

Honeywell Governors' Newsletter

OCTOBER 2017

Covering Academic Year 2016-17

On behalf of the Governing Body of Honeywell Schools, I would like to welcome you all to the start of a new academic year. A particular welcome to new families who are joining the school – I hope you and your children are settling in well.

It has been another busy year for the Governing Body as we support the Headteachers and navigate the changing educational landscape. We are delighted to report in this newsletter that both schools continue to thrive and achieve excellent results.

In addition to these academic successes, the schools continue to deliver an impressive co-curricular program. Highlights this year included a large number of music recitals and concerts, together with a fabulous end-of-year production of *Beauty and the Beast*; more children represented Honeywell across a number of different sports than in previous years; all pupils benefitted from various workshops, guest speakers and a broad range of trips and excursions; and art continued to flourish as evidenced by the ever-present colourful displays in the halls and classrooms.

Our priorities for the coming year will include a focus on ensuring the schools' financial sustainability, while maintaining and improving these high standards of teaching and learning.

This is my first year as Chair, after serving as Governor and then more recently as Head of the Finance and Premises Committee. I am looking forward to working with fellow Governors and our Headteachers, Jane Neal and Duncan Roberts, to make sure we carry on the excellent work of my predecessor, Paul Nicholls. Paul was Chair of Governors from 2013 to 2017, and we are very grateful to him for his energy, commitment and hard work – he will be a hard act to follow.

This newsletter aims to give you a snapshot of what we do and how we work. If you would like more information, please contact us at governors@honeywell.wandsworth.sch.uk.

I wish you an enjoyable and successful year.

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.

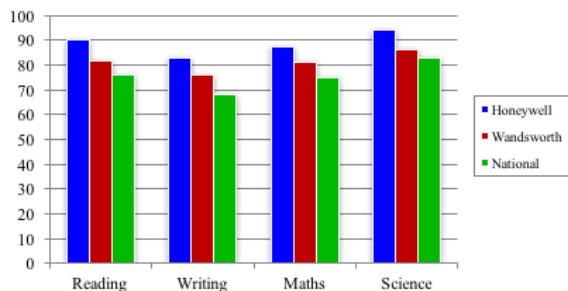
INFANT SCHOOL

This is the second year that we have used the new assessment process and the school continues to perform at a very high level academically. The excellent quality of teaching across the school and the commitment of the teachers ensures the children make good progress.

This year, 93% of children achieved the required threshold in the Year 1 phonics test – this is 12% higher than the national figure. Furthermore, at the end of Year 2, the majority of children achieved the Expected Standard (EXS+) in the nationally set

How Honeywell pupils compare at Key Stage 1

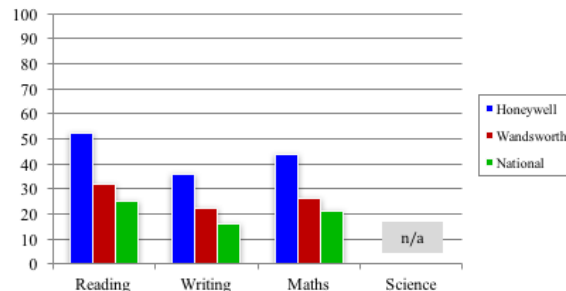
Percentage of pupils achieving the Expected Standard in KS1 SATs



SATs. In fact, a significant number of children were assessed at working above this age-related expectation – Greater Depth (GD) – in Reading (52%), Writing (36%) and Maths (44%); there is no GD assessment in Science.

We were delighted with these very strong results and the performance of the children. Not only did we maintain the high standards achieved last year but Honeywell outperformed the borough results in every area.

Percentage of pupils achieving Greater Depth in KS1 SATs



JUNIOR SCHOOL

This has been a remarkable year for the school as there have been increases in the Year 6 SATs results both at the Expected Standard (EXS+) and at Greater Depth (GD). Although increases in EXS+ were reflected nationally (as schools became more familiar with the curriculum and the test requirements), the most impressive increases at Honeywell were in the percentage of pupils achieving GD in the core subjects.

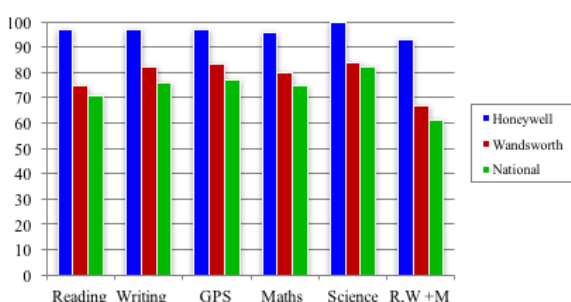
- In English, the percentage of children achieving EXS+ in Reading was 97%, with 56% of children achieving GD. In Writing, 97% of pupils achieved EXS+ with 38% of children achieving GD. This figure is particularly impressive when compared with the 2016 GD figure of 15%.

