

Governors' Newsletter



Year Two Explorers in action

Message from the Chair

It's the end of another busy year at East Sheen Primary and the summer break is fast approaching. Everyone is enjoying the new school buildings and grounds and it's great to have our new security measures to manage access for visitors up and running.

The governors and headship team had our annual strategy review in May following the

successful implementation of many aspects of our plan from 2017. Unfinished items such as the minimising of pollution and the improvements to road safety remain high on the list, but our main focus is on ensuring our children continue to achieve their academic potential while retaining the essential elements that distinguish East Sheen Primary: the encouragement of

creativity, resilience, confidence and kindness. The governors strongly believe in our ethos of helping our children become well-rounded people, ready for the world out there. We will be sharing details of some of our objectives over the course of the year.

We recognise that many parents find it inconvenient that our school continues to be used as a polling station so we are working with the local authority to find an alternative, whether it is a mobile booth or another nearby site. The LA does agree that we shouldn't be losing teaching days like this.

I would like to welcome our new parent governor Emmet Regan who applied for the recent governor vacancy and has already been contributing strongly to our meetings. Sadly we have to say goodbye to three governors. Rebekah Palmer, our Assistant Head and SEN coordinator is moving out of the area and we wish her all the best in her new role. Adelaide Lee-Warner, who only joined us in September, is having to move back to Australia for personal reasons and we will miss her good-humoured participation in our meetings. Pressures of work have forced Ross Cansick, one of our resources governors to step down. On behalf of the governing body I thank Rebekah, Adelaide and Ross for their commitment and support during their terms.

I also have to say goodbye to our clerk, Alex Reekie. Alex is a parent at the school and applied to take on the clerking role in 2015. She had no previous experience and was taking over the role from a professional clerk who worked for multiple schools. Alex has been an amazing clerk,

committing fully to the role, and has been especially helpful in keeping the whole governing body on track and apprised of new developments that affect us. She has been an incredible support to me for the last two years and I know she will be a great success in her next role.

Finally, it's goodbye from me! I have been a governor at ESP for 19 years, joining the governing body after my children left the school. I can honestly say it's been one of the most fulfilling roles. I get an incredible buzz whenever I come into the school and see the children showing such energy and enthusiasm, and the staff being 100% committed to doing their absolute best for their charges. I am proud to have been involved in the development of the school, seeing it transformed physically into a modern space, fit for the 21st century, seeing it achieve the outstanding OFSTED rating, seeing the changes in leadership that still retain our core ethos. It's now time for me to move on and I'm so pleased to have such an incredible team of governors in place who, like their predecessors, all want to make our school the best place it can possibly be to educate our wonderful children. I wish them, our staff, our children, and you, our parent community all the best for a brilliant future. Thank you for all your support over the years.

Raz Khan, Chair of Governors

Our Phoenix Room

Our Phoenix Room (Special Resource Provision for children with social, emotional and mental health challenges) continues to deliver outstanding support and outreach, as verified by the SEND department at Achieving for Children. Fran Foley, Inclusion and Pastoral Manager, who leads the Phoenix Room, has presented this year to Richmond and Kingston Headteachers to share the excellent work we do. The Phoenix Room is truly inclusive, enabling children to access mainstream classes, but also enabling mainstream children to access specialist support; Fran and her team provide social skills groups, friendship groups and tailored programmes to support children by raising self-esteem as well as managing anger or behaviour. The Phoenix Room staff are trained in mentoring and counselling too. All staff members are able to seek advice and develop strategies to support all children in the

classrooms. We are very proud to have been asked to extend our provision to offer places for three children in KS1 from September 2018.



Listening to the sea in our shells

A report on air pollution

We as a governing body continue to recognize that it is imperative for the school to take action to minimise exposure to harmful pollutants that are detrimental to the health of all those in our community and, in particular, to our children. The good news is that Richmond Borough is generally much less polluted than Central London and high levels of roadside pollution drop away significantly and swiftly as distance from main roads increases.

In 2017 East Sheen Primary was selected to take part in the Mayor's School Air Quality Audit programme. This programme was extended to 50 schools in London deemed to be in areas of higher air pollution, with a delegation from each Borough. This **does not** equate to our school being one of the 50 most polluted in London, but our position on the South Circular, a road that exceeds legal limits for both NO_x and particulate emissions, enabled our inclusion as one of Richmond Borough's participating schools.

