

EAST SHEEN PRIMARY SCHOOL

07.2017

# Governors' Newsletter



**Sporting activity outside the new block**

## Message from the Co-Chairs

It's hard to believe that another school year is drawing to an end. With over twenty years of experience as East Sheen governors between us, my co-chair Raz and I thought we might be due a quiet year. But no, life at East Sheen has continued to move at breakneck pace. We've seen buildings spring up, sporting triumph from children and parents alike, incredible community support for our wonderful PTA and excellent

academic progress throughout the school. We've loved our governor learning walks throughout the year where we see happy, curious, resilient and kind children all around. We have been particularly proud that members of the public have written in to the school commending the children's behaviour and consideration to others.

We are delighted with the SATs results which were released to schools last week. The initial, unvalidated data show 80% at expected or above for writing (with 30% working at greater depth), 82% expected or above in Reading and 88% expected or above in maths. There is no "greater depth" assessment for reading or maths, but many of our children achieved very high scores on the test papers in these subjects. These results are significantly above national averages and we are very impressed with how hard all the children worked and the great progress they have made. Well done to all!

It's always hard living with a building site but we're sure you'll agree that our new block is an absolute triumph. Phase one of the build is now completed and the contractors will be working hard over the summer to ensure that phase two is completed in September 2017. We'd like to say a huge thank you to all of you for bearing with us which this important work continues. Enormous thanks also go to the staff for working tirelessly to ensure that the transition to the new building was seamless with school only needing to be closed for one day.

The school has also just been awarded Gold accreditation for our travel plan. We are extremely proud of this status considering we were awarded bronze only last year and as part of our planning permission were required to achieve silver within two years. The award is testament to much time, thought and effort put in by Debbie Canner and the school.

Our journey to become a fully accredited "thinking school" is now also almost complete. We've adopted thinking maps, thinking hats and habits of mind which have opened the eyes of children, staff, governors and parents alike. We are looking forward to our final formal assessment by the University of Exeter any day now. A special thank you goes to Carla Ruocco for leading this journey.

With the thinking schools accreditation and our transformation to a three form of entry school nearly complete, the governors spent a day earlier this year planning our next five-year strategy. We hope you'll enjoy reading about these in the dedicated article in the newsletter.

East Sheen is the magical school that it is thanks to a huge amount of hard work, love and commitment from so many. So it is always sad when we have to say goodbye. This year we say goodbye to three governors, Rebecca Quayle, chair of the teaching and learning committee; Mark Ternouth, a valued member of the Resources committee and Nicola Lewis, our resident architect who supported us so ably with advice and guidance on the build. Thank you for your years of dedication to the school. The PTA have been tireless in their efforts to fundraise for the school. Schools are under more pressure than ever these days and we never fail to be overwhelmed by the generosity of the East Sheen community. We all enjoyed the winter and summer fairs and the ball at Rosslyn Park was a triumph. Our thanks must also go to staff, parents and pupils alike, it is your contributions which make East Sheen the very special place that we all know and love.

With that we'll sign off for the year. We look forward to the new academic year working towards our new strategic goals and the completion of the build as a thinking school. We hope you all have a relaxing, peaceful and fun summer.

**Jessica Mellor-Clark & Raz Khan, Co-Chairs**

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**Enjoying the bright new classrooms upstairs**

# Technology and Communication

Nothing stands still at East Sheen Primary School. There is a constant flow of new initiatives as the school challenges itself to further raise the bar in terms of providing an exciting, and enriching curriculum for every child.

As a Governing Board we are continuously looking at ways in which we can better communicate with our community. We want to help our parents and the wider community understand the school, its vision, values, approach and ambitions for its pupils. We want to be able to share new and exciting initiatives that the school is working on. We wish to be able to articulate how proud we are of our pupils as individuals and the excellent results they achieve and we want to hear about what the community have to say about the school. All of this we endeavour to accomplish through the efficient and effective use of our resources.

The school communicates with parents and the wider community in a number of different ways: face to face meetings, Group meetings, website, Parentmail, Hard copy in book bags, weekly newsletters, Headship headlines, Governor' newsletter, satisfaction surveys, discussion forums, class reps, parents evenings and curriculum bulletins to name but a few. The full Communication Strategy can be found on the school website in the policies section: for a hard copy please enquire at the school office.

