They celebrated their new learning at Newport Centre in a wonderful concert. A number of children successfully auditioned for the Cathedral Choir. The cathedral representatives have been extremely impressed with not just progress made but also the fantastic application of our children. Our school choir performed on a number of occasions this year. Most notably, they performed in the Newport Extravaganza in the autumn term. It has been a pleasure to see so many children enthused by these opportunities.

Urdd Eisteddfod

We are proud to enter in a range of competitions set as part of the National Urdd Eisteddfod. This year again we were extremely successful in the Weaving Competition, winning a much deserved 2nd place.

Learning Environment

Again, we have invested heavily in our learning environment. Further to visiting other primary schools and attending professional events, including Elizabeth Jarman's 'Communication Friendly Spaces' and models presented by Wingate Nursery, we have refurbished the school with a neutral and natural décor. The children are very proud of their 'new' classrooms and learning zones.

We have worked very closely with our building contractor and design time to significantly upgrade the accommodation in the main building. All rooms and most communal areas now provide fantastic spaces for our children to enjoy.

The Early Years Building has been developed to include excellent outdoor provision and ICT. The Early Years Building will be complete in time for the academic year 2016/17. Part way through the year our Year 1 and Year 2 children moved to the main building in order to allow the ASD School works to commence. It was a fantastic effort by all of the staff to set up the provision in the main building with out disrupting the children's learning.

The school has renewed its Platinum Status as an eco-friendly school and this year we again celebrated with Green Day. The children came to school in green clothes, suited for the outdoors and took responsibility for planting and improving the school grounds. We also welcomed Mary Watkins of Welsh Water on Green Day, who lead workshops about water efficiency and an assembly about her role as a VSO in Rwanda. She showed the children how resources they had donated were used by the children in their schools. The Eco Committee will plan future events for Gaer Primary School.

EYE Meeting

The excellent standard of learning and our newly decorated and refurbished environment were celebrated across the South East Wales region during our 'Early Years Event' (EYE) celebration in January 2016. Over 150 professionals from across the region visited our school following the recommendation from the Education Achievement Service (EAS). The evening was a celebration of the extraordinary quantity of hard work and professional commitment shown by our team of staff. It was also an opportunity to celebrate for one last time the infant school building that shortly after was vacated in part to allow for building works to commence

PTA

The PTA have organised a Christmas Fayre, discos, Race For Life, developed a day of Easter fun and challenges for the children, provided buses for the pantomime and bought a book for every child at Christmas. The Summer Fayre was a huge success and a fun afternoon for our families and the wider community.

This year had been full of fabulous experiences and opportunities, which the children and staff of Gaer Primary have fully embraced and enjoyed. We, very much, look forward to the new and exciting opportunities and next steps that lie in wait for Gaer Primary School.

Police Liaison

The school has worked effectively in partnership with the local police. The police liaison officers have led sessions to enable our children to become more socially aware and equipped as local citizens.

Toilet Facilities

50 pupil toilets and 3 urinals, and 9 staff toilets are available across both of the school buildings. Other than in nursery and reception children are encouraged to use the toilet facilities during break or lunch time periods.

Toilets are cleaned by the school's cleaners and cleaning contractor daily and are inspected by the site manager and contractor area supervisor.

Healthy Eating and Drinking

As a school we have worked towards Healthy School Award, Level 5. We aim to achieve this award in the next academic year 2016/17. The school council runs a 'Healthy Lunchbox' initiative and leads the development of playtime rules. Play Leaders have made a very positive impact at play times. The school uses SEAL to promote the well-being and understanding of the children to ensure they have the skills to be the best learners they can. All children are encouraged to eat a healthy morning snack and to drink water at desks. Chartwells are the catering contractors-they present a healthy menu.

Sport Provision

We enjoyed a fabulous whole school Sports Day. The four houses competed against one another, with every race making a difference to the leaders. It was wonderful to see so many mums and dads join the parent races - and even the teachers joined in!

