



In the Pursuit of Excellence



Gosforth East Middle School is a middle school for children of 9-13 years. It has a maximum intake of 120 in each year group.

Our mission statement:
IN THE PURSUIT OF EXCELLENCE

For us to achieve this aim for all our children we must engage our whole school community in delivering the highest quality of teaching and learning.

This will be achieved in an embracing, stimulating and caring environment geared to the best possible support for our children.

Our aspirations and expectations are of the highest order. We want the children to fulfil their potential academically, socially, morally and culturally and it is the role of our teaching and support staff, in partnership with yourselves, to enable this to happen.

The most recent Ofsted report from April 2015 stated;

'A friendly, happy and supportive school atmosphere which reflects the caring school ethos and ensures that pupils feel safe and secure.

The behaviour of pupils is good. At times, the conduct of pupils is exemplary. This is the result of a highly positive school ethos which promotes respect, tolerance and consideration for others very effectively.'



We look forward to your child joining us and making the most of their time at GEMS.

Tim Stout
Head Teacher

In the Pursuit of Excellence



Gosforth Schools' Trust

The Gosforth Schools' Trust is a partnership of ten schools and one school partner from the North East sector of Newcastle upon Tyne and Newcastle City Council. For many years the eleven schools have successfully worked together and wish to continue this with a formal and legal agreement.

Our Vision

To provide effective, supportive, quality education for every child in our schools

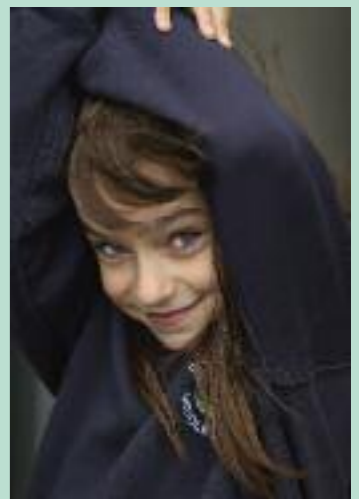
Values

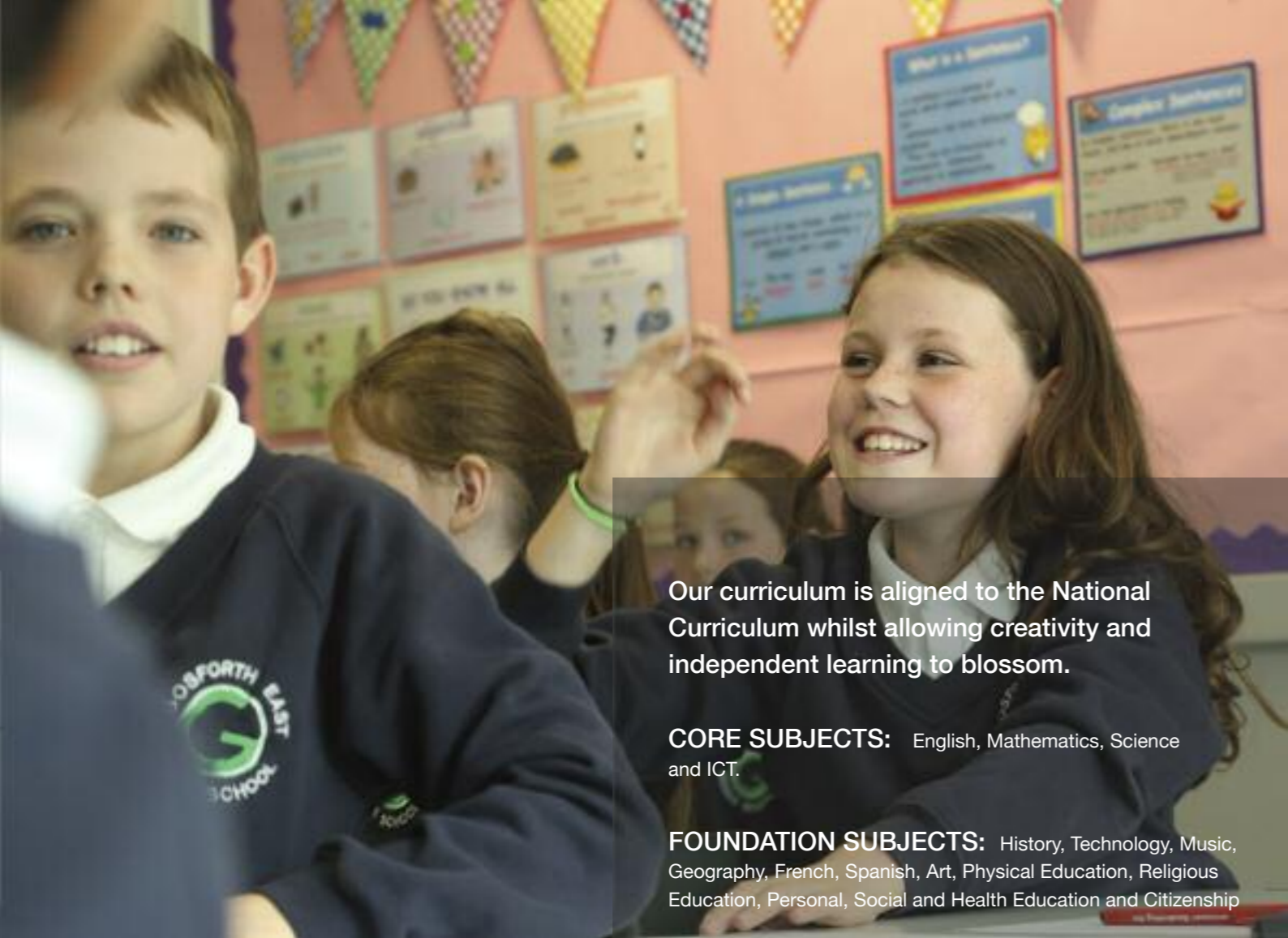
The Trust schools all share the common values of tolerance, compassion, justice and courage