Each year the governing body reviews the website, its content and patterns of use. One thing that has become very apparent this year is that traffic on our website is increasing rapidly. The number of visitors to the site in 2016 was more than double that of 2015, significantly more so towards the end of the year. This increase far outstrips the schools expansion. Visit duration has also increased significantly indicating that more people are reading the content available online. Because of this we want to make sure that the school takes full advantage of the website as a communications platform.

As most of you who have used the school website will know, there is a huge amount of information available online. Much of it is statutory in nature but there is so much more if you delve deeper. A

recent addition is information relating to our Thinking Schools application. If you would like to know more about what a Thinking School is then these are great pages to investigate and perhaps discuss with your child.

We do recognise that not every parent has easy access to the website or to email and as a result the school will continue to ensure that hard copy is available on request from the school office and that hard copy communications are sent home in book bags to those who have requested them.

We are really excited about potential opportunities in evolving how we use our existing communication channels. We will continue to monitor how the community is using the school website and for the future will be reviewing patterns of usage in an effort to ensure that relevant information is available and well signposted.

## Helen Wrigglesworth



**Year 5 Scientific Investigation**

# Pollution

Over the last year, there has been much in the press about air pollution in London. Thankfully in East Sheen we are not usually subjected to the very high levels that can build up in central London where traffic density is higher and tall buildings contribute to trapping pollution. We do still however experience episodes of high pollution arising from specific atmospheric conditions and as everyone in the community will recognise, the Upper Richmond Road outside school has much higher levels of pollution than the immediately surrounding areas.

Air Pollution has been recognised as contributing to a multitude of health problems including asthma, heart disease, dementia, lung cancer and heart failure. Children are particularly at risk as growing lungs are vulnerable to the impact of pollution, it is therefore very important that we do whatever we can to limit their exposure and the Governing Board have identified pollution mitigation as one of its key strategic priorities.

East Sheen Primary School has a long history of being actively involved in environmental pollution projects. In 1997 the school was involved in a rigorous scientific monitoring project carried out by scientists from Kings College London. One of the outcomes of the project was the red line which can be seen painted on the Sheen playground. It is a demarcation line within which it was determined safe for children to play without fear of detrimental effects to their health. In the intervening period, our understanding of pollutants and the mechanisms by which they can damage the body has increased significantly, as has the number of pollution emitting vehicles on our roads. It is therefore imperative that we revisit the issue.

The school has always highly valued the importance of green space to many elements of pupil's wellbeing as well as to their education. With the help of PTA funds a sensory garden was established a little over a year ago behind the cedar classrooms in addition to the wild garden and pond. We're also very fortunate to overlook the well tended Hertford Avenue

allotments. The building project has meant that the "growing area" in which a wide range of organic produce was grown and harvested for use in school lunches, had to be temporarily dismantled and we have also lost some greenery in the Putney playground. However, the build has provided opportunities in terms of reframing some of the outdoor space away from the road and since the project's first inception a greening exercise has been planned following completion of the build.

This year, the school has been a participant in the Cleaner Air 4 Schools initiative. This is an educational investigation aimed at increasing awareness and understanding of air pollution issues amongst pupils, parents, teachers and governors, enabling and encouraging individuals to adopt less polluting behaviours. A hugely popular pupil Green-Team has been established who, in collaboration with representatives from the initiative, teachers and parents have engaged in science experiments, using diffusion tubes to monitor nitrogen dioxide concentrations, ghost wipes to look at deposits, lichen studies to gain further understanding of Nitrogen levels in the atmosphere and particulate monitors to evaluate concentrations of PM2.5 and PM10 both around the school and surrounding roads. All linked to the national curriculum framework. We look forward to learning the results of this fascinating project early in the next academic year.

We are very pleased to have been asked to take part in an air quality audit, funded by the Mayor of London's office. This initiative has the backing and support of the Senior Leadership Team, local authority, local councillors, PTA and Governing Body. This audit will provide us with up-to-date information and evidence for us to act upon together with guidance from environmental air pollution professionals which will be invaluable when planning mitigation strategies. It should reinforce and expand upon work carried out under the Cleaner Air 4 Schools initiative. This is an exciting development; one which we hope will lead to some creative and effective solutions in

the not too distant future that will have long term benefits for our pupils.

