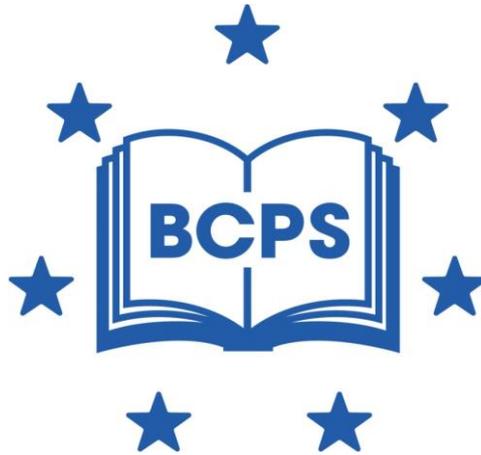


Bassingbourn Community Primary School



Governors' Report to Parents

Inspiring Creativity & Independence

Reflection on the academic year 2016-2017

Chair's introduction

Welcome to the 2017 Governors' Annual Report. As Chair of Governors I am pleased to write this foreword on behalf of the whole Governing Body. In this document we will update the school community on the work of the Governing Body, reflect on some of the key points from the past year and look forward to the year ahead.

The Governing Body is pleased to report that under the expert leadership of our dedicated Co-Head teachers, Mrs Brown and Mrs Schofield, pupil achievement continues to improve. We were thrilled when both Mrs Schofield and Mrs Brown were appointed to the role of National Leader of Education in November 2016 by the National College for Teaching and Leadership. This award is a testament to their strong and supportive leadership throughout all areas of school life, signifies their personal professional development achievements and provides benefit for the whole school through its designation as a national support school.

We were delighted with the outcome of our Ofsted inspection which was carried out in February 2017. It demonstrated that our school continues to be a 'good' primary school. I hope you'll join me in congratulating all involved, both immediately following notification of inspection with all the preparation required, and on the day itself. In the words of Her Majesty's Inspector, Fiona Webb, in the report sent to our Head teachers..... *"The leadership team has maintained a good quality of education in the school since the previous inspection. Your incisive leadership, coupled with high expectations for all pupils to achieve well, both academically and in their personal development, have ensured that the school continues to move forward"*. The full Ofsted (2017) report is available on our school website or at the following link <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110602>.

Throughout the year the Governing Body has, through the work of its four Committees, questioned and received assurances that the school's financial, health and safety, education and learning and personnel policies and procedures are developed, implemented and complied with. More detailed information about the work of the Committees can be found in the main body of this report.

A focus for all committees has been to develop plans for the arrival of Military Service children as Bassingbourn Barracks reopens. Throughout the 2016/17 school year information about redeployment and numbers of children from the Military of Defence has gradually evolved and we believe that additional children will be joining us at some point in 2018. To accommodate the anticipated number of children the Local Authority has supported expansion of the school building through the installation of mobile classrooms and, potentially in the future, more permanent additional classrooms.

Keeping children safe in school continues to be a significant area of focus for the whole Governing Body. We were pleased with the commendations in our Ofsted report which concluded that that there is a strong safeguarding culture within the school and that safeguarding is effective.

"Leaders, including governors, ensure that all safeguarding arrangements are fit for purpose and safeguarding records are detailed and well organised. The nurturing approach, and vigilance from all staff, ensure that all pupils are well cared for. A strong ethos surrounding pupils' safety and well-being exists within the school community. All staff are fully committed to safeguarding pupils and recognise their responsibility in ensuring that pupils are safe and secure at school. Effective checks are made on the suitability of staff to work with children. The induction of new staff is very thorough and includes up-to-date training on the 'Prevent' duty. The school's systems for recording incidents of concern are very well developed. As a result of the strong safeguarding culture, pupils feel safe in the school and know that they can talk to staff about the things that worry them. They know that staff will listen to them and follow up their concerns" (Ofsted 2017).