Aims

The purpose of the Trust will be to deepen, extend and build the sustainability of our successful collaborative working so as to:

- Expand educational opportunities for our children
- Retain our unique identities within our local schools
- Raise children's aspirations and to drive up standards
- Share best practice across the schools in the interests of our children
- Work more effectively with parents, carers, partners and the wider community
- Provide a stronger local voice in response to national changes
- Increase leadership capacity and opportunities within our schools at all levels
- Seek opportunities for additional funding streams and financial efficiencies





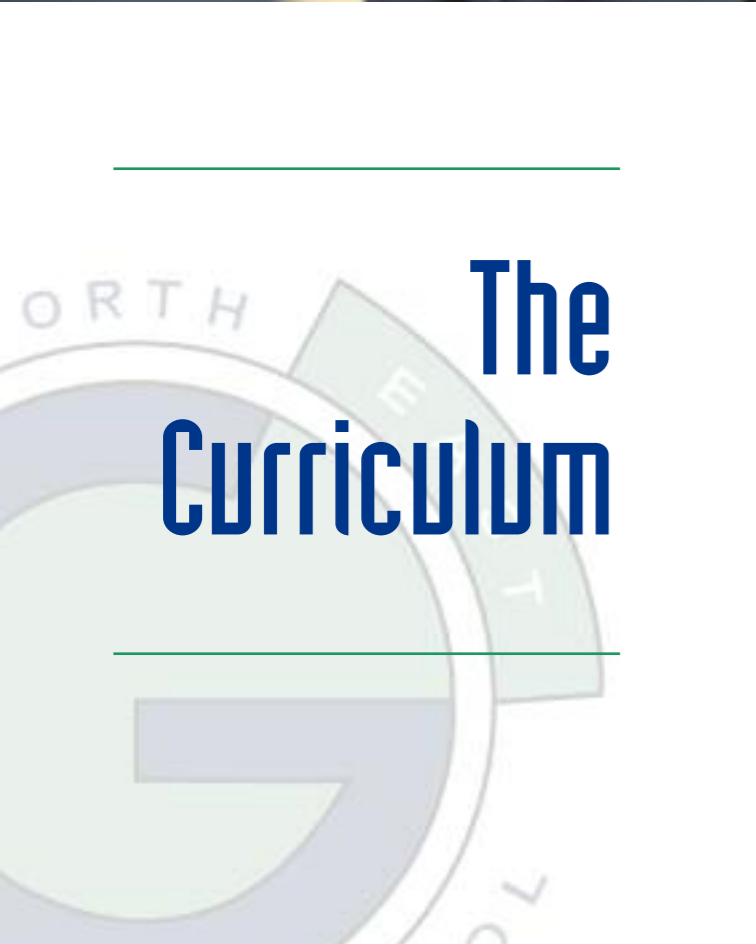
Our curriculum is aligned to the National Curriculum whilst allowing creativity and independent learning to blossom.