We are hugely fortunate as a school to have the support of our parents and also much of the wider community, many of whom are ex-parents or pupils. For many years parent volunteers have contributed to the green spaces in the school by tending the flower beds and “organic growing area” as well as cultivating attractive flowers and plants for our use. More recently the ESPS Parent Clean Air Team has been formed by a group of parents passionate about making the school greener and cleaner and our wonderful PTA has raised the funds that will enable us to fulfil our green ambitions once we have reclaimed the school from the builders. We are hugely excited about the potential to tackle this issue in a creative and coordinated fashion, to achieve long term benefits for children present and future at the school.

It is important that we recognise and thank the Senior Leadership team and staff who have not only continued to deliver an outstanding education to our children despite being in the throes of a massive and disruptive building project, but have also embraced the Cleaner Air 4 Schools initiative and many other things besides. They have worked tirelessly on the Travel Plan which dovetails with the school’s green ambitions and encourages healthy but safe travel to and from school and includes ongoing campaign work for improved safety along the South Circular and neighbouring roads. There is no question that the school continues to be dedicated to providing a safe outdoor environment that provides stimulating and challenging learning opportunities for our children to enjoy.

**Helen Wrigglesworth**

## Strategy

As we have been coming to the end of our current strategic cycle, the governors attended a strategic planning session to determine our goals for the next 3-5 years.

As noted in the chairs’ message we have nearly completed our expansion to three form entry along with the associated build, and are awaiting our accreditation as a Thinking School.

We believe it is vital to set goals in line with our vision of helping children to happy, resilient, curious and kind.

In brief our strategy for the next few years consists of the following:

Academically we will aim to achieve well above national average progress in reading, writing and maths, an aim that will benefit all pupils. However we must be sure not to lose sight of the overall wellbeing of our children and the need to provide a varied and engaging curriculum. As part of this we want to ensure our parents and our community are fully informed about our progress and achievements.

We will continue our current staffing policy of recruiting newly qualified teachers (NQTs) where possible, unless there is a specific need for a more experienced person. The staff find that NQTs bring knowledge of new methods into the school and this policy is mutually beneficial.

We will ensure that all members of our community feel valued and listened to, as the school increases in size.

We will explore ways of improving our site, and access to our site to reduce exposure to pollution.

And, of course, we will need to manage our finances in the current environment.

The governors have already started putting in place plans to meet our goals, and some of these are addressed in this newsletter.

# School Finances

**Graham Dyer, Chair of Resources Committee**

School finances and the funding of education generally have been headline topics in the media for some time now with much discussion around the reduction in funds available for education, the potential impact of the new National Funding Formula and of course the relentless rise in our costs.

As our school continues to increase in size it becomes an ever larger organisation to manage financially. This year we believe the costs of running the school are very likely to exceed £2.6m!

The largest element, actually about 75%, of this expenditure is made up of the costs for the employment and training of our excellent staff. In addition to the general rises in salary levels, these costs are also affected significantly by the increases in Local Authority pensions and the impact of the new Apprentice Levy. Of course all our other costs: catering, teaching materials, building maintenance, cleaning and our utility costs continue to rise at a rate faster than our income.

To exacerbate this state of affairs, there has been a problem with the Special Educational Needs budget within Richmond Borough that has resulted in a clawback of some £825k across all the local schools in the Borough for each of the next three years. This results in an overall cut in our formula funded revenue of 1.5%, the maximum currently permitted under the school finance regulations.

The effect of all this has been to put yet more pressure on our school budget, but this is no different from most family finances and certainly a lot of businesses, in this time of economic uncertainty.

I have now been involved with East Sheen Primary School in a governing capacity for some 20 years, mostly in a finance role, and during this time we have often been faced with periods of uncertain funding and budget cuts. So whilst we are not necessarily new to facing these issues, what is unusual is the sheer number of different events all acting against us

at the same time, this is certainly a challenging period.

