



Hunter's Bar Infant School
**GOVERNORS' ANNUAL
REPORT**



to Parents

July 2008

CHAIRMAN'S INTRODUCTION

We were delighted to welcome 21 parents and carers to our Annual General Meeting on Wednesday 2nd July 2008. Thirteen of our 19 Governors were present at the meeting (a list of Governors is on the back page of this report). At the start of the meeting I gave an overview of the structure of the Governing Body. The full Governing Body meet three times a year and the four committees (Parents & Community, Staffing, Curriculum and Finance & Premises) meet termly or in some cases twice each term. The rolling programme of work carried out by the committees is overseen by the Steering Group which meets monthly. The Steering Group is made up of the Chairs of the four committees plus the Head and Deputy Head Teachers and year group leaders are encouraged to attend. Steering Group meetings are open to all members of the Governing Body. As far as is possible the role of the overall Chair of Governors is shared between the committee chairs, though the named chair takes on some extra responsibility.

Governors hope to join up the various levels of management so that we work more closely with the Home School Association as well as with teaching and support staff, though in their clearly defined roles. To this end, Marion Bourne, Chair of the HSA, joined the AGM to give an overview of the work of the group and its fund-raising in 2007/2008. We are very grateful to the HSA for their continued enthusiasm, imagination and support both in providing fun things for the children and parents to do and in securing additional funds. Parental support is invaluable to the life of Hunter's Bar Infant School and helps to make it an inclusive community for all.

Alastair Goldman, Chairman

PARENTS & COMMUNITY

The Parents & Community committee aims to represent the voice of parents and to be actively involved in building and maintaining relationships with parents and the community. The group

monitors and reviews the Home School Agreement and policies such as the complaints policy.

In order to understand the views of parents the committee undertakes regular surveys. The results of these surveys feed directly into the reviews of school policy and procedure. The committee also reviews the school communications with parents and the community including the prospectus and website.

Recently the group has secured external funding for our extended schools' initiative. A pilot breakfast club supporting Black & Minority Ethnic children ran during this academic year and further funding is now in place for a new club to start in the Autumn offering additional learning support for children across the school including children whose first language is not English and our currently more able pupils.

Teresa Hagan, Vice-chair Parents & Community

Prospectus

The school prospectus is reviewed every two years. A new prospectus is being written and printed over the summer. It will contain details and comments from the recent Ofsted report alongside details of our new dress code and new website domain name.

Jo Clarke, Parents & Community Governor

Website

This year we have explored the style, content and management of a new website for HBIS and are very grateful for the help of Fabio (Dad of Martina in Class 9) who has shown us what can be achieved through different types of website. We've also talked to other schools and explored the practicalities of cost, hosting, maintenance and sustainability. Two companies have been identified to host our site, create a simple template and provide training and support at a reasonable cost. We plan to get the HBIS website up and running in September. Input from parents is particularly welcome.

Jo Clarke, Parents & Community Governor

Uniform

A voluntary dress code will be introduced at Hunter's Bar Infant School in January 2009 but children are welcome to wear uniform items from the start of the September term. All parents should have received a copy of the dress code, which will be included in both the new prospectus and website. In brief children will be encouraged to wear plain red or bottle green sweatshirts or cardigans with red, bottle green or white polo shirts all with or without the school logo. These can be worn with dark grey, navy or black trousers, shorts, skirts or pinafores. Red or bottle green and white check dresses are an option for girls.

At the AGM samples of the new dress code items, embroidered with the school logo, were on display for parents to see. Included in the range are some good value fleeces, hats and water-resistant coats. These items can now be viewed at the school office where order forms are also available.

