

Honeywell Governors' Newsletter

OCTOBER 2019

Covering Academic Year 2018/19

On behalf of the Full Governing Body of Honeywell Schools I am very pleased to be able to welcome all members of our school community to the 2019/20 school year. In particular, welcome to new families who are joining the school.

As Governors, we work together to support the Infant and Junior Headteachers in their work to maintain the highest level of teaching and learning in both schools. We are pleased that this has been another year of consistently high academic and wider achievement, and hope you enjoy reading reports from our Headteachers and the Chairs of our Governing Body Committees.

It has been a year with some important developments within and outside the schools, and we are very grateful to all our teaching and non-teaching staff for their continued commitment and hard work. We also thank all the parents and carers who have helped support the school.

After a long period of stability of senior staffing in both schools, we now have some changes. Governors are working hard to make sure there is as little disruption as possible as a result. During the year, we said goodbye to our long-serving School Business Manager, Lynne Hondor-Cole, who retired out of London. We were very pleased to welcome Mary Shorland as her replacement. We also had the difficult task of finding a successor for Duncan Roberts after his retirement at the end of this term and were delighted to appoint Jo Clarke, current Deputy Headteacher at Clapham Manor Primary School. We will be very sorry to say goodbye to Duncan and will miss him enormously.

We believe that the excellent achievements seen in both schools result from the schools' child-centred ethos, and we were therefore particularly pleased to see that ethos recognised through the achievement of the Unicef Gold 'Rights Respecting School' award for Honeywell Junior School. The new Ofsted framework asks schools to focus on children's wider development, and we believe that we will be well positioned to demonstrate continued high levels of performance under that new framework.

This newsletter only gives a snapshot of what we do and how we work, so if you would like more information, or if you are considering volunteering your time to act as a Governor, please read on and contact us at governors@honeywell.wandsworth.sch.uk.

Karen Di Lorenzo, Chair of Governors, Honeywell Schools



ACHIEVEMENTS

The strong SATs results are a good indication that Honeywell children are receiving an excellent start to their education.

INFANT SCHOOL

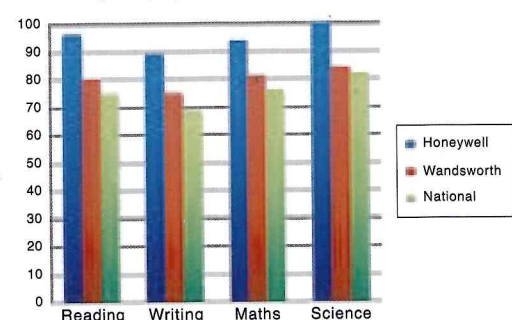
Infant School teachers are constantly evaluating their practice to ensure children are learning effectively and maintaining progress. We deploy staff in different ways and offer a range of support to enable every child to achieve the national expectations per year. Analysis of performance data helps us evaluate how effective our teaching approaches are. Whilst each cohort is different, the data shows that children at Honeywell do well year on year.

Honeywell consistently performs significantly well above the local and national figures. In 2018/19, 96% of children achieved the required threshold mark in the Year 1 phonics test; this is 14%

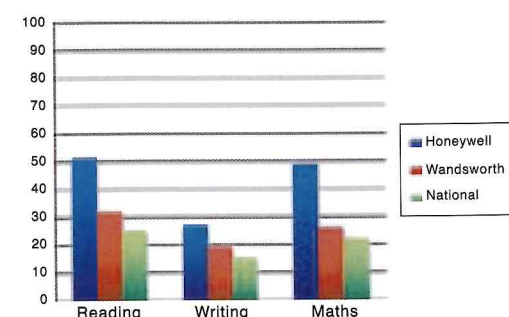
higher than the national figure. Furthermore, the vast majority of children achieved the Expected Standard (EXS+) at the end of the Key Stage 1 SATs with an increase in the number of children achieving the EXS+ in all areas. In fact, a significant number of children were assessed as working above the EXS+ at Greater Depth (GD) in Reading, Writing and Maths; there is no GD assessment in Science. We were particularly pleased with the increase in the number of pupils achieving GD in Maths, as this has been an area of focus over the last two years. Honeywell's results outperformed the local and national averages in every area and we are delighted the children performed so well.

