EAST SHEEN PRIMARY SCHOOL *07/2026*

Governors' Newsletter

Message from the Chair

The 2026 Parent Satisfaction Survey was a real celebration of what makes East Sheen Primary School (ESPS) special. Parents and carers clearly value the school's nurturing, inclusive ethos, where every child is supported to feel safe, happy and motivated to learn. They also highlighted the strong sense of community across the school.

The Governing Board greatly values this feedback, which provides further evidence of the impact of our school development plan and the initiatives within it. As I mentioned in the Spring newsletter, inclusion is at the heart of our school ethos and drives the work of the governing body. We strive for an environment where every child feels they belong, wants to come to school every day and aspires to achieve their best. There is, therefore, a strong emphasis on nurture and understanding each child's strengths as well as the barriers they face in achieving their full potential. Teachers, support staff, office staff, the headship team and occasionally external agencies work collaboratively to ensure every child has the best possible experience of primary school whilst maximising their progress and attainment.

During our annual strategy day in June, governors worked with the headship team to agree the school's self-evaluation against the new Ofsted framework which came into effect in September 2025. This was a valuable exercise which highlighted the excellence of the provision at ESPS. The new Ofsted framework replaces single-phrase overall effectiveness judgements with detailed report cards and a new five-point grading scale across a wider range of evaluation areas. Raising the standards for disadvantaged groups is a key aim of the Ofsted reform, through the addition of a new standalone 'Inclusion' area of evaluation and as a prominent theme across other evaluation areas. This plays to the school's strengths and reinforces the value and impact of what we do.

As governors, we are acutely aware that regular school attendance is crucial to children's educational attainment, their personal development and their sense of belonging. Targetting 97% attendance has been on the Children, Families and Community committee's school development plan since before the pandemic and governors have seen the positive impact of a variety of initiatives over the years. This year, we have welcomed the additional support from Belinda Norfolk, our Family Support Worker, who has been working closely with the school and a number of families (see interview below).



As we break for the summer holidays, I would like to urge families to work with the school in ensuring excellent attendance next year. Wishing all our families a restful and enjoyable summer break.

Nathalie Townley
Chair of Governors

Learning Forever: Investing in Excellence



At our school, we firmly believe that exceptional outcomes for pupils begin with exceptional professional development for staff. Guided by our Habit of Mind, **'Learning Forever'**, we are committed to ensuring that every member of our team continues to grow, reflect and refine their practice, enabling us to provide the very best education and support for our pupils.

This year, all teachers have participated in a structured programme of collaborative professional learning, working in groups of three to observe one another's practice, provide coaching and engage in professional dialogue. This approach has fostered a culture of trust, reflection and continuous improvement, allowing colleagues to share expertise and learn from one another.

Our professional development offer is firmly rooted in leading educational research and evidence-informed practice. Staff training draws upon the principles of **Nurture UK**, the **Education Endowment Foundation**, and the work of respected educational thinkers such as **Peps McCrea** and **Tom Sherrington**. We are particularly proud to have achieved the **Silver Attachment-Aware Schools Award** this year (see article below), recognising our ongoing commitment to understanding and responding to the needs of all learners through an attachment-aware approach.

Professional learning extends beyond our teaching staff. Our support staff have accessed specialist training in areas including **speech and language therapy**, **occupational therapy**, and a wide range of specific pupil needs. This ensures that every member of our team is equipped with the knowledge and skills needed to provide outstanding support and care.

Our commitment to excellence is also reflected in the contribution that our staff make beyond our own school community. A number of teachers work alongside external agencies to support school improvement across the region through partnerships with **The English Hub**, **The Maths Hub**, and the **RISE London** programme. Through this work, our staff not only share best practice with others, but also bring back valuable insights that further strengthen teaching and learning within our school.

By embracing a culture of lifelong learning and professional curiosity, we continue to develop a workforce that is innovative, reflective and sector-leading in its practice. We are proud of the dedication shown by all staff in pursuing continuous professional development and of the positive impact this has on the children and families we serve.

Harry Page
Headteacher

A School for Everyone

As the Equality, Diversity and Inclusion (EDI) Link Governor, my role is to monitor how well equality, diversity and inclusion are embedded within the school's vision, policies and practice. At the start of the academic year, I conducted a comprehensive equality audit with the headteacher, Harry Page, reviewing how closely the school's equality objectives are being implemented, making sure to identify strengths as well as areas for further development.

I'm pleased to report that the school regularly monitors attendance, rewards, sanctions and exclusions to identify and address any disparities. East Sheen Primary has robust policies for tackling discrimination, bullying and harassment, and its anti-racism pledge is prominently displayed in the headteacher's office. Looking ahead, the school aims to strengthen support for EAL families and those with vulnerable adults.

