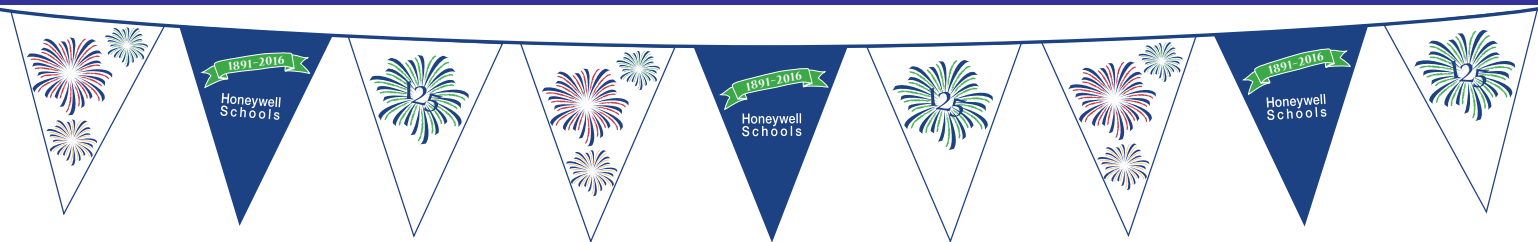


HONEYWELL GOVERNORS' NEWSLETTER



OCTOBER 2016

Covering Academic Year 2015-16

An old curse says 'may you live in interesting times'. Schools have certainly done just that over the last year or so. The introduction of the new curriculum and the replacement of the old system of recording achievement by 'levels' with 'age related expectation' have posed challenges for both the Infant and Junior Schools. It is fair to say that children found the new curriculum tough and SATs were harder. But as you will see from the figures contained in this report, our schools have continued to achieve excellent outcomes. This has involved an enormous amount of additional work for the teaching staff, for which the Governors would like to convey their thanks.

It has also been another busy year for the Governing Body. As well as playing our part in implementing the new curriculum and marking systems, we have consulted about changing our admissions arrangements, put into place a range of safeguarding training for teachers, and reviewed budgets in light of additional demands placed on funds.

2016 has been a milestone year for Honeywell as it marked its 125th anniversary as a school. My thanks go to Cathy and Phil Rowntree who put together a wonderful exhibition of its history which many people enjoyed visiting. I met people there who had been pupils 40 years ago!

We look forward to another great year, we extend a warm welcome to all those joining us, and welcome back those returning.

Paul Nicholls, *Chair of Governors, Honeywell Schools*



If you have any questions, or would like to find out more, please contact us at governors@honeywell.wandsworth.sch.uk



HONEYWELL INFANT AND JUNIOR SCHOOLS
Honeywell Road, Battersea, London SW11 6EF
www.honeywellschools.org
Tel Infant School: 020 7228 6811
Tel Junior School: 020 7223 5185
office@honeywell.wandsworth.sch.uk

ACHIEVEMENTS

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

INFANT SCHOOL

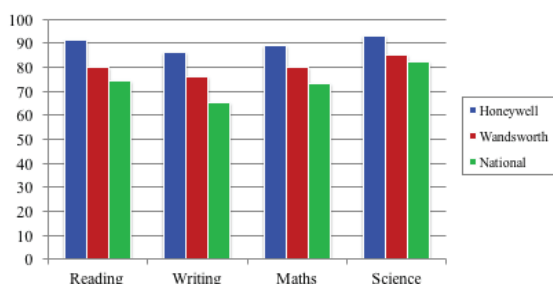
In spite of the higher expectations that the new curriculum has demanded (particularly in English and Maths), the Infant School continues to perform at an excellent level academically. The majority of children achieved these higher standards and were graded as Expected (EXS+). Furthermore, a significant number of children were assessed as working at Greater Depth (GD) in Reading (55.6%), Writing (38.9%) and Maths (42.2%). There is no GD assessment in Science. This is due to the high quality of

teaching across the school and the commitment of the staff to ensure the children make good progress.

