

NORTH NIBLEY C. OF E. (AIDED) PRIMARY SCHOOL

North Nibley  
Near Dursley  
Gloucestershire  
GL11 6DL



Headteacher: Mr P. Batchelor  
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08/02/17

Dear Parents

We thought now might be a good time to suggest making another payment towards our residential visit to London in October 2017. As detailed in our letter of 26<sup>th</sup> April 2016, we anticipate the cost per child to be in the region of £266.00 and in order to lessen the impact feel a contribution of £50.00 might be appropriate. However, please feel free to adjust this amount to suit your own personal circumstances.

Please can you complete the slip below and enclose it with your payment in an envelope clearly marked with your child's name. Please make all cheques payable to North Nibley Primary School.

We anticipate sending out future stage payment reminders in April and June with the final payment being due in September.

Yours sincerely

Ms Surridge  
Trip Leader



London Residential – October 11<sup>th</sup> – 13<sup>th</sup> 2017

Childs Name:

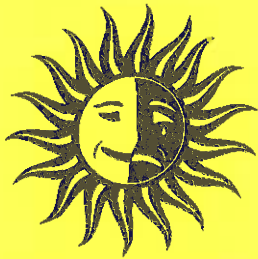
Amount Paid to date: £

I enclose a further payment towards the cost of the above trip as detailed below:

Cash £ \_\_\_\_\_

Cheque £ \_\_\_\_\_

Signed: \_\_\_\_\_



HELEN O'GRADY  
DRAMA ACADEMY

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CONFIDENCE  
COMMUNICATION

Dear Parents and Guardians,

**Communication** skills are key to success in life! With 35 years of international experience, the **Helen O'Grady Drama Academy** is renowned worldwide, with over 15 000 children and adults attending classes in the UK alone.

Without a doubt, our **specialist teachers** can unlock a path to creativity through a unique performance arts curriculum covering the following age groups: 4– 8 years, 9 – 11 years, 11 - 18 years and Adult classes.

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All staff are fully trained and DBS checked. Our curriculum is written by experts in self development. Each lesson is bursting with exciting new plays and activities!!!

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Helen O'Grady Drama Academy – Gloucestershire

PRINCIPAL: ADELE CONNOLLY 07564 672 547

Email: [gios@helenogrady.co.uk](mailto:gios@helenogrady.co.uk)

**[www.helenogradydramaglos.co.uk](http://www.helenogradydramaglos.co.uk)**



1/3 upwards

## AN EVENING WITH **JOHN ARCHER**

Comedy magician & star of CBBC's 'Help, my supply teacher's magic'



90-ish minutes of John being funny, performing magic,  
playing his ukulele and talking about his Christian faith.

**Fri 31st March 6:30pm, Wotton Baptist Church**  
Suitable for anyone with a sense of humour inc kids from year 3  
upwards (all children must be supervised)

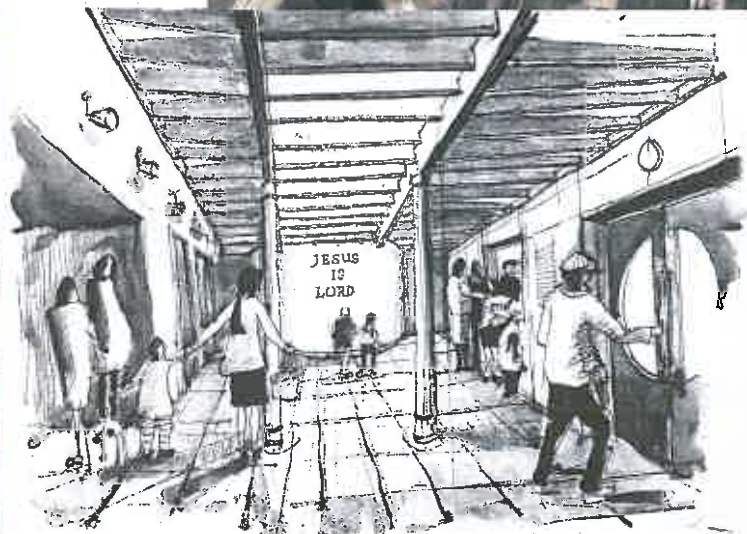
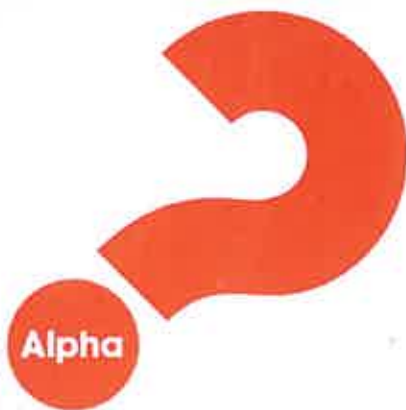
Free tickets available Wednesday 22nd February 3:45-7pm from WBC



