

Information for Ofsted Inspectors for School Website 2014-15

Organisation of Classes

Year Group	Number
Reception	11
Y1	4
Y2	15
Y3	12
Y4	10
Y5	13
Y6	11
Total	76

Name of teachers	Class Name	Composition at 8.9.14	Class Size
Mrs. Muir	Class 1	11R 4 Y1 1 Y2	16
Mrs. Riley	Class 2	14 Y2 2 Y3	16
Mr. Martin	Class 3	10 Y3 10 Y4	20
Mrs. Kidd	Class 4	13 Y5 11 Y6	24
		Total 76	

Time Table for Gainford CE

8.55	Registration 8.55-9.05	9.05-9.20	9.20-10.20	MORNING BREAK	10.35-12.00	LUNCHTIME	12.55-2.15	AFTERNOON BREAK	2.30-3.00	3.00-3.30			
Monday		Assembly											
Tuesday													
Wednesday													
Thursday													
Friday													

Planned Use of Pupil Premium Funding 2014-15

Uses of £20800 Pupil Premium Funding		IMPACT AT MARCH 2015
£5 hour TA time per week dedicated to Ever FSM Children (September to September)	£4914	These intervention and support sessions have enabled Ever FSM pupils to make more progress than they would have without this focussed support. The most successful interventions have been Lexia and Fresh Start Read Write Inc but there has also been focussed support in other areas of literacy and numeracy. This helps to close the gap.
Release DHT for Leadership time ½ day per week – to include Booster Sessions with Ever FSM Pupils	£3765	The deputy head is a good/outstanding teacher and her focussed work on areas that children are finding difficult helps to take these children forward and to narrow the gap.
Provide Ever FSM children with £325 (April to April) for free /reduced trips or clubs (£108.33 for Y6 pupils)	Y6's X4 = £108.33 X 4 = £433.32 R to Y5 X 17 = £325 X 17 = £5525 Total = £5958.33	This money allows less well - off families to be better included in the life of the school. For example they can access before and after school care; school trips as well as funding school uniform, milk and violin tuition. This inclusion promotes good attendance and helps to narrow the gap
PSA for ½ a day per week	£3000	The PSA is able to work with any families but she is specifically targeted at providing advice and guidance for the families of Ever FSM children.
6 X ipads to be used predominately by targeted group	Approx £3000	These ipads benefit all children but enables Ever FSM children to have better access to technology that can be used to narrow the gap.
Contingency	£163	
	£20800	

Planned Use of PE Premium 2014-15

We are expecting to receive of £8410 ring-fenced 'PE' Premium funding from Central Government. The plan for the use of these funds is outlined below.

Uses of £8410 PE Premium Funding
£2500 for CPD / Coaching SLA via Norah Loftus and George Richardson (LA)
£1800 for 2, PE related clubs each week all year as part of Gainford Extra

Time Club
£1800 for transport to sporting events
£200 to release PE co-ordinator to teach model lessons in other classes
£50 to affiliate to football league
£500 for coaching for football team
*£1000 to be agreed.
£560 contingency for other PE-related activities

Curriculum

Details of the school's curriculum, content and approach, by academic year and by subject (including details of GCSE options and other qualifications offered at Key Stage 4 (for secondary schools) and approach to phonic and reading schemes (for primary schools)

The school's curriculum provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences which contribute well to the pupils' development and well-being. The curriculum is adjusted effectively to meet the needs of the range of pupils taught in the school. The school follows the curriculum as set out in the National Curriculum orders, for children of the age range 5 to 11 years and this is differentiated for individual needs. This curriculum is taught through a combination of a subject-based and a thematic approach. Our Reception children follow the Early Years Foundation Stage Curriculum.

The new National Curriculum was implemented for 1st September 2014

Approach to Phonics and Reading

Reading is developed using a combination of strategies. The Read Write Inc., a synthetic phonics programme, is used and this incorporates reading, writing and spelling. The Letters and Sounds programme is also used to enhance phonics knowledge as well as Action Words for the development of sight vocabulary. The Action Word programme encourages children to use phonic knowledge and sight vocabulary to aid reading development. This approach appeals to all types of learners (kinaesthetic, auditory and visual).

A phonics-based approach to reading concentrates on teaching children the relationships between written letters and spoken sounds.

Children learn that words are made up of sounds (phonemes) and that there is a direct link between written words and spoken words. This is called phonemic awareness, and it is one of the most important early reading skills.

In the EYFS and throughout Key Stage 1 and into Stage 2 for those pupils requiring it, one or more reading schemes are used to help teach children to read. (Oxford Reading Tree and Ginn as well as Rigby Reading books for group reading

A reading scheme is a collection of lots of books that are finely graded to support children's gradual learning. The books are often specially written to teach particular words or reading skills. The careful structure of most reading schemes encourages children's progress towards reading independence.

Other reading strategies that are used in school include :

- Shared Reading - this is teacher lead and involves the teacher sharing texts or teacher and class reading together
- Guided Reading-this involves the teacher, or sometimes a teaching assistant, working with a smaller group of about six children and allows for differentiation of ability groups
- One-to-One reading
- Independent reading
- Library Time
- Reading for enjoyment- free choice reading
- Read -to- me- therapy dog for reluctant readers

A rigorous assessment programme is used to ensure children are making at expected or better progress and differentiated groupings are adapted to meet the needs of each individual child.