As part of the Governor role as a 'critical friend' to the school community, link governors undertook a series of visits focussing on areas directed to key priorities in the School Development Plan. This has

provided assurance that priority areas are being worked on and objectives are being achieved. Overall Governors reported lively and positive visits which demonstrated that staff were actively engaged in maximising teaching and learning and raising standards. Pupils were enjoying all avenues of learning and interaction with peers. Next steps for Leaders and those responsible for governance in the school identified by Ofsted included developing an action plan *“to ensure that curriculum provision is planned and reviewed to ensure that boys are provided with interesting and relevant experiences to fully engage in their writing tasks so that they always achieve the best they can; and that the most able pupils have a range of creative opportunities to write for a variety of purposes so that they make the progress if which they are capable”*.

Continuing the strategy from last year a key focus for Governors throughout the 2016/17 school year was responding to the evolving political climate in relation to the Government’s Department for Education policy to promote schools’ transition from Local Authority control to independent Academy status. Following the decision to apply for multi-academy status taken at the end of 2015/16, Vice Chair of Governors, Claire Wright and myself (along with both Head teachers) set out on a journey with Governors and Head teachers from four other schools in South Cambridgeshire. However, some months into this development it became obvious that it was not the right time to embark on such a significant change for the school.

Governors took the decision to withdraw at an early stage from this partnership during an extraordinary meeting at the end of May and agreed on a period of reflection and consideration prior to moving forward with further organisational change.

This year we said ‘au revoir’ to two Governors who, over many years (almost 30 between them) have given selflessly of their time, skills and knowledge to benefit the smooth running of the school. We thank Laurence Robinson and Richard Warren for volunteering their time and for their expert, supportive and enthusiastic contributions to the full governing body and the work done in Committee. At the beginning of the school year we welcomed Mrs Lisa White (Clerk) and in the spring term Mrs Mandy Jones (Parent Governor) to the governing body.

I also take this opportunity to thank parents for their continued support of the school and their children and recognise the contribution of the whole school team and to thank every single member of staff and governing body for their hard work and continued commitment. I do so with some sadness as this is my last editorial as Chair of Governors following my decision to step down from the Governing Body at the end of the academic year. I have thoroughly enjoyed my ten years as a member of the Governing Body and have seen the school grow and transform into a true centre of excellence under the expert leadership of our Head teachers and the highly committed individuals on the Governing Body. Please don’t hesitate to contact Governors via the school office with ideas and opportunities to improve the work of the school or, indeed, if you wish to find out more about contributing to school life by joining the Governing Body.

I thank everyone involved in the school for all their support over the last ten years and am confident that the school will continue to flourish in the future.

With best wishes

Dr Linda Maynard
Chair of Governors (2011-2017)

Academic and Curriculum Reports from the Head Teachers

Results for 2016 to 2017

We are very pleased to share that, once more, our expected outcomes for pupils have been very pleasing in all year groups.

- Early Years - 74% of our pupils achieving their Early Learning Goals (72% last year and above the 71% achieved nationally).
- 89% of pupils (Year 1) passed their phonics screening check (compared to 81% achieved nationally)
- Year 2 - 84% achieving the expected standard (or better) in reading. 22% achieved greater depth.
 - 84% achieved expected standard (or better) in writing. 22% achieved greater depth.
 - 82% achieving expected (or better) in maths. 20% achieved greater depth.
- Year 6 - 89% achieved expected (or better) for reading. 36% achieved greater depth.
 - 81% achieved expected (or better) for writing. 8% achieved greater depth.
 - 86% of pupils achieved expected (or better) for maths. 19% achieved greater depth.
- Our most impressive outcome were the number of pupils in Year 6 who achieved the expected standard in all three subjects (reading, writing and maths) – with 78% of children of our pupils meeting this level (compared with 59% of pupils in Cambridgeshire).

The school is also given a progress measure. This reports on how well children have done in their journey from KS1 to KS2, compared to children with other similar starting points nationally. A grade of '0' is considered to be expected progress. Our Year 6 children scored +2.5 points progress in reading (compared to +0.2 points for the average Cambridgeshire child) and +0.6 points progress in maths (compared to -0.9 for the average Cambridgeshire child). We, however, scored -0.9 points progress in writing (a result that was better than the average Cambridgeshire outcome of -1.2).