At the AGM a number of parents expressed their concerns about the decision making process. Tracey Shibli, representing the Governors' School Uniform Working Party explained that parents and carers of children at HBIS were first asked if they would like a school uniform in the summer term of 2007 as part of a general feedback questionnaire. This was in response to repeated, informal requests from parents to consider the introduction of a uniform. The response to this questionnaire showed that the majority of parents who responded were in favour of some kind of uniform. Governors therefore felt it important to explore further the views of parents and carried out a second stage consultation. Parents were invited to complete a specific uniform survey in the Autumn term of 2007 and parents of January starters were surveyed at the beginning of this year. Great lengths were taken to ensure that everyone who wanted to express a view could do so. As well as letters home in book bags, questionnaires were available at parents evening and signs were put up in classrooms reminding parents to have their say. The questionnaire asked detailed questions to help us find out if parents wanted a dress code and what style of



clothing they would prefer their child to wear and whether or not it should be compulsory.

48% (130 parents) responded to the questionnaire. Of the 48% who responded, 80% (104 parents) expressed a preference for a school uniform. Of those parents in favour of school uniform, most of them (74%, 77 parents) actually preferred to have a full uniform. Only 26% (27 parents) of those in favour voted for just a top. 41% (43 parents) wanted top and trouser/skirt and a further 33% (34 parents) wanted top and trouser/skirt with shoes as well.

The working party explored issues such as religious and cultural implications and ethical and ecological sourcing.

A decision was taken not to impose a compulsory uniform so as not to alienate the minority of parents who feel strongly against it.

Introducing a compulsory uniform would require

teaching staff to make sure it was adhered to which would be an unwanted distraction from the school's central focus of learning and teaching.

In March we wrote to all parents to feed back the results of the survey and received two parental responses. Consultation with the rest of the school community (staff, children and governors) followed. In all cases a majority of those who expressed an opinion were in favour of the introduction of a dress code. The decision to introduce a dress code was voted on at the Full Governors' Meeting on 17th June 2008. With hindsight, Governors acknowledge that it would have been helpful to inform parents that a final decision on the matter would be taken at this meeting and we are sorry for any upset that this lapse in communication caused.

At the AGM, in response to further questions from the floor, it was explained that Governors chose not to consult on the colour of the dress code as this would create a complex process in which many views would be expressed and how to use them in a representative way was not clear. During this discussion about dress code some parents expressed the view that they thought this was a needless distraction and they would prefer to discuss issues relating to teaching and learning.

FINANCE AND PREMISES

The Governing body is responsible for determining and reviewing financial policy, long-term financial planning and monitoring income and expenditure. The school subscribes to the LEAF Bursar service which provides us with a monthly visit from our Bursar who oversees the financial accounting procedures and produces monthly financial reports and recommendations. Almost all of our income is devolved from central government via the CYPD. We receive a delegated budget which is intended to cover all day-to-day running costs. Accumulated savings and deficits are carried forward from one year to the next (March-April).

Each year the Finance Team (Head Teacher, Admin Staff and Chair of Finance & Premises) attend a budget setting meeting where we work with our Bursar to allocate the delegated funds. We work on a rolling three year budget whereby we are given actual delegated funds for the current year and estimates for subsequent years.

Three years ago the school went into deficit, largely through an unexpected drop in Black & Minority Ethnic funding. As a result we had a "licensed deficit" with the LEA whereby we were supported to work to remove it. We were delighted at the end of this financial year to report that the deficit was cleared two years ahead of schedule, and at our three year budget setting in March 2008 we were able to present a balanced budget.

Financial Management Standard in Schools

All primary schools will need to comply with this new standard by March 2010. HBIS is currently working towards the standard with a view to submitting our documentation in Autumn 2008. The purpose of the FMSiS is to tighten up the management of resources in schools and provide assurance to authorities that schools have adequate arrangements in place. The Standard encourages schools to make better use of their resources. It sets out best practices for effective financial management in schools and helps school leaders and governing bodies to understand their roles and responsibilities as financial managers. It also explains how decisions on expenditure are linked to educational priorities.

