



Annual Governors' Report

*Bells Farm Primary
School*

2015/16

Introduction from the Chair of Governors

31st October 2016

Dear Parents and Carers,

After another busy year in the life of Bells Farm, I am very pleased to introduce this report from the Governing Body of the school to parents and carers. Having joined the Governing Body last year, I am delighted to have been elected as Chair this year. With Mrs Jill Hughes stepping down from this role, I am also delighted that she has been elected Vice Chair this year and continues in her role as Safeguarding Governor. I am sure you will join me in thanking Mrs Hughes for her outstanding contribution to the role of Chair over many years.

In the report we, the governors, take the opportunity to summarise the responsibilities and activities of the Governing Body during the last school year, 2015-16. Much of the life of the school, its data and achievements are listed in the report, and we hope that this will give an indication of the learning environment provided at Bells Farm as we work together to live out the school's motto: "Enjoying our learning...aiming for excellence."

Through the commitment of the Head teacher and the entire school staff, both teaching and non-teaching, Bells Farm is such a special school, and we thank them for their continuing positive efforts on behalf of your children.

Bells Farm also benefits from the efforts of parents and carers in so many ways. The parent volunteer group continues to support the school financially and socially, and we greatly appreciate their contributions throughout the year. On an individual basis, the generosity of parents and carers with time and resources is invaluable in enhancing the school-life of children at Bells Farm.

You will see from the report that the children of Bells Farm have enjoyed a great variety of activities this year, both inside and outside the classroom. Details of many of these are displayed in the school and on our excellent website which is updated daily, and we warmly invite you to view these when you come into school. In a report of this size it is only possible to give outlines of school policies and development plans, but again these are available in the school at all times.

Many thanks for your continuing support of Bells Farm Primary School.

Rachael Downs

Chair of Governors

School Vision:

We believe that every pupil in Bells Farm is entitled to:

- ❖ be safe, secure and happy in a school environment which has their welfare, safety and education at the heart of everything it does;
- ❖ grow and learn in a values - based community which fosters care, respect, and tolerance in all and for all members of the school community;
- ❖ the best possible opportunities to achieve against personal goals and national expectations;
- ❖ the highest quality teaching which allows them to enjoy and achieve the best in their learning;
- ❖ a broad and rich curriculum at every stage of their school life;
- ❖ encouragement to develop as well-rounded individuals and independent learners for life, assessing and evaluating their learning as they work towards their goals.

1 The Governing Body.

There are currently 12 members of the Governing Body, including the head teacher. The governing body as a whole meets six times a year (half-termly), and between these meetings governors attend sub-committee meetings. Governors spend the equivalent of at least one working day per year in the school, visiting classes and spending time with teachers and children. In reality, many governors choose to visit the school more often than this, either in relation to specific issues or to view the general development of the school. The Chair of the Governors meets the Headteacher informally on a fortnightly basis to discuss any current issues, and to maintain a constant flow of information and support between the school staff and the Governing Body.

List of school governors during 2015-16:

Chair of Governing Body:	Jill Hughes
Vice Chair co-opted	Donna Lee
LA Governor:	Cllr Mike Leddy
Co-opted Governor:	Barry Connolly
Co-opted Governor:	Bruce Thomas
Co-opted Governor:	Debby Scott
Co-opted Governor:	Rachael Downs
Staff Governor:	Iram Sabir
Parent Governor:	Maurice Kempson
Parent Governor:	Abi Treadwell
Associate Governor:	Christine Wilkinson
Head teacher:	Barbara Butterworth

2. School Staff

The teaching staff have weekly staff meetings in order to discuss issues relating to the curriculum and school development. Bells Farm is fortunate to have a relatively high number of support and non-teaching staff, and all staff have the opportunity to meet informally several times a day to exchange information and ideas. All members of staff are encouraged to take advantage of opportunities for training and personal development, and the school has benefited from this in a number of areas this year. Teaching staff also attend regular INSET day training events plus any additional safeguarding and child protection training throughout the year.

2.1 Personal Training and Development 2015/16

We recognise that purposeful and targeted staff training makes a huge contribution to the development of the skills needed to ensure children receive the best possible education. Last year, staff in school received training in the following areas:

- Kings Norton Consortium activities: the head teacher has attended half-termly meetings to share practice and information with other head

teachers in the area; leaders and teachers throughout the school have received training in the implementation of the new curriculum for English.

