



Turnfurlong Infant School
Creating a love of learning for a better future

Governing Body Annual Report July 2019

Introduction

Dear parents, guardians and carers,

Welcome to our governing body annual report, which I hope summarises our successes and challenges through the school year. There is no mandatory requirement for schools to publish a report, but when I assumed the role of chair of governors, one of my first priorities and aspirations was to improve the communication between the governing body and our parents and stakeholders. This report is an effort to highlight the successes of the school, and the work of the governing body in supporting it. The school website also contains considerable valuable information which will be of interest to parents/carers – it is about to change format and layout, so watch out for the new launch – and our new Facebook page is gathering momentum as a means of highlighting activities and successes. I'm excited to explore new ways that we might reach out to our parents and invite feedback if you have any suggestions.

Mrs Ochiltree has settled in brilliantly in her first year as Headteacher and has met every challenge thrown at her with great humour and diligence; her senior leadership team, and the whole school staff, have stepped up and supported her throughout. The pupils continue to perform incredibly well at the various assessment points through the year and the feedback from the recent parent questionnaire was very positive. I personally believe that the school has strong leadership and a willingness to develop; the role of the governors is in part to encourage and harness that energy and provide a direction of travel. I have laid out in this report how we have attempted to do exactly that, in developing our vision and strategy, and hope that you recognise and support our ambition for the school.

Finally, the role you play in supporting your child's education cannot be understated. Reading bedtime stories, delivering your children to school on time, supporting our FOTIS events, helping with homework – these activities all add to the whole learning experience, and I'd like to thank you for your continued support. I'm a parent of 2 boys at the school and I know it is a challenge sometimes to balance all of our commitments, but I think that the results bear out the efforts we all put in to help the children.

Have a wonderful summer – to those whose children are moving on to Year 3, good luck! And to the new parents of children joining Reception or Nursery – the warmest of welcomes.

Kind regards

Lee Taylor
Chair of Governors
18 July 2019

Essential Information:

Turnfurlong Infant School
Turnfurlong Lane
Aylesbury
Bucks
HP21 7PL

Telephone: 01296 489265
Email: office@turnfurlong-inf.bucks.sch.uk
Website: www.turnfurlong-inf.bucks.sch.uk
Facebook: www.facebook.com/Turnfurlong-Infant-School

Headteacher: Mrs Rebecca Ochiltree
Chair of Governors: Mr Lee Taylor

Turnfurlong Infant School Governing Body

The governing body exists to make sure that the school runs effectively. It is a strategic role and the governing body performance manages the headteacher, who runs the school on a day-to-day basis. The core functions of the governing body are:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

Our governing body currently comprises a mix of parents and staff; the parents come from a broad cross-section of employment backgrounds and experience. We are all volunteers and fulfil our governor duties around work and family commitments. Governor attendance at meetings this year has been excellent; full details of our Register of Business Interests, individual governor's attendance and governor responsibilities can be found on the school website in the 'Governors' section.

Each governor has signed a code of conduct which reflects their role and the behaviours that are expected.

The governing body membership is as follows:

	Term Starts	Term Ends	Specific Responsibilities	Committee Membership
Parent governors				
Mr Rob Cooper	09 Mar 2016	07 Mar 2020	Child Protection Personal, Social & Health Education Pupil Premium	Pay Review Finance & Premises (Chair) Premises Working Group Headteacher Performance Management
Mr Richard Lloyd	09 Mar 2016	07 Mar 2020	Vice Chair GDPR	Personnel & Curriculum (Chair) Pay Review Appeals Staff Dismissal
Local Authority governor				
Miss Linda Warriner	21 Nov 18	21 Nov 2022	Equalities, Diversity & Communities	Personnel & Curriculum
Headteacher				
Mrs Rebecca Ochiltrie	1 Sep 2018		Development Governor	Personnel & Curriculum Finance & Premises
Staff governor				
Mrs Karen Henry	21 Nov 2018	21 Nov 2022	Breakfast Club	Personnel & Curriculum
Foundation governors				
Mrs Charlotte Austin Vacancy	21 Nov 2018	21 Nov 2018	Early Years	Finance & Premises
Co-opted governors				
Mr Lee Taylor	22 Mar 2017	3 Mar 2021	Chair SEND Safeguarding	Staff Dismissal Pupil Discipline Finance & Premises Personnel & Curriculum Pay Review Headteacher Performance Management

