

# Haddenham St Mary's Church of England School

Governors' Annual Report  
to Parents 2019



## The Governors (as at 31 August 2019)

Term of office expiry date in brackets

### Headteacher

Mrs Karen Collett

### Staff Governor

Mrs Rebecca Richardson (February 2021)

### Foundation Governor

Dr Roger Ward (May 2020)

Mrs Ruth Talbot (November 2022)

### Local Authority Governor

Mrs Gaynor Bull (Chair) (October 2020)

### Parent Governors

Mr Neil McKain (November 2021)

Mr Andrew Phillips (November 2021)

Mr Ian Dorrian (October 2022)

### Co-opted Governors

Mr Henry Eccles (November 2021)

Mr Scott Fawcett (November 2021)

Mrs Janet Sharp (February 2023)

Mr Jonathan Smith (February 2020)

## Glossary

**BASL** Bucks Academy for School Leadership

**BCC** Buckinghamshire County Council

**CVG** Christian Values Group

**EYFS** Early Years Foundation Stage

**HASSP** Haddenham Area School Sports Partnership

**ICT** Information & Communication Technology

**LSA** Learning Support Assistant

**NPQH** National Professional Qualification for Headship

**NPQSL** National Professional Qualification for Senior Leadership

**NQT** Newly Qualified Teacher

**SCITT** School Centred Initial Teacher Training

**SEN** Special Educational Needs

**SEND** Special Educational Needs Disability

**SIAMS** Statutory Inspection of Anglican and Methodist Schools

**TA** Teaching Assistant

**UIFSM** Universal Infant Free School Meals

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## *An Introduction from the Chair*

The 2018-19 academic year began with St Mary's once again welcoming 60 new pupils into the Early Years Foundation Stage. Our increased admission number is meeting the needs of the local community as we see more pupils applying to join HSM from within the village and surrounding area. Admissions in September 2019 are anticipated to take the school to our full capacity of 180 on roll.

As usual we had a few changes to our staff team at the beginning of the year as staff moved onto new roles. With a staffing team of almost 50, changes are inevitable and bring a healthy input to the school with new ideas and fresh eyes working together with our experienced staff.

Despite the financial challenges within educational funding we continue to ensure the staff team meets the needs of the children and the school, providing an excellent education and safe environment for all children in our care. We also strive to invest in regular maintenance of the building and school resources for the benefit of all. In part our success has been through local and national grants, with the PTA providing funds to support our bids and contribute to our success.

Schools are facing significant financial challenges over the next few years as their income reduces in "real terms" and expenditure increases. Government policy on salary increases and growth in school budget shares is not necessarily aligned, and while the Local Authority aims to provide all schools with funding as per the National Funding Formula, pressure on educational provision at all levels and across all needs is constant. We remain confident our prudent and "impact on learning" approach to school finances will allow the school and the children to thrive.

In typical St Mary's style, we are always seeking new ways to improve the educational provision locally and embarked on a consultation to establish the need for a small pre-school for

children aged 3-5, to be based in the Eco Lodge. The unique selling point of "Little Forest Friends" was that a qualified teacher, following the Forest School initiative, would lead the provision and provide a stimulating early learning environment working under the leadership and vision of Haddenham St Mary's CE School.

The response to the consultation was exceptionally positive, with 86% in favour, 7% against and 7% uncertain of their view pending further clarification on aspects of the proposal. The summer term recruitment drive facilitated a full staff team for the pre-school and sign up from local families for the 15 places available. From initial interest expressed, we anticipated Little Forest Friends would be full in the Spring term of 2020.

The governors would like to thank all staff at St Mary's, both teaching and non-teaching, for their hard work and commitment to the success of the school. I would also like to extend my thanks to the governor team and PTA for their support over the last year.

Without such committed staff, parents and governors the educational experience of all our children at St Mary's would be significantly different – we are grateful to everyone for their contribution.

Good luck to everyone for the year ahead and we look forward to every child at St Mary's enjoying school, achieving academically and developing skills to support them in their future lives and aspirations.



**Gaynor Bull**  
Chair of Governors

## The School & Teaching

At Haddenham St Mary's Church of England School we are committed to Excellence, Care and Fun for All.

### School Performance Review

Every year the school is required to undertake a self-evaluation to ensure that standards are maintained and improved wherever possible.

This evaluation falls into several categories and we set out below an overview of these.

### Leadership and Management

We believe the school to be well managed and this shows through in consistently strong academic results in comparison to local and national figures.

Critical and rigorous self-evaluation, feedback from parents, two external reviews and the SIAMS inspection in 2017 support our overall judgement that leadership and management are outstanding. Parent questionnaire results show that 97% of parents agree or strongly agree that the school is well led and managed.

*Parents agree that the school is well led and managed.*

We pride ourselves on the strength of our team. There is a highly effective and cohesive Senior Leadership Team, strong middle leaders and dedicated, well-trained teachers and teaching assistants. Governors are highly effective and have a wide range of skills and experiences to support the school.

