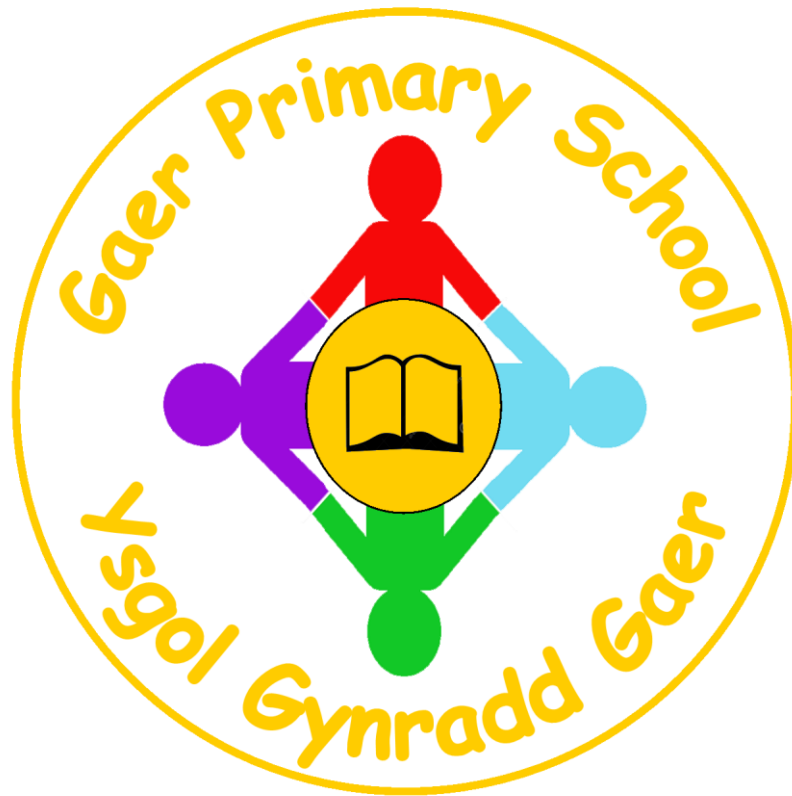


Gaer Primary School



Governor Annual Report to Parents 2016-2017

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

Contents

SECTION ONE – GOVERNORS

- 3 Letter from the Chair of Governors*
- 5 Gaer Primary School Governing Body*
- 5 Parent Governor Vacancies*
- 5 The Organisation of our Work*
- 6 Review of Policies*

SECTION TWO – SCHOOL INFORMATION

- 7 Term Dates*
- 7 Session Times*
- 7 Prospectus Changes*
- 7 School Status*
- 7 Welsh in School*

SECTION THREE – SUMMARY OF END OF PHASE OUTCOMES/LEVELS

- 8 – 10 Foundation Phase*
- Foundation Phase Outcome Indicator**
- Outcome 5+ Language Literacy and Communication**
- Outcome 6+ Language Literacy and Communication**
- Outcome 5+ Mathematical Development**
- Outcome 6+ Mathematical Development**
- Outcome 5+ Personal Social Wellbeing & Cultural Diversity**
- Outcome 6+ Personal Social Wellbeing & Cultural Diversity**

- 9 – 10 Key Stage 2*
- Core subject indicator**
- Level 4+ English**
- Level 5+ English**
- Level 4+ Mathematics**
- Level 5+ Mathematics**
- Level 4+ Science**
- Level 5+ Science**

SECTION FOUR - TARGETS

- 10 Foundation Phase Targets*
- 11 Key Stage 2 Targets*
- 11 Attendance Targets*

SECTION FIVE - WORK AND ORGANISATION OF THE SCHOOL

- 12 Attendance*
- 12-14 Improvement Plan Summary*
- 14-15 Organisation of the Curriculum*
- 15--17 Additional Learning Needs*
- 17-19 Opportunities and Links with the Community*
- 19 Toilet Facilities*
- 20 Healthy Eating and Drinking*
- 20 Sport Provision*
- 20 Training Days*
- Financial Statement (Appendix 1)*

SECTION ONE – GOVERNORS

1 Letter from the Chair of Governors

Gaer Primary School has continued to go from strength to strength following the amalgamation of the former infant and junior schools in 2014.

The academic year 2016-17 began with real excitement, as the brand new Early Years Building was completed and open ready to accommodate the school's youngest learners. During the on-going development of the new Early Years Building, the school has successfully managed to prioritise learning, importantly maintaining a very high standard.

Over the previous two years the school has worked in partnership with the local authority and the main building contractor (BAM) to ensure that the school now has 21st Century accommodation where the children can thrive. The staff worked extremely hard during the summer break to ensure that the learning environments were set up ready for the children to return at the start of the academic year. They all deserve a considerable amount of credit.

