



GOVERNOR REPORT JULY 2026

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Dear Parents and Carers,

This newsletter is an opportunity for us to share with you some of the ways in which the Governing Board has been working to challenge and support the school this year. During the year we have visited lessons and spoken with pupils and curriculum leaders about their subjects, and extracts from these visits are included.

Experienced governors have been chairing the five committees which review issues and policies in the areas of:

- Personnel and safeguarding
- Curriculum and standards
- Infrastructure, health & safety and sustainability
- Communication and community
- Finance and the Charitable Trust Fund

Reports from each of these committees are included

We also meet as a full Board six times a year to review progress against the school development plan, discuss current issues and ask questions of Mr Haywood about the running of the school.

Some pupils, parents and staff will be leaving us this summer – thank you all for making the school the special place it is, and we send you our very best wishes for the future..

We look forward to seeing everyone else in September and hope you have a lovely summer holiday.

With best wishes
Donna Westall
Chair of Governors

Governor Report

Personnel Committee *Clive Jones*

The Personnel Committee responsibilities are mainly in relation to Human Resources (HR) and Safeguarding matters, including:

- Review and make recommendations regarding HR Policies including Conduct & Discipline, Capability & Performance, Health & Attendance, Child Protection, Recruitment, Absence, Pay and Employment conditions.
- To receive and review reports on annual performance appraisals from the Head Teacher
- To approve any discretionary requests for absence or flexible working arrangements.
- Monitor and review general staffing and wellbeing
- Support and ensure Safer Recruitment practices are robust for all new members of staff.
- Take steps to promote the safety of all and review the effectiveness of the schools safeguarding policies and practices.

As a committee we formally meet once per term with activities and actions taking place in between. As Committee Chair, I work closely with the Finance and Communication Committees, joining their meetings to ensure alignment on the key issues.

A large proportion of our policies are termed “model policies”, which means they are issued by Buckinghamshire Council as the employer. However, as a governing board, we need to ensure we understand and follow the relevant guidance. We have a regular policy review cycle, continually monitoring guidance and legislation changes to ensure we remain both compliant and current.

In addition to policies, the key topics discussed and monitored at the Personnel Committee this year have been:

- 1) Staffing levels: Together with the Finance Committee, a huge amount of focus has been placed on the schools’ budget and staffing levels to present a realistic and achievable financial plan that the Local Authority will accept. We have clear policies and procedures for any proposed staff changes, and part of the Personnel Committees role is to ensure these are followed and people are treated fairly and compassionately.
- 2) Staff wellbeing: All schools across the UK are facing severe financial pressures, which Mr Haywood has talked about openly to the school community. The impact this situation can have on staff is taken seriously by the Governing Board and the Personnel Committee regularly receives reports from Mr Haywood seeking recommendations to improve and adjust in line with the current fiscal climate.
- 3) Employment Rights Act: This national legislation roll-out has started which has a number of employment rights changes both adopted now and scheduled for the future. Together with the local authority, the committee’s role is to understand the changes and best prepare the school for the future.
- 4) Safeguarding: We review Safeguarding at every Committee meeting and due to its importance, there is a dedicated Safeguarding Governor. Please see separate report.

I’d like to thank all members of the School and Personnel Committee for all their hard work this year.

Governor Report

Infrastructure Committee *Ann Alderson*

The Infrastructure Committee, responsible for health and safety, the school premises, IT infrastructure and sustainability, has met once each term following site inspections by the Committee Chair, the Finance and Infrastructure Manager, Mr Haywood and the Site Manager. The only major work completed by Buckinghamshire Council last summer was new boilers for three classrooms at the Junior site. More work will be done by them this summer holidays including:

- New boilers for three more classrooms at the Junior School
- New boiler for the Nursery
- New windows and doors for Acacia, Beech and Bonsai classrooms, the ATA room, art room and library, and one window and door in the dining hall.
- The doors to the Infant School hall kitchen and the Nursery store, which are rotten, will be replaced
- The staff room window at the Infant School, which is leaking, will be replaced.

Thanks to volunteers from local businesses nearly all the classrooms at the Infant School have now been painted, and the remaining one, Emerald will be completed on 28th July 2026 by Bucks Building Society, and the main corridor will be painted by GE Healthcare on 23rd July 2026. Other major work by outside contractors this summer will be the repair and repainting of the timber eaves and fascias at the Infant School which are rotting and urgently need attention; the extent of this work will depend on the severity of the repairs needed and the budget available.

