

Governors' Newsletter



Message from the Chair

The 2018/2019 academic year has seen a fantastic number of different reasons to celebrate at East Sheen Primary School: incredible concerts and performances, outstanding sporting successes and brilliant academic achievements. The Governing Board has had much to congratulate pupils on - it has been non-stop wonderful!

We mustn't forget that in amongst the headline successes are the many incremental achievements that each and every child at East Sheen Primary makes throughout the year, supported by their teachers, parents and carers and the wider community. Whether it's reading a sentence for the first time, earning a merit for a fantastic piece of creative writing or a simple act of kindness, these achievements are celebrated because this is what ensures that every child feels valued, nurtured and encouraged to succeed and be happy.

Central to our school is Community. We are a diverse and inclusive community which is reflected in our strategic ambitions. The Thinking Schools Programme was initiated as it was identified as of real benefit to **ALL** pupils. It is now well embedded and teachers from around the country have visited this year to see it in action and learn from ESPS's approach and methodologies. Similarly, our long running commitment to well-being is essential for **ALL** our children and staff. We are ambitious for our pupils and recognise that in order to achieve, they must be happy. We believe that much of our broad-based success is attributable to the fact that children at East Sheen Primary generally love to come to school. It doesn't stop there though as the Governors recognise that there will always be room for improvement and the Headship Team continues to innovate and inspire and to be ambitious for each and every child.



Countless people in our community contribute support to the school and its pupils, from bidding on that silent auction item you didn't know you wanted, reading in school with pupils, or making sure that you click on the easyfundraising page before buying something online; the fact is that people give in many different ways according to their circumstances and this is of tremendous value to the school and much appreciated. A special thank-you to parent Karolina Davison for her PR support this year. The school really benefits when members of the community are able to contribute to aspects of the school's work and you will see more "Thank-Yous" throughout this Newsletter.



Of particular poignance is the retirement of Mr Hambridge after 43 incredible years of service to East Sheen Primary School. There is more on this later, but I wanted to extend a heart-felt *Thank You* to a pillar of our community, from all of the Governors.

I wish you all a very happy Summer and an enjoyable and well-earned break for our pupils.

Helen Wrigglesworth, Chair of Governors

Looking to the Future

Many of you will have seen the edition of [Teach Primary magazine](#) which featured East Sheen Primary and painted a glowing and uplifting portrait of the school. This focused on the successful ways that ESPS teaches our children at all levels *how* to think – primarily using ‘Thinking School’ methodologies, such as Thinking Maps, Thinking Hats and Habits of Mind. It was particularly pleasing to see so many ESPS children and staff featured giving positive and thoughtful insights into their work and what makes us stand out as a school.

Although as Governors we are keenly focused on the academic results of the school, and the importance of maintaining and building on the high standards that have been set in core areas, we also consider the broad curriculum taught at ESPS to be a real strength. As we look to the future, we want to ensure that this strength is built upon, and that our children are exposed to a wide range of subjects and experiences that in turn enhance their learning in the core areas. This is something that OFSTED recognises in its new inspection framework, where a stated aim is to rebalance its inspection regime to look rather more closely at the substance of education: what is taught and how it is taught, with test and exam outcomes looked at in context and not in isolation.

To this end, we are planning a new strategic focus which will complement a number of different areas of the curriculum, from maths to science to creative writing. This focus will be on environmental issues and given the enthusiasm of the children to get involved in recent pollution projects and our efforts to create as healthy an environment as possible, we believe this is something the children will really engage with. We want all our children, whatever their strengths, abilities



Teach Primary Magazine, featuring ESPS

and interests, to be able to understand and think critically about environmental issues that are complex, and will increasingly affect their lives, both at ESPS and beyond.