Pupil voice has been a key focus of our work. During the Spring Term, I met with six Key Stage 2 pupils and Mr Page to discuss equality, diversity and inclusion. The pupils clearly reflected the school's ethos of belonging and inclusion, demonstrating a thoughtful understanding of how to talk respectfully about race, religion and culture. They highlighted assemblies, Sports Day and the Christmas production as examples of how equality and inclusion are embedded throughout school life, not just in the classroom.

By seeking pupils' views on equality, inclusion and belonging, we have gained valuable evidence about their lived experiences within the school. Their feedback has helped shape future priorities and provides governors with an important source of assurance that the school's values are being experienced consistently by pupils across the school community. As one pupil beautifully summed it up: "It's a school for everyone. No matter our differences, we all belong here, are kind, and everyone is treated equally."

Recognising that effective governance benefits from a breadth of perspectives, the governing board conducts annual diversity and skills audits, to ensure a broad range of skills, experiences and backgrounds are represented. We would like the board to better reflect the community it serves in order to strengthen strategic decision-making, and to demonstrate our commitment to continuous improvement.

Bearing this in mind, we would like to invite parents and carers from Black, Asian and other global and majority backgrounds to consider joining the governing board. If you would like to find out more about the role, please contact our clerk at clerktogovernors@eastsheen.richmond.sch.uk. We look forward to hearing from you.

Anjali Doshi
Children, Families and Community Committee

Fostering a Strong Reading Culture

One of the privileges of being a governor is the opportunity to spend time in school and see first-hand how children learn. Recently, I met with our English Subject Leader, Victoria Strang, and took part in a governor learning walk across the school. Both visits provided valuable insight into how East Sheen Primary develops confident readers and fosters a lifelong love of reading.

Reading is central to school life. During the learning walk, we saw reading and phonics embedded throughout the Early Years environment, with plentiful opportunities for children to practise and apply their skills. As pupils move through the school, these strong foundations develop into thoughtful reading, discussion and comprehension, enabling children to engage with increasingly challenging texts.

What particularly impressed me was the school's commitment to reading for pleasure. Every class enjoys a weekly library session, while regular book-talk activities encourage children to recommend books to one another. Teachers actively model reading by sharing and discussing books they enjoy, helping to create a culture where reading is valued and celebrated.

The school is continually investing in children's reading experiences. Recent initiatives include the whole-school book pick on World Book Day, participation in the Spark Book Awards, author events, increased library access and the ongoing refresh of book collections to ensure they are diverse, engaging and relevant. Plans are also underway to transform the libraries into even more inviting spaces for pupils.

As governors, we are always interested in hearing pupils' views. It was wonderful to speak with children who were enthusiastic about books and keen to discuss what they were reading. Their confidence and enjoyment reflected the strong reading culture that exists across the school.



It is clear that East Sheen Primary's approach goes beyond teaching children how to read. The school is nurturing curious, confident and enthusiastic readers who will benefit from a love of reading long after they leave ESPS.

Emily Maltby
Teaching & Learning Committee

Cyber Security: Keeping Our School Community Safe

As governors, one of our responsibilities is to support and challenge the school in keeping pupils, staff and families safe, including online. Schools rely heavily on digital systems for learning, communication, safeguarding, attendance, finance and pupil records, so cyber security is an important part of everyday school life.

The school follows Department for Education and National Cyber Security Centre best-practice guidance to reduce risk and respond effectively if something goes wrong. This includes practical measures such as using strong passwords and multi-factor authentication where appropriate, keeping devices and software updated, restricting access to sensitive information, maintaining secure backups, and having clear plans for responding to cyber incidents.

Staff are also reminded to be alert to phishing emails, suspicious links and unexpected requests for information. These are common ways that cyber criminals try to access school systems. Governors regularly ask questions about cyber security so that leaders can review systems, benefit from guidance and make sure procedures remain proportionate and up to date.

Parents and carers can support this work too. Please be cautious with unexpected emails or messages claiming to be from school, avoid sharing passwords, and let the school office know if something seems unusual. Working together helps us protect children's information, maintain trust and keep school systems running safely for everyone.

Helen Wrigglesworth
Resources Committee

Silver Attachment-Aware Schools Award

We are delighted to share that our school has achieved the **Attachment-Aware Schools Silver Award for 2025/26**. This recognition reflects our ongoing commitment to ensuring every child feels safe, supported and ready to learn.

Over the past year, we've continued to embed attachment-aware principles throughout the school day, building on the introduction of our Attachment-Aware Behaviour Policy. A key priority has been ensuring that all adults respond to children in a calm, consistent and predictable way, helping to create a nurturing environment where pupils can thrive both academically and emotionally.

