

Governors' Annual Report to Parents

2019



Introduction: David Chilton, Chair of Governors

As we come to the end of another academic year, the school has continued to be an important part of the community and works hard to ensure that we move forward.

A new finance and administration system has been installed which the staff are getting used to and we hope this will assist us to continue to run the school in the most efficient way possible.

A lot of hard work has been put in by all the staff this year to maintain the smooth running of classes and with this, the children continue to make improvements in their learning, engagement and enjoyment of the curriculum. We have, unfortunately, had two members of staff off on long term sick leave. While they have been absent the remaining staff have been outstanding, covering for their colleagues and ensuring that the children are well looked after. I am pleased to say that both members of staff are on the mend and we look forward to seeing them back in school as they have been greatly missed by all of us.

The school is also working very closely with a number of other schools in the area as a cluster group. This has involved Mrs Davies working closely with the other head teachers and myself, as Chair of the Governors, forming links with the Chairs of Governors from other local primary schools. The collaboration that is being developed is proving to be very beneficial and I am hopeful that this will continue to go from strength to strength.

I would like to thank the Friends for their hard work in raising additional income that is vital for the school. This has enabled us to carry on supporting the children as we have done in the past with additional resources and subsidising of trips. I would ask that if anyone is interested in joining this very important group, please contact the school office for more information.

I would also like to say how pleased we were to be able to support one of our parents, Tiffany Best, in the amazing charity event that she recently organised and ran (a 24 hour hair cutting event) which raised over £1000 for Maggie's, a cancer support charity – well done Tiffany!

Finance

As widely publicised, schools around the country continue to be under enormous pressure as funding continues to be reduced, and Foxton is no exception. The budget for this year has recently been set and we have worked hard to maintain a strong financial position, due in no small part to the work of Mrs Davies and Mrs Spenceley.

The Finance Committee is committed to ensuring that the funding available is used in the most resourceful and efficient way possible.

The school budget is generated by a formula established by the local authority and is based largely on pupil numbers. Other sources of income are ring-fenced for different purposes e.g. pupil premium, sports/wellbeing and capital funds, which all need to be accounted for accordingly.

At this stage of the year, we are looking at future financial year forecasts and know that we need to make considerable savings from the current spending patterns. We will need to make some difficult decisions about how we use personnel to meet pupil needs. For other spending we will need to work well with other fund-raising groups such as the Friends to support wider school provisions, for example the Life Bus, Pantomime, repairs to the outside classroom, canopies or class trips. The Friends have worked hard and with great enthusiasm for key fund-raising events, and now, more than ever, we need to join forces to ensure that we can continue to provide a rich and broad provision for our children.

A number of considerations as to how we can continue to manage our spending are currently under review. When decisions have been made, more details of these will be released, for example at the Open Meeting we invite you to in late September (see below).

Conclusion

As a governing body we will continue to help and support the school as they strive for continued improvement and hope we will have your full continued support.

We, as the governing body, are always pleased to receive your constructive comments and feedback on how you feel the school is performing. Your questionnaire responses, for example, offer some useful suggestions. It was also good to chat to many of you at Celebration Evening.

David Chilton – Chair of Governors



The Governors, Headteacher and Staff
of Foxton School

invite you to

an Open Meeting for all Parents and Carers

The Year Ahead – Strategy and Development Information

Thursday 26th September 2019

6:30 pm

Foxton School

All welcome

Why have Governing Bodies? from the school website

Governors help schools provide the best possible education for their pupils by: thinking and working strategically to help to raise standards, monitoring and evaluating progress towards the school's priorities and targets, supporting the Headteacher and staff, as well as challenging their expectations. Governors work as volunteers, contributing their time, energy and skill to the benefit of the school.

Objectivity and impartiality: At each meeting the Governors declare if they have any pecuniary interests linked to the matters to be discussed. None of the Governors are linked to any businesses that would profit from the school but on occasion may declare a more direct personal interest in some matters. None of our Governors have governance roles in other schools.