At the end of Year 1 a statutory Phonic Screening test is administered to Year 1 pupils and any Year 2 child who didn't meet the required standard in the previous year.

Admission Arrangements

Where applicable, details or links to the school's admission arrangements, including the selection and oversubscription criteria, published admission number and the school's process for applications through the local authority.

Pupils are admitted to the school in one intake in the September of the year of which their 5th Birthday falls.

ADMISSION TO COMMUNITY AND VOLUNTARY CONTROLLED INFANT, JUNIOR AND PRIMARY SCHOOLS

Oversubscription Criteria:

If more children want a place than there are places available, we will offer places according to the following criteria, strictly in order of priority:

i. Children who are 'looked after' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order*. A looked after child is a child who is, at the time of making an application to a school, (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

ii. Medical Reasons

Pupils with very exceptional medical factors directly related to school placement.

iii. Sibling Links

Pupils who have a sibling** already attending the school and who is expected to be on roll at the school at the time of admission.

iv. Distance

Pupils who live nearest the preferred school measured by the shortest walking route***. This will be based on the parents' address. Where the last place to be allocated would mean that a multiple birth sibling group i.e. twins, triplets or other multiple birth sibling groups, would be split, the sibling group will be given priority over other children.

* An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

** Sibling is defined as children who live as brother or sister in the same house, including natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, step brothers or sisters and children of the parent/carer's partner. Some schools give priority to siblings of pupils attending another community and voluntary controlled school with which they have close links (for example, schools on the same site). Where this is the case, details will be published in the Local Authority's Admissions Brochure.

*** The LA uses a Geographic Information System (GIS) to measure the shortest walking route. The shortest walking routes are measured from the nearest entrance to a house (e.g. front gate) or flats (e.g. front door of the main building) to the nearest school entrance.

Promoting British Values at Gainford CE Primary School

The Department for Education state that there is a need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At Gainford CE Primary School these values are reinforced regularly and in the following ways.

Children are nurtured on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Democracy

Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council and regular questionnaires. The elections of the School Council members and House Captains are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has school rules which are deeply embedded in our work every day. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety, P.S.H.E. lessons and SEAL. Whether it is through choice of challenge; of how they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices.

Mutual Respect:

The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of Respect at Gainford CE Primary School underpins our work every day both in and out of the classroom.

Tolerance of Those With Different Faiths And Beliefs

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Gainford CE Primary School enhances pupils understanding of different faiths and beliefs through religious education studies; P.S.H.E. work; occasional visits to other schools in different settings, through celebrations such as Chinese New Year and by welcoming visitors from other nations that are not predominately white British.

Details of the schools policies on behaviour, charging and SEN and disability provision.

Behaviour policy

http://www.gainfordceschool.org.uk/schoolpolicies/non_curr_pol/Behaviour%20and%20Code%20of%20Conduct%20Policy.pdf

SEND information for parents:-

http://www.gainfordceschool.org.uk/SEN/sen_contents.shtml

SEN Policy:-

http://www.gainfordceschool.org.uk/schoolpolicies/non_curr_pol/SEN%20POLICY%202014.pdf

Disability Scheme

http://www.gainfordceschool.org.uk/schoolpolicies/non_curr_pol/Gainford%20CE%20disability%20equality%20scheme%202010%20.pdf

This scheme is currently being revised

Other school policies can be found on the school website at

<http://www.gainfordceschool.org.uk/>

Charging Policy September 2014

It is an aim to ensure that the core curriculum for pupils at this school is free of charge but there are instances when a payment or voluntary contribution may be requested.

School Meals

Nutritionally balanced school meals cost £1.95 per day for juniors and are free for infants at the time of writing. The school meal provider is Taylor Shaw. Payment for meals, in full, on a Monday would be appreciated. Money should be put in an envelope marked clearly with the child's name and amount of money enclosed. Payment may be made by cheque if this is more convenient (made payable to D.C.C.). Payment for full terms can be arranged with the school secretary.

Should you be in receipt of Child Tax Credits, Job Seekers Allowance or Income Support it will entitle your child to a free school meal and you should see the secretary to complete the necessary forms. Your receipt of Working Tax Credit does not entitle your child to a free school meal.

Residential visits

The full charge shall be levied for residential visits unless a discount is available, for example with a Local Authority Centre.

Non-residential educational activities taking place during school hours (Visits or sometimes visiting theatre groups)

In accordance with the L.A. Policy on charging the school will invite parents to make a voluntary contribution up to the average cost per child of the activity. No child will be excluded from any activity because his/her parents have not made such a contribution towards the cost. However the school reserves the right to cancel any proposed activity for which it feels unable to bear the discrepancy between contributions made and actual costs. In that event all monies received will be refunded

Extended Activities outside school hours

These will be charged for at the full economic rate.

Durham Music Service

The Durham Music Service charges for violin tuition – the school makes a contribution to the costs for pupils who are eligible for free school meals.