CORE SUBJECTS: English, Mathematics, Science and ICT.

FOUNDATION SUBJECTS: History, Technology, Music, Geography, French, Spanish, Art, Physical Education, Religious Education, Personal, Social and Health Education and Citizenship



SPECIAL EDUCATIONAL NEED



- Pupils begin Spanish at KS2 and French at KS3
- Religious Education is included as required by the 1988 Education Reform Act i.e. the syllabus follows that agreed by Newcastle LEA - reflecting Christian tradition and other principal religions.
- Science and PHSE together, integrate sex education into their programme of work.
- Wherever possible we seek to integrate multi-cultural and equal opportunities throughout the curriculum and to fully integrate pupils with special educational needs into the life of the school.
- Citizenship/PHSE is taught as a subject in all year groups and is also integrated into other areas of the curriculum.
- We believe that pupils' abilities should be recognised and valued. Appreciation of their achievements makes an important contribution to their development and provides a good role model for other pupils to emulate.
- The Gifted and Talented programme allows us to identify able children and attempt to extend their skills, not only across the school curriculum, but also in the form of extra curricular workshops.



- The Special Educational Needs of the great majority of children should be identified and met in mainstream school. The teachers at GEMS embrace the responsibility for teaching children with special needs by
- a) an emphasis on early identification through effective transition with our feeder schools so support is in place
 - b) providing support and provision for children identified as having a need at anytime in their middle school career
 - c) the involvement of the appropriate outside agencies

We consider meeting children's needs is a partnership between professionals and parents, and that all concerned should work sensitively through the process of identification, assessment and decision making to minimise the potentially damaging effects of labelling that child.



KEY STAGE 2

Years Five and Six

Teaching in Key Stage 2 is mainly class based involving mixed ability groups except for Mathematics and English.

In Year 5 this is done in order to aid the transition from first school to middle school.

'In classrooms and at social times relationships between pupils and with adults are often excellent in the happy, calm school atmosphere.' (OFSTED 2015)

Certain subjects such as Art, Music, Design Technology, Food Technology, P.E., and Games are taught by specialist teachers. Spanish is taught throughout Key Stage 2.

KEY STAGE 3

Years Seven and Eight

In the final two years of school, pupils are taught by subject specialists in most areas of the curriculum.

Some subjects are organised into ability groups to challenge and support pupils, according to the needs of the year group.



ENRICHMENT OPPORTUNITIES

Enrichment weeks, held at least once a year, are an exciting way to challenge and enthuse pupils outside of the standard curriculum. By working with children from different year groups pupils are encouraged to develop their resilience, adaptability, creativity and higher order thinking skills.

Previous themes: Preparing for the Future; Best of British; Walls; Diversity; Africa and The Centenary of WW1.

In addition children are encouraged to take on important roles throughout school, in order to foster their organisational skills, independence, maturity and responsibility. For example Year 8 pupils are elected to lead their house as house captains whilst others volunteer to be monitors around school. We also have Sports Leaders and School Council representatives from across the year groups.

Some points from OFSTED 2015:

'The curriculum offers a broad and varied range of interesting experiences. For example a rich variety of visits and visitors, including residential experiences, is used extremely well to add to pupils' knowledge and foster pupils personal development.'