John Archer will blow your mind.  
He is the funniest man I know. **DYNAMO** *Be transformed*

don't conform *Y6 only*

# Be transformed



- INCLUDING:** An Evening with John Archer Friday 31st March 18:30  
The History of WBC with David Wilson Saturday 1st April 14:00  
Sunday worship with Gavin Calver Sunday 2nd April 10:30  
The opening of the Link Sunday 2nd April 12:30  
Be Transformed (youth event) with Gavin Calver Sunday 2nd April 18:30  
Be Transformed Alpha Evening Wednesday 5th April 19:30

## A series of events & a short film celebrating the 300th anniversary of Wotton Baptist Church



For tickets, booking details and more info, go to [www.wottonbaptist.org.uk](http://www.wottonbaptist.org.uk)



# JUSTICE

HOME SCHOOL VALUES

This term we will be focussing in school on the value JUSTICE. We hope your family will find these ideas helpful as you explore the value and have fun together.

## TALK ABOUT JUSTICE TOGETHER...

**Justice** means more than making things 'fair'. In order for people to live together well in a **just** community, it is important to have rules or laws that everybody sticks to. Imagine if there were no rules for people driving cars on the road!

As a family you may want to talk about:

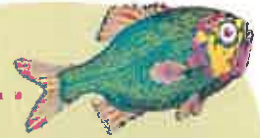
- why it is important to have rules and laws
- rules or laws that you don't think are **just** (or fair)
- family rules that you think are important

## THINK TOGETHER ABOUT WORDS OF WISDOM

"Injustice anywhere is a threat to **justice** everywhere."  
*Martin Luther King Jr*



## READ TOGETHER...



### The Story of Jonah

Some folk always seem to be arguing or moaning and groaning. Sometimes they moan about the weather, sometimes they moan about their family, and sometimes they just moan. In fact, they are so busy moaning about EVERYTHING that they forget to be thankful for ANYTHING.

Jonah was just like that! He moaned all the time. So when God asked him to go to Ninevah and tell the people there that he was angry about their stealing, lying, fighting and their wicked ways, of course Jonah moaned and groaned. "Not Ninevah, please! Anywhere but Ninevah! We have never got on with that nasty bunch. Please Lord, send someone else." And just in case God asked him again Jonah, quick as his legs could carry him, ran to the dock and asked the captain of the nearest boat to take him to the furthest place from Ninevah. The nearest boat was the Jolly Dragon and her captain was called Wise Captain Silas. The Jolly Dragon set sail on a calm sea under a clear blue sky but within a day found herself caught up in a fierce and frightening storm. Captain Silas knew immediately that something was not right. He went to find his passenger, who, surprise, surprise, was below deck moaning to one of the sailors. "It's my fault," groaned Jonah. "Throw me into the sea and the storm will blow over." Wise Captain Silas knew Jonah was right and so to save his ship and all the crew, gave orders to toss Jonah overboard that minute. A huge fish saw Jonah sinking slowly to the bottom of the sea, and he opened his great mouth wide, and swallowed him whole!