The main 'Grade 2 listed' school building has also undergone a significant refurbishment and is now a welcoming and attractive space for both the children and community. The school has focused on developing 'communication friendly' and inviting spaces. The neutral décor, natural theme and low lighting provide a calming and homely ambiance, which has made a significant difference to the learners.

The school is committed to delivering a thematic approach to learning and is continuously looking at ways to improve and raise standards. The children are wholeheartedly engaged in a wealth of learning opportunities presented to them at Gaer Primary. Rich and dynamic projects such as 'Together Stronger'; 'All Things Welsh and Wonderful' 'Call of the Wild', 'War and Peace', 'It's a Bug's Life' and 'Happily Ever After' were launched with captivating entry assemblies or inspirational visitors; they have provided exciting contexts enabling the children to thrive.

The staff have certainly gone the 'extra mile' to plan and resource memorable learning experiences for all of the children. These contexts have been widely shared on the school twitter account @GaerPrimary. The images and videos very much capture the ethos and spirit of Gaer Primary School. 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. It is important that the children influence and shape the learning. The children are also importantly challenged to question how they learn. 'Learning to learn' and understanding barriers to learning encourages children to become better at learning. Tools such as Building Learning Power, Growth Mindset and De Bono's Thinking Hats provide the children with these skills and importantly a common language for learning at the school and within the community.

Exciting new projects were planned for in preparation for the 'new curriculum'. In Year 1 the Expressive Arts 'Wedding Project' was an overwhelming success. The context captured the imagination of both the children and the community. Parents joined their children in class on a Thursday afternoon to work collaboratively towards the wedding preparation. The wedding ceremony took place in April at St Martin's Church and was photographed by Colorfoto. Each child received a 'wedding album', which captured the project and will serve as a fond memory for years to come. Community participation is a core value at the school. It is a pleasure to see parents engaging in learning activities alongside the children.

Gaer Primary School is also delighted to have been extensively involved in the joint Cathedral and schools Noyes Fludde Project. They are thrilled that they were able to also work in partnership with community artist Patricia Clifford to create the props for the concert, which was held in June at St Woolos Cathedral. The school has successfully applied to become a Lead Creative Practitioner School and will now receive funding from the Arts Council of Wales to undertake a creative community project.

The project will be much influenced by the children and engage partners across Wales to create memorable learning opportunities.

The school is continuously expanding, developing and fine tuning its Family Learning Programme which offers parents and grandparents the opportunity to work alongside their children at the school both learning and often sharing valuable skills. The school currently works with numerous families weekly and this ranges from arts and crafts to physical literacy and from cookery to outdoor learning. The input from the families in community projects is fundamental to a seamless working relationship with the local and wider community. Bespoke FACE programmes such as 'Leaping Through Literacy' and 'Physical Literacy Cycling' have provided fantastic opportunities. Also 'Parent Partnerships', a project with parents of nursery children; and a 'Growing Together' grant funded cluster project show the commitment to engage collaboratively with parents and the wider community.

Health and Wellbeing, another strand of the new curriculum, is a significant focus for the primary school. Have achieved a Healthy Schools Phase 4 Award, the school is now working towards achieving Phase 5. The school is delivering a 'Phunky Foods' project with Year 2 pupils and has worked in partnership with Gemma Mitchell from 'Physagogy' to create bespoke planning across the school for physical education. They are currently developing orienteering courses within the extensive school grounds and engaging the children in planning 'Daily Mile' courses. 'Forest Schools' is also a feature of school life and another contributing factor in developing a healthy mind. The children very much enjoy visiting the woodland environment to learn new skills.

Sporting successes have added to the positive whole school ethos at Gaer Primary. The boys and girls football teams have returned to school with winning trophies. The School Ambassadors have worked in collaboration with Logogogo to design a brand new football kit. The School Ambassadors have also been busy working with the community to promote safe parking at the school. Every morning they can be seen wearing their fluorescent 'Ambassador Jackets' talking to parents and encouraging safe practices. New 'Safe Parking' banners are now fitted to the school railings following a 'Safe Parking Campaign' led by the Ambassadors, which included a whole school poster competition.

Science and Technology is at the forefront of the learning too. The school has made a significant investment in ICT and the children are now able to learn collaboratively in safe digital environments through Hwb. The Year 6 children have been successfully creating writing in collaboration with Tavernspite Primary School in Pembrokeshire. New Apple Macbooks have been popular with the children and have allowed them to develop their video editing skills with real success. Events such as 'Digital Competency Framework (DCF) Weeks' have enabled the teachers to plan engaging ICT lessons. In Year 6 the children conducted their own 'Auction' across a week.

Science has captured the enthusiasm of the children. The Year 5 children have been part of a collaborative cluster science project. The children have been inspired by visits from Antony Ginman a polar explorer. The context for learning about science has made the science exciting, very real and most certainly memorable.