The Role of Governors

The main aim of the school is to raise the educational achievements of all its pupils, and to this end, the governing body has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the Headteacher
- Monitoring progress towards targets
- Performance managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

Governors have responsibility for determining, monitoring and keeping under review the policies, plans and procedures within which the school operates. The Headteacher is responsible for the implementation of policy, day-to-day management of the school and operation of the curriculum.

The Governing Body acts as a critical friend to the school and is made up of a group of ten individuals (including the Headteacher) from a variety of backgrounds. In accordance with Local Authority guidelines, some of the governors are elected from amongst current parents, some are members of staff, and some are co-opted from the wider community or the local authority. This mix provides a wealth of experience and a range of skills and views. Each governor serves for a four year term, which may be renewed (and elected members need to be re-elected).

The Full Governing Body meets once every half term. In addition, our Governors also form two sub committees, which again meet at least once every half term, and in some instances several more times:

- Business Committee: responsible for Finance (primarily overseeing the school budget), Personnel, Premises and Health and Safety
- Strategy Committee: responsible for Strategic Planning (including monitoring the curriculum), Safeguarding, SEND and Inclusion

The minutes of the Full Governors' meetings and the Business and Strategy meetings are available to all parents.

New Parent Governor: Dr Emma Holder

Reflecting on the past year as a new parent governor, I am struck by just how much I have observed and been involved with. Starting with my first visit to school in the autumn term, I was so impressed with the children, teachers and support staff. Watching the excitement and enthusiasm that the children embrace their learning with was a really positive experience. The children engaged eagerly with grammar and oracy activities set by the teachers. I was amazed and impressed by how creative and engaging the teaching methods and displays were. I am very much looking forward to returning for a visit soon that will focus on equality and diversity within the school.

I put my name forward for a position as parent governor because I am passionate about supporting the excellent state education offered to our children in school. I believe strongly in being involved with and assisting our children's educators and carers in their roles, and feel that this is increasingly important in this current climate of funding restrictions in education. It has been a privilege to be part of such a dedicated team of governors, who commit such a lot of time, energy and effort to supporting our school. It has been great to be part of new initiatives such as the communication forms and governor drop-in sessions for parents to voice their views and concerns, as well as developing policies with my fellow governors.

As a Clinical Psychologist, I believe strongly in prioritising the mental health and well-being of children and young people alongside their education and am supporting school initiatives in this area. In April I ran an inset workshop in school to help support the staff in their excellent efforts regarding the social and emotional care of our children. I hope I can continue to offer these ideas and skills to the pupils, governors and staff and actively participate in new initiatives and policy development to provide this.

Finally, this new role has been a real education for me in just how much organisation, legislation and time goes into providing a safe and stimulating environment along with interactive and engaging teaching. This has served only to increase the gratitude I have for our wonderful staff team at Foxton Primary School. It has been a really fantastic start to my tenure as a parent governor and I look forward to new challenges and opportunities ahead to support the school.



Volunteer: Sue Bentley-Smith

I am one of the regular volunteers in Class 3. Despite having taken early retirement 3 years ago, when I was asked if I would be able to come in and listen to readers, I jumped at the chance! Being back in Foxton School 2 mornings a week is lovely. I am lucky enough to work alongside some of my former colleagues as well as new members of staff, and other volunteers.

There are always plenty of things to help with, including reading one to one with children, working with small groups in Maths or English, marking times tables, photocopying, cutting out etc. It's a delight to be able to spend time with your children in such a lovely caring environment. Of course, it also provides an opportunity to catch up with members of staff and to see how the children are progressing. Everyone is always very friendly and helpful, and always grateful for our time – although I do sometimes wonder who is doing the favour – them or us!

The Friends of Foxton School: David Griffiths

In 1985, Phillip Bowen, the then headteacher at Foxton, proposed the setting up of the “Friends of Foxton School” to assist the school in raising funds for various projects such as new play equipment. As he was highly organised, he was the first Chair. One of the first projects for the early volunteers was building a changing area for the swimming pool in the old school.

