



# Wimbledon Chase Primary School

## Governors' Newsletter

### *Opportunity, Inspiration & Celebration*

#### DEAR PARENTS,

As we reach the end of this Autumn term, the Governors would like to take this opportunity to provide an update ahead of the festive period. We would also like to extend a warm welcome to all those parents, carers and children who are new to the Wimbledon Chase community.

All schools should be constantly seeking improvement, both by self-evaluation and also by taking on board feedback from parents, staff and children to identify the key areas of focus for the coming year (or years in some cases). This is particularly important with the recent introduction of a new Ofsted framework for school inspection.

At Wimbledon Chase Primary, we rely on a range of information to help us shape our priorities for the School in order to keep raising standards. This includes monitoring of teaching and learning standards by looking at data and results, regular reviews of the curriculum and extra-curricular activities, as well as using parent, pupil and staff surveys.

The theme of this term's newsletter is to look at how the Governors, Senior Leadership Team and Staff, under Jill's direction, have been working together to respond to the feedback from the parents' survey in summer 2019, along with the other feedback received from staff and pupil engagement surveys.

We would like to take this opportunity to thank all staff, the Friends of WCPS, all the children, and particularly Jill, for an exciting and impressive term of school achievements and successes.

We look forward to continuing to work in partnership to improve our school community further.

We will be in touch again in the new year with a date for our next governors' forum. We are also looking forward to sharing the new School website with you, which we have all been working on.

With all best wishes for a great holiday season,

**Zoe & Tom**

**Co-chairs of the Governing Body**

#### RESPONSE TO PARENTS' SURVEY:

We provided an initial summary of the results of the parents' survey in our July 2019 newsletter. A full report of all the results (including statistics, graphs and comments) is now available [here](#).

We have set out below both the **results** of the survey, together with the school's accompanying **response**, on each of the following topics:

(1) Well-being; (2) Teaching; (3) School Management; (4) Other activities; (5) School Communication; (6) Governors' Communication; and (7) School Community.

Huge thanks again to all parents and carers who took the time to give us your valuable feedback.

## PARENTS' SURVEY: RESULTS & RESPONSES

### 1) WELLBEING

#### **YOU SAID:**

- The overall picture on children's well-being was very positive, along with some points of constructive feedback.
- 95% of parents either agreed or strongly agreed that their child is happy at the school. 96% agreed or strongly agreed that their child feels safe.
- 81% of parents agreed or strongly agreed that behavioural issues were appropriately addressed; 19% did not.
- As to the question of bullying, although 42% considered it had been addressed effectively if it arose, 44% of parents did not know whether or not the school dealt effectively with bullying. That may be because they have not encountered it, but it may also indicate a need for further clarity on this issue.
- Some comments indicated that behaviour management could be improved in some cases, and others commented that issues had been resolved well and sensitively.

#### **THIS TERM WE HAVE:**

- Introduced the School Golden Rules.
- Shared expectations of behaviour from the Behaviour Policy at the Welcome Parents meetings in September (these are also shared regularly in class and during assemblies - powerpoint on website).
- Promoted Anti Bullying week including a whole school assembly by Kidscape, anti-bullying workshops for Years 5 and 6 and Odd Socks Day.
- Maintained the approach of recording instances of unacceptable behaviour or bullying and follow the existing school policies, including close monitoring and speaking to parents if required. This is monitored by the Senior Leadership Team.
- Introduced a "Play Leader" as part of the midday supervisors team.
- Purchased new playground equipment and held a special assembly with children (Oct 2019).
- Advised parents in HT Newsletter of CBBC's free online wellness App, 'Own It', for children.
- Promoted excellent Behaviour for Learning during Friday assemblies.

#### **WE ARE GOING TO:**

- Review the Behaviour Policy to capture the views of pupils, staff and parents (via Spring Term Staff Meetings, Pupil & Parent Workshops).
- Re-launch of the Behaviour Policy 2020 (February 2020).
- Re-launch and reintroduce Houses with House Captains and promote pupil team events at whole school level (Spring Term 2020).
- Introduce the recording of incidences on an electronic system (MyConcern).
- Apply to become a Rights Respecting School with Unicef.
- Promote and participate in Safer Internet Day, 11 February 2020.