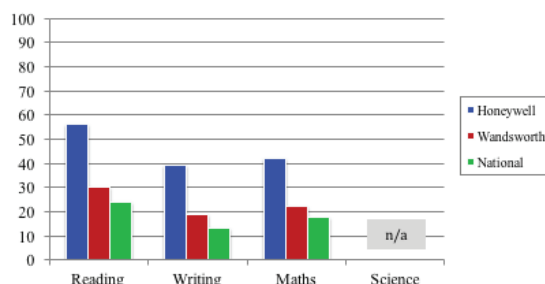
This is the first year we have used the new assessment process so there are no comparisons with previous years. However, we are able to compare our data with Wandsworth and national data. As you can see, Honeywell's Key Stage 1 (KS1) results are very strong and we are delighted that the children performed so well.

How Honeywell pupils compare at Key Stage 1

Percentage of pupils achieving *Expected* standard in KS1 SATs



Percentage of pupils achieving *Greater Depth* in KS1 SATs



JUNIOR SCHOOL

As the SATs scores indicate, the Junior School has also had another excellent year. Despite the new and significantly more challenging requirements of the curriculum, the Year 6 children performed incredibly well. As with the Infants, we are not able to compare the performance of the school with previous years, but it is clear from the graphs that the school has reached a very high level of achievement when compared against Wandsworth and national data.

92% of the pupils reached EXS+ in Grammar, Punctuation and Spelling (GPS), with 48% of the cohort gaining GD.

In Maths, 92% of the pupils achieved EXS+, with 48% of the pupils achieving GD.

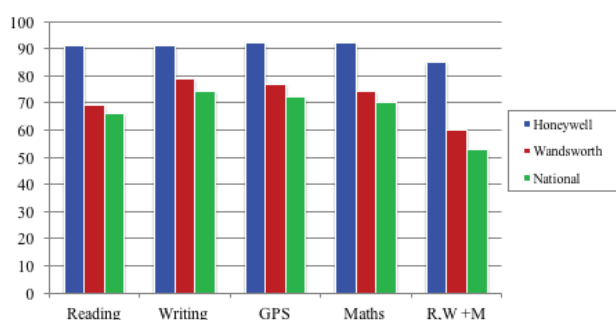
Lastly, in Science, the number of pupils reaching EXS+ was 96%. There is no GD assessment in Science.

In English, the percentage of children achieving the Expected standard (EXS+) in Reading was 91%, with 47% achieving Greater Depth (GD). In Writing, 91% of pupils achieved EXS+, with 15% of pupils achieving GD.

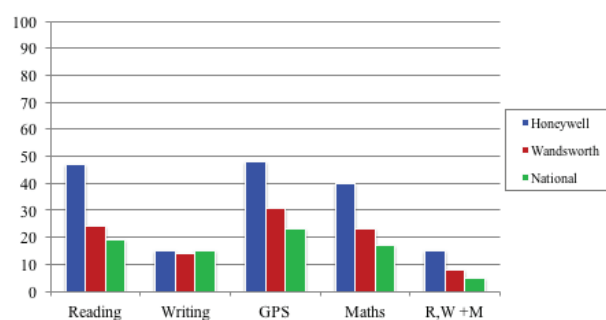
An early examination of the data indicates that the school is in the top 20-25% of similar schools across the country. Well done to all concerned!

How Honeywell pupils compare at Key Stage 2

Percentage of pupils achieving *Expected* standard in KS2 SATs



Percentage of pupils achieving *Greater Depth* in KS2 SATs



HONEYWELL LEAVERS' DESTINATIONS IN 2016

(Number of pupils in brackets)

Wandsworth Schools (57%)	Independent Schools (40%)	Other LA Schools (3%)
Ashcroft (1)	Alley'n's (7)	Thames Christian College (1)
Bolingbroke Academy (30)	Emanuel (7)	The Hall School (1)
Burntwood (3)	JAGS (3)	Whitgift (2)
Chestnut Grove Academy (4)	King's College, Wimbledon (1)	Wimbledon High (1)
Graveney (9)	Kingston Grammar (2)	Woldingham (2)
Harris Academy (1)	Lord Wandsworth College (2)	
Southfields (1)	St Swithun's School (1)	
	Streatham and Clapham High (4)	
		Kingsdale Foundation School (1)



PRIORITIES AND IMPROVEMENTS

Maintaining our high standards in all areas means we must target specific areas to ensure continued improvement.