Last summer, and part of the autumn term Andy Cato the Site Manager had a hip replacement and was replaced by a temporary maintenance person, who completed a lot of the maintenance tasks. Since then, maintenance at both sites has increased due to reorganisation of the Site Manager's duties and time at each site.

The School and the Committee have several major improvements/projects that are being considered. Some of these will be done by Buckinghamshire Council including new toilets for the children at the Infant School, new boilers for the Year 6 classrooms at the Junior School, and new windows and doors for the dining hall and IT suite. Other projects, that need to be funded by the school include: completing the repair and painting of the eaves and fascias at the Infant School, a new 1.8m fence around the Infant School and increasing the staff parking area at the Junior School. Nitu Chawhan, the Business and Infrastructure Manager, is seeking grants and funds for these.

I am very grateful to Nitu for all her support in maintaining and improving the school premises.

Curriculum and Standards Committee *Elaine Hoare*

The committee has met each term where we have had a talk on a variety of topics and have reviewed policies of the school which come under this committee's remit. These are reviewed regularly and updated where necessary so that they comply with government guidelines. The talks were from Miss Pierpoint on SEND and the implications of the government white paper on SEND and from Mrs Spencer who spoke on writing in the Junior School. They were most interesting.

It has also been interesting this year to start exploring what reporting the new data tracking tool, Insight, can offer, to make it easier for us to analyse pupil progress data.

Governor Report

Finance Committee Report *Nigel Hobbs*

The Finance Committee's role is to oversee the school budget to make sure we are getting the best value from the money we get to run the school.

The school has been in a challenging financial position this year and we have had to make some difficult decisions on staffing. The savings from the changes will help the school to recover from being in deficit over the next three years and will put us in the best situation to provide the education our children deserve.

The money that is raised through the PTA and the Charitable Trust Fund continues to make a real difference to being able to provide extra things for our children. Please give what you can and a huge thank you to everyone that has contributed this year.

Infant School and Nursery	25/26 actual	26/27 provisional budget	Junior School	25/26 actual	26/27 provisional budget
Income	£1,345,229	£1,271,524	Income	£1,556,641	£1,573,020
Expenditure	£1,444,494	£1,389,900	Expenditure	£1,752,552	£1,528,533
Balance	-£99,265	-£118,376	Balance	-£195,911	£44,487
Carry forward	-£55,227	-£173,603	Carry forward	-£273,327	-£228,840

Communications Committee *Laura Bell*

The purpose of the Communications Committee is to oversee and ensure the school communicates effectively with all stakeholders. The committee monitors communication channels, reviews statutory requirements, considers feedback from parents and the wider school community, and supports the school in maintaining clear, accessible and effective communication. In meetings this year, there have been a number of focus topics including:

- 1)** Supporting the launch and embedding of the school's new website, ensuring statutory information remained compliant and that content was reviewed, updated and transferred successfully. The committee worked closely with the school to carry out quality assurance checks ahead of the new website going live, helping to improve accessibility and the overall user experience for parents and the wider community.
- 2)** Reviewing communication with parents through surveys, working groups and feedback. The committee developed and refined parents' evening survey questions to better understand how effectively the school communicates academic progress and how parents can best support learning at home. Feedback also informed discussions around future school communications and engagement, including support for wider fundraising communications.
- 3)** Overseeing information governance, including Freedom of Information requests, Subject Access Requests and data protection. The committee reviewed the impact of new data legislation, monitored the small number of FOI/data requests, and supported updates to GDPR, complaints and data retention policies to ensure the school remains compliant with current legislation and best practice.

The committee would like to thank all members for their continued commitment and support in helping the school communicate effectively with pupils, parents, staff and the wider community.

Governor Report

Parent Survey July 2026

Once again we have based our annual Parent Survey on the Ofsted “Parent View” set of questions. This gives us consistent data to interpret alongside previous years’ results, allowing the school to spot trends and changes in the views of our parents and carers, and, most importantly, act upon those issues that arise.

This year we received 108 responses, though some may have answered for each school separately. There was a fairly even split between the numbers of children represented in the survey from the Infant/Nursery School (48), and from the Juniors (60). A big thank you to all those parents and carers who completed the survey for us.

