

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 quality learning experience with a broad and balanced curriculum. In 2017/18 the committee regularly reviewed the schools' results, including Key Stage Tests and Termly Teachers' Assessments, as well as the new ASP (Analysing School Performance) reports. This involved assessing and comparing the progress and achievement of different pupil groups, such as boys versus girls. From this, specific areas were selected as priorities for improvement.

In addition, the committee considered the detailed English, Maths, Science and Music reviews carried out by subject leaders. Governors also undertook a number of 'learning walks' in both schools covering PE and Music, as well as Diversity and Spiritual, Moral, Social and Cultural (SMSC) studies. They talked to both teachers and pupils, reviewed pupils' work, classroom displays, teaching methods, resources, and methods of progress and achievement tracking. They were very impressed by the quality of work observed.

The *Pupil Welfare and Community Committee* is responsible for overseeing the safeguarding and wellbeing of children, making sure the schools are in line with current legislation and guidance. This involves investing in up-to-date and relevant safeguarding training for all staff. Of particular note, two members of the Senior Leadership Team completed further training and there are currently six Designated Safety Leads (DSLs) in the schools. This ensures effective safeguarding coverage and that all child protection matters can be dealt with quickly and efficiently.

Furthermore, after reviewing the security of the schools, initiatives were introduced: updated signage directs visitors to appropriate areas – in particular, to the office; and a lanyard system allows easy identification and registration of all adults into the school.

Other areas of responsibility are admissions, attendance and healthy eating, all of which are regularly reviewed.



The *Finance and Premises Committee* has continued to support the schools' management team as it wrestles with the conflicting demands of balancing a budget that can deliver the best possible education whilst maintaining the fabric of such large premises.

The committee is delighted to report that in 2017/18 both schools were able to finish the year with slightly increased budget surpluses despite making a number of investments, such as the new cashless payment system, that will bear fruit in the future.

The schools require ongoing investment. Of note are the current building works which, although largely funded by Wandsworth Council, have required a financial commitment from Honeywell. 2018/19 is expected to be another tough year and Governors will continue to investigate ways to help balance day-to-day finances with a continued capital programme.

The *Human Resources Committee* oversees matters relating to staffing, pay and recruitment. Governors are pleased to report that, within the limitations of the budget, the schools are very well staffed with a balance of highly experienced teachers alongside excellent and motivated new teachers. The relatively low turnover of staff is key to providing consistency and stability for pupils.

This year the committee helped appoint Hilly Bryde as the new acting Deputy Headteacher for the Junior School whilst Rachel Mitchell is on maternity leave. In addition, we welcomed Sarah Hall and Emma Healey into the Governing Body. We would like to extend a special note of thanks to two people who stood down from the Governing Body in 2018: Jackie McCallum worked for many years as a Governor and chaired the Curriculum Committee with expertise and efficiency; and Roger Bowes served for two four-year terms.

The Governing Body currently consists of the following individuals:

Dorcas Aird (Co-opted Governor)
 Alice Bayly (Co-opted Governor)
 David Brooks (Partnership Governor)
 Karen Di Lorenzo (Co-opted Governor)
 James Dunn (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)
 Becs Horgan (Parent Governor)
 Julian Hucker (Partnership Governor)
 Mary Max (Parent Governor)
 Jane Neal (Headteacher)
 Sarah Phillips (Staff Governor)

Alice Prosser (Co-opted Governor)
 Duncan Roberts (Headteacher)
 Ingrid Rostron (Co-opted Governor)
 Sarah Rutherford (Parent Governor)
 Sarah Schutte (Local Authority Governor)
 Lucy Taffs (Co-opted Governor)
 Andrea Williams (Staff Governor)

OCTOBER 2018

Covering Academic Year 2017/18

A very warm welcome back on behalf of the Governing Body of Honeywell Schools to the start of a new school year. In particular, we welcome new families who are joining the school and we hope that you and your children have an excellent start to your time at Honeywell.

The Governing Body works 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 we are extremely grateful for the hard work and commitment of the teaching and non-teaching staff who make this a reality.