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.

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 in 2017-18. Thank you for your continued support of our school.

Chairperson,

Mrs Hannah Berry

2 Gaer Primary School Governing Body

Chairperson: Mrs Hannah Berry
 17 Chaffinch Way
 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 review timetable to ensure policies are reviewed and updated where necessary.

SECTION TWO – SCHOOL INFORMATION

1 Term Dates

For the academic year 2016/17 term dates for pupils are 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

For the academic year 2017/18 term dates for pupils are as follows:-

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	4 Sep 2017	30 Oct 2017	3 Nov 2017	22 Dec 2017
Spring	8 Jan 2018	19 Feb 2018	23 Feb 2018	29 Mar 2018
Summer	16 Apr 2018	28 May 2018	1 Jun 2018	24 Jul 2018

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 12.40 p.m. and 1.30 p.m. Key Stage 2. A 15 minute break is taken at 10.15am 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 PHASE OUTCOMES/LEVELS (A more detailed commentary is available on request)

8 – 10 Foundation Phase Teacher Assessment Outcomes 2016-17

Percentage of pupils achieving outcome 5+

	School Data						Comparative Data					
	Pupils	2017 Boys	Girls	Pupils	2016 Boys	Girls	2017 Newport			2017 Wales		
							Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	90	80	100	89	87	93	90	87	94	88	85	92
Mathematical Development	93	87	100	91	87	96	91	89	93	90	88	92
Personal and Social Development	100	100	100	96	93	100	95	92	97	95	92	97
Foundation Phase Indicator	90	80	100	89	87	93	89	86	93	87	84	91

Percentage of pupils achieving outcome 6+

	School Data						Comparative Data					
	Pupils	2017 Boys	Girls	Pupils	2016 Boys	Girls	2017 Newport			2017 Wales		
							Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	40	33	46	26	20	33	43	39	47	38	32	45
Mathematical Development	38	33	43	21	23	19	40	40	39	39	38	39
Personal and Social Development	52	43	61	54	40	70	64	54	74	61	53	71
Foundation Phase Indicator*	31	23	39	16	17	15	32	30	35			

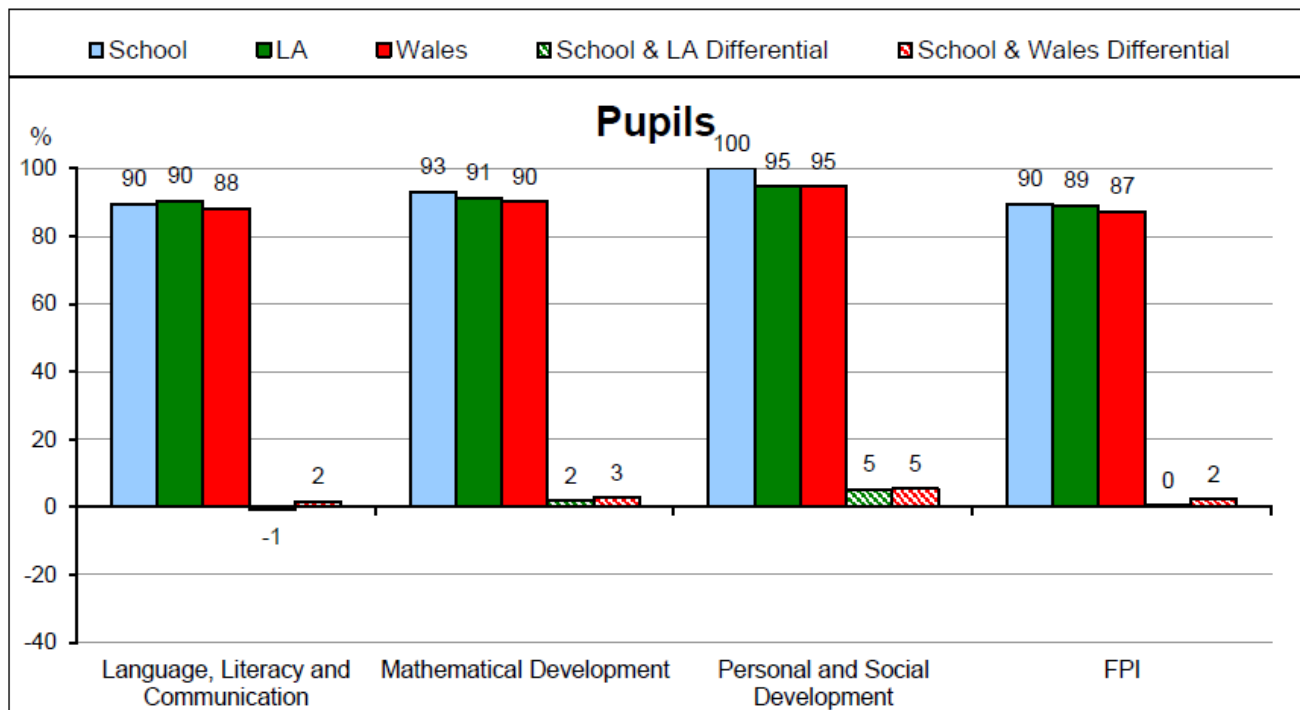
* Achieving Outcome 6 in all of LLC, MD and PSD

* LLC in English for LA and Wales.