Over the years since then, the activities of the Friends have developed and expanded in all sorts of enterprising and entertaining ways. Many events have survived and evolved over time to become much-loved favourites in the village calendar. At one time or another these have included:

- Film nights
- Annual Family Walk and Barbecue
- Christmas Party/Disco
- Beetle Drives
- Music Quizzes
- Barn dances – particularly popular, accompanied by the Cambridge Crofters and the Great Eastern Ceilidh Company
- Auctions of Promises – with a generous selection of objects and activities on offer
- the School Fete – this started as quite a small event, later expanding onto the Recreation Ground as the Foxton Fun Day with a great variety of stalls, sideshows and prizes
- the Art Exhibition – which has grown and developed into a very successful and highly-regarded local event
- Race Nights – always a winner
- and of course regular class bake sales.

I retired as Chair of the Friends in 1992. Since then, generations of enthusiastic, dedicated Friends have taken over and continued to support the school and supply much-needed extra funds. Events have ebbed and flowed, paused and restarted, but one way or another they have helped to further the experiences and education of our pupils, financing a variety of school activities and equipment, laptops, ipads, books and transport costs for school trips.

However, the current committee members are coming to the end of their tenure and **now the Friends of Foxton School need your help!**

Without new volunteers, the Friends are in grave danger of disappearing completely, along with the vital funds they provide to the school. Sadly, the Art Exhibition will not take place this year and the next Fun Day may not either.

Perhaps we need a relaunch, with different events or some of the same, perhaps smaller but more frequent events, some held as fund-raisers, some just as social events for our school and village community. Either way, School Governors and Staff will fully support the Friends in their endeavours - in these straitened financial times, we clearly need to pull together!

If you would like to support the school and help organise social events for the village, please contact the school office. Thank you!

Thank you for all your feedback in the Parents' Questionnaire, both positive and negative. Below are the quantitative results and a summary of the qualitative comments, which will also be published on the school website. Please be assured that the full Governing Body has all the detailed data and a full transcript of your comments. We are taking your feedback seriously and will be working over the coming months to address the concerns that some of you raised.



Parents' Questionnaire Summer 2019

53 responses (1.9% each)

Positive %		Question	Negative %	Don't Know %
85	1.	My child is happy at Foxton School.	13	2
89	2.	My child feels safe at Foxton School.	10	2
85	3.	My child makes good progress at Foxton School.	9	6
72	4.	The school makes sure its pupils are well-behaved and it teaches my child about respect and kindness to all members of society.	19	9
32	5.	The school deals effectively with unacceptable behaviour (including bullying).	47	21
88	6.	My child is well taught in the key skills of reading, writing and maths.	9	2
74	7.	The standards and expectations are high at Foxton School.	19	8
81	8.	The school involves parents/carers in the children's learning (eg: information evenings, parent consultations, celebrations, extended homework, open days and end of year reports).	18	0
63	9.	The school helps me to support my child's learning (eg: website, learning phonics, e-safety).	32	6
79	10.	The school helps my child to have a healthy lifestyle.	13	8
78	11.	The school makes sure that my child is well prepared for the future (eg: induction into reception year, induction during the year as a new pupil, changing year group, changing school).	17	6
62	12.	As a parent/carer I feel welcome in the school.	36	2
48	13.	The school responds well to any concerns that I raise.	49	4
40	14.	The school is led and managed effectively.	57	4
65	15.	I value the governors' annual report to parents.	23	15
58	16.	I would recommend this school to another parent.	26	15

17. We have recently implemented several communication initiatives (listed below). Please tick any you think are useful.

	%
More frequent email notifications about school activities and events.	85
Termly school newsletters, including Governor update.	83
Chair/Vice Chair of the Governors in the playground and available by email.	47
Staff Governor at Friends of Foxton School meetings.	32
Governors' drop-in meetings prior to Full Governing Body meetings.	36

18. How could communication between school and parents/carers be further improved?
See summary below.

19. Please tick any of the school activities and events listed below that you have attended or been involved in as a parent/carers.