- In Grammar, Punctuation and Spelling (GPS), 97% of pupils reached EXS+ with 61% of the cohort gaining GD.
- In Maths, 96% of pupils achieved EXS+ with 61% of pupils achieving GD.
- Lastly, in Science, the number of pupils reaching EXS+ was 100% (there is no GD assessment in Science). A fantastic result.

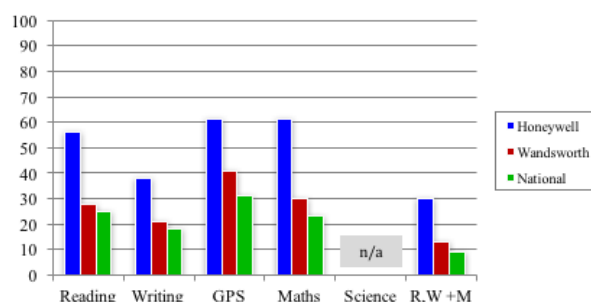
The final bars of the charts below show the results when all three core subjects were assessed together. 93% of pupils achieved EXS+ in Reading, Writing and Maths and 30% of pupils achieved GD across the three subject areas. An early and simple examination of the data indicates Honeywell is in the top 2% of all schools across the country. Well done and thank you 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 2017

(Number of pupils in brackets; as of September 2017)

Wandsworth Schools (54%)		Independent Schools (40%)		Other LA Schools (6%)
Ark Putney (1)		Alleyn's (7)	Emanuel (6)	Kingsdale Foundation (1)
Bolingbroke Academy (36)		Bedales (1)	Gresham's (1)	La Retraite (1)
Burntwood (3)		Broomwood Hall (1)	Guildford High (1)	Sacred Heart (1)
Ernest Bevin (1)		Dulwich College (4)	Ibstock Place (1)	Tiffin Boys (1)
Graveney (9)		Dulwich Prep (1)	King's College Wimbledon (1)	Tiffin Girls (1)
St Cecilia's (1)		Eaton Manor (1)	Monmouth (1)	Ursuline (1)
			Streatham & Clapham High (6)	
			The Laurels (1)	
			Trinity (1)	
			Whitgift (1)	
			Wimbledon High (1)	
			Woldingham (2)	

MEETING THE CHALLENGES

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

INFANT SCHOOL

Key priorities for 2016-17 were:

The development of Maths teaching

Maths Meetings (10-minute daily Maths sessions) are now embedded in every year group in the school and Maths volunteers were introduced this year in order to encourage children to apply their skills through game playing and problem solving. This has helped ensure children have the opportunity to fully master and apply concepts taught before moving on to the next topic.



JUNIOR SCHOOL

Key priorities for 2016-17 were:

Assessment and tracking of progress

This has been a challenging area for the school. We introduced new Target Tracker software, new termly assessments in Reading (from NFER) and Maths (from Abacus), along with intensive INSET training, to enable teachers to measure progress more precisely.

Further work was undertaken on the content of pupils' Foundation Assessment Booklets, which have continued to provide an effective way of measuring achievement in all subjects.

In addition, the school hosted a cluster of schools (Holy Ghost, St Mary's and Beatrix Potter) to moderate and benchmark pupils' writing and for teachers to share best practice.

The development of the core subjects and 'golden objectives'

All pupils' core subject books had the golden objectives placed inside so that children, parents and staff could easily relate to the learning requirements and skills necessary throughout the year.

In Maths, all staff received training in Maths Mastery. This is a Chinese system widely adopted throughout the UK, which involves mastering a deeper understanding of how Maths actually works, rather than learning purely by rote. The system aims to improve understanding, enjoyment and attainment in Maths.

The development of Literacy teaching

The school placed significant focus on Literacy this year, particularly on speaking and listening, handwriting and grammar. We invested time in the Talk4 writing initiative where children recite a story with actions before writing it. This allows children to be very familiar with the content and the structure of the story before committing pen to paper. The new curriculum also has greater focus on the standard of handwriting, so we have reviewed all teaching programs and added new resources to enable handwriting to be taught consistently in each year group.

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 have worked on many aspects of the curriculum including assessment and reporting to parents. We also focused on safeguarding, ensuring all staff have the relevant training as well as the practical aspects of keeping the school secure, whilst still maintaining an open door policy for parents. We graded ourselves as *Outstanding* in all areas in self-evaluation documents that are validated by a Local Authority Inspector and Governors each term.