Our leaders and governors have shared high expectations and aspirations for all children. Over time, since the last inspection, under the leadership of the Headteacher and with the support of a knowledgeable and informed governing body, the school has remained consistently outstanding. We set ourselves appropriately challenging targets and closely monitor the progress of the School Development Plan and its priorities.

The school's Governors are very well informed by the Headteacher through excellent documentation, which provides a detailed knowledge of the school's performance. They are rigorous in the challenge and support they offer the Headteacher.

The school vision "Committed to Excellence, Care and Fun for All" is embedded across the school and within the School Development Plan, with all teachers and governors striving to maintain outstanding standards. Children are engaged with our vision knowing "they always try their best". This ethos is introduced to all pupils as soon as they join Haddenham St Mary's. School leaders are actively involved in supporting other schools and

creating synergy to share expertise and knowledge. Haddenham St Mary's is constantly visited by other schools to share good practice.

The majority of parents are satisfied with Haddenham St Mary's as the table illustrates (derived from 96 responses):

#### Parent Questionnaire - Summer 2019

	Strongly Agree / Agree
My child is happy at this school	96.8%
How well do you think this school meets your child's needs	94.6%
My child is safe at this school	92.7%
The school is well led and managed	96.7%
How would you rate the quality of our school's facilities	92.6% (Excellent/very good)
The school communicates well with parents	97.9%
The school deals effectively with bullying	53.6% (40.6% neither agree or disagree)
The school promotes pupil well being	89.3%
How likely is it that you would recommend our school to a friend or fellow parent? (1-10 rating scale)	10 rating - 68.4% 9+ rating - 81.0% 8+ rating - 91.5%

In order to continuously improve what we offer there are several ongoing initiatives. We:

- Collaborate with other schools, both directly and through liaison networks, in order to share skills, good practice and training opportunities. We have been actively strengthening our links with Haddenham Junior School and have put in place an action plan for stronger cohesion between the schools in order to improve the transition of pupils.
- Continue to enhance our curriculum and to present topics in stimulating and challenging ways, for example through 'Wow Days' and Forest Schools.
- Involve ourselves with the local community including the church, library and community groups - be it singing at Abbeyfield (residential care home), inviting the community to enjoy our firework display or running stalls at the village fête.
- Train and develop both our new and experienced staff as well as working with external student teachers.

## Quality of Education

A high proportion of teaching over time has been judged to be outstanding and to continually review this assessment we welcome visits from external experts, including visiting head-teachers and OFSTED inspectors as well as reviews undertaken by BCC and the Oxford Diocese.

Again, the 'Parentview' questionnaire demonstrates a very high level of satisfaction from parents with regard to the teaching and homework provided to pupils. We can only maintain this standard through meticulous planning, a detailed understanding of the needs of individual children and a deep knowledge of the subjects taught.

We are also fortunate to have a committed and effective educational support team. Our teaching assistants are highly skilled and work with teachers to provide a bespoke approach for each and every child in our care.

There is a clear and ambitious vision for the curriculum, aiming to achieve a high quality, inclusive education for all pupils.

We have ensured that our curriculum is ambitious, coherently planned, broad and balanced for all pupils. We also consider that we have successfully adapted, designed and developed the curriculum for pupils with additional needs - whatever they may be.

Through delivering a clearly designed curriculum that:

- takes individual children into consideration,
- delivers a good balance of fun practical tasks; and
- provides memorable learning experiences,

We aim to create independent, engaged and enthusiastic learners with a lifelong love of learning.

Strategies are also in place to maintain the high standard of teaching within the school:

- We regularly undertake lesson observations to ensure a monitoring and evaluation process of teaching, learning and planning. These are carried out by Senior Leaders, visiting Headteachers, the Diocese and school improvement advisers. This is an integral part of our performance management cycle for our teachers.
- We also conduct peer assessments for our teachers. This ensures we are transparent as a team and work collectively to improve effective practice.

## Outcomes for Pupils

One of the first steps we can take in ensuring good results for our pupils is to ensure that we recruit, develop and retain highly focused professional staff. Thereafter we can implement and work within rigorous performance management and supervision processes in order to monitor the quality of teaching.

In line with this staff development; pupil safety, health and overall well-being is consistently monitored and reviewed. With the support of parents, governors and external parties, our collective resources and knowledge provide ideas to continue to make St Mary's a stimulating environment that is rich, inspirational and exciting, both educationally and developmentally.

Staff engagement with pupils is always observed to indicate how we can continue to motivate and create eagerness to participate. We also work towards motivating pupils to become highly responsive to adults and prevent them from being distracted.

The pupils have a strong understanding of safety and managing risks. They also understand the importance of cooperation and respect for fellow pupils.

Our pupils have made consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including children who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress.