Vacancy x 4				
Clerk to the Governing Body				
Mrs Rebecca Weymouth	n/a	n/a	n/a	

We have had quite a turnover of governors (hence the number of vacancies): Linda Warriner, Karen Henry, Charlotte Austin and Mohammed Elshimi have all joined the governing body at the start of the year. Since then Stephen Starsmore has left to take on a role at Waddesdon School, Patrick Ryan has stood down, Ruth Nicholl will leave at the end of the school year, and we've just learned that Mohammed will also leave this summer, due to a work re-location. We'd like to thank them all for their commitment to supporting the school.

Parent Governor Elections

Two of our governors were elected to represent the parents of the school and their terms are due to expire in the next academic year. My aim is to write to parents after the summer holidays to seek volunteers, and we will hold elections for new parent representatives. Please don't wait to get in touch if you are interested in joining the governing body though, either through the school office, or the governor email address: governors@turnfurlong-inf.bucks.sch.uk.

Key Links

In order to give you a sense of how we are organised, please find below a link to the governor page on the school website, where I have now 'hung' our key governor procedural documents, including our committee terms of reference; the delegations afforded to each committee; individual governor roles; and a new schedule for our next academic year:

[School Website Governor Page](#)

School Context

At the time of the Summer census there were 328 pupils on roll, including 59 pupils in the Nursery. Over 60% of pupils come from addresses outside the catchment area. In March 2019, 10% of pupils in Reception and Key Stage 1 (Year 1 and Year 2) were identified as eligible for Pupil Premium funding and 12% of pupils in Nursery were identified as eligible for Early Years Pupil Premium. Of the pupils in the school, 15% are identified as having Special Education Needs (SEN) and 0.6% of children are supported by an Education & Health Care Plan (EHCP).

Number of pupils with English as an Additional Language (EAL):

The school is ethnically and culturally diverse with 28 languages spoken in the home (April 2019 census); 26% of pupils speak English as an Additional Language (this is down from 27.3% last year). After English, the second and third languages most frequently spoken at home are Urdu (6%) and Punjabi (5%). The breakdown of pupils with EAL is as follows:

Nursery	15
Reception	22
Year 1	23
Year 2	19

Number of pupils entitled to Free School Meals (FSM):

Nursery	n/a
Reception	7
Year 1	8
Year 2	6

Number of receiving Pupil Premium:

(Pupils in Nursery may be eligible for Early Years Pupil Premium. This equates to £300 per pupil who meets the eligibility criteria). The figures in brackets indicate the increase in 2018/2019 from 2017/2018:

Nursery	5 (+5)
Reception	8 (+1)
Year 1	10 (+1)
Year 2	9

Staff at Turnfurlong Infant School

The staffing structure for next year is as follows:

Headteacher	Mrs Rebecca Ochiltree
Deputy Headteacher	Mrs Jennifer Glen
Assistant Headteacher	Position Vacant

