



EWPS Governing Body Annual Newsletter 2021

How is Ellen Wilkinson Primary doing and what are our next steps?



HELLO

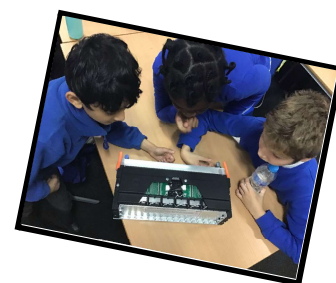
This special edition newsletter from the Governing Body has been put together to let you know how the School is doing; based on what you and the children have told us, from our school data and from our visits and meetings. It is also an opportunity to extend our thanks to all parents, carer's, staff and pupils for your commitment and support, especially through the challenges of the last two years. Everyone plays a key role in developing our happy community and ensuring that we all learn and succeed together.



The vision of Ellen Wilkinson School is Learning to Grow and Succeed Together. Your School Governors work closely with Ms Ferguson and her staff to ensure that this vision underpins all that we do.

We presently have twelve governors representing parents, members of staff and members of our local community. We meet together with Ms Ferguson at least five times each year. We also have subcommittees focusing on Curriculum and

Standards and on School Finances. At our meetings we receive reports about the main School and about Little Ellies. We also review School policies and the overall strategic development of the School.



School visits

Each governor has a specific linked responsibility - for example: safeguarding, inclusion or a particular curriculum area.



In November, we were able to resume visits to the School to meet with relevant team leaders and observe how the School continues to keep children safe, happy and ensure a rich and exciting curriculum for everyone. During our visits, we were very impressed, as always, by the children's work, behaviour and enthusiasm for learning.

The School Budget

The Finance Committee meets regularly to plan and agree the overall budget and monitor finances over the year. Like many schools across the country, we have had to look carefully at how we manage the budget with more financial cuts expected over the next few years. However, the priority remains to prioritise the best possible learning experience for all pupils.

Marie Christie - Chair of Governors

PARENT SURVEY OUTCOMES

Question	% agree or strongly agree	Context
My child feels safe at this school.	100.0%	<ul style="list-style-type: none"> 158 surveys complete (135 paper, 23 online) Survey completed November 2021 Collated by the Chair of Governors Comments from this and other surveys are included throughout this newsletter
My child is making good progress at this school.	98.7%	
This school meets my child's particular needs.	98.0%	
This school ensures my child is well looked after.	97.4%	
My child is taught well at this school.	98.7%	
This school helps my child develop skills in communication, reading, writing & mathematics.	99.4%	
Behaviour in the school is good which ensures a happy and safe learning environment.	99.4%	<p><u>Governing Body Statement</u></p> <p>Thank you to all our parents and carers for completing our annual survey, having such a large response rate helps inform our</p>
My child enjoys playtimes.	99.4%	

This school deals with any cases of bullying effectively. (Bullying includes persistent name-calling, cyber, racist and homophobic bullying).	93.2%	<p>decisions about how the school is doing now and our priorities going forward. It is wonderful to see such high positive responses across all areas and overall how happy families are with the school. We are sure you join us in thanking all the staff for their hard work to keep our school growing and thriving during these challenging times.</p> <p>However there are things we need to develop further so please see the list below for our next steps.</p>
My child benefits from extra curricular clubs.	96.2%	
This school helps me to support my child's learning.	97.5%	
This school listens to my concerns.	96.2%	
This school keeps me well informed.	96.8%	
The Leadership Team is approachable.	97.4%	
The Governing Body are effective.	96.4%	
Overall I am happy with this school.	99.30%	

Next Steps

- Review the anti-bullying policy and procedures (including parent focus group)
- Additional staff training
- Create an information leaflet that summarises key points
- GB annual newsletter to parent to be issued for 2021 & governors to attend parents evening once fully back on site
- JGB taking part in taster test with catering company & conduct pupil surveys with children about favourite dishes to include and input on next menu choice (Easter 2022)
- Eco guardians have been appointed and they are working towards Eco-schools status
- Review information that goes out with homework