We truly believe in providing high-quality support towards each pupil's knowledge, understanding and skills in all areas of the curriculum. Our vision is 'Excellence, Care and Fun for All'. We try to live out this vision every day through our provision and the pupils' learning.

The achievement of the pupils has been consistently outstanding over time, always above local authority and national averages, as the charts included later illustrate.

Pupil progress meetings track the development of all children. As a result, the pupils' individual targets and needs are identified and are well supported by teaching provision. Where necessary, interventions to suit individual pupil's needs are introduced. The effectiveness of interventions are closely monitored and refined to suit the changing needs of every pupil.

Teachers provide pupils with incisive feedback in line with the school's assessment policy. Our 'purple-polishing' system ensures pupil feedback at the marking stage in addition to improving their own understanding of development and performance.

The majority of students are making substantial progress regardless of their starting points. Our one-to-one mentoring programme, designed especially for disadvantaged pupils who have special educational needs and/or disabilities, is structured to maintain the same progressive development ethos.

Pupils are always encouraged to engage with their fellow-classmates and adults and articulate their knowledge with a

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strong sense of enthusiasm and understanding. The majority of our pupils can read to a high standard and progress is above average across all subject areas.

We are confident that our pupils are well prepared and educated to an exceptional standard in order to give them the very best start towards their onward transition beyond St Mary's.

### Personal Development

A sense of belonging and cohesion between pupils and staff within the school has provided a strong foundation and encouragement of respect and sensitivity for others. Our pupils are encouraged to respect spiritual, moral, social and cultural differences. We promote self-confidence and self-esteem alongside the opportunity for them to be curious in understanding their environment inside and outside the school. We were awarded an outstanding judgement in our most recent SIAMs inspection (2017-2018).

We have high expectations of all children in our school. Throughout our school core values children show respect and tolerance of others as well as the environment around them. We promote community cohesion and democratic values by providing equal opportunities for all pupils to succeed. Our pupils have made consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including children who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress.

Pupils are also motivated to learn more about maintaining a healthy lifestyle and positive outlook in life. A programme of emotional wellbeing interventions is in place for children who need extra support.

There are numerous initiatives in school to develop mental/physical health and wellbeing, and these include classes on yoga and mindfulness; nurture and emotional wellbeing groups for children that need support; Wake and Shake and Forest School.

Integral to our approach is the Christian ethos of caring for one another in school, in the local community and in society. At Haddenham St Mary's, every child matters and everyone cares. Diversity is one of curriculum drivers and is featured on teacher's planning and the School Development Plan annually. We are aware of our setting and the need to ensure that children have a broad understanding of diversity at all levels and have strong opportunities to develop their cultural capital.

### Behaviour and Attitudes

Our school's promotion of high standards of behaviour is reflected in our pupil's day-to-day conduct, which we are proud to say is outstanding.

Our children are keen to learn and work hard and they develop into confident, resilient and independent learners. Their excellent attitudes to learning have a strong, positive impact on their progress. We aim to recognise all achievements and pupils are proud and motivated to accomplish. Our pupils' impeccable conduct reflects our school's effective strategies to promote high standards of behaviour.

There have been no exclusions. There have been no reported incidents of bullying in the past three years and no reported racist or discriminatory incidents.

The school has established a consistently clear moral code for behaviour with high expectations, effective rewards, sanctions and the regular celebration of good behaviour. The ethos is based around the school's core values of hope, compassion, perseverance, respect, honesty and community. In line with our ethos, our pupils have an excellent attitude towards learning and have a positive outlook on achievements made by them or their fellow-classmates.

Children follow the school's Golden Rules and excellent behaviour is evident across the school and within lessons. Children understand when sanctions are made and they are spoken to about their behaviour and how to improve it. Any low-level disruption or behaviour incidents are dealt with effectively by staff through a clear and robust behaviour plan. Clear systems ensure that behaviour is exemplary across school and therefore learning is not disrupted.

Everyone who works in school understands the school's behaviour plan. Behaviour is a standing item on the agenda for whole school staff meetings and any children to monitor are discussed and plans are put in place to enable them to follow school rules.

### Protecting our children's welfare

Safeguarding is of the highest priority in school. The school works tirelessly to ensure that all its pupils are kept safe through a rigorous training schedule which ensures that all staff are well informed and up to date on current procedures. Pupils are comfortable and confident to raise any concerns within school with the understanding that staff would take rapid and appropriate action to resolve.

There have been a number of actions undertaken to enhance pupils' safety including enhanced security to the school grounds, more rigorous access requirements for entering the school buildings and better identification of visitors through the use of colour-coded lanyards.

