

# GOVERNORS' ANNUAL REPORT – 2018



## Introduction

Foxton Primary School continues to be a very important part of the community and has worked hard to move forward, going from strength to strength.

After the Ofsted inspection last year which resulted in a “good” outcome, things have been a little more relaxed. This has enabled the staff to work on new priorities such as the Oracy Project which is outlined in this report.

We hope the new finance system will make management of the school finances quicker and easier.

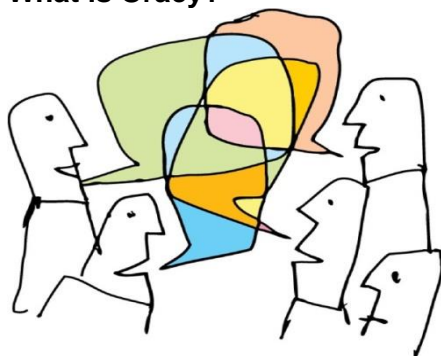
The General Data Protection Regulations have been another administrative headache but Carole's hard work and with cooperation with other schools this has largely been resolved.

I firmly believe that we now have possibly the strongest team of staff that the school has had for many years and am confident that the school will continue to improve.

As a governing body we are always pleased to receive your constructive comments and feedback on how you feel the school is performing and we will be available at Celebration Evening on Wednesday 11<sup>th</sup> July to discuss any issues you have.

## Oracy

### What is Oracy?



Oracy is the ability to speak and communicate effectively. Experience - and reliable research - shows that good oracy skills improve children's life chances: they do better in school and out of school, they get better jobs, they have more self-confidence. Oracy skills can be taught and practised and improved over time.

### How did the project begin?

Foxton has joined forces with Barrington and Petersfield (Orwell) primary schools in a 2 year project to develop oracy skills. Together, we've been able to get funding from the Cambridgeshire School Improvement Board to pay for staff training and we've held joint staff meetings to develop an oracy curriculum.

### What's happening in practice?

Staff have visited innovative School 21 in London and have had useful and inspiring training in developing oracy skills.

At Foxton, we have been holding mixed age Buddy Groups once a week to discuss and develop a set of whole school values. These regular Buddy Groups have encouraged every child to participate, with older children genuinely including and listening to younger children.

In class, children are also using their oracy skills to develop age-appropriate oral presentations. Class 1 children are working on retelling stories with puppets, Class 2 children are retelling stories with roleplay, Class 3 children are developing TV discussion shows and Class 4 children are working together on TV and radio adverts.

### How is the project shaping up?

Staff are pleased to hear Buddy Group discussions developing well and now definitely including shyer and younger children. Mrs Davies is able to tour the groups listening in to good examples of self-expression and inclusion. Her first Successful Oracy certificate was awarded to Nearijah for particularly sensitive chairing of his group.

Progress will be assessed qualitatively against an initial baseline, both in our Buddy Groups and in classes.



### What are you hoping for?

#### Year group expectations are that:

##### Physical oracy skills develop with:

Reception children speaking clearly and making eye contact ...

Yr 1 & 2 children beginning to use more expression and gestures and to speak more loudly in bigger spaces ...

Yr 3 & 4 children varying their tone of voice and how they sit or stand and move ... and

Yr 5 & 6 children using more gestures and facial expressions and adapting their voices to develop a stage presence.

##### Linguistic oracy skills similarly develop with:

Reception children speaking in sentences and using more specific vocabulary...

Yr 1 & 2 children developing ways to agree, disagree and give reasons, as well as using more technical vocabulary ...

Yr 3 & 4 children using precise vocabulary and more complex sentence structures as well as beginning to reflect on the language they use ... and

Yr 5 & 6 children learning to paraphrase and to use richer and more descriptive language.

##### Cognitive oracy skills develop with:

Reception children giving answers that are relevant and retelling stories from their own experiences ...

Yr 1 & 2 children being able to ask questions, offer reasons for their opinions, politely disagree and make connections ...

Yr 3 & 4 children learning to summarise, to offer opinions which aren't their own and give supporting evidence ... and

Yr 5 & 6 children learning to explore different perspectives, negotiate agreement, bring wandering discussions back on track as well as tell detailed and entertaining stories.

##### Social & Emotional oracy skills develop with:

Reception children learning to wait their turn and listening to others ...

KS1 children beginning to organise group discussions amongst themselves, include everybody and have the confidence to hold a different opinion ...