Swimming

The school does not charge for Swimming tuition during curricular time.

Links to the school's Ofsted reports and DfE Performance Tables and details of the schools latest Key Stage 2 and/or Key Stage 4 attainment and progress measures as presented in the School Performance Tables.

Link to latest Ofsted Report:-

http://www.gainfordceschool.org.uk/church_ofsted_reports/OFSTEDREPORTSEPT2010GainfordChurchofEnglandPrimarySchoolV10publishedreport.pdf

School Performance Tables:-

http://www.bbc.co.uk/news/special/education/school_tables/primary/11/html/840.stm

End of R July 2014

Number in cohort	4
Number reaching a 'good level' of attainment	2 (50%)
Number making a good rate of progress	4
Average EYFS point score	30.3

- This was a small cohort (all boys) all starting school at a level somewhat behind what might be expected nationally.

Phonics Screening Y1 July 2014

Number in cohort	15
Number taking test	14
% of cohort 'passing'	73%

End of Y2 Assessments July 2014

	KS1 2b+ Re		KS1 2b+ Wr		KS1 2b+ Ma	
<i>Note 13 children at target setting, 14 at end of year</i>	Target All %	Achieved All %	Target All %	Achieved All %	Target All %	Achieved All %
	77	79	70	57	77	77
		92 without a statement		85 with no statement		92 with no statement
<i>Note -2 children</i>	Target Ever FSM%	Achieved Ever FSM %	Target Ever FSM%	Achieved Ever FSM %	Target Ever FSM%	Achieved Ever FSM %
	50	50	50	50	50	50
<i>Note – 1 child</i>	Target Existing FSM%	Achieved Existing FSM	Target Existing FSM%	Achieved Existing FSM	Target Existing FSM%	Achieved Existing FSM
	100	100	100	100	100	100
	KS1 L3+ Re		KS1 L3+ Wr		KS1 L3+ Ma	
<i>Note 13 children at target setting, 14 at end of year</i>	31	29	23	8	23	25
<i>Note 1 Child</i>	100	100	100	0	100	100

- Y2 data indicate that targets were broadly met with the exception of writing. If the 2 pupils with a Statement of Special need are excluded from the data, the results are much more favourable but writing must remain an area for development

End of Y6 Assessments July 2014

	Y6 L4+ Re		Y6 SPAG L4+		Y6 L4+ Wr		Y6 L4+ Ma		Y6 L4+ Reading, Writing and Maths	
	Target All %	Achieved All %	Target All %	Achieved All %	Target All %	Achieved All %	Target All %	Achieved All %	Target All %	Achieved All %
18 Children in Cohort	94	94 SATS 94 TA	94	89 SATs	89	SATS – NA 83 - TA	94	78 SATs 83 TA	83	61
Ever FSM (5 children)	80	60 SATs	80	80	80	60 - TA	80	80 TA	80	60
	Y6 L4b+ Re		Y6 SPAG L4b+		Y6 L4b+ Wr		Y6 L4b+ Ma		Y6 L4b+ Reading, Writing and Maths	
18 Children in Cohort	94	94 SATs 67 TA	NA	89 SATs	89	SATS – NA 67 - TA	94	83 SATs		50
Ever FSM (5 children)	60	60 SATs 60 TA	80	80	60	40 - TA	60	80 – SATs 60 - TA		40
	Y6 L5+ Re		Y6 SPAG L5+		Y6 L5+ Wr		Y6 L5+ Ma		Y6 L5+ Reading, Writing and Maths	
18 Children in Cohort	33	44 SATs 28 TA	33	55 SATs	22	17 TA	28	17 SATs	22	20
Ever	20	40 SATs	20	60 SATs	20	20	40	20 SATS	20	20

FSM (5 children)		20 TA						40TA		
	Y6 L6 Re		Y6 SPAG L6		Y6 L6 Wr		Y6 L6 Ma		Y6 L6 Reading, Writing and Maths	
18 Children in Cohort		0		11				6		
Ever FSM (5 children)		0		0				0		

Vision Statement for Gainford CE Primary School

Learning Together on Life's Journey

Aim

To provide a safe, welcoming and happy Christian school, set within both the local and global community where academic potential is fulfilled and positive values are nurtured.

A statement of the schools ethos and values.

Recognising its historic foundation, Gainford C of E Primary will preserve and develop the religious character in accordance with the principles of the Church at parish and diocesan level.

The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.

Gainford CE welcomes all, and reveres and respects all members of the diverse community as individuals who are known and loved by God.

Mission

The school aims to serve the communities of which it is a part,

- a). by exciting a sense of wonder at the world;
- b). by developing intellectual curiosity about the sum of human knowledge and experience;
- c). by encouraging all pupils to excel in as many areas of life as possible;
- d). by stimulating an awareness and understanding of the Christian story, particularly as it is focused in the life of Jesus Christ;
- e). by being a community in which relationships of trust and forgiveness are expected of all.

In all these ways the school works to be faithful to its foundation as a school within the Christian tradition as understood by the Church of England, but in the context of the evolving circumstances of life today.