If you would like to know more about the academic standards and expectations at ESPS, the governors recently produced a “FAQ” document giving a lot more information. This can be accessed by clicking [here](#)

SEND Focus (Special Educational Needs and Disabilities)

In September 2018, we welcomed Donna Connor as our new SEND co-ordinator and Assistant Head. Donna has embraced this busy role with great energy and enthusiasm, implementing a number of improvements to our SEND provision.

One of Donna’s initiatives has been to develop an annual survey, specifically for parents and carers of children on the SEN register. At ESPS, we strive to involve parents and carers of children with special educational needs in planning how best to meet their children’s needs. The aim of the annual survey is to further this planning partnership. Thank you to all of you who completed the SEND survey earlier this year. Overall, the responses indicated that parents and carers of children on the SEN register are happy with the way in which the school works with parents to plan their children’s support. Both your positive comments and suggestions for improvement are invaluable to the Headship Team and to Governors in their drive to continually develop the SEN provision for the benefit of the children.



Donna Connor

Our Specialist Resource Provision continues to deliver an outstanding learning and nurturing environment to support the needs of children with social, emotional and mental health difficulties, enabling them to access teaching in the classroom and to become fully integrated in ESPS life. At the beginning of the academic year, the provision was expanded to accommodate three pupils in KS1 (The Nurture Hub). These children will move into the Phoenix room in KS2, ensuring a seamless transition across the Key stages of primary school. We thank Fran Foley, our inclusion manager, for all her hard work in managing the expansion of this provision.

What makes EYFS special?

Early Years Foundation Stage or EYFS is the official name for the Reception year. On a recent Learning Walk (governor visit), governors were privileged to see East Sheen's EYFS in action. One thing that differentiates EYFS from the later school years is that the provision is free flow – children are able to make their own decisions about what they want to do, moving freely from inside the classroom to the outside learning area. It was Maths Week and we saw a hive of activity: children learning about volume and capacity through water play, children learning about doubles and halves by sorting socks, children stacking blocks, children measuring dolls to make clothes for them and writing messages in chalk and counting eggs that the chickens had laid. Small groups of children were working with the teachers and assistants on directed tasks, including phonics and number sentences.

The children at ESPS are lucky to have so much stimulating equipment, both large and small, including a 'pet shop' where they can practise their money skills, bikes and trikes for improving gross motor skills and a whole range of pipes and bricks and tubes for large scale construction. Most importantly, all the children are able to be fully engaged in their learning.



Pirate day in EYFS

Air Quality

The Kings College London team of experts returned to ESPS earlier this term to present the results of the backpack monitoring project. Their findings corroborate the results of the school's own nitrogen dioxide monitoring project that has so far shown pollution levels around the school to be comfortably below the 40µg/m³ legal threshold. The backpack project found that the most significant exposure to children occurs whilst travelling to and from school. This is something that we can all take action to mitigate against and as such we reiterate the following advice:

- When walking, cycling or scooting: use a route that avoids busy roads
- Walk, cycle or scoot to school. Exposure to air pollution has been found to be higher inside cars
- Don't idle
- Enter/leave school by the closest entrance and keep off the road as long as possible
- Use the Sheen Playground "pen" in the mornings and please make space for others
- Keep away from the kerbside. It's safer too!

Further hederia (ivy) planting has been installed around the gate locations and the school continues to engage with the council's environmental officers, our local MP, TfL and other experts in the field to identify further mitigation strategies. We are also closely monitoring our results following the closure of Hammersmith Bridge.

Sadly, air pollution is a problem across London and we think it's important for the community to recognise that in our locality, the greatest exposure anyone is likely to experience will most probably occur whilst travelling on the South Circular or surrounding busy roads to work, to school or the shops. It is important that we continually promote awareness and educate children and the wider community so that individuals can make informed choices about how they travel.

