

# Haddenham St Mary's Church of England School

Governors' Annual Report  
to Parents 2018



## The Governors (as at 31 August 2018)

Term of office expiry date in brackets

### Headteacher

Mrs Karen Collett

### Staff Governor

Mrs Rebecca Richardson (September 2020)

### Foundation Governor

Dr Roger Ward (May 2020)

Vacancy

### Local Authority Governor

Mrs Gaynor Bull (Chair) (October 2020)

### Parent Governors

Mr Neil McKain (November 2021)

Mr Andrew Phillips (November 2021)

Vacancy

### Co-opted Governors

Mr Henry Eccles (November 2021)

Mr Scott Fawcett (November 2021)

Mrs Janet Sharp (February 2019)

Mr Jonathan Smith (February 2020)

### Recently Retired Governors

Mr Nick Hillman (March 2018)

Mrs Elizabeth Law (August 2017)

## Glossary

<b>BASL</b>	Bucks Academy for School Leadership
<b>BCC</b>	Buckinghamshire County Council
<b>BLT</b>	Bucks Learning Trust
<b>CVG</b>	Christian Values Group
<b>EYFS</b>	Early Years Foundation Stage
<b>HASSP</b>	Haddenham Area School Sports Partnership
<b>ICT</b>	Information & Communication Technology
<b>LSA</b>	Learning Support Assistant
<b>NPQH</b>	National Professional Qualification for Headship
<b>NPQSL</b>	National Professional Qualification for Senior Leadership
<b>NQT</b>	Newly Qualified Teacher
<b>SCITT</b>	School Centred Initial Teacher Training
<b>SEN</b>	Special Educational Needs
<b>SEND</b>	Special Educational Needs Disability
<b>SIAMS</b>	Statutory Inspection of Anglican and Methodist Schools
<b>TA</b>	Teaching Assistant
<b>UIFSM</b>	Universal Infant Free School Meals

## *Contents*

An Introduction from the Chair .....	2
The School & Teaching .....	3
School Performance Review .....	3
Leadership and Management .....	3
Quality of Teaching & Learning .....	3
Personal Development, Behaviour and Welfare .....	4
Outcomes for Pupils .....	5
Effectiveness of the Early Years Provision .....	5
The School & the Church .....	6
School Policies .....	6
Levels of Attendance .....	6
Staff Professional Development .....	6
Gifts to the School .....	7
Governor Development .....	7
Oxford Diocese Review .....	7
Educational Attainment .....	8
Specialist Weeks .....	9
Financial Report .....	10
Happy Hedgehogs Financials .....	10
Universal Infant Free School Meals .....	11
Use of Pupil Premium .....	11
Use of Sports Premium .....	11
Meet the Governors .....	12

## *An Introduction from the Chair*

The academic year began with St Mary's welcoming 60 new pupils into the Early Years Foundation Stage, the first year our pupil admission number was officially set at 60, allowing us to accept more children as the village continues to grow. Over the next two years our school will become twice the size it was five years ago, however, with the financial support of BCC, our building is also twice the size. Governors were delighted to secure such an amazing extension to the school and work with County Admissions to meet the needs of the community.

Inevitably, as the village grows and school place requirements increase, we will see our school population come from distances closer to the school than in the past. As a Local Authority maintained school our admissions policy and admission number is determined by BCC, but we do have an opportunity to respond to their annual consultation on admissions and reflect the needs of our school and community.

As usual we had a few changes to our staff team at the beginning of the year, including maternity cover for Anna Allison provided by Jessica Constantine-Cort and Vicky Bell. Jenny Bennett also joined the Year 1 team teaching. Despite the financial challenges within educational funding we continue to ensure that 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.

A few weeks into the academic year we engaged with the Oxford Diocese for our SIAMS inspection, which takes place every three years. Our visitors were impressed with what they saw and we welcomed the opportunity to receive external expertise as to how we can continue to improve our provision at HSM. We were very proud the inspectors confirmed our assessment that we are an outstanding school.

While we anticipated more financial clarity with the introduction of the National Funding Formula for schools, the outcome

of the consultation resulted in a transitional period of two years before we will see the full impact. Our finances are driven by pupil numbers and are allocated through a formula agreed by the local authority. Bucks schools continue to be amongst the worst funded in the country, on a per pupil basis, compared to other authorities.