The Curriculum

Children and staff are increasingly confident with the new curriculum. Staff are aware of the need to ensure that each child achieves their potential and deliver clear objectives; tailored to a child's ability and interest. Last year one of our priorities was ensuring that science lessons were practical and encouraged investigation and enquiry; this aim was met through enhanced planning and an amazing science week. We also enhanced our DT curriculum last year with more practical food technology. This year we are working on being able to merge some subjects together to create more exciting topic based lessons.



Ofsted

Ofsted visited in February. It was a brief, one day visit that reinforced that we remained a 'good' school provider with many positive comments which featured in the report regarding our safeguarding, teaching and leadership. The inspector met with pupils, reviewed written work and met subject leaders to help formulate her judgement. Ofsted agreed with the analysis of the school about the next steps that were needed (featured in our development plan below). We were particularly pleased with the comments around our pastoral care and strong safeguarding culture.

School to School working

Bassingbourn has continued to support schools within the locality as a National Support School. Mrs Marsh offered support to a Suffolk Lower School which was transitioning into a primary – with its first ever Year 6. Mrs Schofield moderated PGCE judgements for the Faculty of Education. As strategic partners of CASSA, Bassingbourn has contributed to the strategic direction of the Cambridgeshire and Suffolk Schools Alliance. Mrs Brown and Mrs Schofield have continued to run the Higher Level Teaching Assistant programme whilst offering other events to the locality e.g. whole-school Pupil Premium Reviews and European Data Protection compliance training.

Snapshot of Other Events

Sport has remained high on our agenda. We participated fully in the offer from the School's Sport Partnership enjoying the many events and being successful in a large number of these. Sports uptake has been very good (including lunch time clubs) with the new Mile Club being a particular success – some children even succeeded in running a full marathon over the course of the school year. The school achieved the Silver sports award again this year.



The diary has remained full with events occurring most weeks; from EYFS library visits to Father's Day den building celebrations. The older children have enjoyed in-school history days (the axe-wielding Viking was particularly memorable) and, once more, created a superb dance demonstration to open Sports Day. Our older children enjoyed opportunities to visit careers fairs, visit Stansted to find out about aeronautical employment and created a superb end of Year production. Music has also remained high on the agenda with many performances across the year finishing off with a fantastic musical event in the summer.



Priorities for 2017-2018

Our whole school priorities for the new academic year are the following:

Priority 1 - To further develop accuracy rates in spelling across the whole school. Support children with the spelling rules and ensure skills are transferred into their independent writing across the curriculum.

Priority 2 - To plan and teach key skills in writing more progressively and across a wider range of curriculum areas – leading to focused assessment and big write at end of unit. Ensure that there are extended writing opportunities for children to allow drafting, writing, editing and improving.

Priority 3 - Develop the role of Family Worker to liaise and support our community.

Priority 4 - Teach key reading comprehension skills across a wide range of curriculum areas - so as to ensure they are solidly embedded.

Work of the Governors

In addition to the meetings of the full Governing Body throughout the academic year, we as Governors make scheduled visits to the school to undertake duties such as reviewing policies, health and safety walk rounds and looking at specific curriculum areas. The sub-committees are made up of Governors who have a specialist interest in a particular area where they can offer insight, advice and consultative feedback.

People & Communications

We welcomed Miss Tyas to the People and Communications Committee following her appointment as Assistant Head teacher at the first meeting in September 2016 and we met a further five times throughout the year. The committee's three priorities for this year were identified through the School Development Plan and included actions to oversee improvement to the school's commitment to equality and diversity, increasing the safe and anti-bullying environment and to monitor the training and support in place for the Leadership team.

School policies were amended (during the planned cycle of review over the year) to include a statement of assurance regarding equality for all groups and how the needs of particular groups have been considered in relation to the policy focus.

