



WIMBLEDON CHASE PRIMARY SCHOOL

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21 July 2022

Dear Parents

GOVERNORS' SUMMER NEWSLETTER

As we close out the final week of the Summer Term, we wanted to write and update you on the work of the Governing Body.

Since September, the School has had to interpret, manage and rigorously implement continuously evolving government guidance in relation to Covid-19 to ensure the safety and wellbeing of our students, staff and wider community. It doesn't feel very long ago that we were enjoying theatrical productions with outdoor performances under the School's Oak tree back in Autumn..! The Spring Term then saw a wave of positive Covid-19 cases within the School, with the impact of the Omicron variant being felt throughout our community. It is with considerable delight and relief that we have now seen a sustained return to an educational provision this Term which is more consistent with pre-pandemic times. We remain hopeful of further good days ahead.

As parents you have faced up to these difficulties and we would like to let you know how much we appreciate your collaboration with us throughout this last academic year. Thank you once again for your continued dedication and support to our School.

Pupil Voice

In June, Governors were treated to a range of presentations by student body representatives and were able to hear first-hand the '*pupil voice*' of our School in relation to a number of key strategic initiatives which are being led by our students:

Rights Respecting Schools

This is a UNICEF initiative and student representatives explained to the Governing Body how the School is trying to achieve the Silver Award, which is focused on becoming "Rights Aware" (we currently hold a Bronze Award). Students have been:

- learning about international rights conventions;
- meeting with other student representatives from other schools for discussion;

Transforming lives through education, aspiration and inspiration



- labelling all of the School's display boards with articles from the UN Convention on the Rights of the Child; and
- surveying fellow students for feedback in relation to rights respecting behaviours and equality.

School Council

Student representatives explained to the Governing Body how the School Council operates at Wimbledon Chase:

- each class from Year 2 to Year 6 provides a member;
- the representatives are appointed by each class through an anonymous ballot;
- candidates in Years 3 to 6 (inclusive) are required to write a speech; and
- meetings focus on improvements to the playground, the Healthy Schools Week initiative and the Food Forum.

The representatives enjoyed their first exposure to a democratic election and embraced the challenge of writing something persuasive about why they would like to be elected.

Well-being Ambassadors

As part of a recent initiative driven, in part, as a response to the pandemic, students were invited to submit written applications to become Well-being Ambassadors. The representatives have generated profound ideas to support their fellow students, such as:

- reducing the stigma of mental health problems;
- being positive role models;
- planning activities such as "Well-being Wednesday";
- being a voice for peers who may find things difficult;
- designing posters saying "*It's ok not to be ok!*" and placing them around the School.

House Ambassadors

This is a newly created role, following the re-brand of the School's houses. Candidates were encouraged to submit a written application citing the skills that they would bring to the role. The representatives have been involved in:

- organising the first Wimbledon Chase house event;
- designing new house logos; and
- getting to know other members of their houses and supporting younger members.

The representatives had clearly relished the extra responsibility of their roles and had particularly enjoyed interacting with other students from different classes and year groups.

Move and Groove Project

A group of students have been involved in a pioneering, intergenerational physical activity and music project which brings children and older adults together to take part in fun activity in care home settings. Directionally the project hopes to increase the confidence and

wellbeing of children and older age adults and give them a sense of value within their community.

SATS

For the first time since the pandemic began, primary school students have taken 'standard attainment tests' (SATS), which are statutory assessments taken as part of the National Curriculum. Our students took these assessments in May 2022.

The School has shared the preliminary data from these SATS with Governors in relation to the results of: Early Years Foundation Stage (EYFS) < 5 year olds; Key Stage 1 (KS1) 5 to 7 year olds; and Key Stage 2 (KS2) 7 to 11 year olds.

The results were positive, surpassed targets and exceeded the 2022 (indicative) National standards. Governors observed that these initial results reflect the amount of good work done by staff throughout this academic year, often in challenging circumstances.

School Leadership, Governors and the STLC will assess and analyse the full results, when available, in September 2022.

Update from the Standards, Teaching and Learning Committee (STLC)

The STLC continued to support and challenge the School in relation to its delivery of the highest possible quality of education provision and access to education for all children following the move out of Covid-19 restrictions in this academic year. The School had adopted a flexible and forward-thinking approach in dealing with the consequences of the previous national lockdowns, which it then built upon to manage the transition phase.

Governors were confident that the plans and interventions implemented by the School, to include an extensive accelerated learning / catch up strategy, were effective in supporting children with gaps in learning arising from the previous novel set of circumstances. In addition, Governors were appreciative of the focus of the School on well-being initiatives and the support being provided to both staff and the children in this regard.

Governors scrutinised the remote learning provision which had evolved over time to a useful tool and how all children could engage with it properly dependent on their access to IT equipment in the home setting and other associated factors. The STLC continued to monitor the School's efforts in relation to all children, but particularly in relation to those from disadvantaged groups, who were disproportionately impacted by the previous lockdown restrictions.

The STLC were impressed by the progress and attainment results the School had been able to achieve this year, particularly factoring in the number of lost days accumulated due to Covid-19 related absences. Governors were able to make informed decisions on the quality of the results given the rigorous assessment and contextual data they had been provided. The STLC were confident that the School would build upon the success it had achieved in this transition phase in the next academic year.