How Honeywell pupils compare at Key Stage 1

Percentage of pupils achieving the Expected Standard in KS1 SATs



Percentage of pupils achieving Greater Depth in KS1 SATs



JUNIOR SCHOOL

Honeywell Junior School had another excellent year as the results show and achievements were substantially above both the local and national results; indicating that the pupils have consistently continued to achieve at a very high standard. Pride of place goes to the pupils who gained a Greater Depth (GD) of understanding in the core subjects, indeed this was the best set of results ever for these more able pupils and was a school priority for last year.

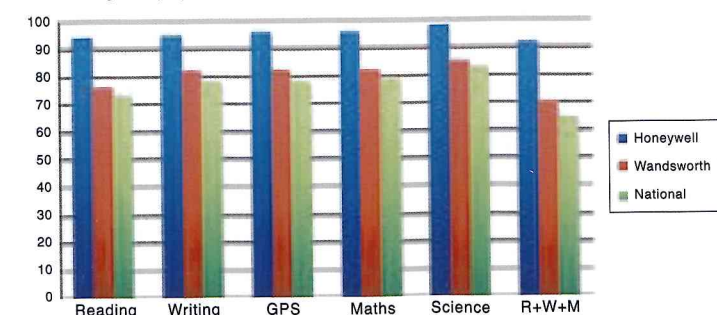
In English, 94% of children achieved the EXS+ in Reading with 61% achieving GD. In Writing, 95% achieved the EXS+ and 52% were assessed as showing GD. 96% of pupils reached the EXS+

in Grammar, Punctuation and Spelling (GPS) with 68% of the cohort gaining GD in this area. In Mathematics, 96% of pupils achieved the EXS+ with 63% achieving GD in this subject. Lastly, in Science, the number of pupils reaching the EXS+ was 98%.

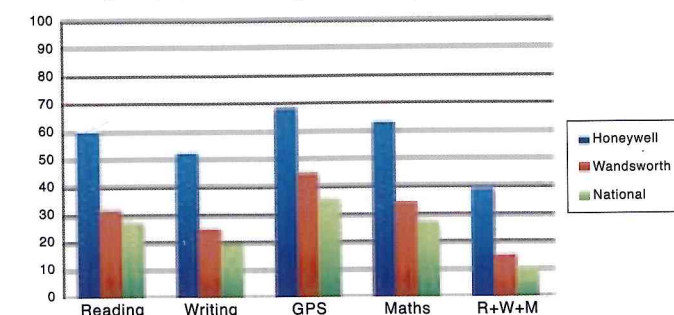
Also of note was the number of children achieving the Expected Standard (EXS+) in all the core subjects – Reading, Writing and Mathematics – 92%, which is a 2% increase on 2018 and a fantastic achievement! Moreover, 39% achieved GD in the combined Reading, Writing and Mathematics. Well done and congratulations to all concerned.

How Honeywell pupils compare at Key Stage 2

Percentage of pupils achieving the Expected Standard in KS2 SATs



Percentage of pupils achieving Greater Depth in KS2 SATs



HONEYWELL LEAVERS' DESTINATIONS IN 2019 (Number of pupils in brackets)

Wandsworth Schools (57%)	Independent Schools (36%)	Other LA Schools (7%)	
Ashcroft (1)	Alleyn's (3)	St Paul's Boys (1)	Fulham Boys School (1)
Bolingbroke Academy (33)	Dulwich College (1)	Streatham & Clapham High (4)	Harris Academy, Merton (1)
Chestnut Grove (1)	Emanuel (6)	Trinity (1)	Nonsuch Grammar (1)
Graveney (13)	JAGS (1)	Whitgift (7)	Sutton Grammar (1)
	Kings College (2)	Wimbledon High (2)	The London Oratory School (1)
	Sevenoaks (1)	Woldingham (1)	University Academy of Engineering South Bank (1)

MEETING THE CHALLENGES

To maintain Honeywell's excellent standards, specific areas are targeted to ensure continued improvement.

INFANT SCHOOL: Key Priorities 2018/19

The development of Maths teaching

In Maths we have been building on the work started last year; re-designing lessons and giving children the opportunity to master a concept before moving on to the next topic. We have continued to develop the rapid intervention programme ensuring the children who do not fully understand the concepts taught in one day have the opportunity to revisit them before the next lesson. The results at the end of KS1 were the best we have achieved in Maths for several years.