Mrs Max Gough led the development of the school's Equality and Diversity strategy and presented a resource pack and comprehensive action plan to Governors in January 2017 which clearly demonstrated links to the school development plan and the concept that British Values as Bassingbourn Values. This included understanding the importance of fostering equality within the school environment at the earliest opportunity and how to identify direct and indirect discrimination. Governors were impressed, for example, with the range of assembly topics which directed learning on themes of 'new starts', 'diversity', 'democracy the rule of law', 'tolerance', 'individual liberty', 'making safe choices', rights and responsibilities in the world we live in' and 'mutual respect'. Mrs Gough has been trained as an Ambassador for Stonewall and as a consequence the school is designated as a Stonewall school champion.

The Committee reviewed pupil absence data at each of its meetings noting that a small group of families continue to flout the school policy through late arrival at school and through taking holidays during school term time. The national target for attendance this year was 96% and if a child's attendance falls below this figure they are categorised as a 'persistent absentee'. As a committee we were surprised to learn that 19 days absence = 90% attendance over the full school year and that 29 days absence would give a child an attendance figure of 85%.

Written information for new parents outlining these statistics was developed as Governors felt it was essential for parents to understand the importance of their child being on time and to know that the very first few minutes of the school day includes mathematics, lunch ordering and wake and shake sensory circuits. A new strategy of inviting all 'late attenders' to a breakfast club supervised by members of the Leadership team has been initiated with good level of success.

Keeping children safe in school and providing an environment that supports this has been a priority following last year's pupil survey where a small minority of children expressed some concern. The committee agreed early on in the school year that any subsequent survey needed to provide a clear definition for pupils on what might constitute an allegation of bullying to help pupils with their answers as this seemed to have caused confusion in previous years.

Teaching staff have attended additional training on developing friendship and enhancing social interaction in groups and a strategy for promoting friendship champions in years 5 and 6 has been initiated for boys and girls.

The Ofsted inspection in February 2017 demonstrated that *“pupils feel safe in the school and know that they can talk to staff about the things that worry them. They know that staff will listen to them and follow up their concerns. The majority of parents who responded to the online questionnaire, Parent View, agree that their children are safe and happy”*.

Educational and Learning

The outcomes of the new assessment system for Years 2 and 6 introduced in 2015 -16 led to a focus in 2016-17 on improving writing across the school. This included extending writing opportunities across the curriculum and aiming to improve outcomes for boys. The school also increased its triangulation of the data coming out of the assessment system in order to pinpoint groups of children who need additional focus. The committee has also scrutinised EYFS data, with a view to identifying areas for improvement. The outcomes of the school’s successful OFSTED report were also discussed and incorporated into the school’s action plan for 2017-18.

This year has also seen increased focus on special groups of children, particularly pupil premium children. We have rewritten our online declaration about how we use pupil premium funding to best effect and have introduced individualised pupil premium passports.

Science was a particular area of the priority for 2016-17, with special emphasis on how to improve children’s investigative skills. A governor visit took place after the school’s science week which showed that lessons had a higher focus on practical / experiential science and the development of investigation skills.

Another governor visit focussed on maths and in particular how the school deals with more-able pupils and the opportunities for extension. This led to refinements being made to the ways in which progress is tracked.

We have also looked at DT following work undertaken by the Deputy Head teacher of Bar Hill Primary who helped staff to enhance DT opportunities in cooking. This has led to an improvement in skills and increased opportunities for children in all years to cook in school. A governor visit for DT subsequently enhanced the committee’s overview of DT and helped to inform plans for 2017 – 18.

Throughout the year, many policies were reviewed covering various areas of the curriculum as well as overarching approaches to aspects of learning such as homework, assessment and behaviour. Governors have also followed staff training in equality and diversity and the committee has ensured that this is reflected across the policies.

Health and Safety

Throughout the year we have processed the necessary risk assessments and policy documents to ensure that the school premises is a safe environment for all pupils, staff, parents and visitors.

The Action Plan for the Health and Safety Committee of the year included promotion of cycling and walking to school. This is done via assemblies, encouraging healthy lifestyle choices and supporting Bike Ability in years 5 and 6 along with encouraging 'Walk and Stride', safe cycling, scooting and walking which will also help the parking problems in the car park.