Finance

Finalising the current financial year's budget has been particularly challenging. Ongoing funding issues around the High Needs Block (explained in previous communications) have resulted in some funds being diverted from the main Schools Block to address the Local Authority's ongoing High Needs deficit. Compounding this, last year saw a surprisingly low uptake of places for Reception across our locality. As you may be aware, schools are funded on a per pupil basis and a low number of pupils in Reception is always of concern as this sets the outlook for that year group for the next few years. Thankfully, there has been a significant number of in-year pupil arrivals in Reception this year which is really good news. Better yet, we expect to have a full Reception in September 2019.

Following the Head Teachers' "worthless" campaign letter to parents earlier in the year, an ESPS parent initiated a meeting with Zac Goldsmith MP, to which Liz Page, Helen Wrigglesworth and Graham Dyer were pleased to attend. We were able to discuss at some length the funding issues mentioned above and, whilst unable to provide any specific comfort to ESPS, Mr Goldsmith understood the issues and agreed to take



some of our points to the Minister responsible for the DfE.

The financial resources of all schools are under considerable pressure at present; ESPS is no exception. Part of our continuing financial management is to benchmark our costs and revenues against other schools of a similar size, both within and without the Borough, and to work with neighbouring schools to look at ways in which we can work together to reduce costs and improve our financial efficiency. Current indications show that our financial prudence is of real benefit to ESPS however, as indicated in the last newsletter, we are always on the lookout for additional sources of funding. We would like to thank one of our parents, Lizzie Galvin, for her support in submitting a targeted bid for National Lottery funding this year.

We would like to continue to appeal to members of our community for support in submitting funding applications as and when grants are identified that meet a particular requirement. If you think you can help the school in this regard then please get in touch with the school office at:

info@eastsheen.richmond.sch.uk

Safeguarding

Safeguarding remains a key priority in school. Our annual talk for parents on how to keep children safe in the digital world took place earlier this term. The overriding message is to keep an open dialogue with your children about their online activity so that parents can support, share and help identify any potential risks.

The school has also introduced a new online management system called CPOMS, which has already proved to be an excellent way for staff to share any concerns or worries about children with the appropriate person in school. We are able to log behaviour incidents too and have found that having information held centrally with a clear chronology of events is helpful, supporting staff to identify triggers for children or emerging behaviour patterns so that interventions and strategies can be developed.

The school practised its lock-down procedure which proved to be efficient and effective without raising undue anxiety in pupils. The school was silent and classes hidden from view by blinds as soon as the alarm sounded. A check was carried out and the all clear given in less than four minutes. The children were very sensible and followed all instructions. The atmosphere was very calm with children knowing that the drill was a practice and that there was no real danger.



Stick with it!

Well Being

We continue to build our bank of evidence as we prepare for assessment for achieving the Wellbeing Award for Schools. We have continued to develop existing practice as well as introducing new initiatives. During our focus wellbeing week, we worked around five habits of mind: stick with it, using our five senses, awe and wonder, think flexibly and that's funny. Children were able to identify where they had got better at something because they had persevered, enjoyed foods that celebrated their families and culture, looked at amazing examples of the natural world and thought about their own uniqueness and what made them special and wonderful, thought strategically to solve problems and carry out practical investigations and told lots of jokes! Yoga and meditation allowed children to explore mindfulness while there were also lots of opportunities for team building: we finished the week with a whole school Phoenix mile relay!

Staff enjoyed different wellbeing activities too, with team games at lunchtime including a tug of war, netball and rounders. Cream tea was shared one evening after school, a yoga session took place and we finished with a gin and tonic in the garden after school on Friday.

The NHS pilot to support mental health in school has also continued, with workshops for parents on supporting transition to secondary school, supporting children with anxiety and helping children to be ready to start school when they join in Reception. The psychologists have delivered assemblies to the children and worked with groups of children in school too. There will also be staff training sessions exploring mental health next term.

The Headteacher and Deputy Headteacher attended an excellent training session - "Bouncing Back", run by Achieving for Children, which focused on resilience, both in children and in staff as it is recognised that resilience is critical for a happy and successful life.

More information about Wellbeing at ESPS is available [here](#) on the website.