The ESPS Audit was carried out in November 2017 with the report published at the very end of May 2018. Snapshot measurements taken on site by council representatives (appointed environmental experts) during the audit indicated relatively low levels of pollutants in the classrooms despite high levels recorded at the roadside. More moderate levels were recorded in the playground adjacent to the road.

A number of recommendations were proposed in the report and they will be reviewed in detail over the coming weeks. The school will work to implement those within its control and will work with the Council and TfL to address those beyond its walls. Happily several items have already been addressed, prior to the report being published:

- **Green Wall:** It is hard to believe that less than a year ago our school was a building site. Thanks to our hard working PTA and our wonderful school community raising the necessary funding, together with a grant from the Mayor's office, we now have a very smart fence and green planting that act as an improved barrier, helping to prevent pollution entering our playground and absorbing the pollutants that do. The governing body would like to extend its

thanks in particular to one of our parents, Hero Preston, who has masterminded the implementation of the Green Wall and associated planting.

- **Sheen Playground Enclosure:** An enclosed area in the Sheen Playground has been introduced to allow parents/carers and children who arrive before the gates officially open to wait off the road. The intention is that this area will be expanded, but in the interim please be considerate and try to fill the available space.
- **Removal of dedicated year group access.** The school no longer has dedicated KS1 and KS2 access. Parents and carers should now enter the premises in the mornings through their nearest gate in order to reduce transit time along the Upper Richmond Road. Once off the road, exposure to pollutants drops dramatically.
- **ULEZ expansion response.** In February 2018, the governing body responded to the ULEZ expansion consultation conducted by Transport for London. The consultation was particularly relevant to our school as the proposed expansion extends up to but does not include the South Circular. TfL forecasts a reduction in pollution along the South Circular as a result of an expanded ULEZ, which we would welcome – however, we also recognise that there is the potential for a significant margin of error in these forecasts. The governing body submitted a response in support of the proposed ULEZ expansion and requested that the zone be expanded beyond the South Circular as the most effective way of reducing local air pollution is unequivocally to prevent emissions at source. The Mayoral Audit also highlighted an expanded ULEZ as one of its highest impact recommendations. More recently, the Mayor's office has announced that the ULEZ expansion will go ahead in October 2021. We will continue to monitor the council's South Circular air quality data very closely leading up to and following its implementation.
- **Behavioral modifications.** Late in 2017 having achieved Gold accreditation for its travel

plan, ESPS was also named School of the South for its actions. Initiatives include encouraging healthy but safe travel to school and anti-idling campaigns. In further promotion of this we encourage children/parents/carers who walk to school to use the side streets off the main road where pollution levels are much lower. There are many apps and websites that will help you navigate your way avoiding more polluted routes including: www.walkit.com, and the CityAir app.

Looking to the future, air pollution and mitigating strategies will remain high on the governing board's agenda. There will be further pollution monitoring on site, additional measures taken arising from the Mayoral Audit and more campaigning at both a local and London level. In tandem with this, further consideration will be given to road safety at the front of the school. The full audit report is publicly available on the Mayor of London's website.



The Body Coach Workout

Wellbeing

We continue on our journey to achieve the Wellbeing Award for Schools, with much excellent practice already in place.

We firmly believe that the emotional wellbeing of children is as important as physical health. Changes in the way we live now seem to have had an impact on the number of children experiencing mental health difficulties such as anxiety, depression and conduct disorders. Good mental health allows children and young people to develop resilience and grow into healthy, well-rounded adults.

We want all children to feel valued, loved and safe at East Sheen Primary. We endeavour to create an

environment where children feel they are listened to and are important to the adults who work with them. We have created a curriculum which is engaging and challenging, building on children's own interests. We aim to provide a stimulating environment, both indoors and outdoors, where children can be curious, explore and solve problems. Children need opportunities to have fun and enjoy feeling part of a community.