	%		%		%
Parent consultations	90	Leavers assemblies	19	Foxton Art Exhibition	56
Reception induction evenings	60	Choir performances	21	Quiz Nights	15
Class Meet the Teacher evenings	60	Sports matches	17	other Friends fundraising events	27
Share a Class events	46	Sports Day	81	Friends of Foxton School meetings	25
Learning information events eg Maths/English/Phonics	40	Gym Club performances	33	Drop-in meetings with Governors	6
Class presentations of topic learning	35	Pensioner lunches	0	Coffee mornings	15
Celebration Evening	54	Red Nose Day activities/cake stall	25	Charity tea events	4
Class 4 school trip information evening	27	World Book Day activities	50	helping with Swimming	4
Nativity/Carol service	90	Cake Sales	56	helping with Art/DT	12
Easter service in church	62	Sharing parental expertise in Science Week /Careers Week/Health Week/DT lessons	15	helping with class trips	17
Harvest assembly	44	Foxton Fun Day	87	hearing children read in school	8
School drama performances	56				

20. Please add any further comments about parent/carers involvement and/or engagement with the school.
See summary below.

21. Additional comments/feedback. See summary below.

Comments

Respondents praised the lovely, caring, hard-working teaching staff, the raised standards in English and Maths and improved communication with parents.

Respondents asked for further development of the relationship between parents, school leadership and Governors, further work on behaviour management, email summaries of information about events and activities, more on the website about class learning and clarity around spending by the Friends.

In recent months, a working group of Governors have met several times to develop a new **Parental Communication and Engagement Policy**. The policy Values and Aims are set out on the next page and these are followed by detailed descriptions of how this works in current school practice and what next steps could be developed in future. This full document – the Communication and Engagement Policy and Procedures - can be found on the school website under Parents' Info -> Information About Our School.

Foxton School Parental Communication and Engagement Policy

Values

Parents and carers are vital partners in the education of children. Research and our own experience show that when parents and carers are involved and engaged, everyone benefits – children, parents and carers, families, teachers and other school staff as well as the wider community. Our school is enriched as a positive place to teach, to learn and to grow.

Aims of the Policy

We are committed to creating a school community that parents/carers feel is approachable and responsive and where parents/carers are welcomed, respected and valued as partners in their children's learning and development.

We aim to develop a school community that:

- 1. Engages parents/carers through ongoing communication and dialogue that is regular, frequent, timely and detailed about:**
 - 1.1 their children's learning and progress,
 - 1.2 school activities and events,
 - 1.3 concerns and matters of interest,
 - 1.4 and that recognises that the raising of parental concerns and complaints offers an opportunity for improvements to be made;
- 2. Enables parents/carers to support their children's learning through:**
 - 2.1 dialogue with school about children's progress, attainment and next steps,
 - 2.2 school sharing information about teaching and learning methods and subject content, and about help with study skills and homework,
 - 2.3 close collaboration to develop children's positive attitudes, values, aspirations and behaviour,
 - 2.4 the development of parenting skills to understand child development and the creation of a home environment that supports pupils,
 - 2.5 identifying and removing barriers that prevent parents/carers from engaging with school,
 - 2.6 recognising the diversity of our parents/carers;
- 3. Involves parents/carers with in-school activities, such as:**
 - 3.1 volunteering for fundraising,
 - 3.2 helping in classrooms and on school trips, and sharing their expertise, knowledge and experience with children as appropriate,
 - 3.3 attending parent/carer sharing events,
 - 3.4 participating as a member of an audience;
- 4. Provides opportunities for parents/carers to collaborate in decision-making:**
 - 4.1 as a school governor,
 - 4.2 as a member of the Friends of Foxton School committee or as an attendee at meetings,
 - 4.3 by giving parents/carers a voice in school,
 - 4.4 by making strategic decision-making as transparent as possible;
- 5. Provides opportunities for collaboration with the wider community:**
 - 5.1 where the community contributes to teaching and learning in school,
 - 5.2 where school contributes to the life and activities of the community;
- 6. Regularly monitors and evaluates our processes and procedures to assess the effectiveness of this policy.**

The Oracy Project: Marian Smelik

In 2018-2019 our school continued its collaboration on the Oracy Project with Petersfield Primary School and Barrington Primary School.