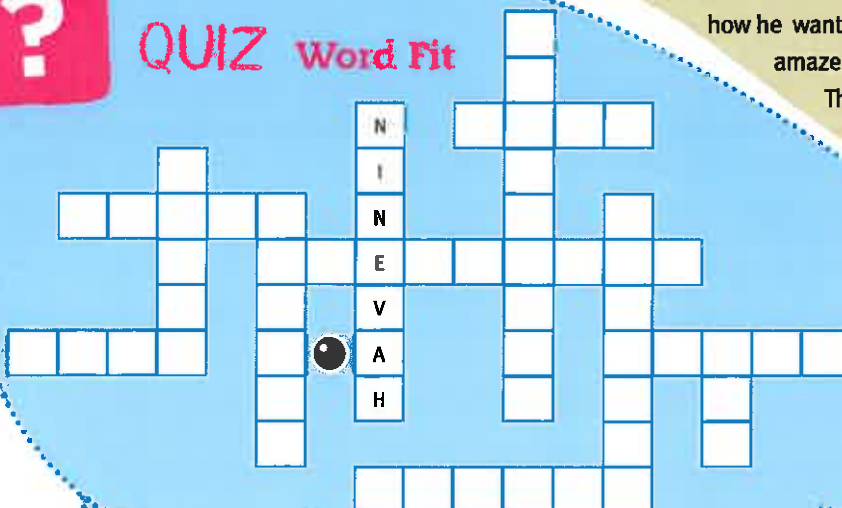
Jonah had only just enough time to recover from the shock when he found himself shooting through the air and onto a beach very near to Ninevah. The great fish had spat him out and swum away. Even Jonah knew now that there was no way out. He picked himself up, shook off the seaweed and walked slowly into the centre of the city. There he did what God had told him at the start and explained to the people of Ninevah that God was sad about their **unjust** behaviour and how he wanted them to change their ways. To Jonah's amazement, that's exactly what they did. They fasted, they prayed for God's forgiveness and even thanked him for sending Jonah.

They fasted, they prayed for God's forgiveness and even thanked him for sending Jonah.

Bible story based on Book of Jonah



## QUIZ Word Fit



- ANGRY
- CALM
- FISH
- GOD
- GROANED
- JONAH
- MOANER
- OVERBOARD
- PRAYED
- STORM
- SWALLOWED



## HALL OF FAME

### Lady Justice

Lady **Justice** is one of the most famous landmarks in London. It is a bronze statue that stands on the domed roof of the Old Bailey. This building houses the central criminal courts where people who are accused of breaking the law are tried by a judge and jury to find out if they are 'guilty' and should be punished or 'not guilty' and can go free.

Lady **Justice** was designed to be a symbol of **justice**: in her left hand she carries the scales of truth and fairness and in her right hand a double edged sword representing the power of reason and **justice**.



## FAMILY FOCUS

### Making a new law

New laws are passed every year by the government. Ask each member of the family to think of a law which they think the government should pass. Talk about your ideas and how your new law would make a difference.



## FASCINATING FACTS

### The World Village

If the world was a village, with 100 people living in it:

- 61 people would come from Asia, 13 from Africa, 13 from the Americas, 12 from Europe and 1 from Australasia
- 27 of the people would be under 15 and just 7 of them over 64
- half of the people would speak one of just 8 languages – and the most common language would be Chinese
- 63 village people would not have running water in their homes
- 18 people would not be able to read or write
- 53 villagers would have less than £1.30 a day to live on
- there would be 18 cars in the village

Talk with your family about ...

- what you find surprising about these statistics
- what we take for granted in our lives that many people live without
- what you think is **unjust**
- what you think could be done to make the world a more **just** place for everyone

\* Taken from current statistics by VG Business. Inspired by © If the World Were a Village by David J. Smith, 1990.



## HOME-SCHOOL CHALLENGE



### Design a weighing machine

Before electronic weighing machines were invented, scales often had two pans that were balanced when each held an equal weight.

Design and make a simple balance from junk materials that can weigh small objects.