School revenues have the propensity to be affected by politically driven change often occurring in very short time periods. As such, flexibility in budgeting is essential, as nothing is set in stone. Given the part played by our staff costs in our budget, the school leadership and business teams have endeavoured to continue a healthy balance between experienced staff and bright new talent. We continually look at ways of improving the efficiency of our administrative and resourcing expenditures in order to keep tight control over our budgets. This year of course we have the added complication of the new buildings, but this has given us the opportunity to explore some economies of scale as the overall pupil and, as a consequence, staff numbers increase through to full capacity by September 2020.

It is clear that our finances are under extreme pressure at present. However, as we move to full capacity, the 3 year budget forecasts and projections show the school to be financially sound. By adopting a prudent financial stance the school has, usually, been able to carry forward reserves at the end of the each financial year. These reserves enable the school to avoid turning to the parents, and others, for additional day to day revenue. In that context, we are always grateful for the hard work, support and generosity of our parents, local community and the PTA provide in order to help deliver those special projects that enhance our school. However, in the current funding environment we must constantly monitor the situation and may, in future, have to reconsider the current position if we are unable to reduce our cost base.

# A Special Thank You to Helen and Tina

The governors would like to take this opportunity to say the fondest of farewells to two of East Sheen Primary School's longest serving teachers, the very wonderful Tina Phillips and Helen Oakley.



Tina Phillips started working at East Sheen over 30 years ago. She began as a class teacher, where it soon became apparent that she had a particular passion for supporting the most vulnerable children. She returned after the birth of her children in a part time capacity to support children with learning difficulties and over time progressed to become the school's Special Educational Needs Co-ordinator. Tina's expertise and enthusiasm led the school to become recognized as a beacon for inclusivity and special educational needs provision, and she has frequently shared her skills and best practice with other schools across the borough. After retiring from this role last year, Tina continued to support individual children this year.



Helen Oakley has been educating and inspiring children at East Sheen Primary school for the last 27 years. As anyone whose children have been taught by Helen will testify, she is an outstanding class teacher with the skill of understanding exactly what each child needs and the experience to bring out the best in every one of them. Calm but authoritative, she has influenced the lives of very many children. Outside the classroom, her love of gardening has made itself felt in the thriving kitchen garden that the school now boasts. Everyone at the school will miss Helen enormously – her exceptional practice, her wisdom and her humour have all formed part of the fabric of the school.

On behalf of the whole school community, the governors extend their thanks to both Tina and Helen and wish them a very happy and relaxing retirement. And of course we hope they'll come back to visit us from time to time.

# Unsung Heroes



We wanted to take the opportunity as governors to celebrate the sorts of achievements which might not normally be headline news, but which are undoubtedly really important to the running of the school. On this occasion we have a particularly good example. You will all be aware of the new build and the children moving to new classrooms, but how many of you have thought about what that move entailed?

We all know what it's like to move house – the packing takes a long time, and the unpacking can take even longer, especially as most of us will put off decisions about where to put things for a bit, given the stress of the whole process. But the ESPS staff didn't have that option, and we wanted to flag up how impressive the great move was.

In advance of the move, class teachers continued to plan, teach, and mark work as normal whilst packing up the rooms with the assistance of TAs and LSAs – a massive job. They labelled and cling-filmed all crates to keep resources organised and clean. They took down displays to make the rooms ready for new classes coming in. Over the weekend the headship team oversaw the move of classroom furniture and crates of resources. They dusted and hoovered and ensured all resources were ready for packing. The fundamental objective which everyone worked to was that by the time the children returned on the Tuesday, every classroom could support learning, even if not fully unpacked or with displays up. In fact, by the time lessons resumed on

Tuesday, the staff had created reading corners, put up displays and got them ready, and organised all the resources so that normal classroom activity could continue exactly as before.

We are always keen as governors to ensure that ESPS is as good as it possibly can be, and so we seek to provide constructive scrutiny to what the school is doing. We are helped in this by external expert input in the form of the School Improvement Partner (SIP), who often visits the school. We thought it would be good to let you know her comment from her summer visit:

“Through effective leadership and management, the school very successfully minimised the impact of the school move on teaching, learning and assessment. When the children returned to their new classrooms, the displays and classroom organisation were as if no move had taken place. During the SIP learning walk in the summer, it was clear that there had been no interruption to children's learning as evidenced by the books, which were also marked to a high standard. School routines were running seamlessly, and whilst the children were clearly enjoying their new classrooms, all classes were purposeful”.