Joint activities BFP (Barrington, Foxton, Petersfield)



In 2018, the staff and pupils of the BFP met with storyteller Chip Colquhoun. This meeting resulted in the organisation of a storytelling week across the three schools in October 2018. The children prepared a short story and, armed with some props and a comfortable cushion, they told their narratives to several peers in other schools. In May 2019 the BFP organised a second joint oracy event. This time the activities were organised around three different topics: PSHE, sport and healthy eating. The feedback from the children in KS2 about these events was highly positive, as they reported back how much they enjoyed the activities. More to the point, they also clearly benefited from these events, since they improved their capacity to express themselves and gained confidence in doing so. In addition to this the pupils also mentioned as a positive outcome that they made friends in other schools. The teachers of Class 1 and Class 2 found that the story-telling event was possibly a little too ambitious for the KS1 pupils. However, they and their pupils thoroughly enjoyed the second event.

"I liked it because I learnt to do actions when telling my story."

"I was nervous at first because there were a lot of children. Then I liked it because they said that my story was really good."

"I enjoyed listening to the stories of the other children and I was curious to see their props."

"It was interesting to hear other children's ideas" (PSHE)

"I enjoyed the healthy eating activity. We talked about what we liked and we ate a lot!"

Special activities in the different classrooms

In Class 1 the children's knowledge and understanding of a topic is regularly orally assessed. An example: at the end of a topic about weather, the children had to go in role and present a weather report. Weekly maths games in this class also ensure regular opportunities for collaborative talk and discussion.

In Class 2 the pupils often discuss stories and they use drama to act them out.

In Class 3 the children used their knowledge and understanding of Anglo-Saxon village life to persuade the Headteacher and the bursar to provide them with a budget to buy materials for the construction of a model village.

In Class 4 the children debated whether Mr Hayes deserved to have his pheasants poached or not.
(Roald Dahl, *Danny, Champion of the World*)

Across the school the children have a weekly opportunity to discuss school values in their buddy groups.

Impact

The special focus on oracy has impacted on our classroom practice in a variety of ways:

- What is usually seen as 'noise' in the classroom is positively validated as functional and instructive
- Children work and talk together in various small group sizes (varying from 2 to 6)
- The children are allocated different roles in their talk groups, e.g. summariser and noise-controller
- A variety of 'Speaking and Listening' activities has been (re-)introduced, e.g. snowballing (small groups reporting into bigger groups) and envoying (children despatched to report to other groups).

The teachers feel that the oracy project has had a positive impact on the speaking and listening skills of the children. This was noticeable for example when the children asked questions and had discussions with visitors to the school in Faith Week and Careers Week. They also feel that the children are developing a greater audience awareness.

The oracy project has had a positive effect on the children's mathematical reasoning skills and the quantity of their writing. We will embed these skills and are working on activities that will improve the quality of our pupils' writing.

Drama Productions: Caro Hollway

How can we teach our children self-confidence? Courage? Resilience in the face of challenge? One answer, certainly not the only one, but one tried and tested at Foxton School over many years, is through public performance.

Building on performances in Pre-School, children develop their skills through Reception and KS1 with regular class assemblies for a school audience and two big shows at Christmas and Easter. These involve practice at home and rehearsal in school, words to be learnt, songs and dances mastered, unfamiliar costumes worn and props wielded, a big and echoey space. And then the performance in front of a sea of faces, all benign admittedly, but quite something when you're small and feeling a bit wobbly.