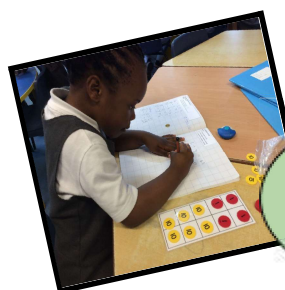


QUALITY OF EDUCATION

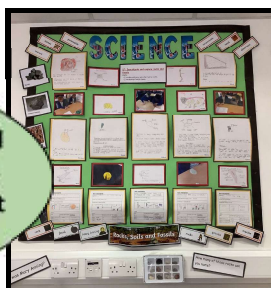
In 2020-21 we wanted to: implement effective remote education and close the learning gap in all curriculum areas to minimise the impact of multiple lockdowns.

Governing Body Statement: During 2020-2021 the school developed a comprehensive remote learning approach. This has meant that during national lockdowns and individual children's isolations our pupils have had access to live teaching from school staff every day to minimise the negative impact of not being in school. We also loan equipment and create WIFI access for many of our families so no child is disadvantaged. A bridging curriculum was created in all subjects to cover key learning concepts children may have missed. Additional time and focus have been given to English and Maths to ensure that children can progress to the next stage of learning. We have used the covid premium to deliver additional targeted learning time (where class teachers work with individuals and groups during the school day) and individual before and after school tuition and support programmes.

Next Steps In 2021 -22 we want to: continue closing Covid learning gaps and deliver our full curriculum. School focus continues to be on reading, supporting writing and developing maths mastery. We are also continuing to refine our curriculum offer in all subject areas.



"An unbelievable school with fantastic teachers. Overall cannot fault it at all."



"The school is excellent. My son is happy and enjoys learning."





Did you know that ...?
We provided access to swimming lessons during the summer holidays to children who missed their year 4 sessions.



Did you know that ...?
During the pandemic we provided home equipment to over 80 families so children could access remote learning.



BEHAVIOUR & ATTITUDES

In 2020-21 we wanted to: support children and their families to continue engaging with their learning (both in person and remotely) ensuring that expectations of behaviour, attendance and outcomes were maintained as much as possible despite the challenges of the pandemic

Governing Body Statement: We are hugely proud of the way our children continued to engage with their learning during this challenging period. Attendance on line was high and where this was not working for individuals, these pupils joined those on site from key workers, disadvantaged, SEND and most vulnerable. This meant that at points we had over 100 children attending daily during lockdowns. A Covid addendum was added to our behaviour policy and an online learning and behaviour agreement was established to support children and families. Non-attendance during lockdown was followed up with calls and, where needed, home visits. We would like to thank our families for working with us to develop this approach so our children could continue to prioritise learning. Our Junior Governors & House Captains also continued to support others in the school via virtual meetings and assemblies as the impact of bubbles when we returned to site limited their interaction in other ways.

Next Steps In 2021 -22 we want to: support our children as they rediscover the joys of interacting and playing with a wider range of children in the playground and relaunch our previous work on anti bullying now that their social circle has increased. Additional development work around creating positive playtimes with the Junior Governing Body will also support this. We are also excited to be launching our Eco-guardians and are looking at ways we can weave global learning and ecological consciousness into our curriculum.



"Amazing school, children always happy to come to school."



Did you know that ...?
EWPS is one of the few primary school Confucious Classrooms in the country because of the quality of our Mandarin provision.

"More eco-education."



PERSONAL DEVELOPMENT

In 2020-21 we wanted to: support our pupils (and their families) with the mental, physical and emotional impacts of multiple lockdowns and the limitations to their experiences and friendships they had experienced.

Governing Body Statement: Additional focus and time was given to PSHE and pastoral support during the last 12 months both when working virtually and once returned to site. This has included a whole school memorial project to help the whole community begin to process their experiences during the pandemic. Physical activity was also prioritised due to the negative impact of children's restricted lifestyles. Moving towards the end of the year we were delighted to be able to reintroduce a large range of after school provision and educational visits so that children have the opportunity to interact with others and start expanding the experiences.