Key Metrics

- **My child is happy at this school.** 94% agreed (90% Juniors, 100% Infants/Nursery).
- **My child feels safe at this school.** 95% agreed.
- **The school has high expectations for my child.** The response to this question was slightly higher than last year, with 79% agreeing with the statement.
- **My child does well at this school.** Again, slightly higher at 94%.
- **I would recommend this school to another parent.** This has remained high with 97%

Some Challenges

The survey results are on the whole excellent, but it has thrown out a couple of areas where we would like to improve:

- **Raising concerns/dealing with bullying.** 15% felt concerns had not been dealt with to their satisfaction, and of those who thought their child had been bullied, 29% were dissatisfied.
- **The school lets me know how my child is doing.** 81% agree. Whilst this is a high percentage, we would like it to be higher. If you want to know more about your child’s progress and how to support them you do not have to wait for parents’ evenings but can contact your child’s teacher to make an appointment via the offices.

Free Form Commentary

44 respondents took advantage of the opportunity to raise additional comments about their experience with the school. Around 40% of these were just to praise the school and/or individual staff members, which is much appreciated. Some raised issues, although there were no consistent themes in the comments. Where names have been included and issues raised that may be child specific, the school will respond to you directly. We would urge anyone with individual worries to speak to their child’s class teacher.

We will discuss all the feedback in detail at governor meetings next term and explore with school leadership what more can be done to continually improve the school, which is the aim of the whole board.

Governor Report

Pupil Survey June 2026

We had 80 responses at the Infants from year 1 and 2 and 209 responses at the Juniors from years 3 to 6. Some of the questions are similar to those asked of parents, and it is interesting to see the similarities between the responses, so you obviously know your children well! Here are some of the highlights:

Infants:

I am happy to come to school: All or most of the time 83%, Sometimes 15%, Never 2%

Behaviour is good at school: All or most of the time 85%, Sometimes 15%

I feel safe when I'm in school: All or most of the time 94%, Sometimes 5%, Never 1%

If I feel unsafe or worried I know who to ask for help: All or most of the time 98%, Sometimes 2%

I learn a lot in lessons: All or most of the time 95%, Sometimes 5%

The school helps me to do as well as I can: All or most of the time 98%, Sometimes 2%

I know how well I am doing in school: All or most of the time 89%, Sometimes 9%, Never 2%

Juniors:

I am happy to come to school: All or most of the time 72%, Sometimes 25%, Never 2%

Behaviour is good at school: All or most of the time 82%, Sometimes 17%, Never 1%

I feel safe when I'm in school: All or most of the time 89%, Sometimes 10%, Never 1%

If I feel unsafe or worried I know who to ask for help: All or most of the time 80%, Sometimes 16%, Never 4%

I learn a lot in lessons: All or most of the time 86%, Sometimes 13%, Never 1%

The school helps me to do as well as I can: All or most of the time 93%, Sometimes 5%, Never 2%

I know how well I am doing in school: All or most of the time 78%, Sometimes 18%, Never 4%

At the Juniors, the things children like best, apart from lunch breaks, playtimes PE, Art and Maths, are friends and teachers "The staff are kind and helpful and respectful and the children are friendly and inclusive." "Everyone is really friendly and supportive." "Seeing your friends every day and making new ones along the way". Things they would like to change are often "nothing" but there are comments about spending more time outdoors and wanting longer breaks. Although two wanted more Maths, two wanted no Maths, and one wanted no learning at all, which we are not going to deliver! There was also "I think this school is perfect".

The Infants made similar comments, favourite things about the school being quite evenly split between teachers, learning, friends and playtime. A wide range of subjects seemed popular, but Maths got the most mentions. "The teachers are always kind to me", "Learning is fun" and "having lots of friends" were typical comments.

School staff can see who has given each answer and are following up where they have expressed any concerns, especially around feeling safe or unhappy. There were no consistent issues expressed which would give us cause to think there is general unhappiness about a particular issue. Sometimes when asked, it has been the case that they didn't mean to put that answer, but staff follow up because we want to make sure all children feel safe, well cared for and well taught every day.

Governor Report

Inclusion *Nigel Hobbs*

The government has stated that the aim of the Inclusion Strategy is to create a more inclusive education system where all children can succeed and participate fully in school life.