*Behaviour  
is exemplary  
across the  
school.*



The e-safety code is displayed around our school and regularly discussed. Educational material is circulated to all parents and e-safety information is signposted on the School's website. We continue to teach pupils how to keep themselves safe online. An E-Safety Parent Information Evening has been held for parents and carers to promote further awareness.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times as the results of the last pupil questionnaire shows:

#### Pupil Questionnaire – Summer 2019

	Strongly Agree / Agree
Pupils agree that: I like being at St Mary's	94%
Pupils agree that: I feel safe at St Mary's	92%
Pupil agree that: I think that the adults in school care about me	91%

## Effectiveness of the Early Years Provision

Our collaborating vision is supported by an uncompromising drive to further improve and maintain the highest level of outcomes for pupils throughout their early years in Haddenham St Mary's.

A 'baseline assessment' is used to assess children in the first few weeks of the Autumn term. The teachers use their professional judgments to find the starting points for children's learning. Thorough, ongoing assessment ensures that teachers are able to plan for and provide accurate next steps for children's learning.

Parents are engaged and are keen to contribute to the assessment process. Parents are being reported to regularly using the Tapestry reporting system. This enables us to constantly monitor the progress and development of the children informing us of their next steps in their learning.

The staff work extremely hard to provide exciting and stimulating continuous provision activities for children. All staff are involved in planning these and write ideas on a weekly basis for the following week. The children access the indoor and outdoor provision effectively. Learning journeys are exceptionally well presented and show the wealth of experiences that the children can access in the provision. These are a wonderful and extremely effective tool for parents to understand their children's learning experiences.

We plan and implement an ambitious and creative curriculum which is both accessible and challenging for each individual.

The Foundation team track progress for all children and significant groups, identifying any issues and altering provision accordingly to ensure they all achieve the best possible outcomes.

As a result of the above, an overall Good Level of Development has been consistently high over a number of years and the

percentage of children achieving a good level of development in the EYFS in 2019 puts the school in the top 20% of schools in the local authority.

#### Percentage of children achieving a good level of development (GLD) in the EYFS

Year	2017	2018	2019
% GLD	96%	85%	93%
National	71%	72%	N/A

## The School & the Church

The relationship between St Mary's Church and the school remains very strong. Family worship continues to be enjoyed by the whole school community once a month and is complemented by our daily Collective Worship in school. The 'Open the Book' team regularly provide opportunities for pupils to explore the Bible and to lay spiritual foundations through prayer, worship and their own natural sense of curiosity.

The Christian Values and Ethos Group (CVG) continue to play a strong part in the spiritual life of the school. The CVG is made up of parents, teachers and foundation governors as well as members from St Mary's Church. They meet regularly to consider the spiritual life of the school and pray for the whole school community. Members of the team lead a carousel of activities which enabled the children to fully engage with and enjoy the Christmas and Easter stories.

*Christian values permeate all areas of daily school life*

The SIAMS review was undertaken in October 2017. This considered the distinctive Christian character of the school. It particularly identified that 'the Christian ethos of the school makes an outstanding impact for good on the academic, spiritual, moral, social and cultural development of all pupils' and also that 'the school's distinctive Christian values are made explicit and permeate all areas of daily school life with a consequent highly beneficial effect on relationships and behaviour.'

## School Policies

We have a robust system of reviewing and updating school policies, with key policies on the school website. A full list is available in school, with copies available on request from the school office.

## Levels of Attendance

Attendance for the 2018/19 academic year (including off site educational activities) was 96.6%.



## Staff Professional Development

Staff attended the following courses in the academic year 2018/19:

### Teaching and Learning

- Foundations of successful induction
- Being brilliant in your early teaching career
- Primary English conference
- Primary Maths conference
- Primary Science conference
- Putting TAs on the map
- Effective strategies for the playground
- PE conference
- Early Years Autism
- EYFS profile moderation
- KS1 Standardisation
- Introduction to Autism
- KS1 joint moderation
- Supporting young people with ASD and mental health
- Language disorders & strategies for supporting pupils in the classroom

### Safeguarding, Health & Safety

- Asbestos awareness
- Control of Substances Hazardous to Health
- IOSH working safely
- Supporting pupils in school with medical conditions
- Fire Warden
- Emergency first aid
- Paediatric first aid
- Schools first aid
- Designated Safeguarding Lead refresher
- Child Sexual Exploitation
- Hyperinsulinism
- Asthma
- Allergywise for schools
- Food Safety & Hygiene Level 2
- Food Allergy Awareness
- Prevent strategy
- Child Protection Awareness

### Leadership and Management

- Introduction to Excel
- Intermediate Excel
- Using leadership & management to make a difference
- Disciplinary & investigations
- Headteacher curriculum breakfast
- BASL conference
- Mentoring in ITT
- SEND conference
- End of Year SIMS workshop
- Support Services forum
- Safer Recruitment

## Gifts to the School

In the year ending 31 July 2019 a number of gifts were received, including a lottery grant of £10,000 and donations from Rectory Homes, Haddenham Beer Festival, DAF, Print Lab School-wear and the Over Sixty's Club.

We even had a TV company contribute funds in return for the use of the car park during filming in the village.

We are, as ever, enormously grateful for this generous support.