Yr 3 & 4 children learning to speak confidently to an audience and adapt to their audience as necessary ... and

Yr 5 & 6 children being able to engage in small talk, not to take disagreements personally and to present with passion

and humour.



### What's in the future?

We hope to see – and hear – the benefits of improved oracy skills across the curriculum over the next year and into the future. Children plan to make their oral presentations initially in school and then shared across the three schools.

Respect is important because it makes everyone happy to know you value them.

Courage matters because if you don't try, you'll never know if you can do it. Be brave.

Encouraging people is important because you need to have people to help you.

Acceptance is important because you have to accept people for everything to be peaceful.

Friendship matters because you're lonely if you don't have friends.

Discussing Foxton School Values in Buddy Groups

Without Hope you would be really sad.

Honesty matters because you'll lose friends without it.

### First Impressions of Foxton School As a new Governor.



I was invited to become a governor of Foxton School last summer by Carole Davies on behalf of the Governing Body and was very happy to accept. Our two girls attended Foxton School for one and three years after we moved to the village in 2003, and it was something I had always considered doing, but never managed to as a parent. My background has always been in education, firstly as a teacher of English as an Additional Language and French, at both primary and secondary level, in this country and abroad, and more recently in English language assessment, working as a consultant for Cambridge Assessment. Having the opportunity to get involved in primary education as a governor is something new for me and after my first year I feel I've gained a huge insight already into the workings of the school and what it means to be a governor.

I was quite nervous when I attended my first governors' meeting, but was relieved to be assigned a 'buddy' (Caro Hollway) to help me get to grips with everything. One of the areas I struggled with at first was the confusing number of abbreviations and acronyms, but we have now compiled a comprehensive glossary (which gets longer at every meeting!) and this has been a great help. Each governor volunteers for some working groups, according to their interests and skills, and I have taken on Strategy/Curriculum Planning, Safeguarding and Inclusion/SEND. As part of the responsibility for the Strategy group, I am the governor responsible for data, and this has entailed attending a county-run course on 'The Strategic Role of the Governing Body in Using Performance Data', which was fascinating, and challenged the sceptic in me when it comes to statistics.

The main role of governors is to take the role of 'critical friend', and it's our role to support the school but also to ask challenging questions to hold the management of the school to account. I think the most interesting aspect of the role for me so far has been visiting the school on different occasions to see what goes on in the classroom and behind the scenes, with this 'critical' hat on. My first visit was to all four classes during their maths lessons, to address the question: 'How are reasoning skills developed in the maths classroom?' Caro Hollway and I spent 15 minutes in each class, so a real snapshot approach, and found ourselves outside each classroom after each short visit, just saying

'Wow!' We were very impressed by everything we saw, and in all the classes we saw children across a range of levels demonstrating their understanding and ability to explain their reasoning in maths, and using the right sort of language to express this.

I also popped in recently to find out about the new 'Oracy' project, where children are developing their speaking, listening and communication skills. Class 2 children did a fantastic presentation of a book they had been working on in their oracy groups, where the main aim was to speak with more expression, and then the children separated into their 'buddy' groups to continue the debating work they have been doing this term on deciding which values (such as trust, hope, friendship etc.) are most important for the school. Children have been learning the importance of turn-taking, listening and responding, voicing opinions and justifying them with reasons, and there was plenty of evidence of this going on in the groups I saw. As a linguist, I am really pleased that this project to elevate speaking to the same level as reading and writing has been adopted by Foxton School, and already it seems the children are benefitting from this approach in all areas of the curriculum.

Another introductory task that I took on last term was to do a governor audit of the school website. This was a fascinating way to get some background knowledge about a huge variety of different areas. Governing bodies used to have to provide a hard-copy prospectus, but now all the statutory required information needs to be on the website. Since presenting the audit report at a governors meeting, the website is being made more user-friendly, some duplication has been removed, and everything that needs to be there is in place. Please do take a look at the website from time to time, as it is constantly updated with all sorts of useful information, from what's coming up on the termly calendar, to reports of what the children are doing, both in and out of school, as well as providing all the curriculum information (yearly plans for each class).

So, after a year as a governor, what have I learnt? That there is never enough time to do everything I would like to (so many interesting courses to attend!); that Carole Davies and the rest of the staff do an amazing job and work unbelievably hard to manage the day-to-day stuff as well as having a strategic overview of where the school is heading; that the governors are a great bunch of like-minded individuals; and that most importantly, the children of Foxton school are safe, educationally stimulated and learning how to be responsible and considerate citizens of the future.