Pupils to be considered in the Inclusion strategy include those with Special Educational Needs and Disabilities (SEND), disadvantaged pupils, those with a social worker, young carers, those with social, emotional or mental health needs and any others facing barriers to belonging.

There is now some additional funding for Inclusion in addition to existing PP and SEND funding. The Inclusive Mainstream Fund (IMF) gives mainstream primary and secondary schools additional funding to improve early identification, adaptive teaching, and inclusive environments, so more children with SEND or other vulnerabilities can thrive without needing specialist placements. Across the two schools we will receive a total of c£16k funding from the IMF. The school will be developing and publishing a formal Inclusion strategy next term.

For SEND pupils, there have been extensive delays in getting ECHPs which has impacted on funding and provision for children. County has developed a recovery plan to remove the backlog, and progress is being made. We currently have 10 pupils with EHCPs with a further 6 still being processed. There are 53 pupils in total with identified special needs across the schools.

We receive additional funding (£71,000 in total) on behalf of pupils from families with the lowest incomes in the form of the Pupil Premium. This can be used to help pay for a range of support in school, including school uniform, trips and clubs and academic interventions.

We also look closely at the academic progress of these pupils specifically each term, as well as all other identifiable pupil groups such as boys and girls.

Early Years Foundation Stage *Hemal Pandya*

I met with the EYFS lead to discuss progress over the year. Overall, this has been a successful year for EYFS. The team has worked hard to improve consistency, strengthen the curriculum and provide an engaging learning environment where children feel safe, happy and motivated to learn. The children enjoy coming to school and work well together. They are developing independence and are becoming increasingly able to sustain their concentration during activities.

The children have made good progress across all areas of learning and are leaving Reception with the knowledge, skills and confidence needed for Year 1, particularly in early reading, phonics and mathematics. Staff will continue working closely with families to encourage regular attendance and support parents in developing reading routines at home. This remains one of the biggest factors influencing children's progress. They have been focusing on transition arrangements between Nursery and Reception to ensure a smooth transfer and make sure any additional support and interventions are in place in advance. Curriculum plans have been updated to ensure there is clearer progression between Nursery and Reception, with medium and short-term planning reflecting the needs of each cohort.

Maths teaching has become more structured within Nursery so that children are better prepared for Reception. Daily handwriting and mark-making opportunities have also become part of their routine, helping children become more confident with letter formation and early writing, along with a range of activities to develop gross and fine motor skills.

In the coming year, staff will focus even more on developing children's communication and language skills, providing plenty of opportunities for discussion, storytelling and first-hand experiences that help children remember and build on their learning.

Governor Report

Monitoring visit Writing *(Ann Alderson, Elaine Hoare, Clive Jones, Kym Connolly, Javita Malhotra, Donna Westall)*

We visited the Infant and Junior school to talk to children about their experience of Writing lessons. At the Infants It was clear that all children clearly enjoyed writing. They were very enthusiastic about showing us the work they had done in their books and reflecting on the stamps, stickers and positive comments. Year 1 found it more difficult to articulate answers but were very encouraging in what they had to say. Year 2 were very talkative and keen to share their answers and love of the topic. They read their poems to us. Love of learning was evident, and they were proud of the progress they had made over the year. They were clear that being read to as well as reading for themselves was very helpful in improving their writing: "Reading inspires me" said one year 1, and a year 2 said reading helps in "finding new words to write". They were clear on what makes a good piece of writing and on the help they get from their teachers through target setting and feedback. At the Juniors, year 3 and 4 pupils were mostly keen on writing lessons and all felt they had made good progress during the year. They were complimentary (unprompted) about the support and feedback received from their teachers and were clear that more reading leads to better writing "Reading is good and writing is good, put them together and it's extraordinary!" said one year 3. The checklists they are given by their teachers were seen as a positive help in focusing their minds on what they need to include in a piece of writing, as were other classroom prompts like lists of subordinating and co-ordinating conjunctions. They get very excited about getting their pen licences! In year 5 and 6 all of the children enjoyed writing, but most preferred creative writing. The children were very chatty and happy to share their experiences of writing across all subjects. They were confident and very enthusiastic about their learning. There was a resounding theme that they all felt very supported by their teachers, felt that they could ask them questions, and liked the process of editing their work. They all considered their teachers as pivotal to the improvement which they have all achieved this year. There has been increased time given to Writing lessons this year at the Juniors and it seems that the children are happy with this. Well done to all the teachers!

