

# Bournes Green Infant School

A member of **SECAT (Southend East Community Academy Trust)**

## Governor Annual Report to Parents

September 2017

### Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust, in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

Bournes Green Infant School is now an academy. We are part of Southend East Community Academy Trust (SECAT). Other schools in our academy are Hinguar Primary School and Nursery, Shoeburyness High School, Thorpedene Primary School, Bournes Green Junior School and Richmond Primary school and Nursery.

In accordance with the Government's requirements for all governing bodies, the three core strategic functions of Bournes Green Infant School Governing Body are:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its children;
3. Overseeing the financial performance of the school and making sure its money is well spent.

The Governing Body of Bournes Green Infant School was reconstituted in September 2016 and is now made up of two Parent Governors, eight Co-opted Governors, two Staff Governors and the Headteacher.

Co-opted Governors are appointed by the Governing Body and are people who, in the opinion of the Governing Body, have the skills required to contribute to the effective governance and success of the school.

The Governing Body meets at least once each term and the following have been established:

- Leadership and Management Committee;
- Achievement, Teaching and Learning Committee;
- Behaviour and Safety Committee;
- Pay Committee;
- Headteacher's Performance Review Committee.

We also have committees that meet if required, to consider discipline and staffing matters.

The budget, each year is scrutinised before being approved by the Full Governing Body. We are pleased to report that the school is in a relatively healthy position financially. A member of the governing body regularly comes into school to discuss finance with the Bursar.

The Governing Body looks at the maintenance and development of the school premises, and makes decisions about how the school should use the budget. Children's attendance is regularly reviewed at the Achievement, Teaching and Learning Committee Meetings.

Governors are kept informed about the academic attainment and progress of all children, so that we can be sure that the school is on track to fulfil its high expectations. We also receive information about our vulnerable children, how the Pupil Premium Grant is being spent and what impact it has on their outcomes.

We have a nominated Health and Safety Governor who carries out regular, termly checks of the school and premises, along with the headteacher. The Behaviour and Safety Committee also looks at any incidents of bad behaviour, bullying and racial discrimination.

Governors are also particularly concerned about safeguarding and we have a Nominated Governor for Safeguarding, who gives a termly report to the Governors about any safeguarding matters.

At Bournes Green Infant School, leaders have the children's safety, welfare and learning at the forefront of all decision-making. Each member of staff and each governor is a leader of at least one aspect of the school's life, working as a strong team to improve learning and to raise standards. Pupil voice, through the School Councils, and parent consultation, through parent meetings and surveys, mean that the whole school community is part of the consultation and decision making process.

The Governing Body monitors school improvement priorities through regular visits to the school for meetings and observations; it also spends time on scrutiny of documentation and ensures that rigorous procedures are adhered to. In all, the team ethos at Bournes Green Infant School is key to successful learning for all of the children.

Our end of key stage results show that children at Bournes Green Infant School achieve well when compared to national levels. When children start in the Early Years Foundation Stage they join us with a wide range of abilities and due to the focus we give to individual needs and targets across the school, by the end of year 2 the vast majority have made expected or above expected progress.

The development of healthy lifestyles is a high priority for our school. We have attained our Enhanced Healthy School Status. All pupils undertake about 2 hours of quality PE in addition to a short daily physical activity. Additional opportunities for developing children's love of sport are encouraged. Lunches are provided by a local supplier to a high standard with fruit breaks and access to drinking water throughout the day.

The children take part in a range of activities to ensure that they feel safe. All staff are given annual Child Protection Training. Adults give children time to talk through issues which reflects the small school family ethos. We have a comprehensive PSHE curriculum, addressed through class sessions, assemblies and circle times.

In surveys children report that they feel happy and safe at Bournes Green Infant School. The school has a robust vetting procedure for all adults coming into school.

As a school we wish to continue to build on high standards through exciting learning. The school identifies and supports children with specific needs including academically able children. Over time the school has developed an increased use of a range of strategies to ensure that pupils are interested and engaged. Teaching assistants reinforce and support learning effectively, working with groups and/or individuals depending on the needs identified from the teacher's planning.

All progress is specifically tracked and includes vulnerable groups, gender and term of birth.

OFSTED 2007 - This is an outstanding school. View our full Ofsted Report at <https://www.gov.uk/topic/schools-colleges-childrens-services/inspections>

## Educational Achievement & Attendance 2017

School Performance	Summer 2017	
	Working at Expected Standard	Working at Greater Depth within the Expected Standard
<b>Reading</b>	<b>89%</b>	<b>52%</b>
<b>National 2016</b>	<b>74%</b>	<b>24%</b>
<b>Writing</b>	<b>89%</b>	<b>43%</b>
<b>National 2016</b>	<b>65%</b>	<b>13%</b>
<b>Mathematics</b>	<b>87%</b>	<b>43%</b>
<b>National 2016</b>	<b>73%</b>	<b>18%</b>
<b>Science</b>	<b>95%</b>	<b>N/A</b>
<b>National 2016</b>	<b>82%</b>	<b>N/A</b>

## Gender Results

Girls 30 (3.33)		Reading	Writing	Maths
Boys 31 (3.23)				
Working at Expected Standard	<b>Girls</b>	94%	97%	97%
Working at Greater Depth within the Expected Standard		71%	57%	50%
Working at Expected Standard	<b>Boys</b>	81%	81%	77%
Working at Greater Depth within the Expected Standard		32%	32%	36%

Children of Ethnic Origin (7 boys 6 girls)	Working at Expected Standard	Working at Greater Depth within the Expected Standard
English Reading	85% - (88%)	62% - (50%) (5 girls 3 boys)
English Writing	85% - (90%)	46% - (42%) (4 girls 2 boys)
Mathematics	85% - (88%)	46% - (42%) (4 girls 2 boys)