Update from the School Business Committee (SBC)

The SBC provides support and challenge to the School on all financial matters. The committee met six times during this academic year, primarily to review the monitoring reports which are submitted to the Local Authority in October, December and January. The committee reviews the annual and three year budgets to recommend these for approval by the Full Governing Body before they are submitted to the Local Authority. Each year the SBC submits its School's Financial Value Statement (SFVS) to the Local Authority.

The SBC also has oversight of the school assets which not only includes an annual review of the lettings policy and consideration of any long-term agreements, but also covers the annual health and safety audit. In addition, the SBC reviews the annual amenities fund accounts.

Update from the Whole School Community Committee (WSCC)

Governors were very pleased to reinstate the WSCC this year following a pandemic related pause and to support the School to explore areas of practice that would fall under its remit, most notably pupil and staff wellbeing, parent participation, attendance as well as the School's positive impact on the wider community.

Governors on the WSCC prepared, distributed and analysed the parent survey as well as discussed its findings with the School to explore steps taken by the School to address any action needed as a result of the comments received. Governors were impressed by the School's openness to feedback and the thinking that takes place in order to ensure ongoing progress in all areas addressed.

Governors were reassured to hear about the wellbeing work conducted across the School, which is so key following two years of continuing uncertainty as a result of the pandemic.

The WSCC and the School made a clear plan with regards to key punctuation points in the year to consider different aspects of wellbeing, participation and community work and the Governors couldn't be more excited in anticipation of all the creative work that lies ahead.

Safeguarding update

Following the pandemic, the School has seen a significant rise in safeguarding concerns. Governors continue to monitor this area carefully, including on-site visits by the designated Safeguarding Governor, and liaise regularly with the Safeguarding Team, whilst all staff have completed annual training updates.

Governors recognise that all children have a right to feel safe and secure and to learn and develop effectively and they need to be able to do so in a safe and secure environment.

Safeguarding is one of the major areas of importance within the School and it is one of key responsibilities of the Governing Body to ensure that the School has sufficient and effective processes in place to ensure the pupils feel that they are safe and secure within the School and classroom. In addition, the School has a responsibility to teach the children to understand and manage risks through all aspects of school life.

The Governing Body has ensured, through observation and monitoring during the year, that the School has robust safeguarding systems and procedures in place that are followed by all members of the school community to identify and action situations which give cause for

concern and, where necessary, develop effective working relationships with other agencies in a confidential manner to ensure that such issues are dealt with at the earliest opportunity.

The Designated Safeguarding Officer has provided regular updates to Governors about the promotion and maintenance of these values throughout the school community. In addition, Governors have ensured that the school curriculum includes promoting safety and independence in all aspects of school life through regular reports to the Standards, Teaching and Learning Committee.

Throughout the year, the safeguarding team have worked earnestly to identify and deal with a variety of safeguarding issues and we, the Governors would like to thank them for the diligence, integrity and sensitivity with which they have dealt with the situations which have arisen and their continued support to those who need it.

Equality, diversity and inclusion

A Governor with responsibility for D&I has visited and met with the members of the School's Leadership team to monitor the development of Equality and Diversity across the School.

In addition, the key policy documents: Cultural Equality and Equality Plan; and Gender and Disability have been reviewed. Part of the School's initiatives include the UNICEF Rights Respecting School project and the House Ambassadors programme, which continue to be the subject of review.

Separately, a review of the School environment was also undertaken and the results were assessed by Governors with key members of staff.

School Visits

Governors are each given individual responsibility for monitoring designated subjects and/or areas – the nominated person is the 'Link Governor' for the subject and is responsible for monitoring, liaising with staff, conducting visits and reporting back to the Governing Body.

Over the academic year 21/22 a range of Link Governor visits have been carried out including: Maths; English; EYFS; French; SEND; Pupil Premium; Eco; GDPR; Health and Safety; and PE.

Governors have visited the School to meet with each Subject Lead to discuss and review the provision for these key areas. Updates and areas of development had been provided for Governors. Governors have visited classrooms, met with teachers and adults. As a result of each visit, a report has been generated and shared with Governors.

Activities & Events

The students and staff are to be congratulated on a programme of fantastic events this Summer Term:


- A return to a traditional Sports Day was a welcome sight for parents and a fun experience for all participants.

- The Wimbledon Chase Triathlon was another notable sports event that involved children from across the entire student body.
- The annual School's Summer Fete, organised by the 'Friends' (the School's parent teacher association), was a resounding success with an incredible turnout. Visitors enjoyed delectable treats and refreshments, BBQ, fairground rides, a fire engine, the opportunity to pelt teachers with soggy sponges and the chance to relax and listen to the Parent's choir whilst eating strawberries and cream on the lawn...what a triumph!
- More recently, the much-anticipated 'Drinks on the Lawn' was a refined affair, with parents enjoying a well-earned chance to be together, socialise and make new friends. None of this would be possible, however, without the tireless efforts of the Friends who move mountains for us to enjoy these moments as a community and, in doing so, raise crucial funds that directly benefit our children's educational provision.

Thank you to all of you un-sung heroines/heroes who volunteered to make these events so successful!

On that bombshell, we wish you all a relaxing, happy and safe Summer break.

Best wishes

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Tom Jeans

Chair of Governors

For and on behalf of the Governing Body, Wimbledon Chase Primary School

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