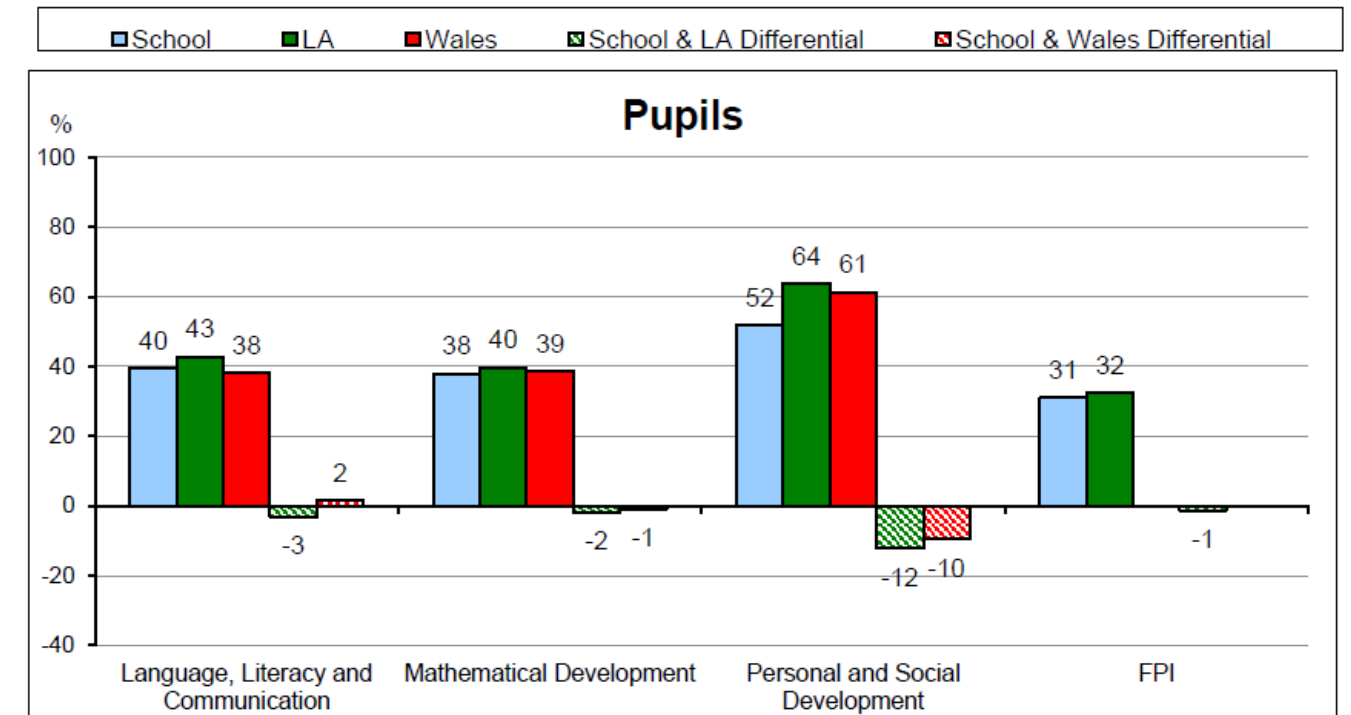
Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

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

Foundation Phase subjects: Outcome 5+



Foundation Phase subjects: Outcome 6+



9-10 KS2 Teacher Assessment Levels 2016-17

Key Stage 2 Teacher Assessments Summary

Core subjects and CSI

Pupils achieve the CSI 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					
	2017			2016			2017 Newport			2017 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	96	90	100	82	69	100	86	82	91	81	76	86
English	100	100	100	80	69	94	93	92	94	91	89	94
Mathematics	91	90	92	77	69	89	92	91	93	92	90	93
Science	100	100	100	82	73	94	93	92	95	92	91	94
CSI	91	90	92	70	58	89	90	88	92	90	87	92
Reading, Writing and Mathematics	91	90	92	73	62	89	87	84	89	85	81	89