The development of Literacy teaching

With almost all children having extremely good phonics knowledge and reading skills, this year's focus has been on comprehension; increasing understanding of texts by teaching skills to investigate meaning. We have specifically worked on the use of targeted questions, focusing both on implicit and explicit information. These strategies are part of the *Think Aloud* approach, which is now being used across the school. We were pleased that over half the children in Year 2 achieved GD in Reading this year.

JUNIOR SCHOOL: Key Priorities 2018/19

A review of the teaching of Maths

- Identification and sharing of good practice.
- A detailed subject review with evaluation by the Governors and additional Maths resources being purchased.
- Directly linking Maths to teachers' performance management. 100% of Maths lessons observed were graded Good/Outstanding.

A review of the teaching of Reading (comprehension), Spelling, Grammar and Punctuation

We also looked at best ways to meet the needs of more able pupils. Work continued from last year on the development of the foundation subjects. Some highlights include:

- Sharing good practice/resources/accelerated learning techniques.
- A staff review of record keeping and assessment procedures in Reading, Spelling, Grammar and Punctuation.
- A review of the entire curriculum and areas of the foundation subjects assessment booklets.
- Linking the teaching of PSHE to the Rights Respecting Schools (RRS) agenda and adopting initiatives to reduce the school's carbon footprint – this helped achieve the RRS Gold Award in July.

To maintain an Outstanding OFSTED grade

We focussed on the safeguarding of children, the teaching of Relationships and Sex Education and the development of the teaching of Computing. Safeguarding remains a key focus with policy improvements and training in a number of areas including:

The curriculum

With the introduction of the new Ofsted framework in 2019, greater focus was given to looking at how different subjects cohesively fit to become the taught curriculum; looking especially at foundation subjects to ensure they make sense to children. We looked at memory and how children learn most effectively; as part of this we planned and delivered an exciting STEM week focussing on Science, Technology and Engineering activities, and shared this with parents in a fabulous exhibition. We will continue to look at curriculum over the coming year to ensure that children are developing proficiently throughout their time in the Infant School.

IMPROVEMENTS TO THE SCHOOLS' ENVIRONMENT

- The schools invested in repairing the school roof and roofing structures to ensure that there are no leaks or issues in future.
- The Infant School replaced a considerable amount of computing hardware. The very generous PTFA funding provided new interactive white boards in each classroom.
- The Junior School commissioned a mosaic for the 'Quiet Area' – the *Art4school* team worked with pupils to make the most fantastic mosaic – it really is quite stunning! The Junior School also undertook a significant project to improve the playground facilities. This included repainting and removing some old fixtures, providing new plants, as well as most significantly, installing new playground apparatus. The school is very grateful to both the Local Authority (LA) and the PTFA for funding this project.
- The new 'Keeping Children Safe in Education' legislation and non-accidental injuries.
- Redrafting a new e-safety policy approved by Governors.
- New 'lock-down' policy drafted, tested and implemented.
- A review of access measures as well as risk assessment for off-premise trips, upgraded background checking for new staff and updated policies for mobile phone and memory stick use.
- The completion of new signage across the school.

For Relationships and Sex Education, Andrew Pembroke (*Christopher Winter Project*) delivered an excellent talk to the school covering the new DfE requirements as related to school policy development and the PSHE postholder presented the recently adopted policy (July 2019) to Governors.

Finally, after a review of the school's teaching and resources for Computing, ten additional PCs were purchased and these will be installed before the Christmas break. The children also visited the Lambeth CLC and undertook a wide range of computing activities, notably in coding.

DISADVANTAGED PUPILS

(Previously known as pupils in receipt of the Pupil Premium Grant or PPG; i.e. children entitled to free school meals or in public care during their school life.)

Infant School

Last year, the Infant School received £26,960 in additional funding from the DfE for disadvantaged pupils. We use this money to offer supplementary teaching in a variety of ways, from additional groups to staffing an after-school homework club, lunchtime activities and a before-school literacy group. The school also funds trips and visits for disadvantaged pupils and provides a selection of quality texts for them to access outside school. Six of the seven Year 1 children passed the phonics screening test

and all Year 2 children reached the EXS+ in Reading; all but one achieved EXS+ in Writing and Maths.

Junior School

Last year the school received £63,622 from the DfE for disadvantaged pupils. A wide range of activities were undertaken including one-to-one tuition, providing individual in-class support, running an Easter School for disadvantaged pupils and subsidies for outings and clubs. The full impact of these measures can be seen in the data available on the school website.

