



Annual Governors' Report

*Bells Farm Primary
School*

2016/17

Introduction from the Chair of Governors

31st October 2017

Dear Parents and Carers,

Another successful year at Bells Farm is under our belt and I am very pleased to share with you the annual report from the Governing Body. I have thoroughly enjoyed my first year as the Chair of Governors and am thankful to have such a dedicated team of staff and governors to support me in this role.

I would like to take this opportunity to summarise the responsibilities and activities of the Governing Body during the last school year, 2016-17. Bells Farm Primary School is a very special learning environment, where all the staff and pupils strive each day to achieve the motto, ““Enjoying our learning...aiming for excellence.” This is aim is ever present in the people, the buildings, the environment and, most importantly, in the learning.

It is important to take the time to thank the hard work of the entire staff who make Bells Farm the inspiring place it is. Teaching and non-teaching staff all work with huge commitment and dedication to go above and beyond to ensure your children can achieve their very best. Without them, the school would lack the wonderful personality and character which is such a special part of the school ethos, making every child feel safe, special and able to achieve their full potential.

Having mentioned the staff, I must also thank you, the parents and carers. Your continued support helps the school to continue to grow. This support comes in many different ways; time, financial, social, the list is endless. These contributions are not only noticed and appreciated but make a huge difference to the day to day experiences of the children here at Bells Farm.

The children have had an abundance of inspirational opportunities this year. My personal favourite was the St Patrick's Day Assembly, where the whole school community came together to celebrate and I have never seen so many happy, smiling children! All of these opportunities are proudly displayed within the school and are also promoted on the website. Please do make the most of this invaluable resource to keep up to date with information and to ensure you see the many wonderful opportunities offered to the children.

This report will give you an outline of the policies and developmental plans for this exciting year ahead. You are warmly invited to look into these in more detail when you are in school. The staff have spent many hours planning and preparing exciting and innovative learning opportunities and I know we have another great year ahead!

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 9 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 2016-2017

Chair of Governing Body:	Rachael Downs
Vice Chair co-opted	Barry Connelly
LA Governor:	Current Vacancy
Co-opted Governor:	Bruce Thomas
Co-opted Governor:	Debby Scott
Co-opted Governor:	Rosemary Dewar
Staff Governor:	Wendy McClelland
Parent Governor:	Siva Kachimba
Parent Governor:	Jonathan Anthill
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 2016/2017

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 development of reading, writing and maths.

- Induction training for new governors
- New RAISE Online training
- Safeguarding – Updates and training from the Birmingham Safeguarding Children Board.
- Safeguarding: Designated Safeguarding Lead training and refreshers
- Online safeguarding training for all staff and most governors
- Emotional well-being and mental health
- First aid and medical care including paediatric first aid
- E-safety
- Early Excellence training (Early Years)
- End of key stage moderation
- Special Educational Needs updates and training
- Mastery in maths
- Writing moderation
- Computing
- Subject leadership
- Speech and language support training
- Financial and HR management
- Development of 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
- E-safety

2.2 Inset Day Training and Development 2016/17

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

- Safeguarding including Prevent
- Development of Behaviours for learning
- Development of use of Classroom Monitor
- Mastery in maths and use of modelling
- Prevent training and safeguarding updates
- Development of Middle leaders.

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

- Safeguarding including Prevent/Early Help/Signs of Safety
- Development of action research
- Assessment for learning
- Cognitive load
- Development of Mastery in maths
- Development of all teachers as leaders.

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 2017

Nursery	36 (part time places)
Reception	30
Year 1	30
Year 2	30
Year 3	30
Year 4	30
Year 5	30
Year 6	30

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 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 taken over the role as Attendance Officer.

- The attendance for the school year 2016-17 was 96.2% - therefore meeting our target of 96%
- Persistent absenteeism. This was 8.6 % for the academic year.(18 pupils) This is high compared to previous years following the rise of the threshold for persistent absenteeism to 90% 2 years ago. Of the 18 persistent absentees – just five pupils had absence of 15% or higher. Of the 18 pupils who fell below the national threshold 3 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 2016/2017

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 2016/17were:

1. Effectiveness of leadership and management: *Strengthen the effectiveness of the leadership team and the governing body as they work together towards securing outstanding 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. Many aspects of the work of the Governing Body with the Senior Leadership Team (SLT) have been judged to show outstanding practice by our School Improvement Advisor, Mrs Yvonne Chapman, 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
- Maths workshops – working with your child’s class

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. They also raised money through our Christmas Fayre – a feature which will become a staple of the school calendar.