Awe and wonder

Governor Information

We are sad to say good-bye to a number of governors. Amy Reynolds and Francis Gooding have both served on the governing body for four years, bringing valuable insights from their respective professions in support of the school. Claire Bracey, our staff governor, and Ravindhi Murphy leave us to welcome new babies into the world. We wish them both much joy with their new family members.

We welcome former parents: Lindsey Kavanagh and Simon Hegarty to the Governing Board. Lindsey works in Marketing in the education sector and was previously a governor when her children attended the school. Simon has previously directed his own headhunting business but is about to commence on a new journey as a teacher. Current parent Jess Zayouna joins us as an associate governor and brings to bear her considerable expertise in Marketing.

A wealth of information about our governing board, who we are and how we work, is available on our website [here](#).



Lindsey, Simon and Jess

If you'd like to find out more about any of our activities or are perhaps interested in becoming a governor yourself and supporting the school, then we would love to hear from you. You can get in touch via our clerk at: clerktogovernors@eastsheen.richmond.sch.uk. We would be particularly interested in hearing from anyone experienced in working with the planning department at the local authority and also with building/facilities management expertise.

Saying good-bye to a pillar of our community

A huge thank you to Phil Hambridge from governors past and present as he heads into a very well-earned retirement. We asked governors to share their memories of him and here are just a few:



The school will never quite be the same but his legacy will live on.

Phil, you have fed us all at barbecues, dredged drains, tracked foxes, opened up and locked up, spent time with all of us, and cared. You represent family...your own and the ESPS community. You are the essence of the school and we will honour this going forward in your name.

My memory of Mr Hambridge is him sitting by the flower beds watching as the children come in and saying good morning to so many of the children and parents.

If Phil ever decided to write a book, it would be full of any number of interesting facts about the school and all manner of humorous antics. I'd certainly buy a copy!



Barely a day has gone by since we joined ESPS where we haven't seen Phil Hambridge: welcoming us into school, locking up at the end of the day, chatting with the children and regaling us with anecdotes of yesteryear.

Beneath the gruff exterior appears to be a heart of gold.

My most vivid memory is Mr Hambridge at the school gate every morning. He is always so friendly and makes everyone feel welcome and ready for the day ahead

I have lost count of the number of hot dogs/burgers purchased from the famous Hambridge BBQ at fairs and Football Festivals.



Parent/Carer Satisfaction Survey 2019



Collaboration

Thank you to everyone who recently completed the Parent Satisfaction Survey 2019. 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 eleventh online return for the survey and we had 194 questionnaires completed. The Governors and Leadership team 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 priorities and development.

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 95% of respondents agreed with the statement "My child likes this school", 90% agreeing that "My child is making good progress" while 94% of respondents agreed that "Teaching is good". 93% agreed that, taking everything into account, they were satisfied with the school

and 93% would recommend the school to others.

The consistency of the results shows that East Sheen Primary continues to provide a happy, safe and stimulating environment in which children can flourish. You also told us *"I couldn't be happier"*, *"School is amazing"*, *"All the staff do a fantastic job"*, *"It's been wonderful watching her grow in confidence and thrive academically and in sport"* and *"There is a great sense of community within the school"*

School Lunches. We're pleased to see that after the change in provider there has been a significant rise in satisfaction. We have recently introduced the use of Teaching Assistants to support the children during lunch and we continue to work with Accent to make sure children are enjoying their lunchtime experience.



Year 4 Children demonstrating teamwork

After School Club and Breakfast Club. We are delighted with the rise in satisfaction with our After-School Club to 97%. NSSport have now fully taken over Breakfast Club as well, enabling parents to use childcare vouchers.



Resilience in action at the Westminster Mile!