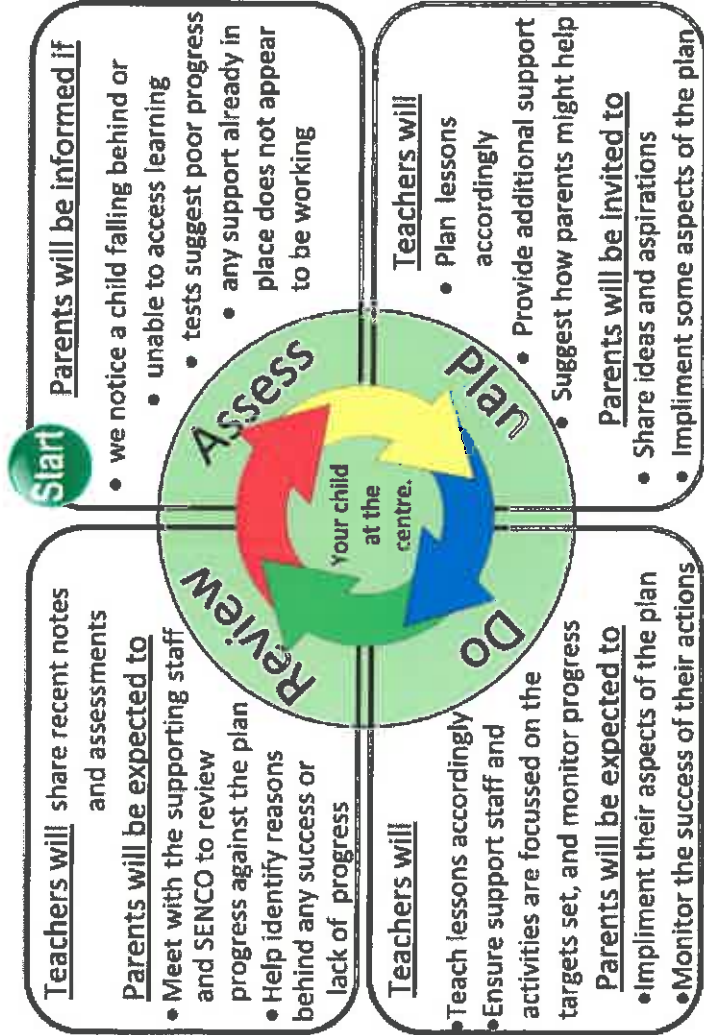




# Our guide to TEACHING, SUPPORT & SPECIAL EDUCATIONAL NEEDS

Your involvement is key, especially if there is a parental element to the plan. Examples include changing bed-time routines, special diets or homeworks, exercises and feedback on moods or attitudes. Encouragement plays a crucial part too.

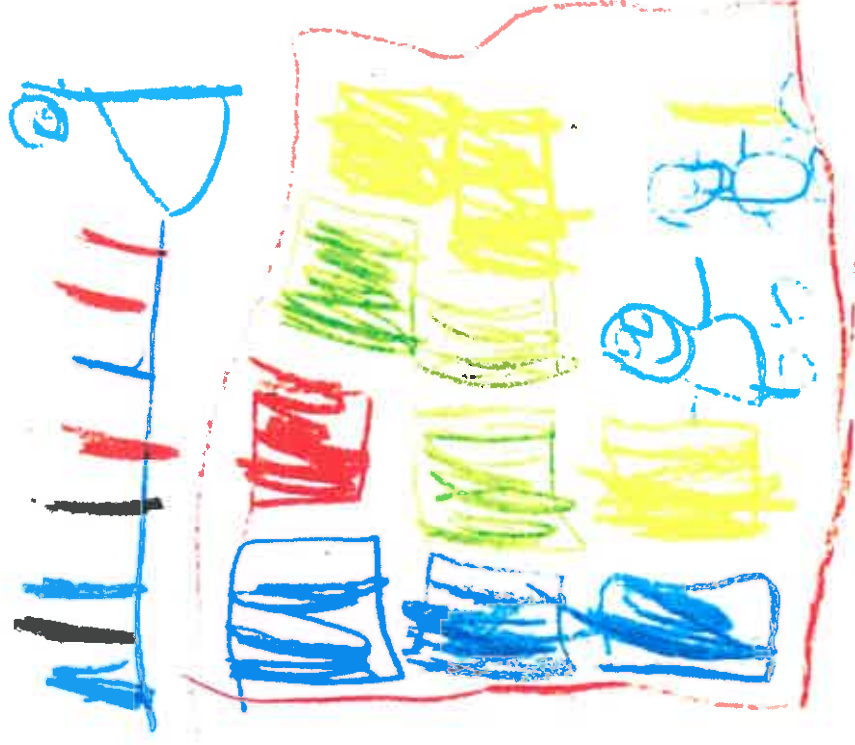
MyPlans (and the more advanced 'MyPlan+', which is used when there is more than one SEN focus, possibly involving specialists) also specify review dates, and you will be expected to share in the review process.