Schools are facing significant financial challenges over the next few years as their income reduces in "real terms" and expenditure increases. We remain confident our prudent and "impact on learning" approach to school finances will allow the school and the children to thrive.

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 for their support over the last year.

A huge thank you must also go to the PTA committee and parental support for another superb year of fundraising. 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 2018-19 and we look forward to every child at St Mary's enjoying and achieving in the year ahead.



**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

The school is demonstrably well managed and this is evidenced by two Buckinghamshire Learning Trust reviews and a recent Statutory Inspection by the Oxford Diocese (the SIAMS inspection which is discussed later). All concluded that the leadership and management of the school remains outstanding. This view continues to be reinforced and supported by regular visits from other headteachers.

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

Importantly though, feedback from parents, through OFSTED 'Parentview', also shows strong confidence in the school with 99% of parents agreeing or strongly agreeing that the school is well led and managed.

The St Mary's team is both experienced and effective and have worked together for many years. As a result of this, there is a highly effective and cohesive Senior Leadership Team which is well supported by strong middle leaders and effective and well-trained teachers and teaching assistants. Our governors are highly effective and have a wide range of skills and experience to support the school and we are seeking to recruit additional governors to further broaden the input received.

Following the completion of the extension works, we are delighted to be able to welcome more pupils to St Mary's. This summer we have 163 pupils on the school role and hope to increase this next year closer to our capacity of 180.

As the school grows we will continue to have high expectations and aspirations for all children. In order to meet these and to maintain our Outstanding rating we have a detailed School Development Plan which sets a path for us to improve what we do and how we do it, all with the aim of achieving better outcomes for the children.

We continue to believe strongly in the school vision and 'Committed to Excellence, Care and Fun for all' is embedded across the school and within the School Development Plan. All staff and governors strive to maintain outstanding standards and the

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.

We remain pleased that the majority of parents are confident in the education provided by Haddenham St Mary's as the following table illustrates (derived from 64 responses):

#### Parent Questionnaire - Summer 2018

	Strongly Agree / Agree
My child is happy at this school.	100%
My child makes good progress at this school.	100%
This school is well led and managed.	99%
Would you recommend this school to another parent?	100%
My child is taught well at this school.	100%
My child receives appropriate homework for their age.	99%
I receive valuable information from the school about my child's progress.	100%

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. In particular this year, we have sought to strengthen 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.

*A high proportion of teaching over time has been judged to be outstanding.*

### Quality of Teaching & Learning

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 headteachers and OFSTED inspectors as well as reviews undertaken by Buckinghamshire Learning Trust and the Oxford Diocese.

Reciprocal learning walks have been undertaken with Longwick school this year in order to compare teaching methods and seek to share the best practice of both schools.

The Diocese review, undertaken in October 2017, was very positive and particularly noted the strength of maths teaching and the benefits of an increased focus on spelling and writing, which it notes as having a positive impact on learning.

A further endorsement of the quality of teaching comes from the fact that the school has been entrusted with the training of students through the SCITT and 'Troops to Teachers' programme. The level of mentoring from the school has been judged to be outstanding by the course providers.

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 *A committed and effective educational support team.*

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.

Several strategies are 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.
- At the request of BLT we have run a training session on developing skills for teaching reading for NQTs. Pleasingly, we have also been asked to expand and develop our support with more schools in areas of good practice.

## Personal Development, Behaviour and Welfare

### Personal development and awareness

As part of developing a life-long love of learning, we believe it essential to ensure that pupils are aware of how their time at St Mary's will benefit them. We seek to not only educate, but to help our pupils develop and grow as individuals.

A sense of belonging and cohesion between pupils and staff within the school provides a strong foundation and encourages respect and sensitivity towards others. Our pupils are encouraged to respect and embrace spiritual, moral, social and cultural differences.

We promote self-confidence and self-esteem alongside the opportunity for pupils to be curious in understanding their environment inside and outside school.

Pupils are also motivated to learn more about maintaining a healthy lifestyle and positive outlook in life.

To this end, an 'Emotional wellbeing and mindfulness' week was organised this year and numerous visitors came to the school to deliver teaching and practical advice in areas such as building confidence and resilience. Yoga sessions and mindfulness workshops were organised along with a cooking demonstration and practical with Oli Blanc (creator of Henri le Worm). We were also pleased to invite parents to workshops and briefings on topics such as emotional wellbeing, resilience and healthy eating - as well as to the 'Hurrah for Coffee' mornings where the pressures of parenthood can be shared.

