Message from the Chair of Governors

Neil Bridger, Chair of Governors

One of my first ever Governor training sessions, many years ago, had the title ‘Support and Challenge’; this is the core role of Governors.

Over the last few months this has had a slightly different meaning for me and probably others on the Governing Body and within the leadership team. As you will know Wellington has been supporting Marlborough Infant School (and other schools). In many different ways this support has been a challenge. There has been a great deal of hard work put in, including over the summer, to ensure both schools provide the best possible opportunities for the whole school community.

As I reflect on the last few months of challenge, it is interesting that supporting and helping others brings growth in us as individuals and as a team.

As I write this, I don’t know what challenges the next few months will bring, but I know, with the continued support and encouragement of the whole community we will grow together and as individuals.

Meet the Governors

Christopher MacQueen

Role: Co-opted Governor, Member of the Finance & Personnel Committee

I am in my third year as a co-opted Governor, joining the team at a time when the school was transitioning from a dual to a single campus. As a co-opted Governor I am an independent voice on the Governing Board with the task of directing and monitoring the development of the school.

By trade I am a Lawyer and a business analyst. This gives me a range of skills that I use as a Governor.

As Governors, we work hand in hand with the Headmaster and the Senior Management team to ensure that Wellington continues to provide a consistent and excellent educational experience for everyone.

In my opinion, the most important task for a school is to instil a love of learning. Wellington delivers this with passion. I could not be prouder to be a member of Wellington’s Governing Body and thank you as the parents for engaging so generously with the School.

School Improvement and Self Evaluation - David England - Head Teacher

Regardless of a school’s Ofsted rating, results and reputation, all schools are continually on a school improvement drive, identifying from self-evaluation the key things that it will work on over the coming year or years in some cases to keep the school improving, particularly with increasing expectations, changes to the Ofsted criteria on school inspections and how we assess children throughout their primary years.

The leadership at Wellington, including governance, use a range of information from throughout the school year (including data,
monitoring of teaching and learning, curricular and extra-curricular provision, equality of provision across the school, internal and external monitoring activities and reports, as well as staff, pupil and parent surveys) to decide what priorities the school will work on over the coming year to keep raising standards.

Our school improvement drive and development has been successful, since our last Ofsted inspection in February 2014, in leading to a year on year increase in standards at every Key Stage (the end of Year R, Year 2 and Year 6), as well as in the Year 1 phonics screening, when analysed over the 4 year period. Standards at Wellington across the school are either securely in line with national standards or above in many areas, achieved through our children making at least good progress throughout the school, and in many cases outstanding progress when evaluated using the Ofsted inspection framework.

We use the information to make evaluations and judgements about our school. We use the Ofsted framework and headlines for this in readiness for when the school is next inspected and to determine the right improvement priorities. At Wellington, we have made the following self-evaluation judgements about our school, using all of the evidence that we collect as a school.

**Previous School Judgement = Good**

**Current School Judgement = Outstanding**

**Effectiveness of Leadership and Management = Outstanding**

**Quality of Teaching Learning and Assessment = Outstanding**

**Personal Development, Behaviour and Welfare = Outstanding**

**Early Years Provision = Outstanding**

Wellington is in the ‘Ofsted window’ and therefore will soon be inspected. We are confident of the above judgements but there are many variables involved in making the judgements, where securing the overall ‘Outstanding’ judgement will be a challenge under the Ofsted framework. We know that we are not a ‘perfect’ school and we have things to work on but we are confident that we identify the right priorities for improvement year on year. This academic year, we are working on the following things:

- To ensure, that in maths in particular, more children reach the higher standards when they leave school in Year 6.
- To accelerate progress in maths for girls at the end of Year 2 and Year 6, so that their attainment matches that of boys and other groups of pupils.
- To increase standards at the end of Early Years Foundation Stage further, so that more children, particularly those who are disadvantaged.

We are very transparent in our approach to school improvement and evaluation and our School Improvement Plan, Self-Evaluation, Ofsted Report and Parentview findings can all be viewed in full in the Key Information section of our school website. You will also find the same documents for previous years too, enabling people to externally track our school improvement journey. The continued success of Wellington is entirely down to a galvanised, transparent and empowered community, something which we are really fortunate to benefit from at Wellington in giving our children the best opportunities.

The role that you as parents and relatives play in that is absolutely key and contributes hugely to the judgements that we have made in our self-evaluation. Thank you.

**Supporting the Most Able Pupils - James Bayliss**

Children can excel in many surprising ways. Our priority will always be to ensure that every child gets the best possible education, but it is also important for us to encourage those special talents to achieve their potential. The governing body recently received training from an external advisor on how to recognise signs of exceptional ability in children and how school planning can be focused to support them. Some of the recognisable characteristics of most able pupils include:

- Large vocabulary
- Excellent memory
- Comfortable talking to adults
- Vivid imagination
- Long attention span
- Wide range of interests

We continue to support the Headmaster and all the staff in recognising these characteristics and providing a range of opportunities to fulfil them. Children develop at different speeds, so this search goes on across all school years. Often those characteristics will develop outside of the classroom, and of course parents will find ways to develop those needs in a range of settings - but as always, please let us on the Governing Body (via the school staff or at parent's evenings) know any ideas you may have for additional resources to support those extra skills.

**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.

You can see who the Governors are on the school website.