- Safeguarding – Updates and training from the Birmingham Safeguarding Children Board.
- Safeguarding: Prevent training: train the trainer
- First aid and medical care
- Early Years development, teaching and assessment
- End of key stage assessments
- Sports and PE provision
- Special Educational Needs updates and training
- Mastery in maths
- Computing and e-safety
- Subject leadership
- Speech and language support training
- Performance management
- Financial management
- Peer support (lesson study)

The Governing Body also carries out an audit of training needs and last year received a mixture of in house and external training in the following areas:

- Safeguarding training
- Safer Recruitment training
- Assessment without Levels
- E-safety

2.2 Inset Day Training and Development 2015/16

The year's INSET days have been used for staff development in the following areas:

- Safeguarding
- Development of the new National Curriculum
- Behaviours for learning
- Appraisal
- Use of Classroom Monitor
- Mastery in maths
- Peacemakers strategy
- E safety

We have targeted the following areas for inset day training sessions in the forthcoming year:

- Mastery in maths and use of modelling
- Prevent training and safeguarding updates
- Development of Middle leaders.
- Renewal of Team Teaching certification

3 Pupil numbers and class organisation

As can be seen from the figures listed below, the number of children in each year at Bells Farm varies considerably.

Pupil numbers as at July 2016

Nursery	42 (part time places)
Reception	30
Year 1	30
Year 2	30
Year 3	30
Year 4	29
Year 5	30
Year 6	26

The Governing Body has set a limit of 30 pupils per class in our Admissions policy. This will continue next year. The school Nursery has a limit of 28 for each morning and afternoon session.

4. Attendance

Attendance and punctuality is very closely monitored and there are robust systems in place through the work of the Miss Hackett, Family Support Co-ordinator, and Mrs Scott, the school bursar, who has now taken over the data aspects of attendance.

- The attendance for the school year 2015-16 was 95.81% - reaching the target of 96% on rounding.
- Persistent absenteeism. This was 7.3% for the academic year.(15 pupils) This is high compared to previous years. However, this year the persistent absentee measure covers pupils who were absent for 10% of sessions rather than the previous 15%. Of the persistent absentees – just three pupils had absence of 15% or higher. At 1.5% this is an improvement on previous years for 15% absence. Of the 15 pupils who fell below the new national threshold of 90% attendance, 6 missed this by less than 1%.

The reasons for these particular pupils being below 90% were absence due to religious observance and periods of unexpected illness.

5 Financial statement 2015/2016

School Budget Share: Resources Available			
Balance Brought Forward at 1st April 2015		70,581	
Section 251 Formula School Budget Share 2014/15		1,003,704	
Grants			
Pupil Premium	162,040		
PE and Sports	8,831		
Universal Infant Free School Meals	20,465		
In Year School Budget Share Additions			
CRISP Top Up Autumn Term	0		
CRISP Top Up Spring Term	0		
CRISP Top Up Summer Term	0		
Exceptional Special Needs - Mainstream	0		
Total Available Resources for 2015/16		1,265,621	
Actual Net Expenditure		1,198,690	
Interest on Balance B/Fwd at 1st April 2015 Unspent at 31st March 2015		326	
Total Carry Forward Balance as at 31 March 2016		67,257	SURPLUS

6 School Development Plan

Aspects of school development and improvement, are incorporated into the School Development Plan (SDP). The plan is a very detailed document, focused over three years (2013 – 16) prepared and updated annually by the Senior Leadership in discussion with staff and governors and taking account of contributions through the parental and pupil questionnaires. The forthcoming plan for the next 3 year period 2016/19 will be published on the website in October 2016.

The aims for 2015/16 were:

- 1. Strengthen the effectiveness of the leadership team and the governing body as they work together to secure good overall effectiveness of the school.**

This year, the Governing Body continued to take up training opportunities in areas such as analysing school data and use of pupil premium, safeguarding and Safer recruitment. Members of the Governing Body have also attended INSET with staff on safeguarding. We continued to work closely with Mrs Butterworth through committees, in meeting our remit to question decisions made about finance, staffing structure, curriculum and teaching, progress and standards, and safeguarding.

In preparation for the forthcoming year, the governors have been represented at meetings about the School Development plan, and are timetabling our actions so that we can continue to track the progress of the SDP throughout the year.

Self- evaluation

School Self -evaluation showed that over the three years, Bells Farm is a solidly good school with aspects of outstanding practice. An external evaluation of the school by our School Improvement Partner, Yvonne Chapman agreed with these findings. Many aspects of the work of the Governing Body with the Senior Leadership Team (SLT) were judged to show outstanding practice, particularly the work of the GB in tracking the school development plan and using it to hold the SLT to account for their actions.