### Promoting exceptional behaviour

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.

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 Respect, Honesty, Hope, Compassion, Perseverance and Community. In line with our ethos, our pupils have an excellent attitude towards learning and have a positive outlook on personal achievements and those of their fellow-classmates.

Pupils follow the school's Golden Rules and excellent behaviour is evident across the school and within lessons. They understand when sanctions are made and are spoken to about their behaviour and how to improve it through consistent systems. Any low-level disruption or behaviour incidents are dealt with effectively by staff through a clear and robust behaviour plan. *Behaviour is exemplary across the school.*

Clear systems ensure that behaviour is exemplary across the school and therefore learning is not disrupted.

### 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 this year 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.

The e-safety code is displayed around our school and regularly discussed and it is planned to circulate educational material to all parents as well as to 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 2018

	Strongly Agree / Agree
Pupils agree that: I like being at St Mary's	96%
Pupils agree that: I feel safe at St Mary's	94%
Pupil agree that: I think that the adults in school care about me	96%

These figures are in line with last year's results.

### 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 2014 Review of the school by the independent organisation 'Aspire' stated the following - and we have sought to maintain and improve upon this in the intervening years:

*"The quality of the data provided by the school is exemplary. Through discussion it is evident that there are robust assessment processes at all levels. The school's leadership team is forensic with its analysis and all children make at least good progress in all areas. As a result if there are any emerging differences in attainment or progress they are identified at an early stage and addressed effectively."*

*The majority of students are making substantial progress regardless of their starting points.*

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 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.

### Effectiveness of the Early Years Provision

Ensuring that our pupils get the best start that we can possibly offer to their formal education is essential.

This is true both for the teaching given and the environment in which the children are taught. In that regard, the new classroom development has provided us with some fantastic new teaching space and also enabled us to greatly improve the amount and quality of space we can provide our Reception year.



Our work in Early Years is supported by an uncompromising drive to further improve and maintain the highest level of outcomes for pupils throughout their formative years at Had-denham St Mary's.

In order to properly gauge progress and needs, a 'baseline assessment' is used to assess pupils in the first few weeks of the Autumn term. Teachers use their professional judgements to establish the starting points for children's learning and through ongoing assessment ensure that teachers are able to plan for and provide accurate next steps for learning.

The staff work extremely hard to provide exciting and stimulating activities for pupils and we are pleased that our learning environment in the Early Years has been described as 'phenomenal' by a trained OFSTED inspector who carried out a teaching review of our school.

The percentage of children achieving a good level of development in the EYFS in 2018 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	2015	2016	2017	2018
% GLD	95.6%	85.0%	93.2%	90.0%

## 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 2017/18 academic year (including off site educational activities) was 96.4%. Authorised absences (illness etc) were 2.8% and unauthorised absences 0.8%. These figures are almost identical to last year.

## Staff Professional Development

Staff attended the following courses in the academic year 2017/18:

### Teaching and Learning

- The role of the Teaching Assistant
- Introduction to the EYFS
- Phonics in the EYFS
- Worship Workshop
- RE subject leaders
- Next steps learning in the EYFS
- Teaching & Learning breakfasts
- Dyscalculia
- Supporting pupils with dyslexia
- RE network meeting
- Greater depth in writing at KS1
- Primary Science Development programme
- Primary English Development programme
- Primary Maths development programme
- KS1 Standardisation
- Teachers new to phonics screening check administration

### Safeguarding, Health & Safety

- Introduction to protective behaviours (safeguarding)
- Everyone's responsibility (safeguarding)
- Paediatric First Aid
- Emotional Wellbeing Conference
- Child Protection
- Fire Warden
- Emergency First Aid at Work
- Manual handling (objects)
- Designated Safeguarding Lead refresher
- Paediatric First Aid
- The Art of Brilliance (Mental Health)
- Legionella
- Protecting disabled children (DSL)
- Basic tree survey & inspection
- Domestic abuse & child protection (DSL)
- Mental Health & Wellbeing for pupils with ASD

### Leadership and Management

- GO Programme
- Leading for Impact
- BASL Annual Conference
- Headteacher update breakfast
- Diocese Headteacher Conference
- Headteacher curriculum breakfast
- SEND conference
- Leading for impact



## Gifts to the School

In the year ending 31 July 2018 a number of gifts were received, including donations from Rectory Homes, Haddenham Beer Festival, the Over Sixty's Club and JNP.