Percentage of pupils achieving level 5+

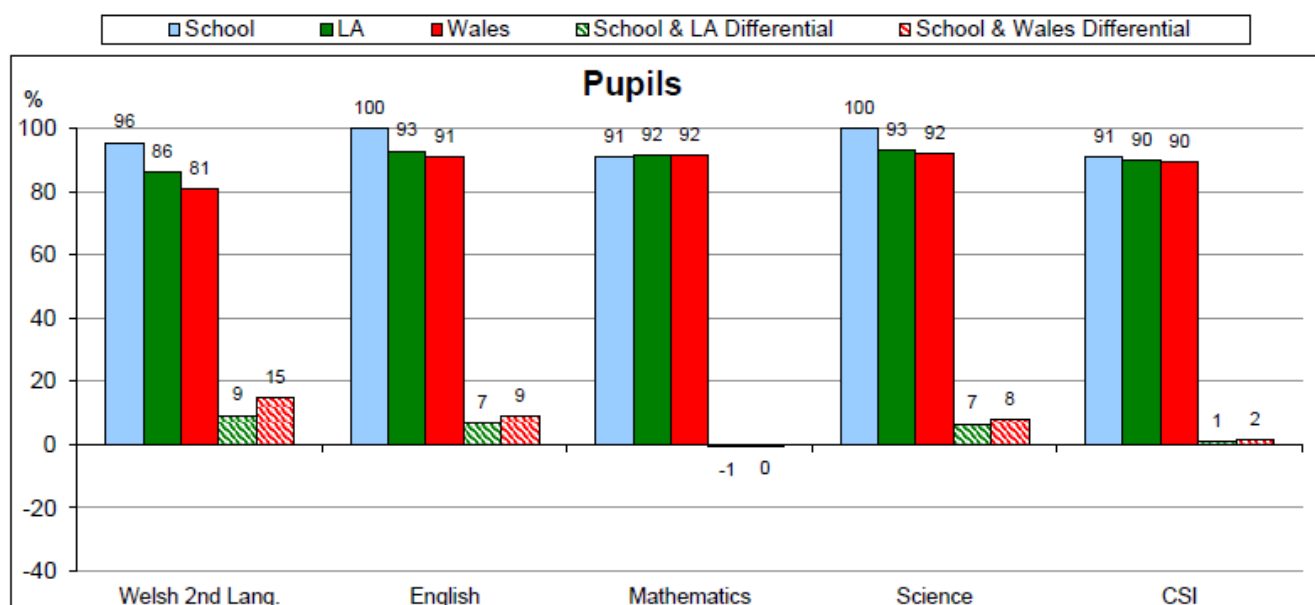
	School Data						Comparative Data					
	2017			2016			2017 Newport			2017 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	46	45	46	30	15	50	39	32	46	26	20	33
English	41	45	38	23	8	44	51	46	56	45	38	51
Mathematics	41	45	38	23	15	33	51	51	52	47	47	47
Science	50	50	50	39	31	50	55	53	57	46	44	49
English, Mathematics and Science*	39	45	35	16	4	33	43	41	45			
Reading, Writing and Mathematics	24	20	27	14	0	33	37	31	42			

* Achieving level 5 or higher in each of English/Welsh First Language, mathematics and science

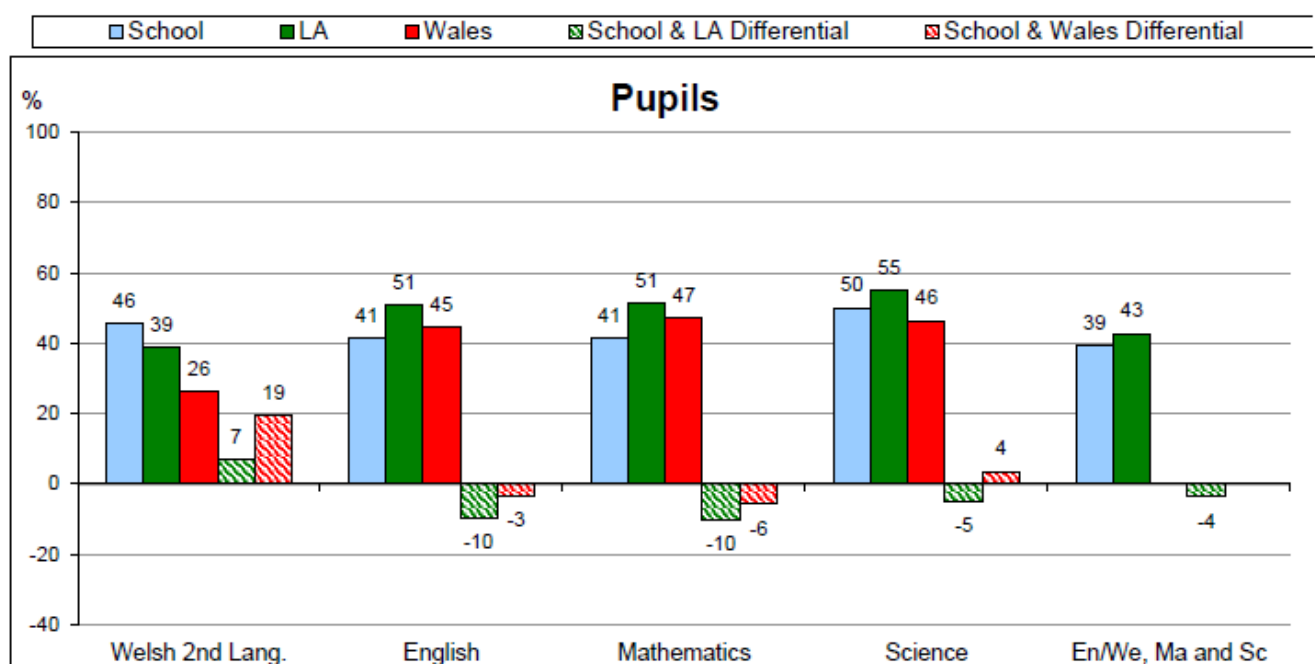
Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