Sports. We had many positive comments about sport at East Sheen but some concerns about team selection. The school is very proud of the way in which it supports the physical wellbeing of every child. The introduction of the Phoenix Mile and the continued high quality of PE lessons have resulted in a very successful year in sport. We include as many children as possible in external competitions and 243 out of 478 children (Y1 - 6) have represented ESPS on at least one occasion this year. We organise additional events between local schools, with the emphasis on participation, to enable even more children to represent East Sheen. In addition, every child takes part in the school's internal sports events. Next year the focus from our tracking will be children who have not yet had the opportunity to represent the school to enable even greater participation.

Thank you to everyone who completed the survey; we really do appreciate your feedback.

Parent Satisfaction Survey – Results Summary 2015-2019

Agreement with statements	Year of survey				
Base : All respondents	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Number of Respondents	194	229	222	272	269
My child likes this school	95%	96%	97%	97%	98%
My child is making good progress	90%	91%	91%	89%	88%
Children behave well in school	82%	85%	85%	86%	91%
Teaching is good	94%	93%	93%	93%	92%
I am kept well informed about how my child is getting on	80%	74%	71%	71%	74%
I am satisfied with the opportunities I have to discuss my child's progress	84%	74%	69%	73%	75%
I am pleased with my child's curriculum	89%	84%	83%	88%	86%
I feel comfortable about approaching the school with questions or a problem or a complaint	87%	85%	84%	86%	84%
Staff expect my child to work hard and do his or her best	89%	90%	94%	89%	94%
The school promotes worthwhile attitudes and values	92%	94%	95%	95%	98%
The school is led and managed well	86%	85%	89%	88%	89%
Staff treat my child fairly	90%	88%	91%	88%	87%
The school seeks the views of parents and takes account of their suggestions and	71%	70%	73%	74%	77%
The school encourages me to be involved in its life and work	87%	85%	89%	90%	92%
Staff encourage my child to become mature and independent	91%	93%	94%	92%	96%
There is a good range of activities that my child finds interesting and enjoyable	91%	90%	93%	94%	94%
I am happy with the variety of extra-curricular clubs	85%	83%	82%	83%	84%
My child is not bullied or harassed at school	78%	74%	79%	81%	77%
I am happy with the school lunches	64%	44%	58%	48%	70%
I am satisfied with the condition of the school buildings	95%	95%	74%	74%	87%
I am satisfied with the condition of the school grounds	87%	90%	55%	70%	89%
I am happy with the quality of school trips	90%	86%	91%	89%	94%
My child was helped to settle in well when he or she started at the school	93%	88%	91%	94%	92%
Safeguarding is well managed so that my child is kept safe at school	90%				
I would recommend this school to others	93%	88%	93%	93%	97%
Taking everything into account I am satisfied with the school	93%	90%	94%	94%	95%
The amount of homework is ...					
Too much	1%	1%	2%	1%	1%
Just right	65%	60%	70%	71%	75%
Too little	31%	35%	24%	24%	22%
The number of school trips is ...					
Too much	0%	0%	1%	1%	1%
Just right	86%	78%	89%	85%	88%
Too little	11%	11%	8%	10%	10%
Base : All respondents with children in Year 6	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Number of Respondents	26	27	20	27	37
Taking everything into account, how would you rate your time at this school?					
Excellent	69%	44%	75%	48%	70%
Very Good	19%	22%	20%	41%	27%
Good	8%	26%	5%	11%	3%
Fair	4%	7%	0%	0%	0%
Poor	0%	0%	0%	0%	0%
Base : All respondents whose children have learning difficulties	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Number of Respondents	10	13	8	14	15
The school has provided worthwhile help with particular learning difficulties	77%	76%	80%	88%	94%
Base : All respondents whose children attend breakfast club	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Number of Respondents	39	54	56	67	69
I am happy with the quality of breakfast club	83%	84%	97%	89%	90%
Base : All respondents whose children attend on-site after school care led by NS Sport	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Number of Respondents	69	37	53	69	37
I am happy with the quality of the NSSport provision	97%	69%	80%	95%	90%

Happy | Curious | Resilient | Kind