Additionally, a team from Cosine generously gave their time to work on the school grounds over the summer holidays.

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 an induction training course 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 Buckinghamshire Learning Trust. 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 Annual Governors Conference.

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.

## Oxford Diocese Review

In October 2017 the Oxford Diocese undertook a Statutory Inspection of Anglican and Methodist Schools (SIAMS) review of the school. We are pleased that the conclusion of this review was to reaffirm the Outstanding classification that was previously awarded in 2012.

The report concluded that the school's distinctive Christian character is outstanding because the well embedded Christian ethos of the school ensures that pupils of all ability levels make excellent progress regardless of their starting point.

It notes that this is achieved through the application of the values of respect, honesty, hope, compassion, perseverance and community in the classroom and curriculum. There is close tracking of pupil progress with an emphasis on the individual child, with the result that pupils of all faiths and none are highly engaged and happy to learn.

Whilst Christianity is actively promoted and underpins the life of the school, at the same time, teaching about diversity is fundamental to all school development plans and underpins the curriculum. Consequently, the pupils understand that while people have different religious beliefs, shared values can enhance mutual understanding.

We were pleased that it was recognised that members of all faiths and none are included in our collective worship. Feedback given was that all feel valued and respected with a child from a non-Christian faith commenting, *'You do not have to agree'* - it

is heartening to know that our pupils recognise this. Visits by parents from other cultures and faiths, to speak about their background and beliefs, help to emphasise this.

The report commented *'Leadership and management is outstanding because the inspirational leadership of the head teacher motivates all key stakeholders to give of their best. Senior leaders, governors, parents and pupils thus strive and succeed in delivering high quality learning opportunity for all.'* As a consequence of this, the rapidly rising self-esteem in pupils of all ability levels helps them to make remarkable academic and social progress.

In considering areas to improve, the school was challenged to seek ways to further involve the pupils in all stages of delivering and evaluating collective worship and also to ensure that standards are maintained as the school grows and the local community becomes increasingly diverse.

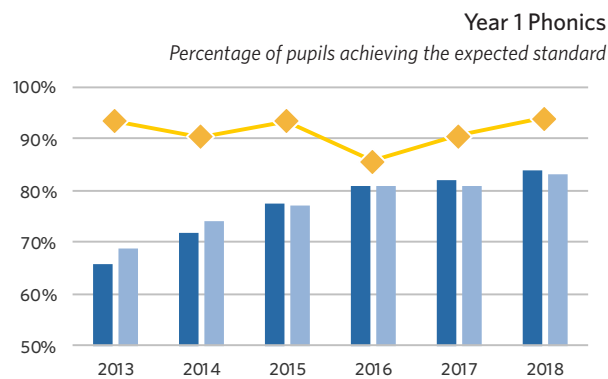
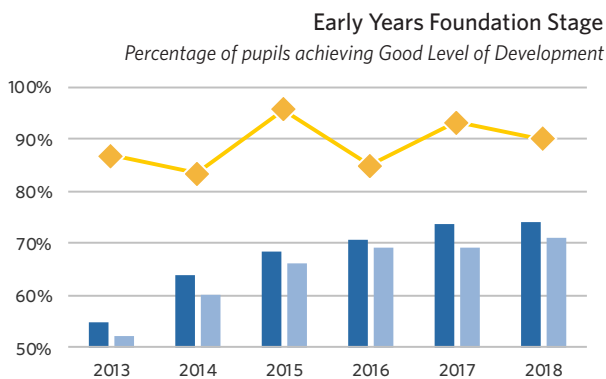
# Educational Attainment

## Overview

This year's outcomes show a continuation of the strong performance that we had become used to prior to the 2016 results. These were weaker than we had hoped as a new curriculum was implemented and new assessment systems were being introduced across the country and, consequently, comparisons to other schools and across years were particularly difficult (as previous levels were abolished and all schools were using different methods).