All staff have received training in areas such as emotion coaching, co-regulation and the neuroscience of behaviour, enabling them to better support children's emotional development. Consistent visual tools, including child-friendly behaviour prompts designed with pupils, are now used across the school to promote shared understanding and expectations.

We've also strengthened support during less structured parts of the day. Initiatives such as **The Den, Wellness Wednesday, playground zoning** and **enhanced lunchtime provision** provide children with safe spaces and opportunities to regulate their emotions. Our **Wellbeing Ambassadors** play an important role in promoting positive relationships and peer support, while our Year 5 lunchtime helpers model responsibility and kindness for younger pupils.

The impact of this work has been significant. Pupil feedback shows that children feel safe, secure and supported by clear and consistent expectations. Lunchtime behaviour incidents have reduced, staff are confident in applying attachment-aware approaches, and pupils increasingly demonstrate confidence in expressing themselves through high-quality oracy opportunities.

This achievement is a testament to the dedication of our staff, pupils and wider school community. Together, we continue to create a school environment where every child feels valued, understood and able to flourish.

"I always go to Wednesday Club, it's a great place to be with all my friends and Mrs Jones gives us lots of lovely things to colour…" Y4 pupil

"I like going to the Nurture Room with my friends because there's lots of fun toys to play with…" Reception pupil.

Fran Foley & Alison Guzman
Children, Families and Community Committee

Safeguarding Update

The safeguarding governors have just completed the annual safeguarding report. It follows the Local Authority's annual safeguarding audit and summarises the current context, safeguarding policies, procedures, and practices in place at ESPS.

It is one component of how the governing body holds the headship team to account for safeguarding at ESPS. During the 2023 Ofsted inspection, the report lauded the school's effective approach to safeguarding: "Leaders ensure that staff understand the signs that suggest that pupils may be at risk," it read. "Staff are diligent in logging any concerns about pupils and identifying patterns in pupils' behaviour and well-being."

We, as governors, continue to ensure this remains the case. East Sheen Primary is committed to prioritising the safety of our school community and making sure we implement our policies and procedures.

Over the Summer term, the school invited Emma Clarke – Achieving for Children's (AfC) safeguarding advisor – to conduct an external review of the school's safeguarding policies and procedures as an extra level of due diligence. We're pleased to report that her overarching view is that ESPS continues to maintain the highest safeguarding standards.

Emmet Regan
Chair, Children, Families and Community Committee

Providing Support to the ESPS Community

We are delighted that our Family Support Worker – Belinda Norfolk – has now been with us for a year. Belinda supports families with a wide range of issues, providing guidance and practical support to help them overcome challenges.

Can you tell us about yourself and your role at East Sheen Primary?
I am a Family Support Worker from the Richmond Family Support Service. I work across three primary schools in the borough of Richmond, including East Sheen Primary. I deliver two services: targeted support to families that ESPS refer and universal support for all families.

I provide support and advice on a wide range of issues from form filling and behaviour support at home to bereavement and attendance. Aside from work, I am a mum of four, ages ranging from three to 25 and have a seven-month-old granddaughter! So although I do not consider myself an expert on parenting, I have considerable experience.

How has your first term been at East Sheen Primary?
My first term has been great. I still have some work to do in order to remember everyone's names, but the staff have been very welcoming.

What have you enjoyed most about East Sheen Primary?
I've enjoyed being able to see the staff work hard to ensure each pupil is cared for. And the pupils appear to flourish.

Was there anything that surprised you about the school when you joined?
The size of the site: I can still get lost!

Describe East Sheen Primary in three words?
Impactful, Versatile & Kind.

Belinda Norfolk
Family Support Worker
Wednesday, Thursday & Friday

(Interviewed by Jess Zayouna, Children, Families and Community Committee)

Governor Information

Earlier this year, we were delighted to welcome Esteban Gonzalez Torres onto the Children, Families and Community committee as an Associate to the board. Esteban is a current parent with children in Year 3 and Year 5, and former co-chair of the PTA.

We are sad to be saying goodbye to two members of the Children, Families and Community committee. Jess Zayouna has served on the board for the last seven years and Martin Hill, a parent-elected governor, for the last two years. We thank them both for their much-valued contributions to the work of the governing body. In the Autumn term, we will be recruiting a new parent governor to join the Children, Families and Community committee, so please look out for the Parentmail message if you might be interested.

You can find out more about who we are and what we do by visiting the school website here. Please direct any enquiries to our clerk at clerktogovernors@eastsheen.richmond.sch.uk