## Specialists

Your written permission will always be sought before the school engages the support of external specialists, such as Speech & Language Therapists, or Educational Psychologists. Often this will involve several meetings with parents to discuss the issues.

If you have any concerns about your child's progress you should first talk to your child's class teacher. In most schools there is a Special Educational Needs Coordinator (SENCO), who is responsible for coordinating help for children with special educational needs. Our SENCO is Ms Becci Surridge. You will be able to talk over concerns with the teacher and/or Ms Surridge and find out what the school thinks. The SENCO will be able to explain what happens next. Working together with your child's teacher will often help to sort out worries and problems. The closer you work with your child's teacher, the more successful any help can be.



Throughout, 'Parent' is used to denote any and all with Parental Responsibility, including guardians and carers. V1. 2017

A small publication like this cannot do justice to the complicated issues concerning additional support and special educational needs (S.E.N.). Nor can each condition (as it affects each unique child) be fairly represented. What this guide sets out to do is explain how we at school diagnose difficulties with learning, our initial and ongoing responses to this and how we seek to involve parents in the support we can offer. For further information please download our SEN policy from our website.

### 'Quality-first' teaching

As part of our core teaching methods, tasks in key subjects such as English and Maths are differentiated. This means that we provide lots of different ways for children to access the learning. Tasks can be simpler, or more challenging, and the same task can be adapted in many different ways, to enable ALL children to make reasonable progress within a lesson. Throughout their interactions, staff ask 'targeted' questions of children, according to their understanding. Additionally, groups and individuals can be given

- more (or less) time to complete work
- more (or less) support from the teacher or T.A.
- simpler (or more complex) equipment or resources
- tasks which match a child's interests or preferred learning style e.g. visual, auditory or kinaesthetic

### Diagnosis

School staff constantly assess children, usually informally but also at key points during the year. Support staff and teachers share information afterwards when 'group work' takes place. Observations might include the way that a younger child stands and moves during P.E., the sounds and words they use during discussion and their ability to understand instructions. Other checks, such as sight and hearing, are conducted by the school nurses, and of course there are times when children join the school with pre-existing conditions. In these cases information from pre-school settings and medical practices also help inform our understanding of your child's development. As children get older, test scores can be used support our professional observations and 'gut feeling'. These may be regular tests, such as spelling and tables, end of year summary tests, or specific tests used to rule in (or out) conditions such as dyslexia. The results of some tests are not reliable until a child has reached a certain age or maturity.

### What do we do next? Additional support

At North Nibley we employ support staff (Teaching Assistants) who are able to provide support within and outside the classroom, usually with small groups but often with individuals. The frequency of support, initially, is determined by the

degree of difficulty being experienced. Some of this support might be quite limited in time, for example high intensity work for 10 minutes 1:1, or a number of sessions phased over the week, which comes to an end after a few months. Volunteer Readers from the community may also find that they hear 'struggling readers' more often than those who need it less.

### KEY MESSAGES

- **Throughout the day, school provides additional help for pupils. It's what we do!**
- **Additional help is given to support children in making the most of each lesson.**
- **Additional help does not set your child 'on a pathway' to greater intervention.**
- **Additional help, if successful, results in less help being needed in the future!**
- **We will let you know if the occasional support given becomes regular, or is required to address a growing concern.**

If we feel that the additional help is not delivering the results it should, in terms of pupil progress, we will arrange a special meeting with you to share our concerns.

### Special Educational Needs

A child has special educational needs if he or she has learning difficulties or disabilities that make it harder to learn than most other children about the same age. Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Special educational needs could mean that a child has one or more of the following:

- Learning difficulties - in acquiring basic skills in school
- Emotional and behavioural difficulties - making friends or relating to adults or behaving properly in school
- Specific learning difficulty - with reading, writing, number work or understanding information
- Sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- Communication problems - in expressing themselves or understanding what others are saying
- Medical or health conditions - which may slow down a child's progress

Children will be given a 'MyPlan' which will provide information about some specific targets, the strategies we will use to get there and what the outcomes of this support should be. You will be invited to share in the planning meeting, and help us review the success of the plan.