INFANT SCHOOL

Key priorities for 2015-16 were:

To devise a new assessment system following removal of 'levels'

The school completely reviewed its assessment procedures to prepare for the new assessment at the end of KS1. Two of our teachers were moderators for the Local Authority and were able to guide and support staff throughout the process. Reports to parents were also developed in light of the changes to enable parents to have a clear view of whether their child had reached the expectations for their age.

To ensure that social, moral, spiritual and cultural (SMSC) education is embedded across the school

Although academic skills are important, at Honeywell we also value the children's SMSC development. We revisited the school's golden rules as well as developing ten golden rules of learning that encourage children to persevere when they find things difficult and to solve problems in a team. The children worked well as a School Council, suggesting their ideas for improvement which included areas such as the playground and the dining hall.

JUNIOR SCHOOL

Key priorities for 2015-16 were:

To introduce a new assessment system that links directly to the new primary curriculum (NPC)

This has been an immensely challenging task and it is to everyone's credit that so much has been achieved. In particular, the school has introduced a new end-of-year parental report and developed assessment booklets for the foundation subjects. The latter has allowed both pupils and teachers to assess achievement and progress in line with the NPC requirements.

In addition, there has been a focus on the pupils' books as a measure of progress through the book trawls. We have worked with other schools – notably Brandlehow and Holy Ghost – and we have continued to use Target Tracker to help monitor individual and specific groups of children.

To ensure that SMSC education is embedded across the school

The school embraced the UN Rights Respecting Schools Award (RRSA) agenda and this has been promoted through assemblies, interesting debating forums, SMSC lessons and guest speakers. The impact has seen an improvement in the pupils' behaviour. It is hoped that the school will be able to apply for accreditation (Level 1) and be recognized for a RRSA in the Spring Term 2017.

To develop and embed all aspects of outstanding practice

Many initiatives and measures have successfully been put into place over the last year. Most notably the staff and pupils have

To maintain 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 areas of the curriculum including introducing innovative Maths meetings across all year groups, developing mastery in Maths, and looking at how we support children who do not understand the weekly Maths objective. In Literacy we developed the teaching of Grammar in Years 1 and 2 and Phonics in Reception. We have graded ourselves as outstanding in all areas in self-evaluation documents which are validated by a Local Authority Inspector and the Governors each term.

IMPROVEMENTS TO THE SCHOOLS' ENVIRONMENT

The schools completed the following developments:

- The complete refurbishment of the windows
- Repair of the roof and downpipes
- Repair of the damage and redecoration following the flood in the Summer term
- The purchase of two new digital pianos to develop the teaching of music

spent considerable time on improving the presentation of work and handwriting. Several parents, Governors and our Local Authority Inspector commented on the excellent standard of handwriting. This program will be further developed in 2016-17.

In addition, in the domain of safeguarding, the school has undertaken an audit of its Central Record to ensure that all staff have up-to-date training across a broad range of safeguarding and child protection procedures.

Finally, the school has sought to develop its methods of communication with the introduction of an electronic booking system for Parents' Evenings, an electronic Headteacher's newsletter, and an improved website with up-to-date information.



DISADVANTAGED PUPILS

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

Infant School

Last year the Infant School received £26,579 in additional PPG funding from the DfE. This money was used to offer additional teaching to enhance what is already on offer and enable all eligible children to make accelerated academic progress. We continued our after-school homework club, additional lunch-time activities, popular stay-and-play sessions for children in the year before commencing nursery, and increased the small

group and 1-1 teaching sessions across each year group. Of the children eligible for PPG funding in Year 2, most reached the Expected standard in end-of-year teacher assessments and tests.

Junior School

Last year the Junior School received £76,092 in additional PPG funding. This money was spent on a wide range of activities specifically for disadvantaged pupils, including 1-1 tuition, individual in-class support, an Easter School and subsidies for outings and clubs. The impact of these measures can be seen 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 its pupils
3. To oversee the financial performance of the schools and ensure their money is well spent

The Governing Body has four subcommittees:

In 2015-16 the work of the **Curriculum Committee** was dominated by continuing to review the new curriculum and understand the new SATs and assessment regime that were introduced. The Committee reviewed the results of the Key Stage tests in great detail. We assessed the progress of pupils from their starting points and compared the achievements of different groups, such as boys versus girls and between various ethnic groups. In addition, in conjunction with both schools, the Governors discussed how to ensure that the new focus on, for example, the rules of grammar is not at the expense of a broad and enriching education at Honeywell.