Pupil and sports premium impact:

This will continue to be monitored in the same way as last year. Sports and Pupil premium planned expenditure and impact reports are shared each year on the website for parents to view. Both sources of funding continue to be spent well with best value principles and have had a good impact on the well-being, progress and attainment of children on free school meals.

Parental engagement

We have continued to support Mrs Butterworth in the programme of learning and information workshops which took place over the year. These included:

- Year 2 and Year 6 expectations
- Phonics and reading
- Early Years workshops and 'Stay and Play'
- E-safety

As ever, our parent volunteers worked tirelessly with Mrs Jones to raise funds which were used to help finance trips – in particular the Year 6 residential trip. We were also pleased that the new Parent Forum met during the year with Mrs Butterworth to discuss school development.

Next year, we will continue to listen to your views, and welcome any suggestions you have about the efficient running of the school in order to benefit the children.

Staffing

We have shared the responsibility with Mrs Butterworth of appointing new members of staff. We made successful key appointments for the new school year in 2015/16. This included a very experienced deputy head, Miss McClelland, along with two new subject leaders/class teachers, Mr Johnston and Miss Procter, and two additional teaching assistants – Miss Lucas and Mr Koenig (one year fixed term contract) . All settled quickly into their new roles. Miss McClelland has had a particular impact on safeguarding and welfare as the new Designated Safeguarding Lead.

There was one new appointment for the new school year – Miss Vicky Potter who has been employed with effect from 1st September as an additional lunchtime supervisor to support the new arrangements for Nursery. •

Development of premises

This year there was extensive refurbishment to enable greater access throughout the school. A walkway was constructed across the quad in the centre of the school building, which has been agreed as a great improvement to flow through the school and especially useful in not interrupting PE lessons in the hall. An additional corridor was constructed to connect Foundation Stage to the rest of the school. An office was created for the Assistant head teacher by partitioning off a larger room and the deputy head's office was created by refurbishment of stock cupboard space. It has always been the aim of the head teacher overseen by the GB Finance Committee to make best use of existing space, and we are very pleased that this project has been completed to a high standard at low cost to the school

2. Increase the proportion of good or better teaching, giving children ownership of their learning.

The monitoring by both our senior leadership team and the external support of our School Improvement Partner, Mrs Yvonne Chapman, showed that the teaching at Bells Farm is consistently good or outstanding. As governors, we monitored this by receiving verbal and written reports from the head teacher, and our visits to school and individual classes helped us to see this in action.

3. Personal development, behaviour and welfare

The behaviour policy has been reviewed and shared with staff, children and governors. It now reflects both Peacemakers and a more restorative approach to behaviour and the behaviours for learning that we are striving for.

We were so pleased as governors to attend the second annual Behaviour Awards Assembly on the last day of the year, which saw so many children receive their second behaviour shields – 82% in total receiving a new shield!

The school continues to focus on the behaviours for learning of our pupils. Each phase has chosen six key behaviours (e.g., perseverance) which became our focus towards the end of the school year and will continue to be focused on throughout teaching in the coming year.

- The Peacemakers initiative which was shared with us in GB meetings by Miss McClelland, has got off to a great start. Mrs Hughes as Safeguarding governor joined the staff for training and was extremely positive about how it was beginning to be implemented.
- Safeguarding and Child Protection has been an area of strength for the school. Your children report overwhelmingly that they feel safe and happy at school and know who to talk to if they have any problems. You too showed in the Autumn parental questionnaires that you were happy with this aspect of school - with 100% of the 116 questionnaires returned reporting that your child(ren) felt safe at school.

4 . Raise standards for all groups of pupils so that the proportion attaining and exceeding the expected levels in English and mathematics at the end of each key stage exceed all measures of national floor standard and the gap between groups is significantly narrowed or closed.

The national data for 2016 shows that Bells Farm compares favourably with national figures. The results of the statutory assessment for end of Foundation Stage, Year 1 phonics screening and end of key stage 1 and 2 assessments are as follows for the 2015-16:

End of Early Years Foundation Stage

	2016	2015	2014
Good level of development (GLD)	70%	67%	67%
National GLD	69%	66.3%	60%
Average point Score (APS)	34.6	33	32.8
National APS	Not yet published	34.3	33.8

This shows that the school has been ahead of national for GLD (Good level of development) in each year from 2013 to 2016. It is also in line with national 2015 for average point score. (2016 not yet published).