**Jill Buggy**

## **Singing at Foxton**

The new school choir is led by Mrs Armitage and rehearses joyfully on Thursday mornings before school.

The children performed an Australian folk song *The Little Fish* at the school Easter service in St Laurence's Church.

Then, in June, the school choir joined the adult Foxton Singers, children from Fowlmere School's choir and a Chamber Orchestra to perform in Royston Parish Church. The programme included 7 varied songs as well as a wonderful 4-part choral piece, *The Voyage* by Bob Chilcott.





# The Voyage



Grace's Mum Laura says:

The choir has been a very welcome addition to the extra-curricular activities for the children. As well as being enjoyable and social, it also requires them to take responsibility to learn the choir words and work together as a team. It was clear from the performance that the children all enjoy it.

Currently there are 12 children in our choir, but as Year 6 children will be leaving, Mrs Armitage will be looking for new singers from Year 4, 5 and 6 for next year. Please watch out for her requests!

**Caro Hollway**



## **Classes 1 and 2 and the Working Scientifically**

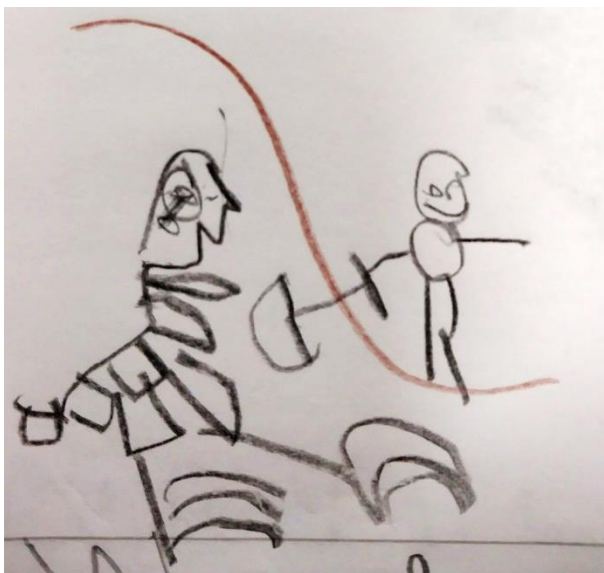
**Sedgwick Museum**  
*of Earth Sciences*

As well as studying the Science content in the National Curriculum, children develop their broader skills by 'working scientifically', asking questions, planning and carrying out investigations, recording and analysing their results, communicating their conclusions.

In the Spring term, children in Classes 1 and 2 became enthusiastic young palaeontologists to 'work scientifically' investigating Dinosaurs.

## Cambridge University's Sedgwick Museum

The Sedgwick Museum lent wonderful resource boxes full of fascinating artefacts for the children to handle and research, including a tooth from a sabre-tooth tiger and casts of dinosaur footprints.



Reuben's drawing of a palaeontologist digging up a dinosaur.



Class 1 children studying a dinosaur footprint.

Then both classes enjoyed trips to the museum to learn more about fossils and dinosaurs, as well as finding gemstones and even a meteorite from outer space.

Children were able to handle fossilised poo (mmm!) and came face to face with a T Rex skull, complete with the damage from another dinosaur fatally attacking it. The museum is full of fascinating remains and the children had a wonderful time exploring.



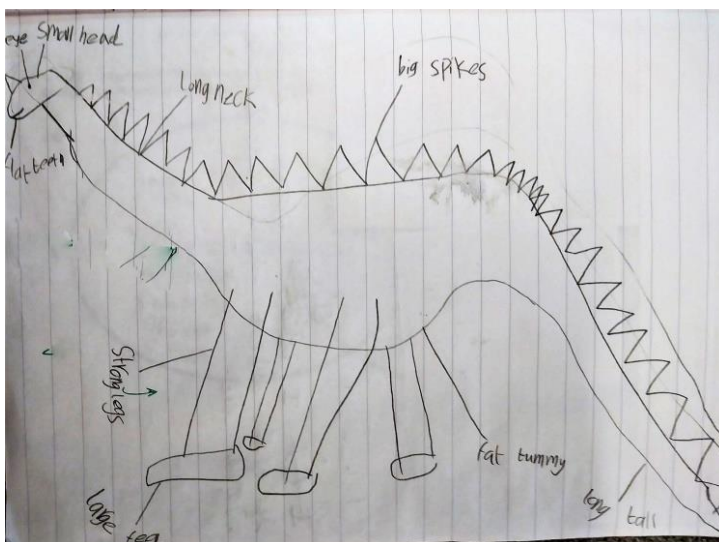
In terms of working scientifically, it was also interesting for the children to be shown examples of history and science being reinterpreted in the light of new evidence.