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 were happy that our teaching and support staff remained stable from 2015-16. Towards the end of the year, we said good bye to Mrs Sabir, Mrs Rose and Miss Lucas. For the forthcoming year, 2017-18, we have made two teaching appointments – Ms Andrews in Reception Class and Miss Edwards in Year 5.

Development of premises

This year we have focused on continuous maintenance of the existing premises. As part of this we have replaced the lighting throughout school.

2. Quality of teaching, learning and assessment: *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 peer support schools, Broadmeadow Junior and Hall Green Junior, 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: Work towards outstanding behaviour and personal development of children with a priority focus on their welfare and safety.

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.

The school continues to develop 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 focused on throughout teaching in the coming year.

- The Peacemakers initiative which was shared with us in GB meetings by Miss McClelland, has developed very well throughout school
- 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 108 questionnaires returned reporting that your child(ren) felt safe at school.

4. Outcomes for children and learners: *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 year, and the proportion of pupils in Foundation stage reaching a good level of development are in line with or exceed all measures of national standards, and the gap between groups is significantly narrowed or closed.*

The national data for 2017 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 2016-17:

End of Early Years Foundation Stage

	2017	2016	2015
Good level of development (GLD)	70%	70%	67%
National GLD	71%	69%	66.3%
Average point Score (APS)	34.4	34.6	33
National APS	34.5	34.5	34.3

This shows that the school has in line with national for GLD (Good level of development) and APS (Average Point Score) in each year from 2015 to 2017. The school was similarly in line with national in the three years previous to this data.

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

	<u>Sch</u>	<u>Nat</u>	<u>Sch</u>	<u>Nat</u>	<u>Sch</u>	<u>Nat</u>
			<u>2016</u>	<u>2016</u>	<u>2015</u>	<u>2015</u>
% pupils passing test	90%	81%	87%	81%	86%	77%

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. Additionally, pupils in year 2 who did not pass the test in year 1 ALL passed in Year 2 over the past 3 years.

End of key stages:

From the school year 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. This continued in 2017.

End of key stage 1 Percentage reaching expected standard or above

Subject	2017		2016	
	SCH	NAT	SCH	NAT
All	63%	Not yet published	67%	60%
Reading	83%	76%	83%	74%
Writing	70%	68%	70%	66%
Mathematics	80%	75%	83%	73%

End of Key stage 2 Percentage reaching expected standard or above

Subject	2017		2016	
	SCH	NAT	SCH	NAT
All	60%	61%	69%	53%
Reading	70%	72%	73%	66%
Writing	73%	76%	69%	74%
Mathematics	87%	75%	81%	70%
GPS	83%	77%	89%	72%

It can be seen from this brief summary of the data that our school has been higher than or in line with national in each of these measures at key stage 1 and key stage 2 at the end of 2016 and 2017.

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

- Board games
- Homework

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
- Local Speech and Language teams
- Educational Psychologist
- Forward Thinking Birmingham (previously Children and Adults Mental health Service - CAMHS)
- DRB Education
- Schools Financial Services
- Link2ICT

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 2016/17:

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

Bells Farm and the community

School Visits

School visits this year have included:

- Nursery: Ash End Farm
- Reception: Sainsburys, Birmingham Airport, Pizza Express
- Year 1: Butterfly farm and Think Tank
- Year 2: Twycross Zoo and Tesco: Farm to Fork
- Year 4: Lunt Roman Fort
- Year 3: Sarehole Mill and Botanical Gardens
- Year 5: Stocks farm and Think Tank
- Year 6: Residential visit to Pioneer centre

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 2016/17, along with support given to various charities

- Various sports triumphs in the Baverstock Sports partnership
- Red Nose day
- We Act
- Children in Need
- Marie Curie
- Macmillan Nurses
- Young Voices representation by School Choir