Message from the Chair of Governors

This academic year seems to have flown by, it doesn't seem a year since last year's year six leavers were involved.

The one thing that I took from that occasion was the real sense that those children were confident, well rounded young people who looked out for each other and were clearly well prepared and equipped for their secondary education, and that their time at Wellington would be remembered as being very special.

A couple of weeks ago, I attended a Governors' curriculum meeting where we reviewed an outstanding set of end of year data from across the school. From reception right through to year six, the whole school community should be very proud of what has been achieved.

I have always been very proud of the way that the whole school community works together, which I am certain is a key part of the continuing success of the school. Even the users of the school Hall at weekends recognise there is something very special about the Wellington Community and want to get involved.

I am very much looking forward to next year particularly working with the new leadership structure and to our increasing work supporting the Aldershot cluster and other schools across Hampshire. This will be tinged with some sadness, that through promotions, some of the team will not be with us, but I hope, like last year's Y6, they will always carry a piece of Wellington in their hearts remembering what a very special Community Wellington is.

Have a great summer!

Neil Bridger, Chair of Governors

Meet the governors

Susannah Rees

Role: Parent governor, vice-Chair of Finance & Personnel committee

I am now in my fifth year as a parent Governor, joining the team as part of the original Temporary Governing Body when the school was formed. I have two children at the school, currently in years 5 and 2. I am the Maths Link Governor and vice chair of the Finance committee.

As a Governor we generally attend two meetings per half term, which last anything from 2-3 hours depending on how much is on the agenda! I also try and get into school as often as I can, helping on school trips and attending all the fantastic events. A recent highlight was meeting some of the pupils from across the school to discuss what they thought of Maths within the school and of Maths homework. The children brought their Maths books and were
very keen to show me the work they were most proud of. They told me all about what they had really enjoyed and seemed to be very positive about the work and the feedback they get from their teacher and their peers. They also all said that they really enjoyed the MyMaths, with several really enjoying the MyMaths games that are available.

As Governors we also carry out termly Health and Safety walks, both inside the building and within the grounds. During these I am always impressed by all the fantastic work on display within the class rooms, shared areas and the hall. It also highlights how lucky we are with our grounds and all the work that the parents and staff have put into developing them.

The number of new developments over the years has been staggering. To name a few; the fantastic range of clubs now on offer, the Mothers’ and Fathers’ Day lunches, the termly curriculum open sessions which give parents a chance to come into school and see what the children have been doing in class, the amazing Community Fun day and not forgetting all the animals!


Child Protection and Safeguarding is one of the most vital duties of every school in the country and we are no exception.

The protection of the children at Wellington is at the very core of our ethos as a school. At the beginning of this term the full governing body underwent safeguarding and child protection training to ensure that we are all up to date with all the very latest guidelines and thinking on the subject. This session was harrowing but very informative and we certainly left with a much deeper understanding of the issues involved and the robust structures in place to keep all children safe at all times.

Child protection is so important to all of us and is a key way that the school can integrate our work ever more fully into the community. An exciting new opportunity to cement these links will be through the appointment of our new Family Support Worker who will work with the school and throughout the local area providing advice and practical help to those who might require a little support from time to time. Last term, the three of us attended governor training on the most recent information about what governors need to know and do to ensure that the most disadvantaged children in schools have access to the best teaching, learning, and provision possible, so that they can reach standards expected of children of their age who do not come from disadvantaged backgrounds.

Disadvantaged children are defined as; those known to be eligible for free school meals in the previous 6 years as indicated in any termly or annual school census, children looked after by the local authority for one day or more, and those adopted from care, or all those who left care through other routes.

At Wellington, approximately 30% of pupils fall into one or more of these definitions, which is above the national average. Therefore, it is important for us to be sure that the barriers are removed, and opportunities made for these children to make accelerated progress in their learning, resulting in the term ‘Diminishing the Difference’, this being the achieved outcomes when compared to non-disadvantaged children nationally. The government provides schools with funding to help meet the needs of these pupils. This is known as ‘Pupil Premium’ and ‘Designated Schools Grant’.

During the training we had an opportunity to review and reflect upon our own provision against strategies which are proven to have high levels of impact. One of these being pupils’ involvement in their own learning, ownership of their learning, and full involvement of evaluating their own learning, and planning out their next steps, something we could reflect strongly and positively on at Wellington. We also ensure that all teachers and staff know if children come from disadvantaged backgrounds. Of course, this is ‘behind the scenes’ stuff but does ensure that we all know the children really well, and what their needs are and how to meet these needs. Like all children at Wellington, we track their progress and attainment carefully to ensure that they meet the standards expected of them, making strong progress from their starting points.

As governors, we have a responsibility to ensure that funding, given to schools, is used effectively for its intended purpose. This means regularly reviewing the progress of all groups of children across the school, ensuring a real equality in performance, and discussion around best meeting the needs of all pupils. Reviewing the data and provision helps us to be fluid in identifying what needs to be done at any time in the school year, and then following this up at following meetings. We check pupils’ progress half termly. As the governor with responsibility for ‘Pupil Premium’, Victoria Hotham meets half termly with the leadership team to review our plans and strategies to meet the needs of disadvantaged pupils. This is then reported back to governors.

Schools have a responsibility to publish information, on their websites, about the income, expenditure, strategies, and impact for disadvantaged pupils. Ours can be found in the ‘Key Information’ section of our website, along with the relevant policies.

How do I contact a governor?

All governors are contactable through the school office. You can either leave a message for them, or e-mail the school, who will pass it on to the relevant governor or governors.