End of Year 1 phonics screening test: (nat: national; sch: school)

	<u>Sch</u> 2016	<u>Nat</u> 2016	<u>Sch</u> 2015	<u>Nat</u> 2015	<u>Sch</u> 2014	<u>Nat</u> 2015
% pupils passing test	87%	81%	86%	77%	72%	74%

This shows a continuing upward trend in pupils achieving a pass in the national phonics screening test. This shows that the school's focus on daily phonics group teaching is having a big impact.

End of key stages:

In 2015-16, the system of assessment changed at the end of key stages 1 and 2. The government are clear that comparisons should not be drawn between this year and previous years because of these changes. Instead of levels, what is reported now is the percentage of children who achieve expected or better attainment at the end of the year.

End of key stage 1

Subject	SCHOOL Percentage reaching expected standard or above	NATIONAL Percentage reaching expected standard or above
All	67%	60%
Reading	83%	74%
Writing	70%	66%
Mathematics	83%	73%

End of Key stage 2

Subject	SCHOOL Percentage reaching expected standard or above	NATIONAL Percentage reaching expected standard or above
All	69%	53%
Reading	73%	66%
Writing	69%	74%
Mathematics	81%	70%
GPS	89%	72%

It can be seen from this brief summary of the data that our school is higher than national in every each of these measures at key stage 1 and key stage 2.

7 School clubs

This year has seen the continuation of after-school clubs at Bells Farm, including:

- Football
- Dance
- Multi-skills
- Arts and craft
- Karaoke
- Film club
- Choir
- Hockey
- Forest school

8 Brochures and Policies

- The School Prospectus has been updated and is available on the website.
- All statutory school policies have been updated and are published on the website.
- The school holds policies relating to every curriculum subject area, and these are updated on an on-going basis according to changes in LA and national policy, results of teacher training and development, and best practice reviews. These are held in the office and may be requested at any time.

9 Contacts with Outside Agencies

We have worked with the following agencies over the past year to enhance support for learning and wider needs of the children:

- King Norton Consortium
- Birmingham Safeguarding Children Board (BSCB)
- Birmingham Services for Education (S4E)
- Pupil and School Support
- Communication and Autism team
- BIG Community: Speech and Language team
- Educational Psychologist
- Children and Adults Mental health Service (CAMHS)
- DRB Education
- Schools Financial Services

10 Health and Safety

The school takes an on-going and proactive attitude to Health and Safety issues, and attempts to ensure that the staff and children work in a secure

and comfortable environment. The Finance and Resources Committee of the Governing Body meet at least once per term and take responsibility for the oversight of all health and safety requirements. This is part of a much wider remit on Safeguarding.

Our safeguarding statement:

The welfare and safety of pupils who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. We recognise that our pupils have the right to protection, regardless of age, gender, race, culture or disability. We understand our responsibilities set out under section 175 of the 2002 Education Act and the latest version of the Statutory DfE Guidance 'Keeping Pupils Safe in Education' to work together in partnership with other agencies to help pupils to grow up in a healthy and safe environment.

The following health and safety developments have been made in 2015/16:

- Numerous minor repairs have been carried out by our Assistant Building Service Supervisor (BSS) Mr Evans
- Continuous management of tree roots.
- Fences around the playground adventure equipment
- Maintenance and regular checking of security doors and gates
- Weekly alarm testing by our BSS Miss Maynard
- PAT testing of all portable electrical equipment
- School repairs survey by City Council

Bells Farm and the community

Road Safety

The children continue to be encouraged to take a responsible and active role in improving road safety. This year, all Year 5 children have successfully completed bikeability training.

School Visits

School visits this year have included:

- Reception visit to Sainsburys, Birmingham Airport, Pizza Express
- Year 1 visit to Butterfly
- Year 2 visit to Twycross Zoo
- Year 3 visit to the River Rea
- Year 5 visit to Stocks farm
- Year 6 residential visit

12 School achievements and support for causes 2015/16

All the children at Bells Farm face challenges and achieve personal goals on a daily basis, and some of the evidence of this can be seen on the walls of the school. The school's and the children's efforts are often recognised by outside bodies too, and listed below are some of the areas in which we achieved in 2015/16, along with support given to various charities

- School Quality Mark
- E safety Mark
- Sainsbury's Silver Sports award
- Football and Netball triumphs in the Baverstock Sports partnership
- Red Nose day
- We Act
- Children in Need
- Marie Curie
- Macmillan Nurses