## 2) TEACHING

### YOU SAID:

Overall, the results were very positive. 86% of parents agreed or strongly agreed that their children were well taught and were happy with their children's experience at the school. Areas of improvement suggested were:

- to improve the challenges for those working at greater depth,
- to review homework provision
- improve oversight of provision for children with Special Educational Needs and Disability (SEND)
- more frequent teacher feedback, where possible

### THIS TERM WE HAVE:

- On greater depth, lessons are being monitored by subject leads to ensure greater depth following the National Curriculum schemes.
- On SEND, Individualised Education Services Plan (IESP) meetings took place in the Autumn term and are planned for the Spring and Summer terms. These meetings have provided additional opportunities to discuss Individual pupil targets and review how the plans are further supporting children's needs.
- SEND parent workshops have been promoted and run this term. Also, a number of "Team Around the Child" meetings with parents/ staff/ specialists have been held.
- The school has also met with the Local Authority regarding SEND provision and funding. Meetings have taken place in order to provide parents with a clearer understanding of SEND support in terms of interventions and resources, as well as the allocation of SEND funding. The school's "Inclusion Lead" is part of the local authority's SEND Strategic Board.
- Some changes to homework provision in a number of year groups have already taken place.

### WE ARE GOING TO:

- Review the Homework Policy and gather the views of staff/ children/ parents (April 2020).
- Review greater depth provision as part of curriculum development and homework provision.
- Continue to review the SEND provision including the curriculum for pupils with SEND.
- Recruit a new co-opted governor with expertise in SEND to provide further support and oversight on the governing body.

### 3) SCHOOL MANAGEMENT & HOW TO RAISE CONCERNS

- YOU SAID**
- The responses include many positive comments, but various areas of improvement were suggested around transparency and communications.
  - 57% of parents agreed that the school was well led and managed as at summer 2019. 74% found it easy to approach the school with questions or concerns to do with their child.
  - A lower proportion of parents than previous years (55%, as opposed to 78% in 2017) considered that the school responded well when concerns were raised.
- THIS TERM WE HAVE:**
- Our new headteacher has been in post for one term.
  - The school's complaints policy has been revised and is available on the website.
  - Clear information about how to raise concerns / issues was shared at the "Meet the teachers" meetings in September for each year group.
  - Parent survey feedback has been carefully considered and responded to, where feasible.
  - Regular meetings have been held, including headteacher forums / phase meetings and class rep forums to enable further engagement between parents, staff and governors.
- WE ARE GOING TO:**
- Improve transparency and communications through the new school website, which is currently under construction and due to be launched early in 2020.

#### 4) OTHER ACTIVITIES (HEALTH, PHYSICAL EDUCATION, UNIFORM)

- YOU SAID:**
- 86% agreed that the school helps their child to be healthy and 88% were happy with the range of activities and clubs.
  - Various suggestions were made for potential expansion / review of the sports provision at the school, particularly for years 3-6 and for girls, and to expand the range of after school clubs. Some constructive feedback was received about school meals and uniform (but 88% agreed that it was appropriate).

**THIS TERM  
WE HAVE:**

**On sports:**

- Introduced new sports provision, including a number of sports clubs now run by parents (56 clubs in total this term). There has been a very positive response to this. Published the Calendar of sports competitions on the school website. Sport now features as a regular item in the head's newsletter, and sports events and achievements are promoted in assemblies and via Twitter.

**On uniform:**

- Publication of non-gender specific uniform on the school website and shared expectations at the "Meet the teacher" meetings in September.
- Amended uniform policy so that school coats are not compulsory.

**On school meals:**

- Merton's current provider (Chartwells) has the service level agreement to provide meals for the majority of schools within Merton Local Authority. Their menus are approved and quality assured by Merton LA.
- Half termly meetings are arranged with Chartwells to raise any parental/pupil/school concerns.
- Encourage children to speak to a member of the leadership team in the dinner hall if they have any concerns regarding the quality, choice or portion size.
- Trialled Year 6 packed lunches and school dinners sitting together (from November), with a view to rolling this out in the Spring term (January 2020).

**WE ARE  
GOING  
TO:**

- Include a News section on the school's website dedicated to PE and Sport.
- Sports Newsletters (termly from Spring Term).
- Review the sports provision as part of curriculum development.
- Review pupils' 'readiness' when participating in tournaments etc.
- Re school meals, to introduce themed lunches for children to try.
- To run pupil workshops with Chartwells on healthy eating.
- To explore other providers.