Numeracy *Elaine Hoare*

I visited one of the Year 6 groups, who were tackling long division. They started with numerical questions, then word problems, and finally a challenge "codebreaker" using their knowledge of division. Oracy skills were used as a pupil read each question from the white board clearly and another explained what needed to be done.

I also visited the Infants. Year 1 were being introduced to division, and different groups of children were working with different sized numbers depending on ability. The groups are rotated throughout the week so that each pupil has been with a focus group led by a teacher.

Year 2 were measuring the weight of various objects using analogue spring scales. The children wrote the item and its weight on their whiteboard. The atmosphere was buzzing and fun with the children engaged in their activities.

Reception were using Numicon resources to understand number values and combining different numbers to add up to 10. Numicon uses structured plastic shapes to help children learn arithmetic and fundamental number concepts by physically handling the numbers.

I go to Year 3 Maths lessons on a Tuesday regularly throughout the year. It is great to see how the children develop their skills and become more confident through the year. I always enjoy my visits to the schools and their calm and friendly atmosphere.

I must thank Mrs English for all the work she has done as Maths curriculum lead, it has been inspiring.

Governor Report

Literacy *Donna Westall*

I joined a staff meeting early in the Autumn term where the Junior school teachers were discussing some changes which had been made to give more time to the teaching of Writing this year, and how these changes impacted the timetable for Reading. It is always a challenge to fit everything that needs to be taught into a school day, and teachers discussed various options before finding a solution. I then met with Mrs Spencer, the Writing lead at the Juniors, before she went on maternity leave, to see how she thought the changes had worked. Overall, teachers found there had been more work this year in making the changes to lesson planning, but that this had paid off in improved standards of writing. The same plans can be used in subsequent years, so this should not be a long-term increase in workload. It had squeezed the time available for other subjects a little, but this had been manageable. The monitoring report on Writing above shows that children are still enjoying these lessons.

I also visited a spelling lesson in Year 2 where teachers were trying out some new resources. I learned a new spelling rule (why some words end in –ge and some in –dge) and it was good to see pupils engaged and enjoying what could have been a rather dry subject. I also discussed teacher feedback about the resources with the Infants Literacy lead, Mrs Bannister, and their plans for using them next year.

There were also two trips to the village library for each class during the year, and I had the pleasure of reading to the children during a couple of these. It is always pleasing to see how well behaved, attentive and polite the pupils are both in and out of the classroom.

Science *Ann Alderson*

Both schools are teaching science under the Kapow system, which has generally been successful, is liked by staff and pupils and results in a good progression through the curriculum. Some lessons need some additional planning, and some adaptation is needed for Nursery and Reception. I have met with each science lead at the beginning and end of the year and visited both schools during Science Week. Science Week, held during British Science week in March, was a great success at both schools. The topic was 'Curiosity... what's your question?' At both schools each class teacher taught one topic for each afternoon of the week, while the classes moved classrooms, providing a carousel of activities for the children. When I visited, the children were completely absorbed in their activity and clearly enjoyed being with a different teacher and doing a range of different experiments.

There has been no STEM week this year due to time constraints, but Year 5 have had two STEM workshops this year from Affinity Water and St Mary's School, and it is hoped that there will be more next year if speakers can be found.

The Science Spotter Challenge, with one challenge each term and a prize for anyone completing all three challenges, has been very successful at both schools. This year the challenges have been the human body, curiosity and the mission to Mars. Eight children at the Junior School completed all three challenges and will each receive a science kit donated by The Chiltern Hospital. Some of the Junior School results are on the Science board in the dining hall.

In the Spring term just after Science Week, the children were interviewed on science. The children all enjoyed doing experiments and drawing pictures rather than writing up their methodology; there was a strong preference for having a whole afternoon for science, enabling them to complete their experiments, which most classes try to achieve.

Governor Report

Safeguarding and Well-Being Donna Westall

The Safeguarding Governor has to monitor the effectiveness of safeguarding for everyone in the school. I keep up to date on legislation and guidance and regularly review procedures and policy. I meet termly with Mr Haywood, who is the school's Designated Safeguarding Lead, to discuss any safeguarding issues or concerns that have arisen affecting our pupils. I do not have access to any personal details which would identify individuals. We also discuss staff training and any changes that might be needed to our processes. I check that the Single Central Record of DBS checks for staff and volunteers is being kept up to date.