Class	Teacher	Assistant
Nursery	Mrs Bristow Miss Lydon Mrs Stockwell (until October)	Mrs Burton (am & pm) Ms Townsend (am) Mrs Hamill (pm)
RB	Mrs Baud	Mrs Hanif (Mon) Mrs Flowers (Tues-Fri)
RHC	Mrs Craig (Mon-Tues) Mrs Hepworth (Wed-Fri)	Mrs Qureshi
RW	Mrs Whiteman	Mrs Heafford
1M	Ms McLean (Mon, Thurs, Fri) Miss Spellman (Tues-Wed)	Mrs Evans
1R	Ms Roberts (Mon-Wed) Mrs Glen (Thurs-Fri)	Mrs Meads
1W	Mrs Warne (Wed-Fri) Mrs Glen (Mon-Tues)	Mrs England (Tues-Fri) TBA (Mon)
2C	Mrs Chown	Mrs Briggs
2H	Mrs Henry	Mrs Clark
2S	Mrs Smith	Ms Bhamji (Mon-Wed) Mrs Hanif (Thur-Fri)
Mr Turnbull-Ross and Mrs Craig will continue to cover the Reception and Nursery teachers' planning time out of class, and Miss Spellman will cover Year 1 and Year 2.		

Special Educational Needs Co-ordinator	Ms McLean
School Administrator Bursar	Mrs Cooper Mrs Darling
Midday Meals Supervisor (MMS)	Mr Aylen Mrs Bernatowicz Mrs Habib Miss Ibrahim Mrs Mackay Mrs Niesyto Mrs Ridgway Mrs Suresh Mrs Varia Mrs Wilson-Brown
Premises Manager	Mr Ryan

This summer, we say farewell to a number of staff: Ruth Nicholl and Imogen Thomas are leaving to teach in other schools; Brenda Dyer, who has worked at the school for 33 years is taking a well-earned retirement; and Rhonda Oliver, the SEN Co-ordinator, is also leaving the school to take on more hours in her other Local Authority role. We wish them all the very best of luck and thank them for making our school a better place.

Our Vision for the school – and how we'll get there

As I've highlighted previously, the governing body is responsible for setting the school's vision (what the school will look like in three to five years' time) and strategy (what it will do to get to that point). The school has been run very successfully for a number of years, but there was no long-term view or direction of travel, so at the beginning of this year, the governing body decided that we should develop a strategic plan that would capture this thinking and provide a framework for school improvement. Work was undertaken around Easter with full body participation and consultation with staff, and a draft document has been developed, approved and adopted by the FGB *in draft* so that Mrs Ochiltree can develop our School Improvement Plan for next year on these foundations.

But, this is a critical piece of work that needs broad engagement and buy-in, so we would like to share this thinking with our parents and stakeholders and invite feedback. We want to involve the school community in the vision through consultation and are happy to alter or tweak it to reflect parent's views at this drafting stage; the ambition needs to be a shared goal and the contribution of all stakeholders is vital. The full document is at the link below, but we have summarised below key elements as our mission (where we are today); our values; and our vision (what we strive for). We would welcome comment on the draft vision, values and strategy, either to the school office or to our governor email address: governors@turnfurlong-inf.bucks.sch.uk.

Turnfurlong Infant School Mission Statement (where are we today)

We are passionate about education and have uncompromising aspirations for every individual and for our school to be an exceptional community of lifelong learners. Our school:

- Ensures there is a warm, welcoming and secure environment for all.
- Provides children with positive role models.
- Provides high quality, personalised and inspirational teaching and learning.
- Offers a creative and adventurous curriculum delivered by a team of committed and reflective practitioners.
- Expects high standards for behaviour and conduct.

- Fosters a culture in which every child's contribution is encouraged and valued and where achievements are celebrated.
- Builds genuine, collaborative partnerships between children, staff, parents, governors and the local and wider community.
- Celebrates the uniqueness of our Infant School status.

Turnfurlong Infant School Community Values

Our values are the principles that guide our thinking and behaviour. They underpin our school culture and they are the 'golden threads' that are woven through our school strategy, policies and procedures.