## 5) SCHOOL COMMUNICATION

- YOU SAID:**
- 78% of respondents agreed or strongly agreed that the school office / staff were effective at communication. 73% of parents thought the level of communication was just right.
  - Some areas for improvement were the website in particular. ParentMail and class reps were the most popular sources of information.
- THIS TERM WE HAVE:**
- Gathered the views of parents with regard to a new website.
  - Commenced construction of the new school website (launch early 2020).
  - Used Twitter more as a way of sharing information, especially to celebrate pupil achievements and school news.
  - Tried to reduce the number of communications to parents, so most are sent out each Friday either via HT Newsletter or ParentMail.
  - Endeavoured to work more closely with Class Reps to cascade information.
- WE ARE GOING TO:**
- Regularly review new website, listening to stakeholder feedback.
  - Workshops to share and promote the schools vision and values.
  - Workshops to gather parent feedback and input to curriculum development.
  - Regular events to share school news and projects/achievements.
  - Introduce subject newsletters and pages on the school website.
  - Promote Phase news and achievements (via website and Newsletters)

## 6) GOVERNORS COMMUNICATION

- YOU SAID:**
- 46% of respondents felt they had sufficient information about the governing body, whereas 37% did not. 17% did not know.
  - A regular newsletter and ParentMail, as well as minutes of meetings, were the most popular suggested methods of improving this communication. Respondents wanted to know more about the school budget, the roles and responsibilities of governors and strategic objectives, among other things.
- THIS TERM WE HAVE:**
- Acknowledged the improvements needed.
  - Held a Governor forum in June 2019.
  - Run a new updated parent survey and committed to communicating the results and accompany actions back to the parent body.
  - Introduced a new termly newsletter – these newsletters are intended to include information about governance issues, budget and strategic plans.
  - Improved the information about funding streams (e.g. publishing Amenities Fund spending).
  - Published Governing Body Meeting minutes and further information on the website.
  - Updated and published the Complaints Policy on the website.
  - Taken steps to improve the visibility of governors around the school
  - Elected two new co-chairs of governors and relaunched the chair's contact details.
- WE ARE GOING TO:**
- Next governor forum to take place early in 2020 (date TBC).
  - New website to include new look governors' information with photos, biographies and clearer information on roles and responsibilities.
  - Continue to welcome feedback on areas for further improvement.

## 7) SCHOOL COMMUNITY

### YOU SAID

The sense of community and pride at Wimbledon Chase is very strong. 89% agreed or strongly agreed that they felt part of the school community and 92% of parents would recommend the school to other parents. However, 50% of respondents felt that there was scope to improve their relationship with the school still further.

Key comments were:

- 1) the school could nurture and celebrate its strong diversity more and be even more inclusive than it already is
- 2) there was scope to clarify the school's values and ethos (including in relation to diversity)
- 3) school community days were hugely popular and could be improved
- 4) the school could improve its partnership with the strong and enthusiastic parent community

### THIS TERM WE HAVE:

- Clarified the school's vision and values at Parent welcome meetings, and focussed on diversity and inclusion as a key part of this.
- Celebrated International week, with international street food and One Drum.
- Improved engagement with parents (as above.)
- identified a series of opportunities for parents to contribute to clubs and other activities (e.g. music, sports clubs, architecture, photography for website).
- Held a number of informal meetings with parents (e.g. Macmillan coffee morning for parents/staff, head teacher forums etc.)
- Held monthly meetings between the SLT and the Friends to discuss community events and fundraising.
- Undertaken a parent survey on cultural capital.
- Engaged with parents and children on key priorities e.g. Climate Change/Young Climate Warriors.
- Set up further community days.

### WE ARE GOING TO

- Improve inclusivity for parents of those with English as an Additional Language (EAL) (e.g. to start a project to translate key school communications).
- Engage parents further on curriculum development and other issues set out above, further improving Equality and Diversity.
- Child led events (fundraising, child led parent workshops.)
- Run Parent Gym workshops with external providers (January 2020).
- Continue to promote a calendar of events to increase and strengthen parent/community partnership.