Events organised in school, from theme days to class star treats enable this, as do the many PTA functions which encourage parents to

be a central part of our community as well. The Green Wall and plans for playground improvements are great examples of our community working together to create a healthy environment to support children's wellbeing. Participation in sport has also increased hugely over the last few years and with the introduction of the Daily Mile and the 30:30 project, where children need to be physically active inside the classroom for a minimum of 30 minutes as well as outside for a further 30 minutes every day, physical wellbeing is also being addressed. Singing together, as we do every day in class and every week as a whole school, again serves to lift spirits and bond people together, developing that necessary sense of belonging.



Netball players in action

New Governor Emmet Regan

As a parent with one child in the school and another due to start in September, now seemed like the perfect time to join the governing body.

I am a management consultant at a small consultancy based in London. My particular area of focus relates to transformation in the public sector. I specialise in working with organisations as broad as the NHS, local authorities and central government to drive change and improve outcomes. I have recently spent the last two years working on the reform of the national adoption system

I feel my experience will be helpful to the board and school in terms of our interactions with other organisations like Richmond Council, Achieving for Children and TFL.

I am originally from Ireland but have been in London for the past 13 years. I am currently recovering from running the London Marathon and very much enjoy cooking in my spare time.

I am very excited to get started and I am very much looking forward to working with the board to help make the school the best it can be for the children, staff, parents and the wider community.

Departing Governor Rebekah Palmer

Rebekah Palmer joined East Sheen Primary School ten years ago as an newly qualified teacher after a career move. As a former business operations manager for IT companies, she brought with her outstanding communication and IT skills and quickly proved herself as an extremely well organised individual with high expectations of herself and her students.

Rebekah taught in Y5 and Y4, moving onto the Leadership Team as Science Coordinator and then as Assessment Coordinator. Among her many talents, Rebekah is a keen singer and led a KS1 choir club at school for several years.

In 2016 Rebekah joined the Headship Team as Assistant Head and Special Needs Coordinator, a role she embraced. Making a positive difference for children is at the centre of Rebekah's driving force; she joined the governing body in 2016 where she sat on the Teaching and Learning Committee, working closely with the SEND link governor. We are very sorry to lose her many talents and we will miss her very valuable contributions to the governing body, but we wish her much happiness in her new home and job.

Safeguarding 2017/2018

Safeguarding is the most fundamental responsibility that must be fulfilled by those who work and volunteer at East Sheen Primary. It is something that every member of our community contributes to and should be aware of: staff, parents, volunteers and carers. All governors take this responsibility incredibly seriously and understand the importance of promoting the welfare of our children to enable a safe, happy and nurturing environment in which they are secure to learn and grow as individuals.

Every Autumn the Safeguarding Link Governors participate in a major audit in conjunction with the DSL (Designated Safeguarding Lead - Liz Page) and deputies (Debbie Canner and Rebekah Palmer). As part of this and other mini-audits conducted throughout the year we gather evidence by talking to members of staff, the children and parents, as well as by reviewing relevant policies and procedures.

Recent topics have included e-safety and we have investigated the children's awareness of what to do if they see something online that either upsets them or makes them feel uncomfortable. All of those questioned were able to confidently answer that they would tell a trusted adult and they also understood how to report troubling websites to the police via CEOP (Child Exploitation and Online Protection website). There is a CEOP link button on the school website accessed through the Pupil Zone should pupils or parents wish to navigate to this from outside school. It is important that parents and carers also recognise their role in promoting e-safety and to this end each year the school offers an annual e-safety evening seminar for parents, run by an external expert. Parents who have attended previously have been very positive in their feedback. More information can also be found on the NSPCC website here:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>. It is worth noting that the school is fully compliant in employing age appropriate internet filters that restrict content without hindering learning.

Our thanks to those parents who participated in brief surveys relating to safeguarding awareness. We were very pleased with the results that evidenced how the DBS application process provides a platform for informing volunteers about both the school's Safeguarding and Child Protection Policy and Parent Help Guidelines. If you volunteer in school and are feeling a bit rusty, both documents can be found in the policies section on the school website.

Perhaps the most obvious change to safeguarding arrangements this year is the new site security system. This has very quickly transformed how access to the school is controlled and enabled a new lockdown procedure. The first lockdown drill was conducted successfully shortly before half term following the fictional release of some slightly fierce animals from a nearby zoo.