### EYFS & Year 1 Phonics Performance

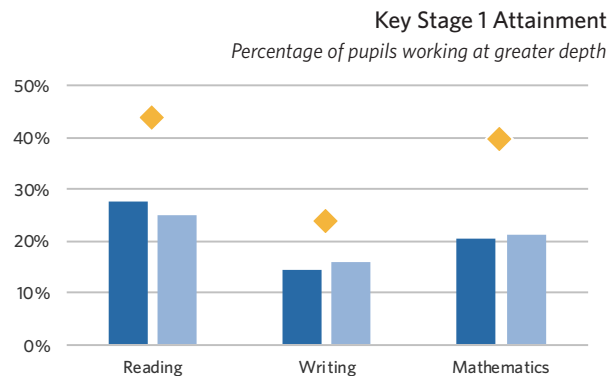
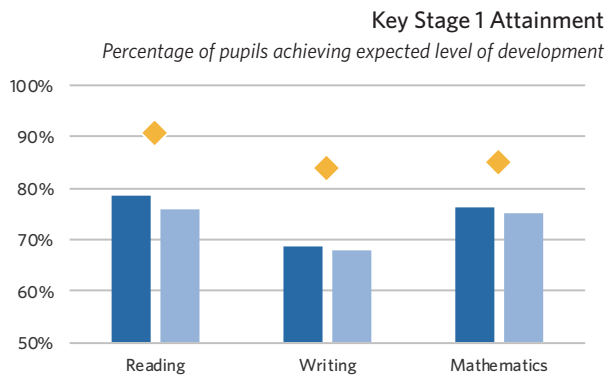
Overall, we are pleased with our EYFS and Year 1 Phonics performance, which remain above both county and national levels.



**Chart Key**  
School County National

### Key Stage 1 Results

The 2018 Key Stage 1 results (which are compared against the 2017 County and National results as the 2018 figures are not yet available) show performance levels substantially above the comparators.



**Chart Key**  
School County 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 and how we can link the specialist weeks 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 really memorable 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 be involved in their child's experiences.

### Survival Week

This week linked closely to our forest school and outdoor learning. We had a visit from Kim Biddulph who runs survival skills workshops. Each class had a 45 minute session where they learnt a range of survival skills from building shelters to making fire.

We incorporated RE in this week by running a carousel of activities. Each teacher set up an activity in their class and every class had the opportunity to take part in each activity. The activities were linked to a bible story that demonstrated survival.

A climbing wall was installed on the school field and each class had a session where they had the opportunity to climb the wall.

At the end of the survival week we had a day where the children took part in activities outside of the classroom. This involved a visit from a local farmer and his tractor, activities around a camp fire, in the wilderness survival skills and parents were invited to look at their children's work as well as taking part in some of the activities outside.

### Wellbeing Week

This theme was chosen because of the importance of mental health and wellbeing for children and the impact it can have on their learning. We also wanted to link this to the national mental health and wellbeing week that happens in May.

Each class teacher planned activities around the theme of 'wellbeing' for their class. Each day we had workshops that were run by external organisations such as Confidence Kidz and the Wellbeing people, whilst others were run by volunteers. These workshops covered activities on healthy eating, yoga and worry boxes. We also had a contemplation room that was open to the children and staff all week.

We offered parents the opportunity to take part in two different wellbeing workshops that were run at the school.

### Art in action

This theme was chosen to incorporate different elements of art. We also wanted a focus of '*art around the world*' to ensure children were exposed to art from a range of cultures.

We had a visit from a local artist and the children were given the opportunity to investigate clay modelling. We also had a visit from a parent who is an artist to plan a mural with the children for the school to celebrate 150 years.

We ran two carousels – one was art from different cultures and the other was different media. Each class had an opportunity to master the different media and learn about art from a range of cultures. Every class chose a famous artist to study (such as Jackson Pollock), we looked at their life and their work and created our paintings using their style as inspiration.

We chose the theme nature as this linked in well with our forest school and outdoor learning. Each year group had a day outside to experience art through nature. This included looking at the artist Andy Goldsworthy, observational drawings, and painting with natural objects such as sticks and mud.

We opened a gallery at the end of the week for parents to see the artwork that the children had completed. We framed the children's favourite piece from week so that the parents and carers could take them home to keep.

## Financial Report

Income and expenditure for the financial year ending 31 March 2018 is shown below, compared with the equivalent figures for 2017. 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 a positive financial position during a period of changing pupil numbers and pressures on providing suitable levels and quality of teaching cover. Looking forward, we face the challenge of 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.

The Governors work closely with the Bursar to regularly review the school's use of resources to ensure value for money. In recent months new purchasing sources have been identified for educational resources and cost effective local companies have been retained to provide services to the school.