All schools have a statutory responsibility **'to create and enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'** (DfE 2014). Our core values reflect this duty. As a school that is member of a co-operative trust, our six core values also reflect the values of the co-operative organisation. We have now defined our six core values as:

- | | |
|------------------|------------|
| • Responsibility | • Respect |
| • Honesty | • Kindness |
| • Friendship | • Courage |

Our values are supported by the following 'golden rules':

- | | |
|-----------------|---------------------------|
| • We are gentle | • We are kind and helpful |
| • We listen | • We look after property |
| • We are honest | • We work hard |

By espousing the values and encouraging the children to abide by the golden rules, we believe that we are able to translate British Values and Co-operative Values into concepts that are relevant and meaningful to the young children in our school.

Turnfurlong Infant School Vision (what we strive for)

In projecting forward a few years, we should be aiming to do things better, to continuously improve, to make the experience of school the very best it can be for our children. The staff and governors are ambitious for our school. Building on our already strong reputation and excellent academic performance, our vision is that over the next five years, Turnfurlong Infant School will embark on a transformative journey that will:

- Embed a deep and rich curriculum that ensures that learning is creative, challenging and meaningful, and is accessible to all children.
- Develop and embed structures to become a 'storytelling school'.
- Embed the 'characteristics of effective learning' from the Nursery through to Year 2.
- Successfully collaborate with other settings to be outward looking and in so doing self-evaluate and self-improve.
- Optimise our premises - within available resources - in order to maintain a high-quality learning environment for all of our children.
- Optimise all available channels to further develop partnerships with parents in order to encourage them to actively participate in their child's learning.
- See the school being signposted as an example of best practice.
- Seize opportunities to develop staff in all roles across the school and maintain and develop a positive culture of well-being.
- Utilise technology effectively to support and enhance learning.

We want children at Turnfurlong Infant School to leave us having had rich and varied learning opportunities. We will have inspired them to be confident, life-long learners who are equipped with the skills they need to thrive in an increasingly complex and changing world.

School Strategy

The governing body has put in place a draft strategy in order to achieve this vision. We have identified 5 school improvement priorities that are linked to the new Ofsted evaluation framework. We have agreed specific objectives with Mrs Ochiltree for her to develop within the School Improvement Plan, (the operational plan for the year, covering matters ranging from school premises, safety, staffing and of course teaching). Throughout the year, we will monitor progress against the Plan, and where necessary make adjustments to priorities. Our school improvement priorities and subordinate objectives for academic year 2019/20 are as follows (how they are implemented, and the success criteria are detailed more fully in the strategy):

School Improvement Priority One: Quality of Education

- *To successfully define and embed the Intent, Implementation and Impact of a deep and meaningful curriculum.*
- *Current pupils make good or better progress from their starting points.*
- *Specific groups of children to make good or better progress in order to close the learning gap: disadvantaged pupils, talented and more able, pupils with Special Education Needs & Disability (SEND), pupils for whom English is not their first language.*

School Improvement Priority Two: Behaviour & Attitudes

- *Children's behaviour and conduct is consistent and reflects the school's values.*
- *Children have high attendance and they are punctual.*
- *Children feel safe and do not experience bullying or discrimination.*

School Improvement Priority Three: Personal Development

- *Continue to develop a values-led curriculum that extends beyond the academic curriculum.*
- *Support children to develop positive attitudes to learning including resilience, confidence and independence.*
- *Encourage good physical and mental health.*
- *Promote British Values.*

School Improvement Priority Four: Leadership & Management

- *Evidence of consistent cohesive school culture promoting core values and learning for all.*
- *Achievement, progress, attitude and resilience of vulnerable learners strengthened.*
- *Attract, retain and develop effective leaders.*
- *Strengthen the role of Governors in supporting the school leadership team.*
- *The school takes a leading role in collaboration (ALPS, Aylesbury Town Liaison Group, work with other Infant schools).*

School Improvement Priority Five: Early Years Provision

- *Children experience high quality teaching and learning opportunities inside and outside, in adult-led and child-initiated learning.*
- *Children with additional needs are identified at the earliest opportunity and effective support is put in place.*
- *Children make good or better progress from their starting points.*
- *Parents are enabled to be engaged in their child's learning.*
- *Children are well-prepared for a successful transition to Key Stage 1.*