IMPROVEMENTS TO THE SCHOOLS' ENVIRONMENT

In addition to general maintenance and upkeep of the schools, the following developments were implemented last year:

- The complete refurbishment of the Sports Area
- Emergency repair and safety checks of the roof overlooking the Junior School playground

In English, handwriting and presentation continued to be developed and extended with the purchase of a new set of handwriting resources (used in Years 3 and 4). This continues the scheme of work implemented in the Infant School.

Maintaining an outstanding Ofsted grade

This year we focussed on Special Education Needs and Disabilities (SEND) pupils, safeguarding and maintenance of a balanced curriculum. We're pleased to report the gap between the achievement of SEND and non-SEND children fell dramatically, with the SEND pupils' progress showing impressive acceleration. This was due to specific targeting of resources and interventions, and excellent teaching and leadership from the SEND team and class teachers.

The school also undertook a thorough audit of its safeguarding procedures along with the site's security. The school looked at the dangers of radicalisation with Year 6 pupils undertaking a related workshop. Parents and carers can visit the schools' website for details about all Child Protection and safeguarding matters.

Finally, we introduced a performance management target for Topic to monitor how our cross-curricular approach to teaching is applied. 100% of lessons were graded as *Good* or *Outstanding*.

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 £24,899 in additional PPG funding from the DfE. This money was used to offer additional teaching, delivered in various different ways, to enhance what is already on offer and enable all eligible children to make accelerated academic progress. Initiatives included an after-school homework club, additional lunchtime activities and funding for outside curricular activities. Of the children eligible for PPG funding in Year 2, all reached EXS+ in Reading in the end-of-year

teacher assessments and tests, and most achieved EXS+ in Writing and Maths.

Junior School

Last year the Junior School received £69,962 in additional PPG funding. This money was spent on a range of activities for disadvantaged pupils; 1-1 tuition, individual in-class support, an Easter School and subsidies for outings and clubs. The full impact of these measures can be viewed on the schools' 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:

In 2016-17 the **Curriculum Committee** reviewed the results of the end-of-year Key Stage tests and termly teacher assessments in great detail. This involved assessing the individual progress of pupils and comparing achievements of different groups, such as boys versus girls and between various ethnic groups. From this, the schools selected specific areas as priorities for improvement.

In addition, the committee scrutinised the results of the Maths, English and Topic reviews carried out by the subject leads. In November, the committee assessed the SEND review by our independent Wandsworth Link Officer. The Infant School was judged overall *Outstanding* and the Junior School was judged overall *Good*, with several *Outstanding* areas.

Finally, Governors carried out 'learning walks' in both schools, covering Writing and Topic. This involved visiting classrooms, and talking to teachers and pupils. They looked at pupils' work, marking systems, activities, classroom displays, teaching methods and resources, and reviewed methods of progress and achievement tracking. Governors were very impressed with the quality of the work they saw.

The **Pupil Welfare and Community Committee** is responsible for overseeing the safeguarding and wellbeing of the children and making sure the schools are in line with current legislation and guidance. This year, the committee ensured all staff received up-to-date training in safeguarding, and all Governors took part in an online training scheme.

The committee also reviewed the security of the schools and new initiatives were introduced. Some of these included the school gates and external doors being locked at a set time each morning and a 'first day's absence' calling system to ensure that all children

are accounted for. For the new academic year, the office has updated its system for registering and identifying visitors.

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

The **Finance and Premises Committee** continued to monitor the schools' budgets this year and approved next year's budgets. It was pleased to report that the finances of both schools were once again managed extremely effectively, although it should be noted that the ever-tightening funding regime remains challenging. Consequently, there was a particular focus on exploring alternative and additional funding for the schools, including the re-launch of the 'legacy' donation scheme for Year 6 leavers.

The committee also received reports of the water damage caused by a number of periods of extreme rain and was able to provide assistance with these matters.

The **Human Resources Committee**, which oversees the staffing requirements of the schools, continued to provide support and guidance in areas such as recruitment and the performance management process. There are a large number of policies in this area and the committee has been responsible for updating and enforcing these.

Furthermore, over the past academic year, there have been a number of changes in the composition of the Governing Body. Sam Davies, Emily Travis, Neil Coburn, Richard Johnston and Paul Nicholls have all stood down as Governors and we thank them for their contribution and hard work. Concurrently, we have welcomed on board Becs Horgan, Mary Max, Sarah Rutherford, Cyril Gatnot and David Brooks.



The Governing Body currently consists of the following individuals:

Dorcas Aird (*Co-opted Governor*)
Alice Bayly (*Co-opted Governor*)
Roger Bowes (*Parent 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*)
Anthea Hearn (*Local Authority Governor*)
Becs Horgan (*Parent Governor*)
Julian Hucker (*Partnership Governor*)
Mary Max (*Parent Governor*)
Jackie McCallum (*Co-opted 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*)