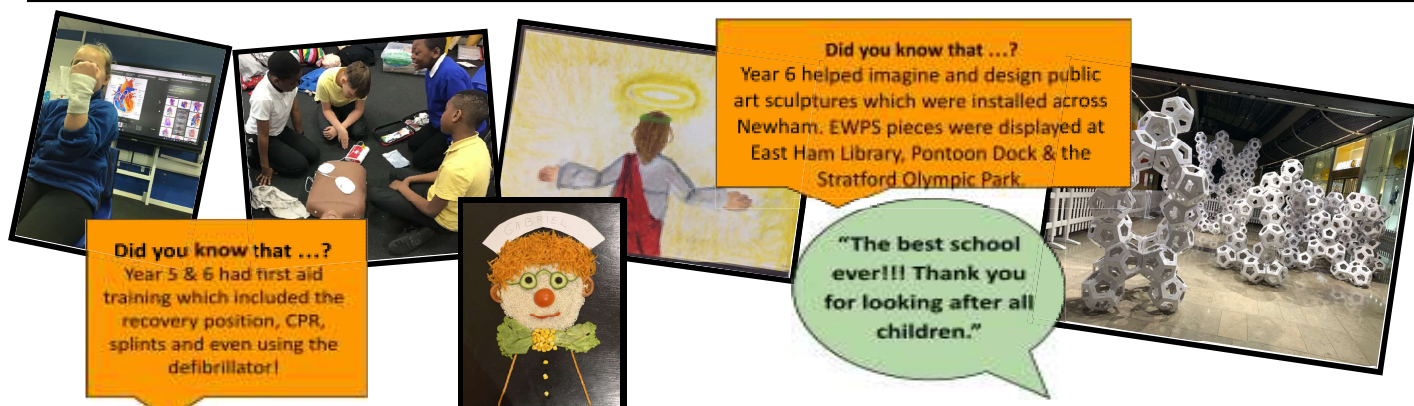
Did you know that ...?
Every child in year 3 is taught to play the ukulele. This continued during lockdowns too as we sent instruments home with children and taught their sessions online.



Did you know that ...?
EWPS had the highest participation rate in Newham for the virtual London Youth Games during lockdown.



Next Steps In 2021 -22 we want to: continue reintroducing as many curriculum enrichment opportunities as possible. Specific work is taking place to support awareness and understanding of positive mental health and wellbeing. This includes surveys to identify areas of development, new initiatives such as Wellbeing Wednesdays, establishing a well being working party to look at all aspects including staff wellbeing. We also want to develop our cultural reflectiveness within our curriculum to ensure we celebrate and share the impact of individuals from all backgrounds and ensure we tackle bias and racism more proactively as a community.



LEADERSHIP & MANAGEMENT

In 2020-21 we wanted to: support our pupils, staff and wider community as effectively as possible as we all navigated the effect of the pandemic. This included upskilling our staff, pupils and wider community in relation to remote learning so we could minimise as much as possible the negative effect on pupil learning.

Governing Body Statement: Keeping contact with our families, ensuring children were safe and supporting our community and staff as much as possible as they navigated the effects of the pandemic were the most important aspects of our work last year. Regular communication, phone calls, home visits, food parcels, accessing technology, bereavement support, accessing community services and just being ready to listen were central to this. Our advances in the use of technology were huge and we appreciate how staff embraced this so we could try to minimise the impact on learning during various lockdowns. Development of the bridging curriculum to cover key concepts that children may have missed was essential. We also thank all parents and carers for working with us to ensure that children attended school when they were once again able to do so, we do not underestimate the trust you showed us in doing this!

Next Steps In 2021 -22 we want to: continue closing Covid learning gaps and deliver our full curriculum. We also want to continue working with staff in relation to workload to find new ways of working smarter rather than harder! We will also look at how we can improve nutrition throughout the school both in curriculum and during lunches!



EARLY YEARS FOUNDATION STAGE (EYFS)

In 2020-21 we wanted to: refine the link between EYFS and KS1 curriculum, with a particular focus on maths, writing and phonics due to the impact of the pandemic.

Governing Body Statement: Supporting such young children with remote learning was challenging which is why they were prioritised for early return so their learning needs could be met. Support with phonics, reading and maths were the key areas and will continue to be so going forward. We also ensured additional outdoor provision and physical activity as children had been deprived so much of this and additional PSED opportunities to help social development.