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 2017-18

Foundation Phase targets 2017-18

Key Stage 2 targets 2017-18

Attendance targets 2017-18

Foundation Phase Targets

	Foundation Phase Indicator O5+	LLC Outcome 5+	MD Outcome 5+	PSD Outcome 5+
Boys	86%	86%	100%	100%

Girls	95%	95%	95%	97%
All Pupils	92%	92%	97%	98%
	Foundation Phase Indicator O6	LLC Outcome 6	MD Outcome 6	PSD Outcome 6
Boys	32%	35%	36%	55%
Girls	35%	35%	38%	73%
All Pupils	34%	36%	37%	66%

KS2 Targets **Excluding** Learning Resource Base Data

	Core Subject Indicator L4+	English L4+	Maths L4+	Science L4+
Boys	93%	93%	93%	93%
Girls	91%	96%	96%	100%
All Pupils	92%	94%	94%	96%
	Core Subject Indicator L5+	English L5+	Maths L5+	Science L5+
Boys	37%	44%	48%	56%
Girls	39%	48%	43%	48%
All Pupils	38%	46%	46%	52%

KS2 Targets **Including** Learning Resource Base Data

	Core Subject Indicator L4+	English L4+	Maths L4+	Science L4+
Boys	83%	83%	83%	83%
Girls	84%	88%	88%	92%
All Pupils	84%	85%	85%	87%
	Core Subject Indicator L5+	English L5+	Maths L5+	Science L5+
Boys	33%	40%	43%	50%
Girls	36%	44%	40%	44%
All Pupils	35%	42%	42%	47%

Attendance targets 2017-18

	Academic Year 2017-18
Attendance (%)	94.9%
Unauthorised Absence (%)	1.9%
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 2016-17

The percentage of pupil attendance 2015-16 was 95% Attendance, 4% Auth Abs, 1% Un Auth Abs

Target: The target for 2016-17 was to improve to 94.8% 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 2016-17

Priority Outcome 1:

Raise Standards in Literacy

To reduce the gap in attainment between eFSM/non-eFSM learners in English L4+ to <33% in 2016-17

To reduce the gap in attainment between eFSM/non-eFSM learners in English L5+ to <30% in 2016-17

To reduce the gap in attainment between eFSM/non-eFSM learners in LLC O5+ to <4% in 2016-17

To reduce the gap in attainment between eFSM/non-eFSM learners in LLC O6+ to <12% in 2016-17

L5+% writing and oracy to be in line with reading in 2016-17

To reduce the gap in attainment of boys/girls english at L4+ to <29%

To reduce the gap in attainment of boys/girls LLC at O6+ to <14% To reduce the gender gap at L5+ in

English to <36% in 2016-17

All staff are secure in effective Benchmarking further to twilight training-SHo

EAS Reading Test Question templates to be used effectively in years 2-6 and evidenced in books

All staff are secure in GGR best practice further to twilight training SHo

Staff observe SHo GGR demonstration lessons to further develop skill set

All classes have a GGR activity book and carousel of relevant activities

SMT planning scrutinies detail that 100% of GGR records detail higher order reading objectives

GGR sessions utilise ICT to further engage boys in reading

100% of pupils identified for intervention programmes make good progress

MAT groups are identified and challenged to fulfil potential

National Reading Test Diagnostic Tool is used to inform planning

Priority Outcome 2:

Raise Standards in Numeracy

Improved maths attainment further to Training; Written Methods of Calculation training and AfL training