# NEWSLETTER 189

Friday 10<sup>th</sup> February 2017

The divisors of 189 are 1, 3, 7, 9, 21, 27, 63 and 189. For a team point, divisors are also known as...

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Twitter: @NibleySchool  
Head Teacher: Paul Batchelor

Dear Parents and Friends,

## Charity work & 'Special Days'

One of our aims at school is to instil a feeling of community, and help children develop a sense of responsibility towards others. I strongly believe we do this very well, and we see this every day, in the classroom, at play and on the sports field. In the past we have been pleased to support a variety of charities, but it's not always clear which we are supporting, and when, especially since some charities run on a bi-annual basis. We thought it might be helpful to show a plan. We are particularly excited by two new opportunities, one being the Five Valley's Walk (September 2017) to support the charity 'Meningitis Now', and a spare slot which we have decided to make for the children's choice. More on how this will be chosen to follow.

School Year	Autumn	Spring	Summer
2016-17	Children In Need / McMillan Cancer relief	Comic Relief (Red Nose)	Pupil Choice (t.b.c.)
2017-18	Meningitis Now (Five Valleys Walk)	World Book Day (not a charity)	Pupil Choice (t.b.c.)

**Congratulations to Year 4.** Most of you have made 'faster-than-expected' progress in spelling in the 3 months since October. Keep up the good work!

**Supporting Learning** We are pleased to send home the latest of our small booklets on supporting learning. Although titled 'Teaching, Support and Special Needs' we believe that it is crucial reading for all our families.

**On The Edge** Watch out for this month's On The Edge magazine, which has a special article written by Class 3.

**Parent's Evening** We nearly caught you all! Please make an appointment soon if you were unable to see us this week.

## NIBLEY FESTIVAL VILLAGE TICKET SALE - SAVE THE DATE!

As per 2016 we want to make sure all North Nibley School families and villagers get an opportunity to buy 2017 tickets before they go on sale to the general public. So on **Sunday 26<sup>th</sup> February 2-4pm** we will be selling Nibley Festival tickets for villagers and volunteers **ONLY** in **North Nibley Village Hall** (and serving tea and cake!). You will need to bring a utility bill to prove your village address (we will also allow families where the children currently attend North Nibley school or pre-school), and pay by cash or cheque (no cards). We will also allow villagers to purchase a reasonable number of additional tickets for friends and family - as per last year we want you to be able to enjoy the festival with people you normally invite to accompany you, but we ask you to be sensible with regards to the numbers of extra tickets requested).

This year the Festival will take place from Friday 30<sup>th</sup> June to Saturday 1st July, 2017. For full details and prices see our ticket page, <http://nibleyfestival.co.uk/tickets/> **THANK YOU!**

**CLUB NEWS** – Mrs A. Dixon will be unable to take Sports Club on Weds 1<sup>st</sup> and Weds 8<sup>th</sup> March, while she recovers from surgery. Mrs Lewis and Mrs N. Dickson are happy to 'run' the Thursday morning Running Club on those weeks. Thank you.

**Diary Dates** Our online diary can be found at [http://www.northnibley.gloucs.sch.uk/?page\\_id=267](http://www.northnibley.gloucs.sch.uk/?page_id=267)