## Governor Development

As school governors we work as a team with the Headteacher, in the role of a '*critical friend*'. Together with the Headteacher we are responsible for making sure our school provides the best possible quality of education.

The Governing Body provides strategic management for the school. We make decisions together on matters such as academic performance, attainment targets, school finances, school policies and school development plans. We monitor the impact of policies and oversee school budgets and staffing.

All governors undertake induction training and individual governors attend a variety of courses relevant to their roles on the various committees. Where possible we collaborate with the other local schools to optimise the training opportunities available to us.

As a Governing Body we have purchased a core package which gives us access to the Governor Development Programme run by Bucks Educational Partnership. This includes access to online training modules as well as off-site training courses and in-house full Governing Body training sessions.

Forums are held both termly and annually for specific governing areas and we have had representation this year at forums covering: Child Protection & Safeguarding, Early Years, SEND and Leadership. Governors also attended the Buckinghamshire Association of School Governors and BCC termly leadership briefings.

Additionally, Governors have undertaken training on Child Protection & Safeguarding, Interpreting School Data, GDPR Briefing and Monitoring and Evaluation of Schools, along with several other briefing, management and support sessions.

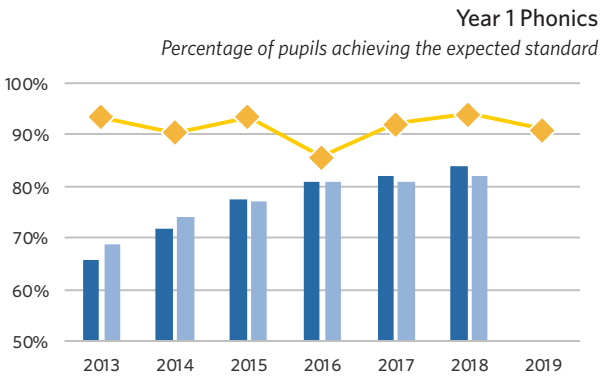
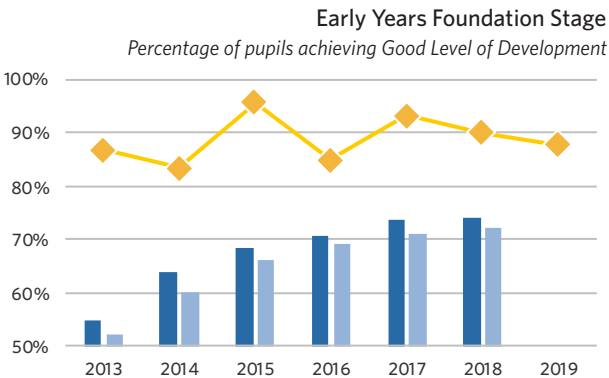
# Educational Attainment

## Overview

This year's outcomes continue to show performance substantially above historic national and county levels

### EYFS & Year 1 Phonics Performance

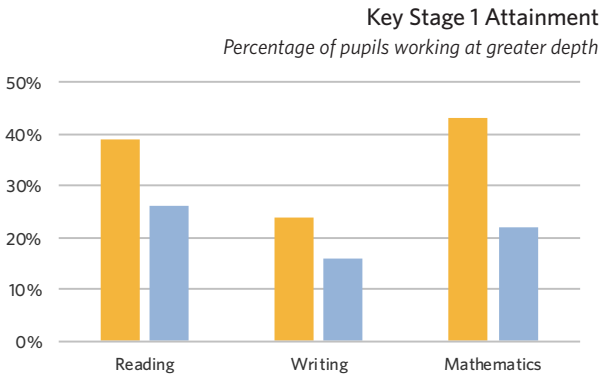
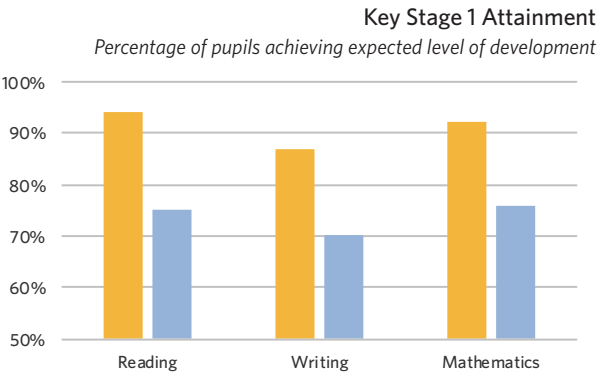
Overall, we are pleased with our EYFS and Year 1 Phonics performance and, whilst national and county comparators are not yet available for 2019, the long term trend is clear.



**Chart Key**  
School County National

### Key Stage 1 Results

The 2019 Key Stage 1 results (which are compared against the 2018 National results as the 2019 figures are not yet available) show performance levels substantially above the national level.



**Chart Key**  
School National

## Specialist Weeks

Each term the whole school takes part in a specialist week to highlight a particular subject or activity. A theme or subject is chosen carefully by the staff and all lessons that we teach in that week are linked to this.