To reduce the gender gap in attainment in maths at L4+ to <20%

To reduce the gender gap in attainment in maths at L5+ to <22%

To reduce the gap in attainment between eFSM and non-FSM at L4+ in maths to <18%

To reduce the gap in attainment between eFSM and non-FSM at L5+ in maths to <30%

To reduce the gap in attainment between eFSM and non-FSM at O5+ in MD to <4%
 To reduce the gap in attainment between eFSM and non-FSM at O6+ in MD to <26%
 To reduce the gap in performance between LLC and MD at attaining O6+ to <4%
 Book Scrutiny in Autumn 2016 evidence that numeracy across the curriculum is being delivered effectively in 100% classes
 100% of pupils identified for maths catch up make good progress
 MAT pupils are identified and challenged to succeed
 National Procedural and Reasoning Test Diagnostic Tool is used effectively to identify strengths/areas for development and to inform teaching and learning

Priority Outcome 3:

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

1. To embed SEAL
2. To introduce ELSA intervention
3. To provide Drama Counselling / Therapy for vulnerable children
4. To create digital/levelled PSE Portfolios (FP)
5. To improve outdoor Playground play provision
6. To improve attendance levels-Callio Model
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 2 of working towards Phase 5)
10. Embed IDPs; One Page Profile and new format for ALN Files
11. To further develop our 'Family Learning Project'
12. Improve transition cross phase as part of 'Seamless Pathways Project'

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 Engagement Programmes' (Family Learning; ESOL; Bespoke Physical Literacy)

Priority Outcome 5:

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

1. Improved accommodation/resources for the school community-staff room; ALN Rooms; community room
2. To create an excellent environment in the new Early Years Block
3. To liaise with STEP/MC to further develop ICT vision
4. To update annual policies and upload to website
5. To develop the role of the GB
6. To develop a self-evaluation timetable and to publish in readiness for Autumn 2016
7. Surveying stakeholders regarding community engagement projects
8. Establishing rich meaningful projects, which allow for rich opportunities to apply LNF skills
9. To raise standards in PE/Physical Literacy across the school
10. Further develop Performance Management and the Role of SMT

11. To develop SIMS as an assessment tool and database to include national tests/TAs/Targets/Alfie/PMs
12. To improve Transition 2/3 and 6/7
13. Develop strategy for observing good practice externally and internally
14. Raise standards in bilingualism across the school
15. Conducting learning conferences HT with all teachers to discuss performance of target children
16. Embed LNF individual pupil tracking system
17. To further develop Family Learning Programme
18. To embed 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 School, 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. We are also implementing the Digital Competency Framework and piloting areas of 'The Proposed New Curriculum'.

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 pupil 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 'Together Stronger'; 'All Things Welsh and Wonderful' 'Call of the Wild', 'War and Peace', 'It's a Bug's Life', 'Happily Ever After' 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. This year we also introduced 'Growth Mindset'

Key themes for learning are:

- Project Learning is monitored regularly by the Headteacher and Senior Management Team
- 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 used to assess pupils on entry to Nursery and Reception, were introduced in Year 1
- KS2 staff were involved in cross phase moderation sessions in English, Maths, Science and Welsh.
- KS2 staff were involved in producing Learner profiles for English, Maths, Science and Welsh Second Language. These were successfully moderated with the John Frost Cluster
- Year 2 staff were involved in producing Learner profiles for LLC, MD and PSD. These were successfully moderated with the John Frost Cluster
- Staff are observed teaching each term by the Head Teacher / Senior Management Team. Governor representatives accompany staff to some lessons. The focus for 2016-17 was:-
 - ✓ w/c 14.11.16 Welsh Across the Curriculum
 - ✓ w/c 13.02.17 PE/Physical Literacy
 - ✓ w/c 12.06.17 ICT/DCF 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. A Parent Forum has been established to discuss school and community issues.

Family Engagement

At Gaer Primary School we have enjoyed learning alongside our parents and families for a number of years. In 2016/17 we made a particular effort to not only offer bespoke initiatives but to involve parents in learning alongside their children in class. The Year 1 'Expressive Arts' Wedding Project was a huge success. Parents and Grandparents worked alongside the children on Thursday afternoons making preparations for the wedding. The ceremony day was a huge success and memorable for all involved.

Also this year we introduced Parent Partnership in Nursery, which allowed our parents to gain an insight into strategies used in school to help the children build the foundations for learning. In Reception we delivered a very exciting and engaging 'Growing Together' morning. This was very well attended. Parents were fully immersed in a diverse range of well-planned workshops, which demonstrated strategies used to help the children learn.

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. The strings project in Reception and Year 1 was again a huge success and enabled all of our 120 Reception and Year 1 children to learn to play the violin and cello. They celebrated their learning at Newport Centre in a wonderful concert and were invited to perform at the Royal Symphony Hall, Birmingham.

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 partnership with the cathedral allowed us to perform in the 'Noye's Fludde' concert in the summer term. Our Year 5 children were a huge credit to us all. 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 and won a staggering nine 1st place awards. This is a huge achievement for our children.