Capital Formula

The school's land and buildings are owned by the Local Authority but it is the responsibility of the

Governing Body to maintain these assets. To this end the LA allocates capital funding each year which can be used to maintain and improve the premises and for other capital purposes including the provision of ICT. Our capital allocation is first and foremost used to ensure that our Victorian building is kept safe, warm and dry for our children. The Governing body reviews its capital development plan annually. In the past two years money has been allocated to the Grounds.

Grounds Development

At the AGM Stephen Walker outlined the vision for the school grounds which was developed three years ago through an extensive consultation process with the whole school community. In the past year parents will have seen the installation of the "ship-wreck" climbing benches under the trees and benches, flower and vegetable beds and a hole in the wall in the garden area. The hole in the wall is due to be filled by a three storey tower during October half-term 2008. The tower will be used for plant propagation at garden level, equipment storage and play at bike yard level and a "privilege space" at the top. During this term safety barriers were erected around the garden area and climbing benches at the request of the



Nia & Jim with the first potato crop.

Local Authority's new Asset Management Team who had health and safety concerns about the new equipment. The school commissioned a Royal Society for the Prevention of

Accidents report which found that the equipment represented a low risk to our children during adventurous play and the barriers were removed. Future plans for the grounds development will require significant funding and include the resurfacing of the playground, the creation of ramped access, outdoor classroom space and a weather canopy for the Foundation Stage.

Tracey Shibli, Chair of Finance & Premises and Stephen Walker, Vice-Chair of Finance & Premises

STAFFING

The remit of the staffing committee is to cover all issues relating to staff employment; including the appointment of new staff, reviewing and monitoring of employment related policies, writing job descriptions and also reviewing the staff structure within the school.

This committee has strong links with both the Finance Committee, to discuss the costing implications of staff recruitment and also with the Curriculum Committee to make sure we have the right staff to meet the learning needs of the school.

The staffing structure is headed up by the Leadership and Management Team who plan the learning and teaching across the whole school. This team consists of the Head Teacher, Michelle Hayes the Deputy Head, Catherine Carr and the three year group leaders; Pauline Hodkinson in Y2, Sandra Doyle in Y1 and Jane Fillingham in the Foundation Stage. The year group leaders are responsible for coordinating the curriculum within their year group and ensuring there is consistency and moderation across the three classes.

We currently have 12 class teachers and each has an additional subject leadership role covering a particular area of the curriculum. The number of job share partnerships in school has decreased over the past few years and from September there will be just 10 class teachers with only one job share. In addition to the class teachers we also have 7 support staff. In Foundation Stage each class has a permanent teaching assistant. In Y1 and Y2 support staff are not class based and work in a variety of ways that are dependent on the needs of the individual children including one to one work and work with small groups.

HBIS is extremely lucky to have great admin team, Louise, Rachel and Fiona. Ian Parkin and Peter Brearley look after the premises and we have a great team

of lunchtime supervisors who do a fantastic job of looking after the children at lunch-time.

At the end of this year we are sorry to be saying good-bye to Hanna Hamed and Fatima Majhid who teach Class 5, Jane Wells who teaches in Class 8 and Amy Murch, who has worked here as a teaching assistant for several years and more recently as a class teacher, and Jo Francis who has taught in Class 4. We wish them all well with their future plans. In the Autumn term we will be welcoming two new members of staff, Kate Wragg and Tinuviel Machin-Cowan and we all look forward to meeting them in September.

I would like to thank all the staff for their continuous hard work but particularly for rising to the challenges of our Ofsted inspection this term. Michelle and Catherine have built an excellent team and their enthusiasm and hard work has really helped to motivate all staff. A new leadership and management team always brings change and everyone has stepped up to the mark and made this year a success.

