



GOVERNORS' NEWS

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THANK YOU

Many thanks to all who have let us have your views both online via Ofsted's Parent View and also by responding to the school's own questionnaire.

All your comments have been carefully noted and some have already been followed up directly by Mrs Kilpatrick. All views will be "added to the mix" when it comes to the formal discussions early next term to identify the school's key priorities for the coming year.

It is incredible to think that we are already well into the second half of this school year and are planning ahead for September. This is an exciting time for the school as it reaches capacity of three forms in each of the four year groups, with over 350 children in the school, a progressive, healthy and carefully managed year on year increase since Mrs. Kilpatrick's arrival at the school back in 2005.

Over the course of this year Governors have been looking at how teachers have been developing and are planning to implement the government's new Primary Curriculum. As always, the school has fully embraced this new challenge and will be ready to deliver a stimulating and appropriate curriculum to all your children in September.

NEW GOVERNORS

We have been delighted to welcome three new governors to the Governing Body at Bernards Heath Junior School this term:

- Katherine Reeve and Yan Aldridge as parent governors, and Nigel Tresise as a community governor.

We look forward to working with them over the course of the next four years.

VACANCY

We are still seeking an individual to join the governing body team as a Community Governor.

Community governors are "appointed by the governing body to represent community interests. They can be people who live or work in the community served by the school, or people who do not work or live close to the school but are committed to the good governance and success of the school."

Would you be interested in this role, or maybe you know of someone who might be?

For further information, please contact Mary Liming, Chair of Governors via the school office.

What do you know about Pupil Progress at Bernards Heath Junior School or its approach towards children with Special Educational Needs? Overleaf is an article written by Jim Laird, parent governor since October 2012 and Chair of the Standards & Curriculum Development Committee, in which he gives an overview of these aspects and also dispels a couple of popular myths please read on!

PUPIL PROGRESS, SPECIAL EDUCATIONAL NEEDS and POPULAR MYTHS

One of the privileges of being a parent governor is having a chance to see how the school works, i.e. what goes on behind the scenes. The first thing that really impressed me in my role working as part of the Standards & Curriculum committee and as Special Educational Needs governor is how Bernards Heath Junior School works so hard to support the needs of every child.

Measuring Everything

The amount of work that goes into tracking the performance of our children is immense. This starts in the infant school and continues throughout their entire school career. In this way, the school ensures it measures how each child is progressing at least once every term. As part of the external assessments that are made by, for example, by Ofsted and SATS in year 6, the school is measured on how well it supports every child, which therefore ensures it meets the needs of children of all abilities.

Special Needs

The Special Educational Needs and Disability (SEN/D) Coordinator (SENCO) at Bernards Heath is Julie Lowenthal and earlier this month the Governor Learning Walk focused on the work in this area. Julie's overarching remit is to ensure that any special educational needs are identified and addressed appropriately for all children throughout their time at Bernards Heath Junior School. As a parent, I have personal experience in how both the Infant and the Junior schools support children with Individual Education Plans (IEP's) using specific interventions to support their individual needs. We all have the best interests of our children at heart, and as you learn more about the work the school carries out, it is amazing how many popular myths there are.

Myth Busting

There is no myth in the fact that school budgets are constrained and that the way in which budgets are granted are eternally changing, but the school works very hard to make the best use of resources. There are however a range of myths relating to how the school gets funded, and it may be worthwhile busting a few of these:

- ***A label helps = FALSE***
Getting a label for any 'support needs' does not change the way the school supports each child. BHJS is constantly focussed in finding the most appropriate and effective approaches to meet the needs of each child.
- ***Diagnosis of e.g. dyslexia can help the school get more funding = FALSE***
The school does not receive additional funding if a child is given a diagnosis

In summary, I have been very impressed by the huge amount of work that goes into the whole area of special needs. The majority of parents may never see the full range of support that the school provides, but this involves an immense amount of work and planning. From the overall results that the school is achieving year on year, this is clearly contributing to its outstanding performance.

Jim Laird – Parent Governor