We enjoy a wide range of sports. We have fortnightly visits from Janice, Newport Gwent Dragons and Declan from Newport County to develop rugby and football skills. The cluster Sport Development officers, Dave and Gary have developed a whole year of sporting challenges for the children, ranging through dodgeball, football, circuit training and netball. In June, Y6 set off on a residential visit to Gilwern Outdoor Centre. They took on the challenge of climbing, canoeing and caving and exceeded all their own expectations about what they can achieve together. Y4 had a fabulous 3 weeks of swimming lessons and everyone received a certificate of achievement as some learned to swim and others advanced their swimming skills and technique. We participated in both the Newport Athletics Championships and the swimming gala. Children in Years 5 and 6 competed in the cluster sports tournaments at Duffryn High School throughout the year. The children also had opportunity to learn about 'bike maintenance' and to develop their cycling skills supported by Mr Blackler.

The children have opportunities to take part in a wealth of sport after school clubs, provided by the staff and community. Football, netball, hockey, dodgeball, circuit training, cheerleading and dance for the more energetic learners.

Training Days 2015-16

Training Days - 5

1. 1.9.15 Project Planning
2. 20.7.16 (Twilights 9.9.15 Guided Group Reading SHo; 11.11.15 Mental/Written Methods of Calculation AS/JC)
3. 12.10.15 Pie Corbett Inspired Writing SHo/JP
4. 4.1.16 Project Planning; ASD Friendly Schools
5. 25.4.16 Project Planning; Learning Environment

Signed: _____

Date : _____

Mrs Hannah Berry

Chair of Governors

Appendix 1

GAER PRIMARY SCHOOL		
FINANCIAL STATEMENT FOR YEAR ENDING 31st MARCH 2016		
2014/15		2015/16
OUTTURN		OUTTURN
£	EMPLOYEES	£
437,300	Teachers	781,215
156,510	Support Staff	317,967
14,420	Caretakers	26,846
8,174	Midday Supervisors	13,657
14,479	Cleaners	28,996
	OTHER EMPLOYEE COSTS	
10,066	Supply Insurance Premium	18,919
14,431	Agency Staff	25,577
21	Lunch Time Meal Entitlement	42
0	Foreign Language Assistants	0
0	Exam Invigilators	0
708	Advertising	0
0	Interview Expenses	0
0	Misc Employee Costs	0
	ENERGY	
21,571	Gas	23,363
8,787	Electricity	13,282
0	Oil	0
54,974	CAPITATION & ICT	81,224
63,454	SCC, SEG, WEG & PDG Expenditure	92,509
	PREMISES RELATED	
662	Hire Of Facilities	673
11,520	Rates	20,124
18,513	Building Maintenance & Alarm Lines	62,253
11,199	Grounds Maintenance	10,714
4,452	Water	8,009
11,200	Building Cleaning-Contract	22,248
3,646	Refuse Collection	5,369
5,053	Misc Premises	6,215
	COMMUNICATIONS	
0	Postage/Fax/Telex	47
302	Telephones	4,495
997	TRANSPORT	1,856
0	EXAM FEES	0
3,010	EXTERNAL COURSES	5,963
32,326	CENTRAL SERVICES	70,680
	INCOME	
0	Telephones	0
-60	Lettings	0
0	Photocopying	0
-120	Music Service Income	-60
-450	Donations	-19,176
0	Miscellaneous	0
0	Sales Income	0
-19,312	Supply	-20,570
0	Exam Fees	0
0	Under/Over Banking	0
0	Interest	-241
0	Rental Income	0
0	Coaching Fees	-640
0	Energy Compensation	-3,787
0	After Schools Club	0
-151,874	Contributions to Initiatives	-257,609
735,959	TOTAL NET EXPENDITURE	1,340,161
784,251	TOTAL FUNDING	1,354,435
48,291	Current Surplus / (Deficit) for year	14,274
35,496	Previous Year's Surplus / (Deficit)	48,291
83,787	Accumulated Surplus / (Deficit) c/fwd	62,565
10.7%	Balance as % of funding	4.6%