However, Honeywell Schools are not immune from the financial pressures facing government funded schools, and during the last year we have had to carefully consider our mission and values to make sure we spend resources on what really matters. The full version of these can be found on the school website, with our aims highlighted below.

I hope you enjoy reading the reports from our Headteachers and Governing Body Committees in this newsletter. This provides a snapshot of what we do and how we work. If you would like more information or to discuss any issues, or if you may be considering volunteering your time to act as a Governor, please do read on and contact us at governors@honeywell.wandsworth.sch.uk.

We wish you and your children an enjoyable and successful year.
 Karen Di Lorenzo, *Chair of Governors, Honeywell Schools*



The aims of our schools are:

- To have high expectations of all children and to teach them to be confident, autonomous learners
- To provide a broad and balanced curriculum, giving every child opportunities to maximise their learning potential
- To provide a safe, secure and supportive learning environment
- To be inclusive of all social and cultural backgrounds and provide equal opportunities for the whole school community
- To maintain effective partnerships between the home, school and local community



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ACHIEVEMENTS

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

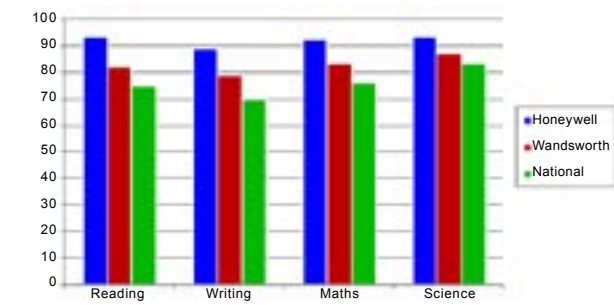
INFANT SCHOOL

Although there is much more to Honeywell than the analysis of statistics, it is an important indicator of overall attainment. Each year we adapt our provision for year groups and individuals to ensure they receive the support they need to achieve the national expectations for each year.

The school continued to perform at a very high level – many children achieved above the age-related Expected Standard (EXS+). This was due to the quality of teaching across the school and the commitment of teachers to ensure children make good progress.

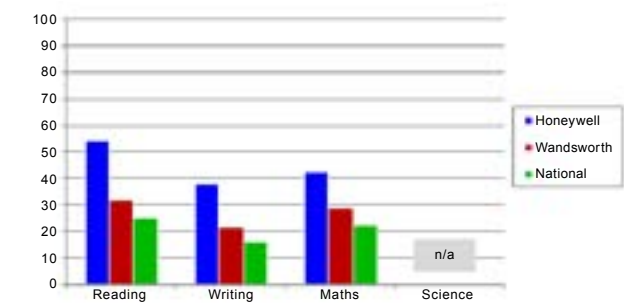
How Honeywell pupils compare at Key Stage 1

Percentage of pupils achieving the Expected Standard in KS1 SATs



In 2017/18, 97% of children achieved the required threshold in the Year 1 phonics test – 9% higher than the national figure. Furthermore, the vast majority of children in Year 2 achieved the EXS+ in the nationally set SATs. In fact, a significant number of children were assessed as working above this age-related expectation at Greater Depth (GD) in Reading (54%), Writing (38%) and Maths (42%); there is no GD assessment in Science. Overall there was a 2.2% average increase in those achieving GD over previous years. Honeywell outperformed the borough and national results in every area – we are delighted the children performed so well.

Percentage of pupils achieving Greater Depth in KS1 SATs



JUNIOR SCHOOL

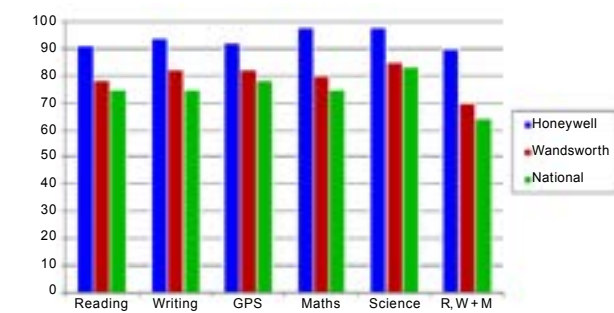
This has been another very good year for the school as the results detailed below record.

