Message from the Chair of Governors

As we rapidly approach the end of another academic year, it is hard to believe that it was only in the autumn term that we moved on to the single site, physically bringing the whole school community together.

This is probably because of the pace of change in both education and Wellington which brings many challenges for your governors and the school. As we look forward to September it is good to know we have stability in our staff structure and the financial resources to build on what has already been achieved.

While I reflect on how much things have changed since my involvement with the school, I can't help but think of Anne Hoad, who has seen more changes than I have. As Anne looks forward to spending more time with her family, I would like to take this opportunity to publicly thank Anne for her commitment to the school, particularly her service as a staff governor over many years.

The most satisfying thing about being a school governor is knowing that our Y6 children are leaving Wellington with a strong foundation of a well rounded education knowing that they are well equipped as they move on with confidence to their new adventure that is secondary education. This is something that the whole school community can be very proud of.

I would like to wish all of Y6 every success in the future and that they leave with fond memories of their time at Wellington. I would also like to wish the remainder of the school community a great summer.

Neil Bridger, Chair of Governors

Meet the governors

Chris Williams, vice-Chair

I am now in my fifth year as a parent governor and I have been vice-Chair since Wellington opened; prior to that I was a governor at West End Infants and served on the temporary governing body which set up this school.

All three of my children attend this school (in years 5, 4 and 2) and my wife works as a LSA in Key Stage 1. Wellington is very much a family affair for us!

I took voluntary redundancy from the House of Commons, where I worked as a print manager, in 2013. This has allowed me to set up my own print and design business, spend more time with my family and devote more time to serving the school. As well as my role as chair of the Curriculum & Standards committee and responsibilities for monitoring safeguarding and Pupil premium, I volunteer around the school on a regular
I often ask myself why I devote quite so much time to this school, particularly after yet another gruelling three-hour meeting discussing the finer details of the national curriculum! The answer is always the same. Having been involved with this school from the outset, it is the great changes that this school has made for its pupils in a relatively short period of time. It is seeing the self-belief and pride that all of our children have in themselves. It is being just a small part of the success story that is Wellington, a story that so many people have contributed to; not least our really dedicated staff, also our enthusiastic parents but most significantly our wonderful pupils. They are, after all, the most important people in the school.

At Wellington Community Primary School one of our key aims for our children is to help them to become independent learners. This means that they will be able to understand what they have learned and build on their learning to know what the next steps for them will be.

One of the main ways we do this, is to share with the children their targets for English and Maths and encourage them assess themselves and their classmates to make sure that they understand what they are learning and why they are learning it.

These personalised targets help children, parents and teachers to understand what stage each individual child is at and what the next steps will be for that child. They are a way for you and your child to talk to the teachers about your child’s understanding and progress. They are the building blocks for your child’s success at school and will help teachers and parents to make sure that children really understand and can apply to knowledge and skills they have gained in the classroom.

Apart from attending meetings, what else have governors been doing this year?

We have:

- met with staff to monitor assessment, maths, English, SEN provision, safeguarding and Health & Safety
- attended grounds days, sports days, school performances, the summer fair, the community fields day and the assemblies at the Garrison Church
- gone on school trips
- assisted with after school clubs

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.

Assessment for Learning – how to help your child take charge of their own learning –

Jennifer Evans, School Governor

On my recent visits to school as a governor to monitor the assessment and achievement of the pupils I was very impressed by the confidence and maturity of the children and the ways in which they were able to tell me about their learning.

The new assessment system designed by the school has moved away from the old grading system using ‘levels’ and is now based on ‘age-related expectations’. That is: children are assessed according to what might be expected of them within their age group. So they will be either working below, at or above age-related expectations. Our aim in school is to ensure that each of our children is supported to achieve the best that they can in school. The personalised targets are one way in which we can make sure that gaps in children’s learning or understanding are quickly picked up by teachers or parents, or by the children themselves.