We look at the needs of the children, subject action plans as well as linking them to our curriculum drivers and national days/weeks or local events. We involve parents and carers, members of the local community including the church and external organisations to make the weeks truly memorable experiences for the children. We work closely as part of a team and hold staff meetings to share ideas and plan these enrichment activities. We also endeavour to plan an activity that involves the parents during each specialist week so the parents can share in their child's experiences.

### Specialist Week 1 – *For King and Country*

This had a history focus. As it was 100 years since the end of WWI we wanted to celebrate and take this opportunity to learn about life 100 years ago.

We worked closely with volunteers from Haddenham museum who shared artefacts, memoirs and stories with us from this period. Each class visited the museum.

We set up a carousel of life 100 years ago. All class teachers took an area of life 100 years ago and setup an activity for the children to experience, including: washing, toys and games, sewing, cooking and gardening.

Boxes of artefacts were rented from the Buckinghamshire Library Service that contained objects from 100 years ago. Each class used these to engage the children and help them understand how lives have changed.

We invited families to come and see the carousel of activities from 100 years ago and take part in the activities with the children.

### Specialist week 2 – *St Mary's Got Talent*

This theme was chosen to celebrate everyone's talents and successes. We wanted the children to share their talents and skills as well as learning new ones as a school.

Talent show - each class held their own talent show and then some children were selected to perform in front of the whole school.

Learning new talents – we had visits from parents and friends of the school to show us their talents and teach us new skills. These included: learning French, hairdressing, singing, music, crocheting.

A contestant from Britain's Got Talent came to show his football skills and the children were able to take part in a workshop to learn these skills.

Families were invited to showcase their talents/skills to the children at the school.

### Specialist week 3 – *Community Week*

This theme was chosen to highlight the importance of our community in our lives and to encourage the children to think of ways in which we can help our local community. This was also our core value for the half term.

Each class took part in a volunteering activity to help in the community. These included, litter picking, helping to tidy the church yard and visiting the residents at Abbeyfields.

We had visits from people who help in our local community – police officers, firefighters, doctors, visit from a hearing dog.

We decided to raise money for our school community by holding a cake sale. Each class baked cakes to sell. We also held our own school race for life and raised money for cancer research.

We set a new Guinness World Record for '*Most people in a nursery rhyme singing relay*'! The current world record is 288 and children from Hadenham St Mary's and Haddenham Community Junior School came together to sing one word each at a time of '*Row, Row, Row Your Boat*' and achieved a new record of 292!

Parents were invited to come in and share with the children experiences from their links or jobs that they have in the local community.

## Financial Report

Income and expenditure for the financial year ending 31 March 2019 is shown below, compared with the equivalent figures for 2018. School finances are closely scrutinised over a three year forward planning cycle, which ensures that the impact of any decisions taken and the financial viability of the school are considered to be sustainable over time. With school funding lagging behind actual pupil numbers and the overlap between financial and academic years, a medium term view is essential.

We are pleased to have maintained an increasingly positive financial position during a period of changing pupil numbers and pressures on providing suitable levels and quality of teaching provision. Looking forward, we face the challenges of rising costs, uncertainty over funding levels and several lower-birth years (from 2020) which will put pressure on the school's finances and so running a modest surplus is helpful in balancing the longer term position.

	31 March 2019	31 March 2018
	(£)	(£)
<b>INCOME</b>		
Allocated from LA	588,833	536,499
SEN and Pupil Premium contributions	12,066	12,641
UIFSM and Sports Grant	80,713	76,496
Provision of meals to other schools	87,975	87,185
School generated income <sup>1</sup>	63,578	45,424
Growth in pupils numbers grant	32,807	105,858
Insurance claims	290	11,103
<b>Total funding</b>	<b>866,262</b>	<b>875,207</b>
<b>EXPENDITURE</b>		
Employees	604,990	560,901
Premises	37,799	40,549
Supplies, Services & other costs	208,155	259,340
<b>Total Expenditure</b>	<b>850,944</b>	<b>860,789</b>
Yearly Surplus/(Deficit)	15,318	14,418
Surplus/Deficit Brought Forward	47,585	33,167
<b>Surplus Carried Forward</b>	<b>62,903</b>	<b>47,585</b>

<sup>1</sup> Includes £10,000 contribution from Happy Hedgehogs for the school's administration costs.