'A good range of enrichment activities helps broaden pupils' experiences, add to their enjoyment and inspire new skills.'





STRUCTURE FOR PASTORAL CARE



HOMEWORK POLICY

Pastoral Care and Homework Policy

We aim to provide a caring and stimulating environment for every pupil and this, together with support from home, should promote good self image, self confidence and self reliance, thus ensuring each pupil's all-round development.

CLASS TEACHERS form the support team for each year group as the first point of contact - monitoring student progress and attending regular meetings.

YEAR TUTORS, supported by their teams of class teachers, each take responsibility for one of the four year groups. This responsibility covers the personal and social development of the pupils and their academic progress.

PARENTAL PARTNERSHIP is enabled by means of one-to-one meetings during formal Parents' Evenings as well as at informal occasions. The school's open-door policy is conducive to effective parent/teacher relationships. We have been awarded the LPPA Award (Leading Partner Partnership Award).

One or two points from our Ofsted Report:

- *'first class care and bespoke support is provided for individual pupils.'*
- *'the school's very good promotion of spiritual, moral, social and cultural development in interesting ways makes a positive contribution to pupils' respectful and courteous attitude.'*



The partnership between home and school is reinforced by the homework policy. Parents monitor the completion of homework assignments and formally record this with a date and signature.

They are encouraged to comment upon the work set and to see in it the opportunity to provide an extension of the learning experiences of their children. The amount of homework given will be appropriate for the pupil's age and ability. Planners are provided to record the setting and completion of homework, as well as parents' comments.

Homework clubs are run in school at lunchtimes to further encourage children to complete this aspect of their learning.



RECORDING ACHIEVEMENT



EXTRA CURRICULAR ACTIVITIES

At G.E.M.S. we aspire to achieve the highest standards for all pupils, regardless of their starting points and backgrounds.

The progress and attainment of all pupils is carefully monitored and reported to parents on a termly basis. We focus on the skills and understanding that children have mastered and identify any areas that pupils need to develop in order to ensure continued progress.

In addition to termly reports there are regular opportunities for parents to meet with staff through structured parents' evenings. However, we are always available to meet with parents when a need arises.

We recognise the importance of continuity in learning, and work closely with Gosforth Academy, the other Middle Schools and our feeder First Schools.

Pupils' learning is enhanced and enriched by the provision of extra-curricular clubs and activities and we are fortunate in being able to offer a considerable number of activities which depend on staff availability and pupil interest.

An example of some recent offerings:

SPORTS CLUBS Soccer, Rugby, Judo, Netball, Athletics, Basketball, Tumble, Bike, Gymnastics, Metafit and Table Tennis

ARTS CLUBS Art Club, School Production, Karaoke, Fashion, Photography, Drama, Choir, Wind Band and Ceilidh Band