On the wellbeing front we talk about staff, pupil and parent surveys and any other inputs, such as from Mrs Rock, that might suggest changes we need to make or new issues the school is encountering. We want everyone in the school family to be as safe and happy as possible.

Sustainability Ann Alderson

Climate change and sustainability continue to be increasingly important, as has been demonstrated by the three heat waves that we have already had this year. The Infrastructure Committee tries to promote sustainability and is working hard to fulfil actions in our Climate Action Plan to increase the school's sustainability through decarbonisation, adaptation and resilience, biodiversity and climate education. Miss Balaam and Mrs Lloyd-Evans are the staff leads at the Juniors and Infants respectively.

With regard to decarbonisation, the new boilers that have been installed by Buckinghamshire Council are much more efficient than the old ones, although they still use gas. The school is trying to reduce its energy consumption by having most of the electrical equipment on timers so that it turns off when it is not in use, and at the Junior School the Eco Warriors are responsible for making sure that lights are turned off when not needed. More separated recycling is being done, including white board pens, paper and cardboard, plastics and bottles, and food. There has been a recycling centre at PTA events, with lovely new signs sponsored by the Jordans Environment Trust, and I am grateful to the PTA for their encouragement and support.

A heatwave protocol has been introduced, and we will be looking at practical ways to reduce the temperature in the classrooms during heatwaves.

We have not been able to do a lot on biodiversity this year at the Junior site, but Mrs Lloyd-Evans runs Forest School for Year 1, which includes lots of biodiversity activities in the Shakman Field, and the Infant Eco warriors have met to create bug hotels, look after the wormery, make insect drinking stations, and have a raised bed where they planted tomatoes, lettuce, radish and leeks. The School has joined the National Education Nature Park, which has wonderful resources, and we hope to map both sites with the intention of increasing biodiversity. The Infant School PTA has received a £3,000 grant from the Green Schools Fund which is being used to provide planters in the playground, mapping the site, composting bins and water butts.

This year, due to other pressures and the introduction of Kapow, sustainability is not yet integrated across the curriculum, although is already included in science.

Looking ahead to next year, we plan to join Energy Sparks who will monitor our gas and electricity usage to try and reduce this; on average 60% of energy is used when schools are not in use! In the autumn, we will be planting a hedge along the fence in the Shakman Field and some more trees, both provided through the Woodland Trust. We also hope that sustainability will be included more throughout the curriculum and would like to encourage greater participation by staff and parents. I would particularly like to thank Nitu Chawhan for all her support and help with sustainability without which we would not have achieved so much.

Governor Report

Geography *Olivier Eymery*

I met with the curriculum leads for the Infants and the Juniors. They agreed that the Kapow scheme of work has brought structure, consistency and clear progression but it is constantly being reviewed and tweaked where necessary. Lesson planning support and resources that teachers may use at their discretion. Cross-curricular learning is encouraged, for instance combining Art and Geography by having children draw the village with its landmarks. Covering the whole curriculum during the time allocated for Geography is occasionally challenging but teachers are adapting lessons to ensure that the key content is taught.

I visited a Year 3 class which was learning about settlements. The teacher kept the class moving through a mix of carpet discussions, songs and hands-on tasks, all of which helped the children build a clear picture of settlements, land use and the countries of the UK. The children were engaged and their teacher revisited key ideas to ensure concepts were understood and remembered. The lesson felt purposeful, varied and well supported by the Kapow resources, both on screen and in the handouts.

Art & Design Technology *Clive Jones*

For Art & DT the school follows the curriculum plans outlined in the Kapow framework. This provides easy to use lesson/activity planning for teachers and supports adherence to curriculum standards.

Kapow contains 6 art and 6 DT topic modules for each year group. Following a lessons learned exercise at the end of last academic year, this has been rationalised to 3+3 modules, which fits better with the lesson timetable whilst delivering the curriculum through core elements of drawing, painting, mixed media, craft & design, sculpting and cooking.

Teacher feedback on the use of Kapow is positive. It provides easy to use activity tools, videos and templates which help teachers deliver engaging and creative lessons/activities to all levels of ability. The change from 6 to 3 topic modules now presents a more manageable activity schedule where pupils have the time and space to fully explore their creativity and fully complete projects.