The Sedgwick's most famous exhibit, the bones of Iggy the Iguanodon, has been assembled to stand on his hind legs. However, iguanodonts are now thought to have walked down on all fours with their tail straight out behind them.



So why is Iggy still standing upright, even on the museum's logo? They say ***“Well, we love to tell the story of how ideas have changed and why it is so important to keep studying animals from the past”.***



Romilly designed her own dinosaur, a Romillysaurus, its features adapted to life as a herbivore, needing to protect itself from predators.



## Class 3 transformed into Hogwarts Castle

Children in Class 3 arrived back in school last September excited to find themselves immersed in the world of Harry Potter.

The Sorting Hat allocated them to houses and the Hogwarts theme spread throughout their curriculum for the term, with opportunities for mixing potions, writing spells and stories and making their own owl.



Every child was rewarded for their efforts in class with their own individual wand, hand carved by Mrs Vaughan's skilled dad!



A highlight of the term was the class trip to the Harry Potter Studios where children learned how films are made. They particularly loved all the costumes and props.

Expelliarmus!

## **Class 4 at Swanage**

It is a long-standing tradition for Class 4 children to spend a week at Swanage, walking, exploring Corfe Castle and dipping a toe in the sea.

This year, accompanied by Mr A, Mrs McD, Mrs Smith, Mrs Armitage and Mrs vB, the children (including a newly-recovered Theya) had a lovely time. The weather was glorious: warm, sunny, perfect for walking – even the one overcast day at Maiden Castle provided a suitably sombre atmosphere. The children stayed in the same guesthouses as in previous years where the hosts are kind and the food is good.

New this year was a visit to the Roman townhouse in Dorchester, where there are wonderful mosaics. As ever there were particular challenges: 28 miles of rolling coastline to be walked over the 3 days and the personal challenges of being away from home, sharing space and being positive even when tired. But the children were praised for their behaviour and good manners – by the National Trust staff, by the hoteliers and by two members of the public. So we are very proud of them!





## **Governor Visits in School**

Part of our statutory duty as Governors is to visit the school to investigate questions of interest and importance. For class observations, we spend 15 minutes in each class watching how staff and children are working together and then write feedback for staff and the Governing Body, often with further questions. For our curriculum question, we had an hour's discussion with teachers at a staff meeting.



This year we have investigated three questions, one in each term:

**How are reasoning skills developed in the Maths classroom?**

**How is Computing used to support learning?**

**How do you ensure a broad curriculum is taught across the school?**

On each visit, we were impressed by the careful differentiation in each class, as teachers and teaching assistants adapted their teaching to the needs of their children. Children were on

task, fully engaged and appeared to be enjoying their learning. All the adults in the classrooms were suitably deployed, supporting children's learning in different ways.

In our first visit, Maths resources were used effectively and appropriately in the different classes, generating good conversations amongst the children working together as they explained their reasoning in tackling their different tasks. Adults asked further questions and children were able to articulate their thinking.

In our second visit, we saw Computing used in a variety of ways: for teacher assessment of active learning in Class 1, for the early development of programming skills in Class 2 (where children were instructing Beebots to move in particular directions), for children to be filmed explaining their Maths understanding to their peers in Class 3, and for more sophisticated coding skills and musical composition in Class 4.



In our third visit, teachers explained how they plan each class's wider curriculum, starting with the National Curriculum, responding to children's interests, liaising closely with each other to ensure coverage and progression, and evolving topics and activities over time. While the priority remains to develop every child's Maths and English skills, they are also committed to teaching a broad curriculum of Science, Humanities, Creative Arts and PE. In addition, we discussed ways of enhancing the cultural and multi-cultural experience of our children.

**Caro Hollway**

## **Twinning – Foxton and Montigny Schools**

The Foxton and Montigny Twinning Associations were established in February 2017, and came about as the result of a long-standing friendship between Anne in Foxton and Marie-Claude in Montigny. They actually met as 15-year-olds, when they took part in an exchange between Norwich and Rouen, many years ago.

One of the French committee members is also a teacher at the primary school in Montigny, and was very keen to set up links between the schools, and when five of their committee came over to Foxton in March 2017 on a preliminary visit, we introduced her to Marian Smelik, who was also keen to be involved in the project. On the Monday morning, the group visited the school and had a tour with Mrs Davies and some of the children, who explained everything very well in English (and we translated for the non-English-speaking French), and the link between the two schools was forged!