The school achievements were substantially above both the local and national results and indicate that the pupils have continued to achieve at a very high standard. Pride of place must go to the pupils' results in Writing, with 46% of the children gaining a Greater Depth (GD) in this area – this was a defined school priority last year.

Also of note, was the number of children reaching the Expected Standard (EXS+) in Maths: 98% of pupils reached this level. A fantastic achievement.

How Honeywell pupils compare at Key Stage 2

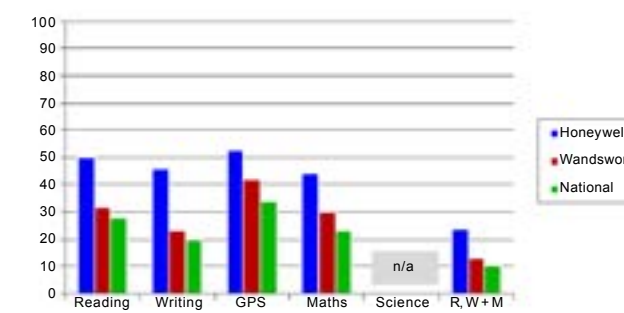
Percentage of pupils achieving the Expected Standard in KS2 SATs



In English, the percentage of children achieving EXS+ in Reading was 91%, with 50% of children achieving GD. In Writing, 94% of pupils achieved EXS+ with 46% achieving GD. Moreover, 92% of pupils reached EXS+ in Grammar, Punctuation and Spelling (GPS) with 53% of the cohort gaining GD in this area. Lastly, in Science 98% of pupils reached EXS+.

The final bars of the charts below show the combined results of all three core subjects. 90% of pupils achieved EXS+ in Reading, Writing and Maths and 24% of pupils achieved GD across all three areas. An early and simple examination of the data indicates Honeywell is in the top 5% of schools across the country (FFT data 2018). Well done and thank you to all concerned.

Percentage of pupils achieving Greater Depth in KS2 SATs



HONEYWELL LEAVERS' DESTINATIONS IN 2018

(Number of pupils in brackets; as of September 2018)

Wandsworth Schools (52%)	Independent Schools (43%)			
Bolingbroke Academy (33)	Alley'n's (5)	Fulham Prep (1)	St Swithun's School (1)	Woldingham (2)
Burntwood (1)	Dulwich College (2)	Gordons, Surrey (1)	Thames Christian College (2)	
Chestnut Grove (1)	Eaton House, The Manor (2)	Hampton (1)	The Hall (1)	Other LA Schools (5%)
Graveney (11)	Emanuel (7)	Ibstock Place (1)	The Royal Russell School (1)	Kingsdale Foundation (2)
St Cecilia's (1)	Ewell Castle (1)	JAGS (1)	Whitgift (5)	Westminster Grey Coat (1)
	Frensham Heights (1)	Streatham & Clapham High (3)	Wimbledon High (1)	Home Schooled (1)

MEETING THE CHALLENGES

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

INFANT SCHOOL: Key Priorities 2017/18

The development of Maths teaching

We reviewed the way we teach Maths to enable children to master and apply the concepts they are taught before they move on to the next topic. As such, children who do not fully understand the concepts taught in a lesson are given the opportunity to revisit these before the next lesson. We also developed a wider bank of challenges for the children to undertake as part of the mastery approach so that they can apply their skills to real problems and thereby demonstrate a truer understanding.

The development of Literacy teaching

We expanded on the work we began last year with the Literacy curriculum, further building on the development of children's vocabulary for Writing and topic work.

Improvements to the handwriting scheme has had a significant impact with teachers further up the school commenting on the quality of children's letter formation and general handwriting skills.

We also reviewed the way Reading is taught and placed a greater focus on developing comprehension skills as well as the children's ability to decode words.