This is a really strong endorsement of what all the staff achieved. Although on one level the move was about crates, displays, dusting and the rest, the overall purpose was maintaining the children's education, and the staff did that brilliantly. Thank you to all the staff from the governors!

# Departing Governors

Jessica Mellor-Clark



After many years of writing goodbyes to governors it's now time to write my own farewell. Our family is moving to what we hope will be a rural idyll in north Oxfordshire this summer after seventeen years in the borough. My eldest son Tom started East Sheen in 2008 when David Ford was headmaster. I will always remember waving goodbye to him as he ran into the excitement that was Miss Kelly's classroom. I love the fact that the best friend he made in that class remains his best friend today. My daughter Imogen in year four, also leaves having made lifelong friends.

Becoming a part of the East Sheen family that year made me want to do my bit so I stood to be a parent governor in 2009. Almost nine years later I have seen the school continuously evolve without losing its ethos and its focus on happy, curious, resilient and kind children. In my three years as co-chair of governors I have had the privilege of working with an incredible group of dedicated people, all of whom give freely of their time and energies to help ensure East Sheen is the outstanding school we know and love. I have tried my best to be a critical friend to two exceptional headteachers in Helen Colbert and Liz Page. The role of chair of governors, whilst an incredible responsibility, has not been a burden. It has been made immeasurably lighter over the years by my two co-chairs, first Susannah Milligan and now Raz Khan. Thank you for your counsel, support and friendship.

On reflection, seventeen years seems far too short a time to live amongst such a great group of children, parents and staff. You'll always be in my thoughts and have my very best wishes.

So thank you ESPS, I will miss you.

Rebecca Quayle



I have been asked to write a short article on what has been my biggest impact as a governor. I am not going to do that because I think that any impact that has been made during my term as a governor is a result of the hard work, commitment and rigour of the governing body as a whole and is not something for which I can take credit.

I will write however about the time I have been most proud of being a governor at ESPS. The time that comes first to mind is when the school was approached to consider becoming a Multi-Academy Trust with Barnes Primary and Richmond Park Academy. The school was asked to consider the issue in a very short time frame and were being encouraged to view the proposal positively. I was proud of the way the board responded because firstly it wouldn't be rushed into a decision, it held its ground and maintained this was too important an issue to be decided at emergency meetings at the end of the academic year. The board was also forensic and robust in the way it challenged the need to go down the academy route. The key question consistently raised was "*How will this benefit the children of ESPS in the short and long term*", to the extent answers were received the following question was "*What evidence is there to support this view*". Time was spent in working groups considering the issues, governors spent time educating themselves on the options and whole board meetings were spent discussing the benefits and challenges that could arise from such a transition. Ultimately it was decided that our key criteria that the children would benefit from the transition was not satisfied and we decided not to pursue the opportunity. It may be at a later time academisation will need to be considered again but at that time I felt strongly the right decision was made for our school.

Having an effective governing board requires a group of people who are committed to working together (and importantly with the Headship Team) for a common goal, who are prepared to spend time and energy on understanding and educating themselves on the issues, who are not afraid to listen to ask challenging questions and who will listen to the answers. I think the team of Governors who I will leave tick all of those boxes and I have greatly enjoyed working with them all. As I step back to enjoy my youngest daughter's last two years at ESPS I do so with the confidence that the school is being managed by a group of intelligent, committed hard working group of people.

### **Mark Ternouth and Nicola Lewis**

Mark is reluctantly leaving our governing body as he has been offered a new posting in Shanghai. Mark has been a stalwart member of the Resources Committee and will be missed.

Nicola Lewis also worked on the Resources Committee. She brought her professional skills as an architect to bear on the building project, ensuring that the school was listened to and got the best build possible. She is continuing to help on the project until the build is completed later this year.

We thank Jessica, Rebecca, Mark and Nicola for their valued contributions to the governance of our school.



### **New Parent Governor Nathalie Townley**



Hi, I'm Nathalie Townley. I joined the Governing Body as a parent governor in March this year. Two of my children are currently at ESPS (Sophie in year 4; Annabelle in year 2) and Felix will be joining in September 2019.

My professional background is as an Employment lawyer, working for a number of years in the City before moving to Oxford. In 2012, we moved to Canada for a year and I have been a stay-at-home mum ever since.