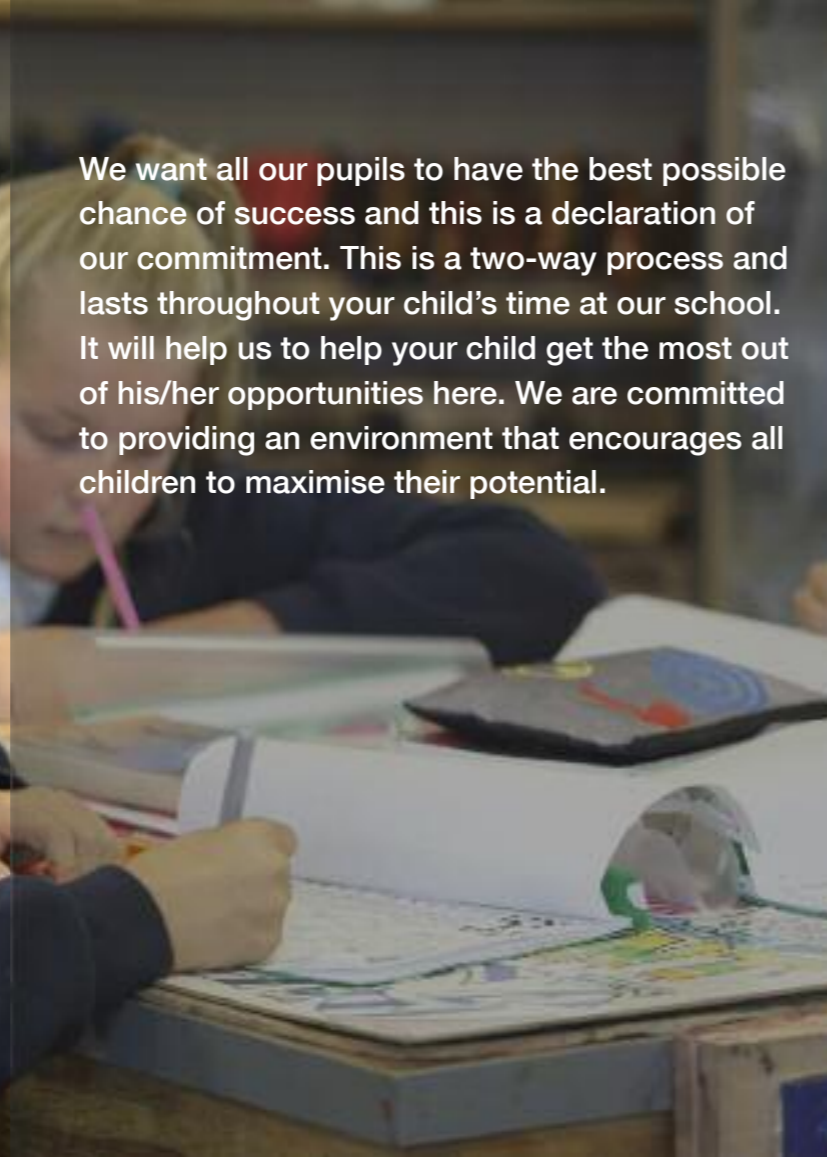
GENERAL CLUBS Japanese, Spanish, Film, Chess, Eco warriors, Pokemon, Harry Potter and Computer club

Achievement and Extra Curricular





We want all our pupils to have the best possible chance of success and this is a declaration of our commitment. This is a two-way process and lasts throughout your child's time at our school. It will help us to help your child get the most out of his/her opportunities here. We are committed to providing an environment that encourages all children to maximise their potential.



You can expect us to:

- provide your child with qualified, experienced and supportive staff
- respond promptly to any concerns
- provide a caring and supportive atmosphere
- keep you informed and up to date about developments within the school
- provide your child with a safe, secure, pleasant and accessible environment
- provide you with regular reports on your child's progress
- respect differences within our school in accordance with our Policy for Equality of Opportunity
- offer advice, information and support