A specific enrichment activity this year was Arts week (4th to 7th November). The focus of this week was on "Pop Art" which introduces children to a vibrant and accessible art movement that emerged in the mid-20th century. It is characterized by bright colours, bold lines, and imagery inspired by popular culture, including everyday objects and celebrities.

Multiple Governors joined in with the activities in this week. Governor feedback was the activities were inclusive, creative and pupils were having a lot of fun exploring their artistic side.

ICT *Sri Akunuri*

I met with the curriculum leads at both schools. At the Juniors we discussed AI and its impact on pedagogy, administration, productivity and impact on future skills needs. There was a visit by the 3-Mobile education outreach team in January. They conducted sessions about stop motion animation, digital photography etc. We are hoping they will come again next year. AI & e-Safety have been discussed in Assembly as well as in ICT lessons. We also discussed the upgrade of the Filtering and Monitoring software.

At the Infants E-Safety is also interwoven into other subjects and assemblies. The most recent assembly (on 'Safer Internet Day') had a topic on AI and its use, particularly looking at voice assistants (e.g. 'Alexa') and safety around these. Programming to move a Robot is an interesting topic for the pupils. The robots (Beebots) were sponsored by PTA. In addition, Year 1 are taught painting using software and parts of a computer - CPU, Monitor, Mouse, Keyboard. Year 2 pupils are taught processing digital photography, programming and creating digital music.

Governor Report

Music *Sri Akunuri*

I met with the curriculum leads at both schools. For the curriculum, the school has just moved from Sing Up to charanga.com in Jan 2026. Currently, there is at least one event every term where music is involved. On average, 45 mins to an hour every week is spent on music. Music lesson funding for Pupil Premium pupils has paused due to funding challenges. Alternate avenues are being pursued with some local organisations who may have other sources of funding.

At the Infants the curriculum lead reported positive feedback for the new Charanga programme of study. Outside the curriculum, music is part of Assemblies, Song of the month, Singing Assembly, Church services etc. It is also used for Tidy-up, Line-up etc. A CD player is used even during Quiet time to play recorded stories, classical music etc.

Pupils at both schools also got demos of real-life instruments through visits by the Amersham Brass Band.

History *Laura Bell*

At the beginning of the summer term I visited Year 3 and Year 4 History lessons with Mrs Preston, the KS2 History Curriculum Leader, to see how the subject is taught across the Junior School, with a particular focus on historical enquiry, chronology, the use of sources and the development of writing.

In Year 3, pupils were learning about the importance of gods and goddesses in Ancient Egypt, while Year 4 pupils were exploring the beliefs of the Ancient Maya. Both lessons were driven by clear enquiry questions and encouraged children to think and work as historians, using evidence to answer historical questions.

It was encouraging to see children actively engaged throughout both lessons. Teachers used questioning, discussion, practical activities and historical sources to develop pupils' understanding, with all children participating confidently. Pupils were able to recall previous learning, make links within the topic and demonstrate an understanding of what life may have been like in the past. The emphasis on children referring to themselves as historians and using evidence to support their ideas was particularly evident. Opportunities to develop writing were embedded naturally within the lessons, with pupils producing thoughtful written responses linked to their historical learning. I spoke with a number of pupils during the visit, who were enthusiastic about History and spoke positively about their learning. They particularly enjoyed practical activities such as using artefacts, studying photographs, learning about hieroglyphics, making papyrus paper and exploring the beliefs of different civilisations. Areas identified for further development included strengthening the use of working walls, ensuring enquiry questions are displayed consistently, introducing knowledge organisers at the start of units and separating History and Geography work more clearly within pupils' books.

Overall, it was clear that pupils enjoy History, are developing secure historical knowledge and enquiry skills, and benefit from an engaging and well-planned curriculum.

Governor Report

PE – *Hemel Pandya*

I visited a Year 4 PE lesson. Both classes began their lesson together on the playground with a whole-year warm-up. The teachers and teaching assistants were attentive and offered encouragement and practical support when needed, helping everyone stay included. There was a noticeable sense of teamwork, with pupils supporting each other and showing genuine enjoyment, despite some being less enthusiastic about running. The children were able to describe how stretching helps prevent injury and prepares the body for exercise, showing good understanding. One class then did a circuit-based lesson. The hall had been prepared in advance with ten activity stations, pupils working in groups of three, spending a few minutes at each station before rotating. The other class focused on developing netball skills. The children showed a good understanding of the purpose and benefits of each pass and were able to discuss when to use them. There was plenty of positive energy and enthusiasm throughout.