I have thoroughly enjoyed my first term as a governor, getting to know the Headship Team, my fellow governors and getting to grips with how we all work together for the benefit of the children. I sit on the Teaching and Learning Committee and have specific oversight of SEND matters. Having worked as an Employment Lawyer at the Disability Law Service, I am looking forward to working with our SENCO (Miss Palmer) to ensure that appropriate support is given to our children with special educational needs and disabilities.

I care deeply about our school and feel privileged to be in a position to contribute to its on-going success for years to come!

# Parent Satisfaction Survey 2017 - Feedback

Thank you to everyone who recently completed the Parent Satisfaction Survey 2017. This is one of the ways in which the Governors and School Leadership Team seek the views of parents and we place great importance on your responses. This was the ninth on-line return for the survey and we had 222 questionnaires completed. We value both positive comments and suggestions for improvement and encourage all parents to use this opportunity to share their views and contribute to the school's continued development. Housepoints reward your participation! It was close-but Neptune won the most points with 250.

This is the thirteenth year we have run the Parent Satisfaction Survey with some minor alterations made two years ago to reflect current school services and include "wrap-around" care. This is the third year in which the "Neither agree nor disagree" response has been used in place of "No view". As a result, there has been a statistically significant increase in the number of people choosing this neutral option instead of "Agree" or "Disagree" in certain questions. As changes in survey method often lead to changes in results, we will be using the 2015 year's figures as a benchmark for the 2017 results and future years.

Although 2015 has become the new benchmark year, the results for the 5 preceding years are also in the results table below to allow review of previous year-on-year data.

In this newsletter we give feedback on some of the most significant findings.

## Summary

Once again, the survey results show overall high levels of parental satisfaction with the school; most results are in the high 80's or 90's. These results are a very positive endorsement of East Sheen Primary and confirm that parents' current perception is of a happy, high performing school. "The school is brilliant. The teachers are fantastic and my children are VERY happy."

The survey showed that 97% of respondents agreed with the statement "My child likes this school", 93% " would recommend this school to

others" and 94% said "Taking everything into account I am satisfied with the school", while 93% of respondents agreed "Teaching is good". These are splendid results.

East Sheen Primary's key priority is to provide a happy, safe and stimulating environment to promote children's learning. The survey results show that 94% of respondents agree "Staff encourage my child to become mature and independent" and 93% agree "There is a good range of activities that my child finds interesting and enjoyable". Many of the additional comments, containing lovely endorsements of the school, demonstrate that we are doing just that.

We always take account of your suggestions and concerns and use the survey as a source of information to help us determine school priorities for the year ahead. Any specific, individual issues raised will be followed up separately.

## Keeping Parents Informed

We use a range of communication methods to try to keep parents as well informed as possible about their own children and the many activities and events going on in school. This year we will be sending out the dates for the curriculum evenings at the end of the summer term to give parents more notice of the dates for the information evenings held early in September. At these evenings, the yeargroup staff outline the curriculum for the year ahead and answer any questions parents may have. A termly bulletin is used to share the topics and areas of study children will be working on and this is sent out at the beginning of each term. Additional reading talks are offered to parents in Reception to explain how we teach reading and how parents can support their children. In response to feedback we are moving the Autumn Parents' evenings to the second week in November. Children in KS2 are invited to attend all or part of the consultation if parents wish; research shows that having the teacher, parent and child together at such meetings is a very effective way of communicating about progress and setting targets. We understand

that parents may also wish to meet without the child present and we accommodate this by giving parents the option to have part of the meeting alone. The partnership between home and school is key to supporting children to make progress. We will also be changing our parents evenings so that parents of children in KS1 and KS2 can attend on the same evening, which we believe will be more convenient and will require only one 2pm finish for the late consultation night.