The strategy is at the following link:

[School Website Governor Page](#)

School Academic Performance

The governing body is responsible for holding the headteacher to account for the education of pupils and the management of staff. This year, a significant exercise was conducted by Bucks County Council external moderators that looked at every child's work and endorsed our assessment strategy and standards. This exercise means that we have full confidence in the validity of our marking and scores. Full county and national comparison data are not available to the school until the Autumn Term, but we can share the pupils' academic performance for 2019:

Early Years Foundation Stage (EYFS):

	All	Girls	Boys
% Achieving Good Level of Development (GLD)*	72.2%	75%	58%

Average point score**: 37.2

*Good Level of Development is achieved when a child is attaining 'as expected' in all of the following areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy and Maths.

**The average point score calculates children's attainment 'point score' in all areas of learning in the EYFS; Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy and Maths, Understanding of the World and Expressive Arts and Design.

Our 2019 outcomes show significant improvement from 2018, when the percentage of all children achieving a GLD was 64%. The school has closed the gap with the expected average for Bucks schools, and is expected to be broadly in line with the national average. Boys are slightly lower than in 2018 and will be a priority in EYFS for the School Improvement Plan for 2019/2020.

Year 1 Phonics Check:

	All	Girls	Boys
% Phonics screening test pass	91%	93%	90%

The Year 1 Phonics Check was an area of concern for our last Ofsted inspection (April 2018) with the school failing to achieve either county or national average standards, but the school has demonstrated significant improvement over the past 2 assessment periods (June 2018 and 2019). Our 2019 outcomes show improvement from 2018, when the percentage of all children passing was 87%. The gap between boys and girls has closed significantly. This improvement is in part due to the introduction of Read Write Inc phonics teaching.

Where children do not pass the Year 1 phonics test, they take it again in Year 2 with their SATs.

Year 2 Phonics Retest:

	All	Girls	Boys
% Phonics screening test pass	91%	100%	86%

Year 2 Key Stage 1 Assessments (figures in brackets are for 2018):

		All	Girls	Boys
Reading	Working at expected level	82% (82.6)	85% (83.7)	77% (81.4)
	Working at greater depth	47% (46.5)	51% (48.8)	42% (44.2)
Writing	Working at expected level	76% (76.7)	85% (79.1)	65% (74.4)
	Working at greater depth	26% (26.7)	30% (27.9)	21% (25.6)
Maths	Working at expected level	83% (82.6)	89% (79.1)	77% (86)
	Working at greater depth	34% (36)	30% (34.9)	37% (37.2)

Outcomes for children at the end of Year 2 remain high. The percentage of girls achieving working at expected levels in reading, writing and maths was higher than in 2018. The results for boys are lower than 2018 and as for EYFS, this will be a focus for the School Improvement Plan for the next year.

Curriculum

The school delivers a broad and balanced curriculum across the school that is well matched to pupils' individual needs. Learning Ladders and, personalised luggage label targets in Key Stage 1 help the children self-evaluate and their awareness of their targets enables them to measure their success and take next steps. Singapore Maths is embedded in Year 1 and Year 2. Phonics is taught using the Read Write Inc programme.

SEND

The SEND challenge is increasing; in June 2019, there were 45 pupils on the SEND Register, this has risen from 33 pupils at the start of the year. At the same time, specialist resources and support from Bucks County Council are reducing or are becoming increasingly difficult to secure. The school has worked hard to identify children with SEND needs early – either in nursery or by working with pre-school settings before they arrive in the school, or once in the school in Reception. This allows early interventions and strategies to be devised. Provision mapping and measuring the effectiveness of interventions is a focus for the school next year.