Sarah Baxendale, Chair of Staffing

STAFF (from September 2008)

Leadership & Management Team

Michelle Hayes	Headteacher
Catherine Carr	Deputy Headteacher
Sandra Doyle	Year 1 Leader and Class 4 Teacher
Jane Fillingham	Foundation Leader and Class 1 Teacher
Pauline Hodkinson	Year 2 Leader and Class 7 Teacher

Teaching Staff

Sarah Banks	Class 3 Class
Helen Bowman	7 Class 9
Sue Hall	Class 5 Class
Katie Houghton	6 Class 2
Tinuviel Machin-Cowan	Class 8
Sally Wiberg	
Kate Wragg	

Teaching Support

Zoe Baker
Lucy Edwards
Pam Jackson
Jennifer Murat
Marilyn Murphy
Trevor Thompson
Jeanette Wood

Administration

Louise Cunliffe
Rachel Donaldson
Fiona Walker
Premises
Peter Brearley
Ian Parkin

Lunchtime Support

Joanne Beaton
Judith Bell
Ann Ferris
Pam Jackson
Joyce Parker
June Parker
Nicola Parker
Manisha Popat
Julie Rhoades
Angela Rushforth

Staff photographs can be found on the notice board between the school office and the Head Teacher's office.

Attendance Sept 2007 - May 2008

Number of Pupils on Roll	262
Authorised absences	4.9%
Unauthorised absences	0.3%
Total absences	94.8%

CURRICULUM

The major roles of the curriculum committee are to ensure that teaching staff are delivering the national curriculum; pupil progress monitoring systems are in place and used; targets are set appropriately; subject leadership is taking place; and relevant policies are in place and acted upon. The committee is expected to challenge the Head Teacher to provide evidence of good practices and progress in developing quality teaching. This year new pupil progress monitoring systems have been put in place and these are vital to empower staff to differentiate effectively across the classroom in all lessons. Progress information from this system is monitored half termly and the information provided is expected to highlight children needing extra help. The extra help can mean, for example, supporting learners who find the work hard, or providing challenge where pupils find the work too easy. This year the Inclusion Manager (Catherine Carr) has worked hard to provide challenge and stimulation to our currently more able children, particularly in year 2 in which a challenge group has been meeting regularly for science boosters.



Remi (Y2) participating in the SCIENCE CHALLENGE GROUP

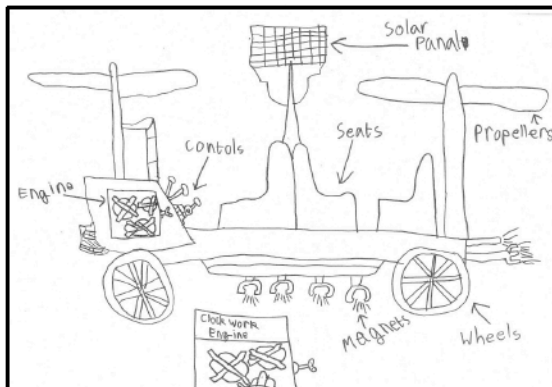
Significant improvements have been made in recording and planning meetings with parents whose children have special educational needs (SEN). Our goal is to recognise children having SEN as early as possible and set appropriate interventions in place. Catherine Carr is well supported by our SEN Governor (Cathy Spencer) who has worked hard to revise the SEN policy and get good systems and processes in place.

Dual language books have been introduced throughout the school. These provide extra opportunities for parents of children for whom English is an additional language (EAL) to read with their children at home. At the AGM the gap in achievement between White Anglo Saxon children and those of some ethnic minorities (mainly Asian Pakistani) was discussed. The gap in attainment has reduced this year, and there is a focus on trying to understand the primary cause of the gap and how to reduce it further. This gap at HBIS is similar to that of the national average, although it is believed that the results were skewed last

year by there being a higher proportion of boys - this does not make it acceptable, but it is clear that Pakistani boys fall behind the most, and we are working to understand why this is.

For good governance it is essential that governors have a good understanding of what goes on in the classrooms. This year we have developed a new link system where each class has adopted a governor. That governor will liaise with the teacher, spend time in the classroom and act as a port of call for parents (link governors are listed at the end of this report).