Following on from this visit, Classes 2 and 3 at Foxton School have been in contact with penfriends in Montigny School, and several letters have been exchanged. There has also been a corridor display with photos and information from Montigny. Montigny School had a 'Foxton Day' just before Christmas, where the children dressed in green and blue clothes (they don't have a school uniform), made Christmas crackers and sang English songs. There are some photos on their school blog here: <http://blog.ac-rouen.fr/rpi-montigny-la-vaupaliere/2017/12/30/foxton-day/>





Victor, Romane, Apolline, Romy and Augustine help Philip Atkin with the name labels.

We have now had two hugely successful village-wide visits (25 Foxtonians visited Montigny in September 2017, and 42 Montignais came over here in April 2018). While in Montigny, a group of us visited their school, and Dianne, a nursery teacher here, taught one class some songs, and when the French group came back here, we reciprocated by welcoming 8 children and 13 adults (parents and some ex-teachers) into the school on the Monday morning. They were shown around by Mrs Davies and then the French children participated in part of a maths lesson, in different classes according to their age. Romane, from Montigny, was delighted to see her letter on the corridor display, and Apolline was so pleased to meet her English penfriend in Class 2. The overall impression of our school was so positive – the adults commented on our teaching methods, which are very different to France, especially the amount of group-work and how the children are actively engaged and involved in the lessons.



The girls wait with anticipation for the country dancing and fish and chip supper!



If anyone would like to know more about the Twinning Association, please visit our website [www.foxtontwinning.org.uk](http://www.foxtontwinning.org.uk) where you can find out further details of future events and join our mailing list. We are planning our next village-wide trip to Montigny from 30/31 May to 2/3 June 2019 (Monday is a school closure day) and we would be delighted to welcome any families who would like to join us!

**Jill Buggy**

## **Finance**

As widely publicised, school finances across the country have been under strain and Foxton is no exception. The budget for the financial year was recently set, and we have worked hard to maintain a strong financial position, due in no small part to the work of our previous head of Finance Neil Brown. The finance committee is committed to ensuring that the funding available to the school is used in the most resourceful and efficient way possible to continue to allow us to maintain such a strong position.

On that note I would also like to thank the Friends of Foxton School for all their hard work, commitment and enthusiasm to raise funds. This is a massive help and is very important and very much appreciated by staff and Governors.

**David Chilton**

The past year has been one of change for the school budget monitoring system. Cambridgeshire County Council have changed the software provider and therefore the whole way we set and report Budgets has changed. The new system called 'Orovia' looks to be a change for the better, with easier to read reports and many new possibilities for looking at different spending scenarios. With a continued strain on school funding nationally, this new software should help the Governing Body keep a close eye on the budget and make spending allocations wisely.

**Jennie Spenceley**

## **Glossary**

In her piece Jill Buggy mentioned the glossary of abbreviations collected to improve Governor understanding of school documents. We felt that it might also be useful to parents/carers.

ABCs	Antecedents, Behaviour, Consequences
Analyse	online school data (new form of Raise Online)
ARE	Age Related Expectations
ARP	Annual Report to Parents
BFP	Barrington Foxton Petersfield

C1 C2 C3 C4 Class 1 2 3 4

CCC	Cambridgeshire County Council
CCS	Cambridge Catering Service
CIN CP	Child in Need / Child Protection
CLIC	a Maths resource
CM	Classroom Monitor (online assessment system)
CPD	Continuing Professional Development (training)
CTs	Class teachers
DBS	Disclosure Barring Service
DCP	Designated Child Protection Officer
EHCP	Education Health Care plan
EPM	Education Personnel Management
ERT	Expanded Rehearsal Technique
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage (standards for 0-5 yr olds)
FCAF	Family Common Assessment Framework (support assessment)
GDPR	General Data Protection Regulation
GLD	Good level of development
HT	Headteacher
IEP	Individual Education Plan
IT ICT	Information Communication Technology
KS1	Year 1 and 2
KS2	Year 3,4, 5, 6
LA	Local Authority
MIS	Management Information System
MPS	Main Pay Scale
NA	Not applicable
NRich	online Maths resources website