We were recently visited by an external safeguarding expert, who was invited by the school to audit the safeguarding practices and policies in place. We are very pleased to report that her initial feedback was extremely positive and we look forward to receiving her full written report later this term. Highlights included: staff awareness and training, site security, leadership and governance and emotional well-being support. She also reported that she had immensely enjoyed talking to the children who, as we so often hear from visitors, acquitted themselves extremely well.

This barely scrapes the surface of the safeguarding activities that are ongoing at ESPS. The governing body feels confident that everything is being done by the senior leadership team to ensure that our children feel safe and are kept safe.

Parent Satisfaction Survey 2018 - Feedback

Thank you to everyone who recently completed the Parent Satisfaction Survey 2018. 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 tenth online return for the survey and we had 229 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.

This is the fourteenth year we have run the Parent Satisfaction Survey with some minor alterations made three years ago to reflect current school services and include "wraparound" care. This is the fourth year in which the "Neither agree nor disagree" response has been used in place of "No view". In order to allow consistency when making comparisons or looking for trends, we will be using the 2015 year's figures as the benchmark from now on.

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 survey showed that 96% of respondents agreed with the statement "My child likes this school", 91% agreeing that "My child is making good progress" while 93% of respondents agreed that "Teaching is good". 90% agreed that, taking everything into

account, they were satisfied with the school. It was also pleasing to see the great improvement to 95% satisfaction with the school buildings and 90% satisfaction with the grounds. 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 93% of respondents agree that "Staff encourage my child to become mature and independent" and 90% agree that "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: *"This is a wonderful local school"* *"We are extremely happy"* *"My son is being encouraged to think on his feet and is enjoying it!"*

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.

School Lunches

After a long relationship with Pride Catering we decided to terminate the contract last spring. We understand that we had lost the confidence of some of the children and parents in the quality of school lunch provision and this is clearly demonstrated in the survey response. Pride was recently taken over by Churchills and we no longer feel we have a special relationship with our caterers. We are currently out to tender for the contract and we have been very impressed with the level of interest. We will be assessing all the tenders at the end of this term and will award the contract in August to begin in September as we return to school. We expect the quality to rise again to at least the level enjoyed a few years ago when we had the best meal service in Richmond. We very much hope that parents and children will support us by opting again for a freshly cooked school meal at lunchtime to prepare for a focused afternoon of learning.

After School Club and Breakfast Club

We are delighted that NSSport will be delivering the wraparound care from September 2018. By using Scott Hunter and his team who already work within school to coach and teach P.E. there will be consistency both of staffing and of expectation. We hope that this new

provision, enabling parents to use childcare vouchers for Breakfast Club for the first time, will see an increase in satisfaction next year.

Wellbeing

The school actively promotes a kind and caring ethos and takes wellbeing extremely seriously. It is fortunate to be able to use expertise in our Phoenix Room and support from our Educational Psychologist to run interventions to support a range of emotional needs. It is disappointing to see a fall in satisfaction for both 'children are not bullied or harassed at school' and 'the school promotes worthwhile attitudes and values'

We always meet with concerned children or parents, investigate fully and put plans in place to support any child who does not seem to be happy at school. We run social skill groups, friendship groups, a "Strengths" programme to support self-esteem and build resilience, a lunchtime club with guided play to support the more vulnerable children, a Lego club and a social stories club, as well as employing a drama therapist, a play therapist and Emotional Learning Support Assistants. The school also buys additional Educational Psychologist support and meets regularly to discuss vulnerable children and implement support. Children enjoy regular Circle Time activities with their teachers and follow the Jigsaw scheme as part of the Personal, Social, Health and Economic (PSHE) curriculum. Cyber bullying is also covered in PSHE and in the Computing curriculum. An annual talk is given for parents to discuss ways to keep children safe online and in the digital world.

We also provide mentoring and counselling for children and all classroom staff have been trained by external experts in counselling skills and in supporting children emotionally after trauma. We work very closely with the school nurse who has delivered new workshops this year on promoting positive body image and we are delighted that the nurse will run drop in clinics in school fortnightly next year to offer advice to parents on a range of issues, from sleep and eating worries to concerns about bullying. We will continue to work hard in this very important area of school life. It will remain part of the staff training programme next year. Our Wellbeing Week this year focuses on "Time to Talk" and we will always encourage children to speak up if they are ever unhappy.