Friday 10th	FONNS DISCO Classes 1 & 2, 5:30 to 6:15 pm, Classes 3 & 4 6:30 – 7:30 pm Tickets £2 on the door and includes a drink and snack.		
Monday 20th	First day of TERM 4 – THIS IS A PUPIL DAY. Swimming for Years 1 & 2 continues. First day for Simone Shephard, Teaching Assistant in Class 3.		
Friday 24th	Miss Allen out, updating her Paediatric First Aid qualification.		
Wed 1 <sup>st</sup> MARCH	Class 1 & 2 trip to @Bristol. Due back at 3:00 p.m.		
Thursday 2nd	Training for cluster teachers at North Nibley – expect additional traffic. Pupil day as normal.		
Weds 5 <sup>th</sup> April	Experience Easter – in partnership with St. Martin's Church.		
THIS SPRING – Pupil days	NEXT SUMMER – Pupil days	AUTUMN 2017 – Pupil days	SPRING 2018 – Pupil days
Term 3 03/01/2017 – 10/02/2017	Term 5 24/04/17 - 26/05/17	Term 1 05/09/2017 – 20/10/2017	Term 3 04/01/2018 – 9/02/2018
Term 4 20/02/2017 – 07/04/2017	Term 6 05/06/17 - 19/07/17	Term 2 31/10/2017 – 15/12/2017	Term 4 19/02/2018 – 29/03/2018

## Questionnaire (February 2017) on Mid-Year Reports – Results and Conclusions

The learning 'statements' as sent in January (for the Autumn Term).	Very helpful	Some use	A little use	No use at all
<b>29 returns</b> (over 1/3 of our families) (28 made a choice for this question)	<b>25%</b>	<b>43%</b>	<b>21%</b>	<b>11%</b>

What a variety of opinions we have! Some felt that the achievement 'statements' gave a good insight (especially as preparation for a Parent's Evening) or told them nothing new. One did not recognise the accuracy of the assessments. A good number of comments related to the lack of 'benchmarking', against which your child's learning gains can be compared. To be clear, there is NO published data for the end of Years 1, 3, 4 and 5, and nothing for any group 'within' the school year. Additional complications in providing this are –

- The 'thresholds' for the Year 2 and Year 6 expected standards are set AFTER the tests are completed.
- Each school has been required to invent their own assessment systems.
- We deliberately chose to withhold year group 'averages' since our groups are often too small to be representative or statistically significant. Self-esteem is vital to the learning process and reporting that half of all children are below average (because that's how averages are made) would undermine all our efforts to support those for whom learning is a challenge. Children learn at different rates and all go through periods of consolidation as well as sudden or steady growth.

What were we expecting parents to do with the information?

- Be reassured, progress IS being made.
- End of year objectives coloured orange were areas which required further development (and are typically to be expected this side of July). Support your child in these areas.
- End of year objectives which were coloured green have been reached early. Celebrate these achievements.

I am happy with the existing meetings and written reports (including the Autumn 'statements').	<b>54%</b>
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A good number of parents took the time to tell staff about their appreciation of the ease with which we can be contacted 'at the gate'. More than half thought the existing arrangements, supplemented by the new style 'Autumn statements', would be sufficient. Never-the-less, 52% is hardly overwhelming and I am aware that the following statement traditionally receives the lowest levels of agreement on 'ParentView' –

**"I receive valuable information from the school about my child's progress."**

This led us to wonder what other information you might find helpful. Parents were asked to rank the following in terms of importance.

<b>(Low averages indicate popular choices, since "1" was awarded to your "most important" selection).</b>		Average	Times chosen as MOST important	Times chosen as LEAST important
<b>MOST POPULAR</b>	Progress expressed as a numerical value (against their target for the year).	<b>2.27</b>	<b>6</b>	<b>1</b>
	Summative sentences – e.g. "Making fair progress."	<b>2.27</b>	<b>3</b>	<b>0</b>
	Detailed, individual reporting on objectives achieved (and those being worked towards).	<b>2.75</b>	<b>7</b>	<b>4</b>
	Targets / 'Next steps'	<b>3.00</b>	<b>2</b>	<b>3</b>
<b>LEAST POPULAR</b>	A grade for the effort being made	<b>3.67</b>	<b>2</b>	<b>7</b>

Effort grades were the least popular (with more '5's' than the other choices, giving a high average). Parents generally felt comfortable with a numerical representation of achievement. The actual objectives, as circulated in January, proved less popular with the scoring, but still attracted the most '1s'. Some felt that targets are best issued and explained by the teacher, face-to-face, ideally at Parent's Evenings. Twelve parents gave their names.

Our end-of-spring reports will be very different, and again your thoughts will be sought. Thank you. Paul Batchelor.