This year's Nativity cast in St Laurence's church after their wonderful telling of the Christmas story.



Then the children join KS2 and, over their four years, are part of four big Summer drama productions. This year, the show was **Alice**, a splendid mixture of make believe and mayhem.



Almost the full cast – post performance photo call!

For me personally, sitting in the audience on the second night, having taught almost all of the children on stage at one time or another, I waited for the show to begin with a mixture of nerves and excitement on their behalf. And, like all the families and friends around me, I was really impressed – not just by the fluency and humour and slick moves, the wonderful singing and dancing, the fabulous costumes and beautiful props. Most of all, I was impressed by the sheer courage of these children.

For some of them, this is a joyful, comfortable experience to be relished. For others, it is really hard: scary and embarrassing, and these children have had to wrestle with their nerves and fears, develop resilience in the face of great challenge and find the confidence to perform, sing, rap in front of their peers and their families. And they did it: fantastically well. Heartfelt applause to them all: it was a great show!

Ely Cathedral Space Banner: Ava Francis and Clio Brittan, Class 3

As part of **Ely Cathedral's** Science festival, this year on the theme of The Sky's the Limit, local schools were invited to exhibit banners inspired by Space. This year, Class 3 were given the honour of planning and creating their beautiful banner and then visited Ely to join in workshops and see all the banners on display.



Making our banner

We needed lots of wax relief. The wax relief was really hot. We had to be really careful. Then we needed to use Brusho. Brusho is this paint that spreads out on the fabric. It looks really pretty.

*This is the quote by William Shakespeare that we wrote on the sheet '**It is not in the stars to hold our destiny but in ourselves**'. This means that's it's up to us to be the person we want to be.*

How we felt when we saw our banner:

We felt really happy and proud when we saw our banner. Our banner was the best. I liked ours the most because ours had more decoration! We think that our one is the biggest and the best. The colours were black, blue, orange, purple and last of all pink.

Big moon!

When we walked into the cathedral we saw an enormous model of the moon hanging from the ceiling. It was really detailed and had lights inside it. It looked exactly like the actual moon, just a little bit smaller.

Meteorites

At the science exhibition we learnt about the meteorites. The meteorites were from NASA and we got to hold them. They were different colours but I liked the purple one best. We found out that some of them were found in Antarctica. We did a task about the meteorites. We needed to see if they were light or heavy and if they were magnetic.

Spacesuits

In the cathedral we saw a copy of Neil Armstrong's spacesuit. We also saw the air pipes so they could breathe in space. Neil Armstrong's spacesuit was white and had different coloured holes to put the air tubes in. The food they have has to be stuck together so it doesn't float around the atmosphere and clog up a machine.

Astronaut

In the arts and crafts workshop we had to make an astronaut. We had to work in a group to make a very big space man/astronaut. We had to use lots of foil and tissue paper to make our astronaut. We didn't have much time but it was fun and we got lots done.

The revived Garden area

Thank you to all those parents and carers who helped to revitalise and tidy the Foxton School Garden earlier this year: it's looking wonderfully productive!

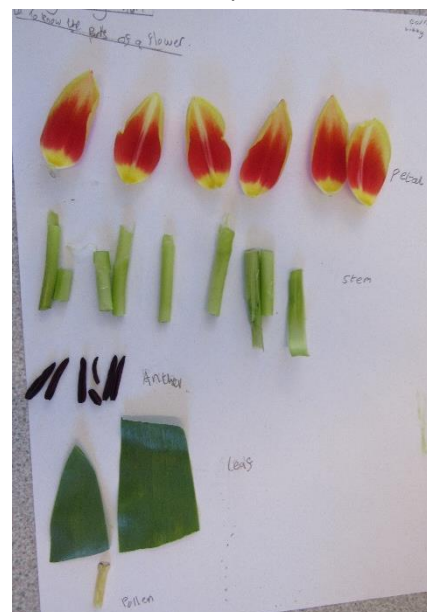


Children are tending pumpkins, strawberries, raspberries, sweetcorn, tomatoes, sunflowers, rhubarb, apples, pears, blackcurrants, wild flowers *and* a bug habitat!