JUNIOR SCHOOL: Key Priorities 2017/18

A review of the teaching of Reading

We looked closely at the teaching of Reading across the school and with considerable support from the PTFA invested heavily in new books for all classes. This focus is to further enhance the high standards of Reading that the school currently enjoys and to ensure that pupils are encouraged to 'Read for Pleasure'. Good practice was shared in staff meetings and post holders monitored the quality of the teaching of Reading across the school (through lessons observations, book scrutinies and interviews with staff and pupils) and produced a detailed subject review that was evaluated by the Governors.

The development of the Foundation subjects

This challenge is put in place to ensure a broad and balanced curriculum is maintained for Foundation subjects: Art, Music, PE, RE/PSHE, Topic (Geography/History), Computing and Modern Foreign Languages. Teachers led staff meetings on their specific Foundation subjects discussing good practice, while sharing resources and methods to overcome barriers to learning. Staff reviewed their subjects' individual policies, record keeping and assessment procedures. 100% of observations of Foundation subjects were assessed as at least 'Good' with 50% viewed as 'Outstanding'.

The teaching of PSHE and RE was reviewed in detail and a Governor Learning Walk specifically looked at this provision. Following this, it is pleasing to note the school achieved a prestigious Silver in the UN Rights Respecting Schools Award.

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 £24,739 in additional funding from the DfE for its disadvantaged pupils. This money was used to offer additional and different methods of teaching to enhance what we already offer and to enable all eligible children to make accelerated academic progress. Initiatives included an after-school homework club, lunchtime activities and funding for outside curricular activities. Of the Year 1 children eligible for funding, all passed the phonics screening test. All those in Year 2

Maintaining an Outstanding Ofsted grade

Each year we assess all areas of school life against the Ofsted framework to ensure we are working at the very highest level. We enhanced many aspects of the curriculum including assessment and feedback as well as the provision for children with additional needs. We looked at how Foundation Subjects are taught, ensuring all areas of the curriculum are engaging and meaningful. For instance, we delivered an exciting One World curriculum week that focused on global arts. We provide valuable social and emotional support to children through the Personal, Social and Health Education (PSHE) curriculum and this is further reinforced by Place2be. We continue to grade ourselves as outstanding in all areas in self-evaluation documents that are validated by a Local Authority Inspector and the Governors each term.

IMPROVEMENTS TO THE SCHOOLS' ENVIRONMENT

Following the terrible events at the Grenfell Tower the schools undertook a thorough audit of Fire Safety procedures, resulting in the following measures being undertaken:

- A new bespoke smoke alarm system was fitted to complement the fire alarms
- New fire doors to be fitted; this work is planned for 2018/19
- All fire extinguishers checked and new models purchased
- In addition, the school began an extensive repair of the roof and in particular the balustrades.

Maintaining an Outstanding Ofsted grade

This year we focused on safeguarding, Special Educational Needs and Disabilities (SEND) pupils, Writing and the long-term future of the school. Safeguarding continues to be an ongoing priority for both schools and several initiatives were undertaken as outlined in the Pupil Welfare and Community Committee report overleaf.

As regards our SEND children, we are delighted to report that the gap between these pupils and the non-SEND children fell in terms of achievement, with SEND children making greater progress than their counterparts in all areas. This was due to the specific targeting of resources and interventions, alongside outstanding teaching and leadership from the SEND team and class teachers.

Following lower GD scores last year in Writing (compared to Reading and Maths), the school worked to improve pupils' Writing skills. We are pleased to say that the children achieved an excellent set of results; specifically the number of children gaining GD in Writing rose from 38% last year to 46% this year. We are delighted that the initiatives and measures undertaken to further embed all aspects of outstanding practice have proved so successful.



(not diagnosed with a significant special need) reached EXS+ in Reading and most achieved EXS+ in Writing and Maths.

Junior School

Last year the Junior School received £75,049 in additional funding from the DfE for its disadvantaged pupils. Money was spent on a range of activities including 1 to 1 tuition, individual in-class support, an Easter School and subsidies for outings and clubs. The full impact of these measures can be seen on the school website.