Improving writing remains a major priority. There are signs of significant improvement in Foundation and year 1 compared to



Tom (Y2) Vehicle Design

last year. Overall end of Key Stage 1 results this year are an improvement and a reversal of the downward trend of recent years. We are confident of further success next year as pupil progress is better monitored and teaching is better tuned to the pupil's needs.

Alastair Goldman, Chair of Curriculum and Vina Khan, Vice-Chair of Curriculum

SCHOOL IMPROVEMENT

Our School Improvement and Development Plan (SIDP) outlines the improvement and development opportunities that you as parents along with other stakeholders -including myself as Head, the staff team, Governing Body, Local Authority and Ofsted have identified as being the main priorities to be addressed in order to raise standards across Hunter's Bar Infant School. We have an effective process for reviewing performance, identifying priorities, monitoring progress and taking prompt action and are committed to

supporting our children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being. In this way we aim to meet the outcomes of the Every Child Matters agenda.

Aims & Values

Our mission statement is, "Happy pupils achieving their potential in a caring and supportive environment." Our aims and values direct our thinking and are at the heart of all our policies and practice.

- We are committed to creating life-long learners and to providing a safe, secure and stimulating learning environment in which all children, regardless of race, ethnicity, gender and ability, are supported and challenged to achieve their full potential.
- We will provide each child with a broad and balanced curriculum which meets their needs and the requirements of the National Curriculum and the Early Years Foundation Stage.
- We will ensure a cross-curricular and enriched curriculum is differentiated to meet the needs of each child and provide them with attainable goals.
- We will provide an emphasis upon learning through structured play and first hand experience in the Foundation Stage and throughout school.
- We will create a caring and supportive ethos which celebrates diversity and ensures our children feel valued by all members of the school community.
- We will celebrate the successes of all our children in equal measure -recognising, respecting and valuing their efforts.
- We will encourage the children to show respect and care of each other and of the environment, both in and out of school.
- We believe in future technologies and believe children should have access to, and are confident in using, a range of technology to communicate and learn about the world.
- We will encourage our children to understand the importance of a healthy lifestyle and to reach their potential physically as well as socially and emotionally.
- We will aim for the highest possible standards of work and behaviour from all in our school.
- We will work hard to develop and enhance a positive partnership between home and school for the mutual benefit of the children, their families and the staff team.
- We will develop and strengthen our existing community links, including those with our junior school.
- We will invest in the development of children, staff and governors in order that they benefit both individually and for the school as a whole.
- We will plan and use the school's resources realistically and efficiently to ensure value for money.
- We aim to make the school a more satisfying and effective place in which to work and value the efforts of all members of the school community and demonstrate mutual respect.
- We will continue to measure our success and practices against national standards for the benefit of all those in our school.



World Book Day

Feedback on the recent Ofsted inspection

'...The school accurately judges its effectiveness to be satisfactory. However it is an improving school and already has some good features...'

Whilst we are not content to be a 'satisfactory' school, the inspection team acknowledged that our own school self-evaluation processes were 'spot on.'

...The school has quickly identified where improvement is needed and ...enhanced by the strong support of governors, have set about achieving thi.s..' Indeed we had accurately pinpointed areas for development and these already featured in our School Improvement and Development Plan.

'...Pupils enthusiasm for life is not reflected fully in their academic achievement... 'and this is something we are working hard to address and to promptly change.

What the school is going to improve. . .

- Raise standards and improve achievement particularly in writing and also in numeracy.
- Improve teaching across the school.
- Meet the needs of all children, and raise the levels of challenge, especially for our more able learners. •

Improve the outdoor space for Foundation Stage.

Our strengths...

The personal development and well-being of pupils is one of our key strengths. Children at Hunter's Bar Infants '...love their school and are very happy there...' Indeed your children are well behaved and enthusiastic learners who take good care of each other. They are keen to be involved in the life of the school, taking responsibility as part of Job Squad for instance and to follow the rules set out in the Friendship Charter. The extent to which your children make a positive contribution to the community was acknowledged as 'outstanding.'