Governors also carried out 'learning walks' where we visited several classrooms with a senior teacher. We reviewed children's workbooks, marking, monitoring systems and activities. We looked at Pupil Premium and SEND provision, and the teaching of Maths in the Junior and Infant Schools. We were impressed by the new ideas and innovation demonstrated, for example, with the work the Infant School has undertaken in Maths with Brunel University and the leading role taken by Honeywell with other schools on new assessment.

The **Pupil Welfare and Community Committee** is responsible for overseeing the safeguarding and well-being of the children at Honeywell, making sure that the schools comply with current legislation and guidance, and that all staff (and some Governors) have received up-to-date training.

We are now responsible for attendance, equality and diversity, healthy eating and admissions. During the academic year, the Committee oversaw the consultation regarding change in the admissions policy, which is to be introduced from September 2017. This will bring us in line with other schools in Wandsworth. In addition, new strategies were introduced to further improve the lunchtime experience for the children, placing a strong emphasis on high quality food through excellent menu planning.

The **Finance and Premises Committee** oversees financial policies and internal controls on all matters relating to the financial well-being of the schools, and the maintenance and development of the premises. This includes the running of school clubs, school lunches, the awarding of contracts to suppliers, and a range of other activities where the schools have a financial interest.

In the 2015-16 academic year, central funding for schools was reduced. However, as the schools were able to make reductions in spending, we were in a better position than budgeted at the end the year. We reviewed the plans and outturn for spending

of the PPG allocations and the Primary Sports Fund, as well as monitoring the health and safety position and the work to repair the schools' windows.

Further changes in funding for next year means that the schools will need to draw on accumulated reserves to keep within the budgets we have set for the year. The Committee therefore plans to spend time in 2016-17 working with school leaders and Governors from all Committees to identify how we may best reduce spending further while still maintaining excellent standards of education for all pupils.

The **Human Resources Committee** provides support and guidance in areas such as employment policy, staffing and performance, and communication, including the Parent Survey. In 2015-16, it identified that a significant saving could be made if the schools stopped paying for the Wandsworth Handbook for policies, and instead drafted its own policies with the assistance of the professional outsourcing company Strictly Ed. As a result, the Schools' Business Manager redrafted eight policies that were then approved by the Committee.

The Committee also discussed staff appointments and promotions with the Headteachers, reviewed the staff appraisal process, and carried out the appraisals of the Headteachers.

The Governing Body needed to fill several vacancies of its own during the year. The Committee carried out a skills audit of the whole Governing Body and then oversaw the appointment of four new Governors. We were delighted with the high level of interest as it demonstrates the commitment that parents have towards helping the schools.



The Governing Body currently consists of the following individuals:

Dorcas Aird (*Co-opted Governor*)

Alice Bayly (*Co-opted Governor*)

Roger Bowes (*Parent Governor*)

Neil Coburn (*Parent Governor*)

Karen Di Lorenzo (*Co-opted Governor*)

James Dunn (*Co-opted Governor*)

Simon Foster (*Partnership Governor*)

Alistair Gerry (*Partnership Governor*)

Anthea Hearn (*Local Authority Governor*)

Julian Hucker (*Partnership Governor*)

Richard Johnston (*Partnership Governor*)

Jackie McCallum (*Co-opted Governor*)

Jane Neal (*Headteacher*)

Paul Nicholls (*Co-opted Governor*)

Sarah Phillips (*Staff Governor*)

Alice Prosser (*Co-opted Governor*)

Duncan Roberts (*Headteacher*)

Ingrid Rostron (*Co-opted Governor*)

Sarah Schutte (*Local Authority Governor*)

Lucy Taffs (*Co-opted Governor*)

Emily Travis (*Parent Governor*)

Andrea Williams (*Staff Governor*)