Class 2 children have been tracking the growth of their sunflowers with careful measuring and recording.

Class 3 children studied the parts of a flower.



Class 4 at Grafham Water: Alison Smith

This year Class 4 were accompanied at Grafham Water Centre by Mr A, Mrs McD, Mrs Vaughan and me! Despite the visit taking place a whole three months earlier in the school calendar than usual, the weather was very kind - perfect for sailing and enjoying all the other outside pursuits.



Over the three days the children had the opportunity to take part in mountain biking, archery, bush craft, team problem solving, high ropes and sailing.

The children stayed in the same accommodation as in previous years with the boys on the ground floor and the girls on the first floor; the children were challenged to make up their own beds on arrival and to keep their rooms tidy. The meals provided were of buffet style and were very good.

As in previous years, the children faced particular challenges over the three days including cycling the 9 miles around the lake and bravely climbing to the top of the high ropes apparatus. These were in addition to 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 Grafham Centre staff and we are very proud of them!



Class News

In amongst all the wonderful daily teaching and learning going on in each class this year, there have been some particular highlights:

Class 1

In the Spring term, Class 1 visited the **Scott Polar Museum** in Cambridge to learn about dangerous and difficult expeditions in the freezing conditions of Antarctica both a century ago and now. The children learnt about how Captain Scott and his team coped with frozen feet and frostbite and were awed by the size and sharp claws of an enormous REAL polar bear skin!



Class 1 children have been busy **growing vegetables** in their allotment this term: potatoes, peas and lettuces along with runner beans that were started at home and are now happily growing up the trellis and beginning to flower. The children know their plants need lots of water, sunlight and carbon dioxide to help them grow.



This term Class 1's topic **People Who Help Us** has generated lots of discussion about helpful doctors, nurses, vets, teachers and chefs as well as police officers and fire fighters who have had their own role play area. Memorably, the children imagined being vets, each with a soft toy pet to bandage and care for. There has been plenty of chat too about jobs the children might like to have in the future.

Class 2

The children in Class 2 have had lots of memorable visits and visitors this year, which have encouraged their speaking, writing and creative skills.

In the Autumn term children visited **Ely Museum** to see the vintage toys. They particularly loved the little wind-up train. Their visit inspired some thoughtful writing and their own wonderful glove puppets.



In the Spring term, as part of their Vehicles topic, the children enjoyed an **Airport** day: planning, packing, checking in and imagining flying to Montigny in France to visit their real pen friends.

This was the stimulus for lots of speaking and writing activities. The children also had creative lessons designing and making model vehicles and pressing and decorating clay tiles depicting different vehicles.

They also visited the **Imperial War Museum at Duxford** to learn about the aeroplanes there: both old and new. They report:

"We saw the wing of the Wright brothers' first plane."

"The Blackbird is the fastest plane at Duxford!"

"I liked the seaplane best, it can land on water."



For their Animals and Pets topic, Mrs Van Bochoven brought her very cute rabbit **Sooty** into class to meet the children. From this visit, the children were able write their own *How to Look After a Rabbit* booklets.



Class 3

In the Autumn, children in Class 3 visited **West Stow** to learn about life in an Anglo-Saxon village: how people built their houses and made their household items, how they dressed and kept warm, how they farmed and cooked their food, how they worked and played.

Back in school, the children were set a project to design and build model Anglo-Saxon houses. Mr Lord came in to teach them about designing in a landscape and the children then drew maps and designs for their models. Mrs Spenceley (in her role as school finance officer) taught them about setting a budget and sticking to it. The children drew up budget plans to present to Mrs Davies and used their given funds to buy materials.