Parent Involvement

The school benefits hugely from the engagement and amazing input from its parents. There was a slight fall in the number of parents who felt that we encouraged them to get involved in the life and work of the school.

We are disappointed by this as we love parents to get involved in whatever way they feel they can!

There are all kinds of ways to take part in school life, from one-off drop-in occasions to a long-term commitment. For example, every year we hold several big open events, including Sports Day and the school fairs at Christmas and in the summer. If you want to do more than just visit, you can help set up or help on your children's class stall at the fairs. We also hold regular class assemblies that parents are invited to and of course there are the Christmas carol services and shows, as well as music assemblies and the Year 6 leavers' concerts and performances.

We also encourage parents to volunteer in school - we need people to listen to reading, to help with cooking or art projects, to accompany children on trips, to swimming lessons or to sports fixtures and we have even had parents volunteer in the past to help with gardening or costumes and scenery for shows. Parents are also welcome to join their child for a lunch date at any time, as long as they let us know in advance!

If you have more time to commit, we always looking for new volunteers for the PTA who are very active in fundraising and in building the school community. Or you might even consider applying to become a member of the Governing Body, who are responsible together with the school leadership team for the school's long term strategy and management.

We hope that's given you some idea of the many ways you can get involved in the life and work of the school. Please do!



Parent Satisfaction Survey – Results Summary 2015-2018

Agreement with statements	Year of survey			
	2017-2018	2016-2017	2015-2016	2014-2015
Base : All respondents				
My child likes this school	220	215	264	264
	96%	97%	97%	98%
My child is making good progress	208	201	242	236
	91%	91%	89%	88%
Children behave well in school	195	188	235	244
	85%	85%	86%	91%
Teaching is good	214	206	254	247
	93%	93%	93%	92%
I am kept well informed about how my child is getting on	169	158	192	199
	74%	71%	71%	74%
I am satisfied with the opportunities I have to discuss my child's progress	170	154	199	203
	74%	69%	73%	75%
I am pleased with my child's curriculum	193	184	240	230
	84%	83%	88%	86%
I feel comfortable about approaching the school with questions or a problem or a complaint	194	187	235	226
	85%	84%	86%	84%
Staff expect my child to work hard and do his or her best	205	208	242	252
	90%	94%	89%	94%
The school promotes worthwhile attitudes and values	215	210	258	263
	94%	95%	95%	98%
The school is led and managed well	194	197	238	239
	85%	89%	88%	89%
Staff treat my child fairly	202	202	238	234
	88%	91%	88%	87%
The school seeks the views of parents and takes account of their suggestions and concerns	161	162	202	206
	70%	73%	74%	77%
The school encourages me to be involved in its life and work	194	197	244	248
	85%	89%	90%	92%
Staff encourage my child to become mature and independent	213	208	251	259
	93%	94%	92%	96%
There is a good range of activities that my child finds interesting and enjoyable	205	206	256	254
	90%	93%	94%	94%
I am happy with the variety of extra-curricular clubs	189	182	225	226
	83%	82%	83%	84%
My child is not bullied or harassed at school	170	175	220	208
	74%	79%	81%	77%
I am happy with the school lunches	101	129	131	188
	44%	58%	48%	70%
I am satisfied with the condition of the school buildings	218	164	202	235
	95%	74%	74%	87%
I am satisfied with the condition of the school grounds	207	121	190	239
	90%	55%	70%	89%
I am happy with the quality of school trips	198	202	243	253
	86%	91%	89%	94%

My child was helped to settle in well when he or she started at the school	202	202	255	247
	88%	91%	94%	92%
I would recommend this school to others	202	206	254	261
	88%	93%	93%	97%
Taking everything into account I am satisfied with the school	205	209	257	256
	90%	94%	94%	95%
I am happy with the quality of music lessons	33	57	64	52
	61%	86%	93%	79%
The school has provided worthwhile help with particular learning difficulties	13	8	14	15
	76%	80%	88%	94%
I am happy with the quality of breakfast club	54	56	67	69
	84%	97%	89%	90%
I am happy with the quality of the Fit for Sport provision	37	53	69	37
	69%	80%	95%	90%