The above figures exclude Happy Hedgehogs Before and After School Club, which are set out below:

### Happy Hedgehogs Financials

	31 March 2019	31 March 2018
	(£)	(£)
<b>INCOME</b>		
Income (Session fees)	54,282	44,599
<b>Total Income</b>	<b>54,282</b>	<b>44,599</b>
<b>EXPENDITURE</b>		
Employees	37,184	34,158
Premises	1,022	701
Supplies, Services & other costs	6,060	6,152
<b>Total Expenditure</b>	<b>44,266</b>	<b>41,012</b>
Yearly Surplus/(Deficit)	10,016	3,587
Surplus/Deficit Brought Forward	18,492	14,905
Contribution to school budget	(10,000)	-
<b>Surplus Carried Forward</b>	<b>18,508</b>	<b>18,492</b>

## Universal Infant Free School Meals

The provision of free school meals for both HSM and other schools continues to be a successful venture. Whilst the in year profit shown is eroded by the capital replacement charge, looking forward over a three-year period the position is positive.

	31 March 2019
<b>INCOME <sup>1</sup></b>	<b>(£)</b>
HSM Meals <sup>2</sup>	63,693
Other schools & sponsorship income	88,693
<b>Total Income</b>	<b>152,386</b>
<b>EXPENDITURE</b>	
Employees	57,240
Premises and Transport	8,328
Supplies, Services & other costs	81,125
<b>Total Expenditure</b>	<b>146,693</b>
Yearly Surplus/(Deficit)	5,693
Capital replacement charge	(10,000)
Surplus/Deficit Brought Forward	(1,969)
<b>Surplus/Deficit Carried Forward</b>	<b>(6,276)</b>

1. UIFSM funding is received in arrears, as pupil numbers are growing funding lags behind expenditure

2. Income received per meal from DfE for HSM is £2.30 and has remained at this level since UIFSM were introduced in 2014.

## Use of Pupil Premium

Pupil Premium is allocated to a school to support the education of children from low-income families who are eligible for free school meals (FSM) and children in Local Authority care.

It can be used for both academic and other targeted support to ensure the children access the full curriculum experience in school.

	31 March 2019
<b>INCOME</b>	<b>(£)</b>
Pupil Premium Income	10,860
<b>Total Income</b>	<b>10,860</b>
<b>EXPENDITURE</b>	
1 : 1 support	4,000
Before & After School Clubs	2,555
Educational visits	230
School equipment	72
School transport	-
<b>Total Expenditure</b>	<b>6,857</b>
Yearly Surplus/(Deficit)	4,003
Surplus/Deficit Brought Forward	4,017
<b>Surplus/Deficit Carried Forward</b>	<b>8,020</b>

## Use of Sports Premium

Sports Premium is a grant provided by the Department for Education and is only confirmed on a year-by-year basis. Care has to be taken not to commit to long term costs as there is no guarantee that it will continue.

	31 March 2019
<b>INCOME</b>	<b>(£)</b>
Sports Premium Income	17,020
<b>Total Income</b>	<b>17,020</b>
<b>EXPENDITURE</b>	
Staff development and coaching	13,053
Sports visits	756
Sports equipment and storage	3,116
HASSP Contribution	-
<b>Total Expenditure</b>	<b>16,925</b>
Yearly Surplus/(Deficit)	95
Surplus/Deficit Brought Forward	2,369
<b>Surplus/Deficit Carried Forward</b>	<b>2,464</b>

## Meet the Governors

### Karen Collett - Headteacher



I have been in the teaching profession for over 20 years and have taught in London, Turkey, Prestwood and Aylesbury. I feel so lucky to be leading Haddenham St Mary's. Not only is it, in my opinion, the most beautiful school in the county, but I also have such dedicated and hard-working staff, and a really strong team of governors. I very much enjoy being part of the village community, of which I feel the school is an integral part. Last but not least are our wonderful children. Their education is not a rehearsal so they deserve the very best and I will endeavour to ensure that their school 'sparkles' in every way!

### Gaynor Bull - Local Authority Governor - Chairman



My association with St Mary's began in 1998 when the first of my three children joined the school. My governance term started in October 2000 as a parent governor and I took on the role of Chair of Governors in September 2007. I attend all committee meetings where possible.

My working background is finance and I am also a Chair of Trustees of a Multi-Academy Trust in Aylesbury comprised of two secondary schools working both together and with other schools aspiring to improve educational opportunities locally.

Being a governor allows me to actively support our school in providing the best learning environment for all St Mary's children within the ever-changing world of education.

### Neil McKain - Parent Governor

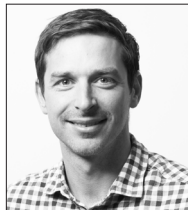


My wife Katie and I live in Haddenham. Our youngest daughter joined Rainbows in 2017. I have been a Head of Religious Studies for ten years, first at a local Grammar school and currently at a local Independent school. I hold an MA in Philosophy and Religion and am studying part-time for a PhD in the history of education.

I am part of an advisory group to the Rt Hon Charles Clarke and Professor Linda Woodhead in their work on a new legal settlement for RE. I currently serve on the two executive bodies representing RE teachers in the UK, the National Association for Teachers of RE (NATRE) and the Independent Schools RE Association council.

I hope to put my experience and expertise in education to good use and help the school maintain its high standards across the curriculum.