The finished model houses were spectacular! The children presented their work to parents and carers who were impressed by their knowledge and attention to detail.

Year 3 children spent a happy day making toadstools for the KS2 production Alice. They repurposed hanging baskets, chicken wire and Modroc to create the giant fungi and painted them enthusiastically with acrylic paint.



Earlier in the year, Class 3 children sculpted ancient Greek heads out of clay. They enjoyed planning them and spent lots of time developing their scratch and slip skills. They also loved using the garlic press for the hair.

Class 4

Class 4 children have been involved in two **industrial science projects** this year, working with local companies AstraZeneca and Johnson Matthey.

With **AstraZeneca**, children joined the Energy Challenge: they investigated the energy value of different foods, weighing them and calculating their energy density in order to compare for example, a can of Coke with a vegetable salad. These results were then related to the daily energy needs of an average schoolchild: 8500 kj.

The class created a poster of their results and a group of five children was given the task of presenting their investigation to a panel of judges at AstraZeneca.

This was quite scary but the children overcame their nerves to explain what they had done and what they had discovered.

"They complimented us on how well we worked as a team."



With **Johnson Matthey**, Class 4 children undertook three investigations: making soap, extracting salt and optimising viscosity.

Firstly, starting with soap base 'noodles', the children used a pestle and mortar to grind the basic ingredient to a fine powder and then added glycerine and their choice of food colouring and scent. After pressing the soap mix firmly into a mould, they each produced their own little soap bar.

In the second investigation, the children were tasked with removing impurities from rock salt to produce pure table salt. Starting with chunks of rock salt, and after repeated grinding with a pestle and mortar and sieving, the resulting gritty salt was dissolved in water and filtered through filter paper. The children then used a candle burner under an aluminium tray to evaporate the water out of the salt solution to be left with *"a thick white residue"* of pure salt: DA DAA!

The third investigation involved measuring the viscosity of different liquids. This required consistent measuring of mixtures and careful timing of how long a ball bearing took to drop through each highly scented and variously gloopy liquid.



All three Science investigations have given Class 4 children some insight into how the Science they are learning in school is used in the world of work.

Our Governing Body

Mr David Chilton	Chair of Governors, Chair of Business Committee Co-opted Governor email: DChilton@foxton.cambs.sch.uk
Mrs Caro Hollway	Vice Chair of Governors, Chair of Strategy Committee Co-opted Governor email: CHollway@foxton.cambs.sch.uk
Mrs Carole Davies	Headteacher
Mrs Deana Vaughan	Staff Governor
Mr David Griffiths	Local Authority Governor
Mrs Jill Buggey	Co-opted Governor
Mr Geoff Barnes	Co-opted Governor
Mrs Laura Finnemore	Parent Governor
Mrs Laura Moran	Parent Governor
Dr Emma Holder	Parent Governor

If you would like to contact the Governing Body, you can do so via the school or you can contact the Chair and/or Vice Chair directly on the email addresses above.

Upcoming School Events

19 th July 2019	Year 6 leavers' party in school 5.30-7.30pm, Year 5s invited from 6.30pm
24 th July 2019	Year 6 leavers' performance in school 9.30-10.15am, Year 6 parents are invited to watch Year 6 leavers' assembly in school 10.45-11.45am Year 6 parents, volunteers and Friends, Governors and Staff are invited
3 rd September 2019	Staff Training day
4 th September 2019	Autumn Term starts
9 th September 2019	Meet the Teacher Cl 1 at 3.30pm, Cl 2 at 4pm Cl 3 at 4.30pm, Cl 4 at 5pm
26 th September 2019	Open Meeting in school: The Year Ahead – Strategy and Development Information 6:30 pm, all Parents and Carers are invited
1 st October 2019	Share a Class 9-9.30am all parents are invited
21 st -25 th October 2019	Autumn Half Term
28 th October 2019	Staff Training day
13 th November 2019	Share a Class 9-9.30am all parents are invited
19 th December 2019	Autumn Term ends