	31 March 2018	31 March 2017
INCOME	(£)	(£)
Allocated from LA	536,499	466,731
SEN and Pupil Premium contributions	12,641	10,316
UIFSM and Sports Grant	76,496	59,007
Provision of meals to other schools	87,185	78,039
School generated income <sup>1</sup>	45,424	49,350
Growth in pupils numbers grant	105,858	27,116
Insurance claims	11,103	-
<b>Total funding</b>	<b>875,207</b>	<b>690,559</b>
EXPENDITURE		
Employees	560,901	516,195
Premises	40,549	30,570
Supplies, Services & other costs	259,340	182,067
<b>Total Expenditure</b>	<b>860,789</b>	<b>728,832</b>
Yearly Surplus/(Deficit)	14,418	(38,273)
Surplus/Deficit Brought Forward	33,167	71,440
<b>Surplus Carried Forward</b>	<b>47,585</b>	<b>33,167</b>

1. School generated income includes £9,362 for teacher training costs.

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

### Happy Hedgehogs Financials

	31 March 2018	31 March 2017
INCOME	(£)	(£)
Income (Session fees)	44,599	45,012
<b>Total Income</b>	<b>44,599</b>	<b>45,012</b>
EXPENDITURE		
Employees	34,158	32,573
Premises	701	1,957
Supplies, Services & other costs	6,152	5,541
<b>Total Expenditure</b>	<b>41,012</b>	<b>40,071</b>
Yearly Surplus/(Deficit)	3,587	4,941
Surplus/Deficit Brought Forward	14,905	9,964
<b>Surplus Carried Forward</b>	<b>18,492</b>	<b>14,905</b>

## Universal Infant Free School Meals

The provision of free school meals for both HSM and other schools continues to be a successful venture. The in year profit shown is helpful in catching up the loss brought forward from last year (which is as a result of changing take-up from other schools) but is somewhat flattered by the inclusion of sums owed from the previous period as well.

As a consequence, the loss carried forward, even allowing for building up a capital replacement sum, has reduced and the position over a three-year look forward is positive.

	31 March 2018
<b>INCOME <sup>1</sup></b>	<b>(£)</b>
HSM Meals <sup>2</sup>	63,074
Other schools & sponsorship income <sup>3</sup>	87,851
<b>Total Income</b>	<b>150,925</b>
<b>EXPENDITURE</b>	
Employees	55,329
Premises and Transport	9,468
Supplies, Services & other costs	77,718
<b>Total Expenditure</b>	<b>142,515</b>
Yearly Surplus/(Deficit)	8,410
Capital replacement charge	(5,000)
Surplus/Deficit Brought Forward	(5,379)
<b>Surplus/Deficit Carried Forward</b>	<b>(1,969)</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
3. Includes £4,000 owed from last year.

## 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.

	31 March 2018
<b>INCOME</b>	<b>(£)</b>
Pupil Premium Income	8,520
<b>Total Income</b>	<b>8,520</b>
<b>EXPENDITURE</b>	
1 : 1 support	3,200
Before & After School Clubs	3,671
Educational visits	356
School equipment	96
School transport	-
<b>Total Expenditure</b>	<b>7,323</b>
Yearly Surplus/(Deficit)	1,197
Surplus/Deficit Brought Forward	2,820
<b>Surplus/Deficit Carried Forward</b>	<b>4,017</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 2018
<b>INCOME</b>	<b>(£)</b>
Sports Premium Income	13,422
<b>Total Income</b>	<b>13,422</b>
<b>EXPENDITURE</b>	
Staff development and coaching	8,649
Sports visits	2,379
Sports equipment and storage	1,447
HASSP Contribution	-
<b>Total Expenditure</b>	<b>12,475</b>
Yearly Surplus/(Deficit)	948
Surplus/Deficit Brought Forward	1,422
<b>Surplus/Deficit Carried Forward</b>	<b>2,370</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 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 Governors at a secondary school in Aylesbury, which is part of a Multi Academy Trust working 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.

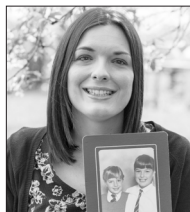
### Henry Eccles - Co-Opted Governor



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.

### 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.

**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 Health and Safety 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.

**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 RS 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.

**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.