### Henry Eccles - Co-Opted Governor



I moved to Haddenham from London in 2010 and via my three children (Sebastian, Bella and Sienna) have been a parent with Haddenham St Mary's since 2013 and will be until 2021! I currently work at Google in London as the Head of eCommerce partnerships and have worked in marketing and digital since 2001. I also once upon a time worked as an English language teaching assistant in southern Chile.

In my spare time I am a keen chef, a bad footballer and occasional Sunday golfer. A keen supporter of the school you can often find me behind the bar at PTA fundraising events.

### Rebecca Richardson - Staff Governor



I began my teaching career working in a large multicultural primary school in Aylesbury where I taught a range of ages for seven years. I was delighted to become a member of the St Mary's community in 2011. I feel extremely fortunate to be able to teach in such a caring, exciting and

community-centred school. Everyone in the school works hard to live out our ethos and I feel that this is central to our success as well as making us the unique school we are. In my governor role I strive to ensure that the children are provided with wonderful learning opportunities so that they can fulfil their true potential as well as being prepared for the next stage in their educational journey.

### Roger Ward - Foundation Governor



I have lived in Haddenham since 1977 with my wife Rosanne, and our two children attended St Mary's in the 1980s. During that period I served on the PTA for several years, including a stint as Treasurer. I am very pleased now to be able to serve the school again as a Foundation Governor. I

am an active member of St Mary's Church - often found at the sound/vision console in church at school assemblies and services - and am keen to see the good relationship between Church and school continue. I am now retired (almost) after a career in scientific research at Oxford University.

**Janet Sharp - Co-opted Governor**

I have been involved in the life of St Mary's since 1985 as parent, teacher and governor. I have two grown up children and four young grandchildren. I am delighted to be part of the St Mary's team. We have a well-earned reputation for providing an excellent education with high standards in a happy, caring and fun environment. I am the both the Early Years and Special Needs Governor as well as being a member of the Curriculum and Standards Committee. My aim is that all our children and their parents enjoy their time at St Mary's and take away very happy memories which help them to carry on learning to their full potential.

**Ruth Talbot - Foundation Governor**

My husband and I began attending St Mary's church after moving to Haddenham in 2006. The subsequent arrival of our three children meant that we experienced first hand the family friendly focus of the church, and, as a foundation governor of St Mary's school, I work to support the links between the school and the church.

I am an experienced civil servant, and have worked in the Department for Education for over fifteen years. During that time I have worked in a number of different areas including early years, social care, further education, free schools, and teacher recruitment. I bring my knowledge of education policy to my role as governor, and use my experience as a governor to help inform my day job.

**Ian Dorrian - Parent Governor**

My wife Catherine and I have been living in Haddenham since 2013 with our two children; the elder of which attends St Mary's.

I am originally from the North East of England and my two passions are education and technology and I have been fortunate

enough to use both on a daily basis as a marketing strategy consultant to the pharmaceutical industry.

A year ago, I made the decision to work from home in order to spend more time with my family and a little less time in airport lounges. Whilst airports still seem to feature heavily in my life, I now have the flexibility to serve as a Parent Governor of St Mary's on the Curriculum and Standards Committee.

In my spare time I can be found fiddling with classic cars or experimenting with whatever obscure gadget has arrived in the post that week.

**Jon Smith - Co-opted Governor**

All three of our daughters went to St Mary's. They were very happy there and it was a great start to their education. We live close by and it still makes me smile to hear the children in the playground. I have spent most of my career working for Oxford Open Learning which provides distance-learning GCSE and A Level courses, mainly for adults who missed out on part of their schooling. Although the students and the curriculum are very different from St Mary's it is surprising how many similarities there are.

**Andrew Phillips - Parent Governor**

My link to St Mary's began as a parent when my daughter started in 2017. Living in Haddenham I am aware of how fortunate we are with regard to the provision of early years schooling.

My background is in the public sector and through my experiences and job roles I understand how important it is to have the right start in life and that education and pastoral care is key to the development of all children.

St Mary's is a fantastic start to any child's educational journey and that is due to the staff, surroundings and support it receives from parents. As a parent governor I will support the school and offer any experience and knowledge I can to further its development and help it to continue as an excellent school.

**Scott Fawcett - Co-Opted Governor**

My wife Susie and I moved to Haddenham in 2011 and our daughter, Sophie, joined the school in 2015.

My working life has been spent in the real estate sector, specifically within the field of property investment. As a partner at Drivers Jonas I oversaw the in-house fund

management business, advising a wide variety of investors on buying and selling assets throughout the UK, and advised on the property investment portfolio of Christ's Hospital school where I later worked as Property Director. Now, at Mayfair Capital, I oversee the strategic management of the Property Income Trust for Charities with the aim of enhancing the value of the fund.

I hope that I have developed a good understanding of some of the pressures faced by the charity and education sectors and that this will prove beneficial in my role as a governor over the coming years.