NQT	Newly Qualified Teacher
PSHE	Personal Social & Health Education
PIRA	Progress in Reading (assessment tests)
PM	Performance Management
PP	Pupil Premium
PPA	Planning, Preparation and Assessment time
PPMs	Pupil Progress Meetings (HT with CTs)
PUMA	Progress in Understanding Maths (assessment tests)
RWM	Reading Writing Maths
RE	Religious Education
SC	School Council
SCR	Single Central Record (of all employees/volunteers parent helpers etc)
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SIP	School Improvement Plan
SLs	Subject Leaders
SMP	Strategic Management Plan
SPAG	Spelling, Punctuation and Grammar
SWOT	Strengths Weaknesses Opportunities Threats analysis
TAs	Teaching Assistants
T and L	Teaching and Learning
UPS	Upper Pay Scale
YARC	York Assessment of Reading for Comprehension (assessment tests)
YR/Year R	Reception year
YMCA	Young Men's Christian Association



## **WEBSITE**

The website holds a wealth of useful information for parents. Here you can find out everything about the school.

**Please use the website for the following information:**

- **Term Dates**
- **Calendar of key events**
- **News updates**
- **Photo gallery**
- **Twitter feeds**
- **Class pages/newsletters**
- **Parent information**
- **School Prospectus**
- **School uniform expectations**
- **School meals**
- **Policies**
- **Governors**
- **Friends**

## **Conclusion**

As a school and governing body, we will continue to strive for improvement and hope we will continue to have your full support.  
I hope you have found this report of interest.

If you have any questions or issues you wish to discuss please contact the school.

**David Chilton – Chair of Governors**

**Foxton Primary School**  
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**CB22 6RN**

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**Website:** www.foxtonprimary.co.uk  
**twitter:** @foxton\_primary



**Headteacher:** Carole Davies

### Foxton Primary School Governor Information – Year 2017/18

Name	Committees	Category of Governor	Appointed by	Term End	Relevant Business Interest	Governor at other schools	Relationship with other Governors or staff
Geoff Barnes	Strategy/Business	Co-Opted	Governing Body	31/8/2019	None	No	None
Jill Buggy	Strategy	Co-Opted	Governing Body	20/9/2021	None	No	None
David Chilton - <b>CHAIR</b>	Strategy/Business	Co-Opted	Governing Body	31/8/2019	None	No	Father of Laura Moran (Parent Governor)
Carole Davies	Strategy/Business	Head Teacher			Member of staff	No	None
Laura Finnemore	Business	Parent	Parents/Carers	1/11/2020	None	No	None
David Griffiths	Strategy/Business	Local Authority	Local Authority	11/1/2021	None	No	None
Emma Holder		Parent	Parents	7/5/2023	None	No	None
Caro Hollway – <b>VICE CHAIR</b>	Strategy/Business	Co-Opted	Governing Body	4/6/2021	None	No	None
Laura Moran	Business	Parent	Parents	30/9/2018	None	No	Daughter of David Chilton (Chair of Governors)
Deana Vaughan	Strategy	Staff	Staff	4/6/2021	Member of staff	No	None
Jennie Spenceley		Clerk					

### Composition of Governing Body

3/3 Parent Governors  
 1/1 Headteacher  
 1/1 Staff Governor  
 1/1 Local Authority Governor  
 4/4 Co-opted Governors

Standing orders and terms of reference for committees click on link - *standing orders/terms of reference*

*Any governor may be contacted via the school.*

**Address:** 11 Hardman Road, Foxton, Cambridge  
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**Telephone:** 01223 712447

**Email:** [office@foxton.cambs.sch.uk](mailto:office@foxton.cambs.sch.uk)

**Chair:** David Chilton

**Clerk to the Governors:** Jennie Spenceley



## ***Term Dates 2018-2019***

### **Autumn term 2018**

Staff Training Day	Tuesday 4th September 2018 (school closed)
Autumn Term Starts	Wednesday 5th September 2018
Half term	Monday 22nd October to Friday 26th October 2018
Staff Training Day	Monday 29th October 2018
Autumn Term Ends	Tuesday 18th December 2018
Staff Training Day	Wednesday 19th December 2018

### **Spring term 2019**

Spring Term Starts	Thursday 3rd January
Half term	Monday 18th February to Friday 22th February 2019
Spring Term Ends	Friday 5th April 2019

### **Summer term 2019**

Staff Training Day	Tuesday 23rd April 2019
May Day Bank Holiday	Monday 6th May 2019
Half Term	Monday 27th May to Friday 31st May 2019
Staff Training Day	Monday 3rd June 2019
Summer Term Ends	Wednesday 24th July 2019