( other children)

Children with EAL (8 girls 5 boys)	Working at Expected Standard	Working at Greater Depth within the Expected Standard
English Reading	88% - (87%)	56% - (51%) (6 girls 3 boys)
English Writing	88% - (89%)	50% - (40%) (6 girls 2 boys)
Mathematics	88% - (87%)	50% - (40%) (6 girls 2 boys)

( other children)

Pupil Premium Children (4)	Working at Expected Standard	Working at Greater Depth within the Expected Standard
English Reading	50% - (91%)	0% - (56%)
English Writing	50% - (91%)	0% - (46%)
Mathematics	25% - (92%)	0% - (46%)

( other children)

<b>FSM Children (2)</b>	<b>Working at Expected Standard</b>	<b>Working at Greater Depth within the Expected Standard</b>
English Reading	50% - (90%)	0% - (54%)
English Writing	50% - (90%)	0% - (44%)
Mathematics	0% - (90%)	0% - (44%)

( other children)

<b>SEN(D)</b>	<b>Working at Expected Standard</b>	<b>Working at Greater Depth within the Expected Standard</b>
3 Stat/EHCP & 4 SEN Support		
English Reading	14% - (98%)	0% - (59%)
English Writing	14% - (98%)	0% - (48%)
Mathematics	14% - (96%)	0% - (48%)

( other children)

#### **Phonics Assessment**

<b>Group</b>	<b>No of Children</b>	<b>Pass %</b>
Year 1	61	89%
Year 2	8	88%

#### **EYFS Assessments**

**Good Level of Development 83% of children achieving at least 'Expected' in all areas.**

#### **Attendance**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Reception	98.26%	96.55%	96.40%	96.24%	96.48%	96.57%
KS1	98.16%	97.43%	97.10%	97.08%	97.11%	97.10%
Whole school	98.19%	97.13%	96.84%	96.81%	96.91%	96.94%
Boys	98.68%	97.55%	97.21%	96.80%	96.87%	96.94%
Girls	97.81%	96.83%	96.55%	96.81%	96.94%	96.93%

# Bournes Green Infant School

## School Improvement Plan 2017-18

### Leadership and Management

#### Outcomes:

For Governors to take a more active role in the leadership of the school  
Governors to receive additional training through school and academy resources  
Governors to become more involved in curriculum areas  
Governors to take a more active role in specific responsibility areas

To develop the Deputy Headteacher role

Senior leader to be Deputy Designated Safeguarding Lead

For the Bursar to construct a comprehensive timeline of MAT requirements and deadlines.

For a procedural manual to be completed for finance and personnel issues to ensure business continuity in case of long term absence.

### Achievement, teaching and Learning

#### Outcomes:

#### Reading

Clear assessment comments for reading evidence in KS1 to match curriculum criteria.  
Increased range of scheme books in classrooms.  
Reduced gender gap at expected and greater depth.

#### Writing

To improve spellings across KS1 in line with the National Curriculum requirements  
To improve letter formation and joins in handwriting.  
To have effective end of KS1 writing assessment evidence of coverage  
Reduced gender gap at expected and greater depth.

#### Mathematics

New approach for collecting evidence for work at greater depth across KS1.  
Review and update calculation policy for addition and subtraction into Year 2.  
Review and update Reception scheme of work.  
Any gender gaps to be identified and addressed

#### Science

To continue to raise the profile of Science throughout the school.  
To track progression of scientific skills throughout the school.  
To ensure a good coverage of objectives across all year groups for Science.  
To devise a consistent system for assessing Science at KS1  
Work with the Academy members to achieve the Science Mark.

#### Computing

To ensure good coverage of objectives across all year groups for Computing  
To gain a better understanding of achievement in Computing  
To devise a consistent system for assessing Computing at KS1

#### History

To continue to raise the profile of History throughout the school.

<p>To track progression of historical skills throughout the school.</p> <p>To ensure good coverage of objectives across all year groups for History.</p> <p>To gain a better understanding of achievement in History.</p> <p>To devise a consistent system for assessing History at KS1</p>
<p><b>Art</b></p> <p>To gain a better understanding of achievement in Art</p> <p>To devise a consistent system for assessing Art at KS1</p> <p>To build up a current file/evidence of artists covered each term</p> <p>To build up cross curricular links/evidence of art</p>
<p><b>Design Technology</b></p> <p>To gain a better understanding of achievement in DT</p> <p>To devise a consistent system for assessing DT at KS1</p> <p>To build up cross curricular links/evidence of DT</p>
<p><b>Geography</b></p> <p>To continue to raise the profile of Geography throughout the school.</p> <p>To track progression of geographical skills throughout the school.</p> <p>To ensure good coverage of objectives across all year groups for Geography.</p> <p>To gain a better understanding of achievement in Geography.</p> <p>To devise a consistent system for assessing Geography at KS1</p>
<p><b>EYFS</b></p> <p>A comprehensive analysis of the EYFS Data identifying any areas of need.</p> <p>Support package based on results of data analysis - to include gender intervention at emerging, expected or exceeding, as necessary.</p>
<p><b>EYFS</b></p> <p>Plan for individual activities in the EYFS indoor and outdoor areas will allow children to become more interactive.</p> <p>To have specific learning outcomes, as necessary, linked to the days/weeks planning.</p> <p>For children will be engaged in a variety of productive activities.</p> <p>For themes, ideas questions and challenges will be evident in the inside and outside area.</p>
<p><b>Assessment</b></p> <p>To devise an consistent system for assessing foundation subjects at KS1</p>
<p><b>Behaviour and Safety</b></p>
<p><b>Outcomes:</b></p>
<p><b>Health and Safety</b></p> <p>To build up a folder containing new health and safety policies and procedures.</p>