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 new Early Years Building. It has been developed to include excellent outdoor provision and ICT. The environment has been recognised as excellent and we have subsequently hosted a number of schools to share our journey. It was a fantastic effort by all of the staff to set up the provision in the new building, allowing the children to start school in September in a vibrant and engaging early years setting.

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 led 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 May 2017. This was our second EYE meeting since our amalgamation. We not only showcased the learning environment but also children's books and planning. Some pupils also stayed for the event to talk to our guests and they made a hugely positive impression. Over 130 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 the achievements of both our Foundation Phase and Key Stage 2 departments.

PTA

The PTA have been extremely hard-working and organised a Summer Fayre, Christmas Fayre, discos, Race For Life, provided buses for the pantomime and bought a book for every child at Christmas. The events have been a huge success and provided fun opportunities for our children, families and the wider community.

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

Toilets:

46 pupil toilets
1 pupil disabled toilet
2 pupil urinals
6 adult toilets
1 urinal

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 daily and are inspected by the site manager and Headteacher.

Healthy Eating and Drinking

As a school we have worked towards Healthy School Award, Level 5. We aim to achieve this award in the Autumn Term 2017/18. 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 our catering contractors-they present a healthy menu.

Sport Provision

We enjoyed a fabulous 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.

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. In July, 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. Children in Years 5 and 6 competed in the cluster sports tournaments at John Frost School throughout the year.

It was a pleasure to unveil our new football kit. The school Ambassadors worked alongside Logogogo to design the kit after visiting Dragon Park, Spytty. It was wonderful for both our Y5/6 girls and boys teams to win the USW Inter School Football Tournaments.

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, multiskills and dance for the more energetic learners.

Training Days 2016-17

Training Days - 5

1.9.16. Project Planning; Early Years Block Development

2.9.16 PE/Physical Literacy Gemma Mitchell/SD/RB

3.1.17 Project Planning

4 x Twilights in lieu for Thursday 20th and Friday 21st July

14.09.16 Guided Reading

09.11.16 PE/Physical Literacy

30.11.16 PE/Physical Literacy

28.06.17 National Test Diagnostic Tools and Summary Reports

Signed: _____

Date : _____

Mrs Hannah Berry

Chair of Governors

Appendix 1

Gaer Primary		
Financial Statement for Year Ending 31st March 2017		
2015/16		2016/17
Outturn		Outturn
£	Employees	£
781,215	Teachers	855,716
317,967	Support Staff	343,471
26,846	Caretakers	27,149
13,657	Midday Supervisors	14,416
28,996	Cleaners	38,048
Other Employee Costs		
18,919	Supply Insurance Premium	16,559
25,577	Agency Staff	36,556
42	Lunch Time Meal Entitlement	8
0	Foreign Language Assistants	0
0	Exam Invigilators	0
0	Advertising	0
0	Interview Expenses	0
0	Misc Employee Costs	0
Energy		
23,363	Gas	17,335
13,282	Electricity	17,347
0	Oil	0
81,224	Capitation and ICT	88,933
92,509	SCC, EIG and PDG Expenditure	116,876
Premises Related		
673	Hire of Facilities	673
20,124	Rates	15,431
62,253	Building Maintenance and Alarm Lines	35,693
10,714	Grounds Maintenance	13,394
8,009	Water	10,659
22,248	Building Cleaning Contract	9,720
5,369	Refuse Collection	4,199
6,215	Miscellaneous Premises	4,911
Communications		
47	Postage/Fax/Telex	86
4,495	Telephones	5,246
Transport		
0	Vehicle Maintenance	0
1,815	Vehicle Hire	500
22	Car Allowance	0
18	Travel Expenses	0
0	Exam Fees	0
External Courses		
5,963	School Funded Training	6,575
0	Sixth Form	0
70,680	Central Services	72,159
Income		
0	Lettings	0
0	Sales Income	0
-60	Music Service Income	-3,401
-19,176	Donations	-845
0	Miscellaneous	-2,518
-20,570	Supply	-19,420
0	Exam Fees	0
-241	Interest	-307
0	Rental Income	0
-160,816	EIG	-150,904
-63,600	PDG/EYPDG	-84,850
-3,787	Energy Compensation	-3,787
-640	Coaching Fees	0
-33,193	Other Grant and Contributions	-51,340
0	After Schools Club	0
1,340,161	Total Net Expenditure	1,434,289
1,354,435	Total Funding	1,432,102
14,274	Current Surplus / Deficit for Year	-2,187
48,291	Previous Year's Surplus / Deficit	62,565
62,565	Accumulated Surplus / Deficit c/fwd	60,378
4.62%	Balance as % of Funding	4.22%