Safeguarding

Safeguarding is the highest priority for the school and there are appropriate measures and structures to ensure that the right people, procedures and resources are in place to provide effective child safety. The school has a number of Designated Safeguarding Leads, ensuring the appropriate level of supervision is in place at all times, and training is delivered effectively to maintain currency across all staff. Governors have reviewed and approved all of the necessary policies to maintain safety, and Mrs Ochiltree introduced the new drop off/collection procedures this year to provide more positive control during the busiest handover times.

Behaviour

The behaviour of the majority of pupils has been outstanding. Pupils are respectful of their peers. There are a small number of pupils whose behaviour is more challenging, and these needs are frequently associated with their SEN. These pupils have intervention and support from outside agencies, support from teachers and Learning Support Assistants within school and in some cases, one-to-one support. Since Autumn 2018, a weekly lunch with Mrs Ochiltree at a special table in the dining hall was introduced. This has enabled Midday Meals Supervisors to identify and reward children for positive behaviour at lunchtime.

Aylesbury Learning Partnership of Schools (ALPS)

Turnfurlong Infant School is a member to ALPS, the co-operative trust of schools, along with Turnfurlong Junior School and The Grange School. The governing body ensures that the school not only takes an active part in ALPS, but that the school and its pupils benefit from the arrangement. There is no doubt that ALPS has been a wonderful development for the schools in the local area and our school has improved thanks to the co-operation, learning and sharing that has been undertaken. This year the focus has been on embedding the connection through a formal collaboration framework. All the schools are very positive about it, but there is remains work to do to formalise the document.

Absence & Attendance

Attendance and punctuality are carefully monitored. Attendance for pupils from September 2018 to June 2019 was 95.6% overall, with 3.6% authorised absence and 0.8% unauthorised absence. This was consistent with figures from 2017/2018.

We want to thank parents/grandparents and carers for helping getting children to school and achieving this good rate of attendance; regular attendance is essential, as is punctuality. If your child is unable to attend, parents/carers are required to inform the school office of the reason for absence as soon as possible. This may be in person or by telephone to the school office, leaving a message on the automated system (email is not accepted) before school commences at 0855 each day. Failure to do so will result in an unauthorised absence being recorded.

Please note that since 2013, Headteachers can no longer sanction holidays in term time. This was reinforced by the landmark case of Isle of Wight Council v Platt. Parents who take their children out of school on holiday, even if their child has regular attendance, can be prosecuted and face the imposition of a fine by the Local Authority if they do not have permission from the Headteacher. Fines are issued per child, per parent, per accumulated week of absence. The school does not receive any money.

Please note that from September 2019, the threshold for issuing a fine is 10 continuous sessions of unauthorised term time leave (ie 5 days), or 10 sessions of unauthorised absence during any 100 possible school sessions (they do not need to be consecutive), or being persistently late after the class register has been closed.

Admissions

The school's current admissions arrangements adhere to the DfE guidance. The admission authority is the Local Authority. There are currently 328 students in the school (including the nursery, which has places for 30 children in the morning and afternoon sessions (including up to 4 funded 2 year olds)).

For the year 2019/20 we were over-subscribed with applications for the 90 places available in Reception. Places were allocated in accordance with the admissions criteria.

The school's admissions policy is reviewed on an annual basis by the governing body and full details, including information about appeals, are available on the school website at the following link:

[TIS Admissions Page](#)

School Finances

The governing body is responsible for overseeing the financial performance of the school and making sure that its money is well spent. A major task for us is to ensure that the school remains operational within the resources that are allocated to us. Alongside approving a budget for each new year, governors review the projected financial position for the school over a rolling 3-year period. We also undertake financial benchmarking, so we can judge the operations of the school against our local peers.

This year's finances saw a surplus carried forward of £21,456 due in part to revenue income being more than anticipated.

The School Fund bank balance is £160,670.48, across current and savings accounts.