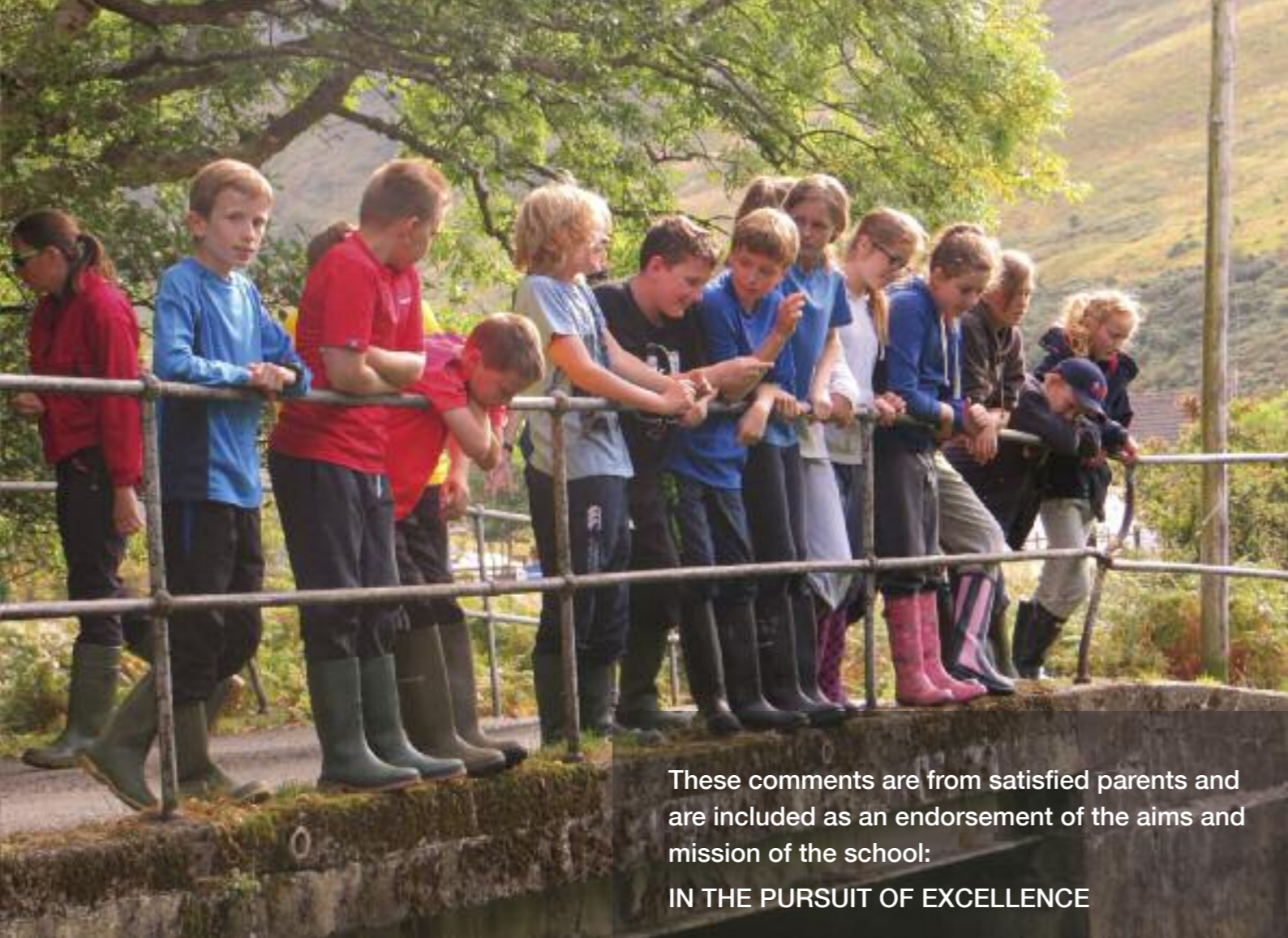
We expect you to:

ENCOURAGE YOUR CHILD TO:

- take pride in the excellent name of Gosforth East Middle School
- take pride in themselves
- follow school rules
- take responsibility for his/her own learning
- attend regularly and punctually
- support the school's Homework Policy and ensure completion of assignments on time
- be considerate of the rights of others at all times

We welcome comments on our declaration

Please let us know if you have any suggestions about how we can improve our service to you.



These comments are from satisfied parents and are included as an endorsement of the aims and mission of the school:

IN THE PURSUIT OF EXCELLENCE

In the Pursuit of Excellence

"We are very happy with the care, support and professionalism that our son received from your staff. He is very happy at GEMS and he is making wonderful progress. We really appreciate the hard work of all the staff."

"Our daughter is thriving at G.E.M.S. and is developing into a very confident, well rounded individual. She is enjoying her time at school and we are grateful for the support she gets and the opportunities given to her."

"The pastoral care you offer the children is first rate and academically our daughter has flourished in her time at the school."

"Our daughter is the happiest, most confident she has ever been; has a can do attitude and actually believes in herself and her ability. We absolutely trust you and the rest of school to continue to get the best out of her."

"Both of the boys are doing very well at your school academically and absolutely LOVE coming to school to see their friends, teachers and everyone else. Our son has grown in confidence at your school and he has had fabulous support from all of your staff. His ability in Maths, Literacy and Science has flourished since he has attended your school and as parents that makes us very happy as we know he is being well taken care of."





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