A weekly newsletter keeps everyone up to date with events occurring in school and the Headship Headlines share the progress being made against school priorities. The Governors Newsletter is sent out in December and July. The website is also another source of information where news and events are celebrated; details of year group curriculum, topics and photo galleries are also published here. We have a new Thinking Schools section where you can see much of the work that has gone on to develop our school as a Thinking School. The password protected pages contain confidential information that has been uploaded as part of the inspection to gain accreditation. We offer an open door and always meet with any concerned parents as soon as we can. Class teachers dismiss their classes at the end of the day and are always available at this time for a quick chat or will offer an appointment if more time is needed to address a concern. We are also happy to make a 'phone call appointment for parents whose work commitments make it difficult to come into school and if parents want to contact us via email they can message [info@eastsheen.richmond.sch.uk](mailto:info@eastsheen.richmond.sch.uk) and this will be forwarded to the relevant member of staff. We are always working to improve communication between home and school and understand that there is a difference in the level of detail we can provide as children move from nursery, childcare or being at home, to school. Next year we have plans to pilot parental access to our assessment tool, Tapestry, for parents of children in Reception. This records evidence of children working towards and meeting their goals as set out in the Early Years curriculum. As is the case for everyone, prioritising time is critical. We have to balance time given to planning, teaching the children and assessing the children with

communicating how they are getting on to parents. We hope this online facility may assist improvement in this area.

### **Outside space and building project**

We cannot thank you enough for the support you have given during the building work. Such a project has required much flexibility and resilience and we are very proud of how our children have adapted and responded, playing in tighter space and changing classrooms during the year. To manage this level of construction, demolition and movement we are also pleased that there was only the need for one day of school closure while staff prepared new classrooms ready for children to have full access to learning and resources. The school is a government owned building and the unprecedented number of elections has resulted in school closures we cannot control. We understand any frustration and continue to work with the ward to look for workable alternatives to support our democracy. We are very aware that we are a "building site" at the moment, but we have hugely exciting plans to improve the outdoor space and appearance of the school once the work is complete. We are inspired by the quality of our new classroom block and are tremendously excited to see the improved hall and Reception block and three further excellent classrooms. There will be additional easigrass and the climbing frame will be reinstalled at the back of the school; we also have exciting plans for planting up gardens and developing our outdoor learning spaces as well as improving the school frontage, with a welcoming entrance and area off the Upper Richmond Road, the removal of the PTA container and a green barrier to mitigate pollution. We are also investing in improvements to the Early Years outdoor space, with new equipment and resurfacing. The permanent expansion to three-form entry means we can concentrate on the school grounds knowing that no further buildings will be required! We also continue to negotiate with the council to explore alternative access routes to the school.

We are also delighted that the drainage issues in the Putney playground have been resolved. We will be altering the gate entry to the school

in the Putney playground to avoid the plane tree which currently sits inside the entry point. The Local Authority was keen to keep this tree and we have found a solution which will allow safe access to the school and a netball court unaffected by tree roots! We have a pupil Green Team and a new group of parent volunteers who are committed to making the school grounds spectacular and protecting our children at the same time. We have already met with Zac Goldsmith and Baroness Hamwee to discuss measures to improve access and minimise the impact of the Upper Richmond Road. We have asked for railings to extend at the Hertford Avenue junction and for the school warning lights for traffic to be improved and updated...and work! We are part of the Mayor's audit, which could result in additional funding for the school and are delighted to learn that there are plans already in place at government level to improve the stretch of the road in front of the school and that Sadiq Khan knows who we are! Our parents are a powerful force and we thank you for supporting the school as we continue to highlight issues and negotiate solutions. We know that working with you can bring about change, which will benefit all our children.



**The Mud Kitchen!**

### **School Lunches**

It is pleasing to see an increase in satisfaction in school lunch provision, although this is still an area for improvement. We meet regularly with Pride and pass on your comments. We were very pleased with the improvements and feedback from children when the routine was changed to sitting down together first before going to choose lunch. However, with the reduced space and access to dining areas

during the building work our “dining vision” has had to be put on hold! Once we have our new hall and additional furniture we will re-launch this system which encourages a “family dining” experience with minimal queuing, a good, healthy lunch in line with school food standards and maximum playing time.



**Vikings Day for Year 5**

### **Wellbeing**

We understand that wellbeing and long-term achievement are intrinsically connected. We work hard to provide an exciting, motivating curriculum where children are eager to engage and learn. We have worked with the children on our anti-bullying policy and have used outside agencies to educate children on what bullying is. A very large part of primary school learning is about developing relationships and we support all our children in this area. When any concerns are raised by parents we act quickly and put support in place when necessary. We are very lucky to have the expertise of our Phoenix room staff who offer friendship groups, social skills groups, programmes to build resilience and to support children emotionally. We are also able to access their mentoring skills and these have been critical in supporting some of our more vulnerable children. Our number one aim in our vision is that children should be happy; we will continue to work tirelessly to support children to make positive relationships, be independent and resilient and enjoy their time with us. Happy children learn and make progress.