THE HONEYWELL GOVERNING BODY AND SUBCOMMITTEES

The Governing Body has three core functions:

1. To ensure clarity of vision and strategic direction
2. To hold the Headteachers to account for the educational performance of the schools and all pupils
3. To oversee the financial performance of the schools and ensure their money is well spent

The Governing Body has four subcommittees:

The **Curriculum Committee** oversees pupil achievement, ensuring a broad and balanced curriculum. In 2018/19 the committee regularly reviewed assessment results, including Key Stage Tests and Termly Teachers' Assessments, in great detail. This involved assessing the progress and achievement of all the different pupil groups, such as boys and girls, disadvantaged children and SEND pupils, and then cross comparing them. From this, the schools select specific areas as priorities for improvement.

The committee received and considered detailed Maths, English, SEND and Science reviews for both schools. In addition, Junior school subject leads conducted a review of the teaching of Relationships and Sex Education, and then both presented and discussed this review with the committee. The committee also carried out 'learning walks' in the Infant and Junior Schools covering Junior English (Greater Depth), Rights Respecting Schools, Infant Literacy (*Talk 4 Writing*) and a Full Governing Body (FGB) visit; where we visited classrooms, talked to teachers and pupils, looked at pupils' work and marking systems, observed activities, classroom displays, teaching methods and resources, as well as methods of progress and achievement tracking.

The **Pupil Welfare and Community Committee** is responsible for overseeing the safeguarding and wellbeing of the children, making sure the schools are in line with current legislation and guidance and ensuring all staff regularly receive relevant and high-quality training.

Site security is paramount to the safety of the children and a new fire alarm system has been installed as well as new signage for the whole school site, along with safeguarding boards in prominent locations. A new safeguarding newsletter covering all aspects of safeguarding and attendance was sent out to parents/carers at the end of the Easter term and we aim to deliver further newsletters covering specific areas of safeguarding in the future.



The committee is also responsible for overseeing the admissions process, pupil attendance and healthy eating, all of which are regularly reviewed.

The **Finance and Premises Committee** has continued to support the important balancing of school budgets with the demands of maintaining the highest level of education and welfare of pupils. Over the last twelve months there have been a number of changes to the schools' administration team and the committee have worked with Headteachers to support this transition. We've also been delighted to see a focus on the use of technology to simplify arrangements for parents and to communicate as efficiently as possible.

Whilst finances remain tight there has been continued investment in the fabric of the school with major expenditure on updating the fire alarm system, fire doors and the new playground. We remain confident that the schools are well positioned for the years ahead.

The **Human Resources Committee** is responsible for matters relating to staffing, pay and recruitment, as well as the annual parent survey and the Governor register. It also reviews numerous HR policies in line with current legislation.

The schools continue to be well staffed and led, with excellent teachers across the board. A new, improved online parent survey this year also highlighted that the schools are highly regarded by parents/carers, although further improvements continue to be proactively sought and acted upon. Some of these such as a new Anti-Bullying Committee have already been implemented.

The committee supported the FGB in appointing new Governors to replace James Dunn, Alice Bayly and Dorcas Aird, to whom we would like to extend our thanks. We also ran a rigorous appointment process to support the FGB in appointing Jo Clarke from Clapham Manor School, who will become the new Junior School Headteacher in January 2020. We look forward to warmly welcoming her to Honeywell.

The Governing Body currently consists of the following individuals:

Mark Ampleford (*Co-opted Governor*)
David Brooks (*Partnership Governor*)
Karen Di Lorenzo (*Co-opted Governor*)
Simon Foster (*Partnership Governor*)
Cyril Gatnot (*Co-opted Governor*)
Alistair Gerry (*Partnership Governor*)
Sarah Hall (*Co-opted Governor*)
Emma Healey (*Parent Governor*)

Anthea Hearn (*Local Authority Governor*)
Rebecca Horgan (*Parent Governor*)
Julian Hucker (*Partnership Governor*)
Jo Ince (*Staff Governor*)
Mary Max (*Parent Governor*)
Jane Neal (*Headteacher*)
Basak Odemis (*Co-opted Governor*)
Sarah Phillips (*Staff Governor*)

Alice Prosser (*Co-opted Governor*)
Duncan Roberts (*Headteacher*)
Ingrid Roston (*Co-opted Governor*)
Sarah Rutherford (*Parent Governor*)
Sarah Schutte (*Local Authority Governor*)
Lucy Taffs (*Co-opted Governor*)
Mark Walls (*Co-opted Governor*)