French *Donna Westall*

I visited a Year 4 lesson which involved revisiting terms for the weather which had been covered in a previous lesson and introducing number vocabulary of multiples of 10 up to 100. It was a varied lesson, with some of the revision taking place in the playground and the number part including a game of bingo. Each of the activities lasted 10-15 minutes so there was a lot of variety but also the repetition necessary to learning a language, and the children seemed to enjoy the challenge and were still engaged by the end of the lesson, even though it was an hour long. I felt the length of this lesson really helped consolidate the learning. Afterwards I had a discussion with the teacher, who felt that although the Kapow resources are good, they assume more time being given to the subject than we have available, so content sometimes has to be scaled back to ensure a manageable pace.

RE *Russell Turner*

At the Juniors, we discussed the faith group celebrations incorporated into lessons and Tuesday assembly times. The main faiths focused on currently are Hinduism, Islam, and Christianity, with some inclusion of Judaism. Materials on Humanism have recently been provided for use in Year 6. I also attended the Year 3 Songs of Praise service at Chalfont St Giles Parish Church, where the children represented the school beautifully. From start to finish, their behaviour was faultless and they participated with enthusiasm and confidence.

Governing Board Changes *Donna Westall*

We have welcomed two new governors this year from the parent body, Kym Connolly as a full governing board member and Javita Malhotra as an associate.

We were sorry to say goodbye to Barbara O'Farrell who had to step down for family reasons. Mrs Spencer is stepping down as a staff governor, having completed her term of office and will be replaced by Mrs Burge. We'd like to thank Mrs Spencer for all her input over the past 4 years. We will also be saying goodbye to Mrs English who has been a governor for 23 years and has been a greatly valued member of the board. We will miss her wisdom and her fantastic sense of humour. We will have a vacancy on the board next term for an elected parent governor. If you have read this report with interest and feel you would like to be more involved in the school, and you have at least a couple of hours a week to offer, please consider over the summer whether you might be interested in standing. A letter will go out with more details in September.

Governor Report

End of Year Results

The Literacy, Numeracy and Inclusion governors meet termly with the deputy heads and head to review pupil progress and attainment. Here are the end of year results for the whole school. Over the summer the results will be validated, and further information will be available via our website.

Reception – Early Years Foundation Stage assessment:

Good level of development: 79% attained the expected standard in all areas of learning.

Year 1 phonics test results:

74% attained the standard in year 1 and 90% by the end of year 2.

Year 4 Multiplication tables check:

66% scored at least 20/25 and 38% scored 25/25 in this timed test.

KS2 SATs (Test results except Writing which is teacher assessed)

Reading - 90% attained the standard with 59% at greater depth, average test score – 108.7

Spelling and grammar - 83% attained the standard with 41% at greater depth, average test score – 106.8

Writing - 79% attained the standard with 7% at greater depth

Maths - 79% attained the standard with 31% at greater depth, average test score – 104.7

Reading, Writing and Maths combined - 75% attained the standard in all three.

Well done to children and staff for their hard work and congratulations to all the staff for their teamwork, dedication, professionalism and kindness. We are very pleased at the progress the children have made during their years with us.

Year 6 Destinations

Best wishes to our year 6 leavers, many of whom have been with us for 7 years or more. We hope that pupils and parents will have many happy memories of their time with us. Remember that the secondary school you go to does not define you. There are many young people who went to CSG Village School, did not go to grammar school, but have gone on to equal or exceed the academic achievements of those who did. Hard work and a love of learning take you a long way. We wish you happiness and success wherever you go:

The Amersham School	12	Dr Challoner's High School	7
Berkhamsted School	2	Holmer Green Senior School	2
The Beaconsfield School	2	Home education	2
Chalfonts Community College	11	The Reach Free School	4
Chesham Grammar School	2	The Royal Masonic School	2
Chiltern Hills Academy	1	St Clement Danes School	1
Dr Challoner's Grammar School	8	St Mary's Gerrards Cross	2
		Vyners	1

Happy Summer Holidays!