Developing our current good practice

During the forthcoming academic year, we will also be developing our rich and enriched curriculum still further. Our aim is to create a curriculum that focuses upon the needs of each and every learner and taught wherever possible through cross-curricular, themed approach, to enable learners to make better sense of their learning. Such an approach will ensure for deep rather than shallow learning to take place.

On behalf of the staff team, I would like to thank parents and carers for their support and commitment to the school and we look forward to working in partnership with you in the next academic year.

Michelle Hayes, Head Teacher

HOME SCHOOL ASSOCIATION (HSA)

At the AGM, Marion Bourne described the structure and objectives of the HSA. The HSA and Governors work in partnership, with a mutual aim to support the school and advance the education of pupils. Whilst there is an elected committee, who are responsible for the proper running of the HSA and allocation of monies raised, all parents, carers and staff are automatically members of the HSA.

The HSA is a registered Charity and regulated by its constitution, charity laws and the Charity Commission. All funds raised have to be used for the benefit of the school and to pay for things not provided for by statutory funds. The aims of the committee this year were to:

- Advance the education of pupils
- To be profitable - to raise a minimum of £2500
- To be inclusive - to extend the relationships between parents, staff and others
- To be visible and accountable
- To improve the effectiveness of our communication & engagement
- To maximise the benefits of the diversity of the school parent population
- To have fun



The financial position has improved hugely: at the start of the year the committee had £24. There are standing costs to be met for insurance and licences and so rapid fundraising was imperative. The total income so far this year has been circa £6,300. Around £2,000 has already been disbursed on enrichment activities (e.g. film show, summer fayre, discos, etc.) and on relationship building activities (e.g. ARM and 80s disco, etc.). The commission of the Ecobags designed by our own children cost £1,074. In addition, the HSA has donated a cheque for £3,000 to school this half-term to pay for paper recycling, 'Digiblu' cameras, an additional notice board, outdoor drinking fountains and further enrichment Activities.

The HSA has allocated £600 to carry over into next year as a reserve fund for the coming year. The HSA year ends on 31 August 2008 and it will hold an AGM on 1st October (provisional date). Please do feel welcome to attend.

This year has been one of great achievement. We have had a most encouragingly profitable year, far exceeding our objective. There have been very high levels of motivation and engagement from our parent population and close and harmonious relations with the school and Governors. We have had fabulous events and the children themselves have been involved and interested. We thank all parents and staff for their contributions to this success.

Marion Bourne, Chair of the HSA

GOVERNORS

Parent Governors

Ms Jo Clark	Parents & Community Committee and Class 5 Link
Ms Teresa Hagan	Vice-chair of Parents & Community
Mr Martin John	New parent governor
Ms Kaltum Rivers	Parents & Community Committee and Class 2 Link
Mrs Tracey Shibli	Vice-chair of Governors, Chair of Finance and Class 7 Link
Ms Cathy Spencer	SEN and Safeguarding Governor

Community Governors

Mr Saghir Ahmed	Chair of Parents & Community and Class 3 Link
Mrs Vina Khan	Vice-chair of Curriculum and Class 1 Link
Vacancy x 2	

LEA Governors

Mrs Pat Barnsley	Class 6 Link
Ms. Sarah Baxendale	Chair of Staffing
Mr Alastair Goldman	Chair of Governors, Chair of Curriculum and Link for more able
Mrs Dörte Stevenson	Parents & Community Committee and Class 8 Link

Staff Governors

Mrs Catherine Carr	Deputy Head
Ms Michelle Hayes	Head Teacher
Mrs Pauline Hodgkinson	Teaching Staff Support
Mr Trevor Thompson	Staff

Associate Governors

Mr Ian Parkin	Premises Manager
Mrs Carla Thornley	Vice-chair of Staffing and Class 4 Link
Mr Stephen Walker	Vice-chair of Finance & Premises, H&S Governor and Class 9 Link

Governors' photographs can be found on the notice board between the school office and the Head Teacher's office.