The approved budget for next year indicates a small deficit, but is based on low estimates for income from grants such as Pupil Premium and Sports Premium. The expectation is that we will be in surplus once these income grants are confirmed – the Finance & Premises Committee will monitor through the year.

The budget for this and next year is as follows:

	2018/19		2019/20
	PLAN	ACTUAL	BUDGET
Income	1,245,153.00	1,275,124.00	1,317,550.00
Employee costs	970,626.00	983,824.00	1,055,908.00
Training, insurance etc	16,468.00	16,546.00	15,956.00
Premises	42,497.00	37,040.00	40,261.00
Learning resources not ICT	37,671.00	35,180.00	37,076.00
ICT resources	32,690.00	32,635.00	31,249.00
Admin	10,705.00	9,629.00	9,870.00
Education services	132,794.00	138,814.00	128,084.00
Total Expenditure	1,243,451.00	1,253,668.00	1,318,404.00
Balance	1,702.00	21,456.00	-854.00

Governor's Expenses

Although it is now possible for governors to claim expenses, no claim has been charged to the school again this year.

Friends of Turnfurlong Infant School (FOTIS)

FOTIS has been well supported and has had a most successful year. The range of events and the effort and time put into them not only provided the school with a significant boost to the quality of the educational provision but also was a major contributor to the social life of the community.

Events organised by FOTIS this year included:

- Christmas Fayre
- May Fayre
- Easter Egg Raffle
- Refreshments at many school events
- Sponsored Bounce
- Bake sales
- Mufti Days
- After school Movie Club
- Bag-to-school
- Children's Discos
- End of term parties

Staff, governors and pupils alike are hugely grateful to everyone for their support of the FOTIS – without your financial support we would not be able to provide much-needed resources for the school. FOTIS-raised funds directly help the children – this year’s fund-raising equates to circa £300 per child in the school. This year, FOTIS funding has contributed to the renewal of our reading books – no more school reading books held together with Sellotape! We would like to thank the FOTIS Committee for their hard work this year and particularly Anne Cooper, who is stepping down as FOTIS Chair.

Volunteer Helpers

The governors and Staff are extremely grateful for the work of the volunteer helpers who enhance the work of the school. The range of activities in which they are involved continues to grow and includes: working with groups of children, preparing teaching resources, organising and managing the school library.

Anyone interested in becoming a volunteer helper on a regular or less frequent basis is asked to contact Mrs Cooper in the School Office.

Feedback: Parent Questionnaire

Feedback from parents plays a hugely important part by giving our parents the opportunity to voice concerns (and praise!!) and contribute to making our school the best it can be. The school sent out a questionnaire in the summer term and we’re grateful for the 40% of parents who made the effort to reply. Mrs Ochiltrie has sent out a letter outlining the results, and has undertaken to introduce some changes next year, based on the feedback, including:

- Agreeing that there should be no homework during school holidays.
- Arranging parent involvement sessions on days other than a Friday.
- Changing the homework certificate system to a stickers-based reward/recognition system.
- Improving curriculum information for parents on the new school website.
- Revising the amount and type of homework that children receive from September.

Mrs Ochiltrie’s full feedback letter is at the following link:

[TIS Newsletters Page](#)

Dates for next year

	Open on morning of	Close at end of afternoon of
Autumn Term	Wednesday 4 September 2019	Friday 25 October 2019
	Tuesday 5 November 2019	Thursday 19 December 2019
Spring Term	Tuesday 7 January 2020	Friday 14 February 2020
	Monday 24 February 2020	Friday 3 April 2020
Summer Term	Monday 20 April 2020	Friday 22 May 2020
	Tuesday 2 June 2020	Tuesday 21 July 2020
VE Day Bank Holiday (replaces May Day BH)	Friday 8 May 2020	
Staff Training Days	Monday 2 Sept 2019 Tuesday 3 Sept 2019 Monday 4 November 2019 Monday 6 January 2020 Monday 1 June 2020	