We are very pleased to have achieved the Modeshift Bronze Award from the School Travel Awards and in turn won a scooter pod for use by the children.

We have worked with external providers to ensure that they are all are of the schools high expectations for safeguarding, behaviour and welfare of all participants.

Resources

As always, the primary task of the Resources Committee has been overseeing the school's one million pound annual budget and ensuring the financial stability for the years to come. This is an on-going task and involves balancing day-to-day educational needs with longer term building maintenance and capital expenditure, always considering the fluctuating pupil numbers and the possible impact of demographic changes in the village and surrounding areas.

Educational needs are resourced via the large contingent of excellent staff, departmental and classroom budgets. The excellent results are a direct consequence of both the resources available and the hard work of everyone involved.

Each year the Resource Committee sets an annual objectives plan to focus specifically on a number of specific projects in addition to the reoccurring work we perform. These projects can range from monitoring the impact of spend from dedicated funds on minority groups e.g. pupil premium to managing the finances behind school expansion plans. We are pleased to report that all objectives were achieved this year.

In addition to the general monitoring of budgets and financial controls the Committee also oversees refurbishment projects. These can be small, but add a lot of value to the school community such as the year 6 cloakroom refurbishment, or large such as the much needed roof replacement in spring 2017.

The announcement from the MOD in the autumn of 2016 that Bassingbourn Barracks was to re-open is a huge opportunity for the school and the Resource Committee is committed to fully supporting this opportunity. Through careful budgeting the school has been able to open an additional class for 2017/18 to accommodate the anticipated increase in pupil numbers. To ensure that there is sufficient space for all 12 classes temporary accommodation is in the process of being installed for the two year 6 classes. To ensure a long term solution is in place the school is working with the County Council on an extension project which will provide not only additional class rooms, but also break out rooms.

Social Media and Website

Bassingbourn Primary
@BassingbournPS

Bassingbourn Community Primary School - Inspiring Creativity & Independence in South Cambs. DFE designated as a National Support School.

Bassingbourn, England
bassingbourn.cambs.sch.uk

0 Following 195 Followers

Bassingbourn Primary
@BassingbournPS

Displays started. Mobiles nearly ready to move in to on Friday. Fantastic large classrooms!

25/10/2017, 11:18

8 Likes

Bassingbourn Primary
@BassingbournPS

Welcome to Hazard Alley! Pam is explaining what happens to 10yo thieves. #noshopliftershere #criminalrecords

Bassingbourn Primary @... · 10/07/2017

All ready for Key Stage 2 Sports Day! There are some dark clouds looming! Finger crossed!

Who's who on the Governing Body?

The Governing Body is the legal entity with formal responsibility for the high-level management of the school, including setting the main objectives, strategic direction and policies. However, the day-to-day implementation and management is delegated to the Head Teachers and other staff.

Informally, the Governors also act as 'critical friends' of the school, providing advice, suggestions and recommendations where appropriate.

The full Governing Body usually meets five times per year, but members also sit on one or more sub-committees with special remit for particular areas. These typically meet four further times per year.

List of Governors:

Mr Sam Spreadbury (SS), Chair, Co-opted Governor, CGovernors@bassingbourn.cambs.sch.uk

Mrs Claire Wright (CW), Vice Chair, Co-opted Governor

Mrs Sue Brown (SB), Co-Head teacher

Mrs Rachael Schofield (RS), Co-Head teacher

Mrs Nicky Marsh (NMa), Co-opted Governor

Ms Vicky Tyas (VT), Co-opted Governor

Mrs Sarah Oliver (SO), Staff Governor

Mrs Nichola Morse (NMo), Co-opted Governor

Mrs Mandy Jones (MJ)

Mrs Pippa Sutcliffe (PS), Parent Elected Governor

Mr Stefan Mitham (SM), Parent Elected Governor

Canon Chris Bishop (CB), LEA Governor

Clerk: Lisa White

And finally we hope that you have found this report interesting and informative, but we would welcome any feedback or suggestions on how it can be improved for next year!