# Parent Satisfaction Survey – Detailed results 2010-2017

Agreement with statements	Year of survey						
	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
<b>Base : All respondents</b>							
My child likes this school	215	264	264	216	241	267	200
	97%	97%	98%	97%	98%	99%	97%
My child is making good progress	201	242	236	210	233	255	192
	91%	89%	88%	94%	95%	95%	93%
Children behave well in school	188	235	244	207	229	251	195
	85%	86%	91%	93%	93%	93%	95%
Teaching is good	206	254	247	211	235	261	201
	93%	93%	92%	95%	96%	97%	98%
I am kept well informed about how my child is getting on	158	192	199	194	196	222	175
	71%	71%	74%	87%	80%	83%	85%
I am satisfied with the opportunities I have to discuss my child's progress	154	199	203	191	193	226	180
	69%	73%	75%	86%	79%	84%	87%
I am pleased with my child's curriculum	184	240	230	202	227	256	186
	83%	88%	86%	91%	93%	95%	90%
I feel comfortable about approaching the school with questions or a problem or a complaint	187	235	226	196	215	243	192
	84%	86%	84%	88%	88%	90%	93%
Staff expect my child to work hard and do his or her best	208	242	252	210	227	251	193
	94%	89%	94%	94%	93%	93%	94%
The school promotes worthwhile attitudes and values	210	258	263	218	239	262	205
	95%	95%	98%	98%	98%	97%	100%
The school is led and managed well	197	238	239	197	226	255	201
	89%	88%	89%	88%	92%	95%	98%
Staff treat my child fairly	202	238	234	209	228	246	197
	91%	88%	87%	94%	93%	91%	96%
The school seeks the views of parents and takes account of their suggestions and concerns	162	202	206	182	195	221	163
	73%	74%	77%	82%	80%	82%	79%
The school encourages me to be involved in its life and work	197	244	248	210	233	255	197
	89%	90%	92%	94%	95%	95%	96%
Staff encourage my child to become mature and independent	208	251	259	214	232	245	195
	94%	92%	96%	96%	95%	91%	95%
There is a good range of activities that my child finds interesting and enjoyable	206	256	254	213	235	253	198
	93%	94%	94%	96%	96%	94%	96%
I am happy with the variety of extra-curricular clubs	182	225	226	-	-	-	-
	82%	83%	84%	-	-	-	-
My child is not bullied or harassed at school	175	220	208	190	203	223	181
	79%	81%	77%	85%	83%	83%	88%
I am happy with the school lunches	129	131	188	164	203	224	170
	58%	48%	70%	74%	83%	83%	83%
I am satisfied with the condition of the school buildings	164	202	235	202	220	227	175
	74%	74%	87%	91%	90%	84%	85%
I am satisfied with the condition of the school grounds	121	190	239	213	233	248	158
	55%	70%	89%	96%	95%	92%	77%

I am happy with the quality of school trips	202	243	253	196	209	236	185
	91%	89%	94%	88%	85%	88%	90%
My child was helped to settle in well when he or she started at the school	202	255	247	209	233	262	200
	91%	94%	92%	94%	95%	97%	97%
I would recommend this school to others	206	254	261	210	238	266	203
	93%	93%	97%	94%	97%	99%	99%
Taking everything into account I am satisfied with the school	209	257	256	207	238	265	203
	94%	94%	95%	93%	97%	99%	99%
I am happy with the quality of music lessons	57	64	52	44	43	42	36
	86%	93%	79%	75%	72%	70%	69%
The school has provided worthwhile help with particular learning difficulties	8	14	15	14	12	18	5
	80%	88%	94%	93%	80%	86%	83%
I am happy with the quality of breakfast club	56	67	69	-	-	-	-
	97%	89%	90%	-	-	-	-
I am happy with the quality of the Fit for Sport provision	53	69	37	-	-	-	-
	80%	95%	90%	-	-	-	-