



TOWER HILL PRIMARY SCHOOL | GOVERNORS NEWSLETTER – 2022

EDITION 3 | SUMMER | 2022

Introduction

The summer term is a time for evaluating the impact of school improvement priorities and analysing outcomes ready to draw up a new plan for the coming year. This year has been no exception in seeing a huge amount of development across a range of aspects of school life from the environment, to practitioner development to finding ways to support ALL pupils by truly understanding their needs. As Governors, we are pleased with the outcomes of this years end of key stage tests, whilst not in line with pre-pandemic results just yet, we recognise the hard work and dedication by all that has ensured we are well on our way to recovery.

What makes Tower Hill a good school?

One of the most rewarding aspects of being a governor at Tower Hill school is the time we spend in the school observing all of the great learning in action, hearing directly from the children about their learning experiences and how they feel. These school visits help us to ensure that the decisions made by the senior teaching team and governors are having the desired outcomes, are evidence based and are focused around the learning and development of the children. I thoroughly enjoy visiting the school on a regular basis to observe the learning in action and observing the politeness and happiness of the children.

I was recently asked an interesting question by a prospective parent, 'What makes Tower Hill a good school?' I paused for a moment before responding, not because I was struggling to think of positive things to say, but rather because I wanted to find a way to summarise all of the amazing elements the school brings together so well. My response, 'Everything! From the quality and care of the teaching staff through to the inclusivity, opportunities and the way learning is made fun.'

A recent school visit enabled me to specifically observe and evidence the care, opportunities, and inclusivity of the school I was attempting to summarise in my response to the question...

A stop at the quiet zone – offering a tranquil haven with a range of toys and games for children of all ages wanting to step out of the hustle and bustle of the playground at breaktimes and offering the familiar face of the passionate area supervisor, was a joy to observe. Next stop an opportunity to listen to some of the children talk passionately about the zones of regulation – designed to help them share their emotions and feelings with the teaching staff, and then on to a unique opportunity to visit the sensory room, providing children with a safe and engaging environment for which to take some needed time out to find their calm before returning to class. To close off a jam-packed visit, a real treat – observing children read to the wonderful therapy dog Archer!

I look forward to observing more of the wide variety of learning and facilities in action during my next visit!

Mr Nick Brown, Co-opted Governor



Staff development in action

When I put my name forward to be a Parent Governor at Tower Hill I had no idea of the amount of effort and thought that goes into the administration of a school. This is a little snapshot of a governor visit that hopefully gives you all some insight into that work.

The first part of my day is the Working at Height safety check. That Tower Hill is a physically safe workplace is vitally important, and governor checks on aspects of health and safety are a key part of ensuring that the leadership team are delivering that for both staff and pupils. Reviewing the safety checklist, and seeing the ladders that are available for appropriately trained staff is a satisfying start to the visit.

The main part of the visit is to review progress on one of the school's key areas for development (KAD), and at the start of the year I was really pleased to see that the leadership team had decided that one of those areas should be staff development. Along with a member of the SLT and one of the teachers we observed a lesson, we then got to listen in while the observing teacher shared their impressions, first with the senior leader and then with the class teacher themselves. A very good way to develop staff is to have peer review of delivery, one teacher observing another teacher's lesson and giving them feedback, but the opportunity to see how the observing teacher is supported in giving that feedback was fascinating. Developing people as mentors and leaders is key to the process of continuous improvement, as well as the actual delivery of peer review. It was fascinating and enlightening to see the process in action, and to observe a lesson at the same time. Afterwards, we talked to some of teachers about their opportunities for continuous professional development (CPD), and it was pleasing to hear that those opportunities are available, and supported, in particular by the leadership team ensuring that cover is available.

Finally, I was struck by a Nelson Mandela quote painted on the wall in one of the offices: **"Education is the most powerful weapon which you can use to change the world"**. That is as true for adults as it is for children.

Helen Kinal, Parent Governor

Headline data – percentage of pupils reaching 'expected standard' by the end of key stage:

	Reading		Writing		Maths	
EXS	Tower Hill	National	Tower Hill	National	Tower Hill	National
Key Stage 1	78%	67%	70%	58%	78%	68%
Key Stage 2	71%	74%	71%	69%	80%	71%

Headline data – percentage of pupils reaching 'greater depth standard' by the end of key stage:

	Reading		Writing		Maths	
GDS	Tower Hill	National	Tower Hill	National	Tower Hill	National
Key Stage 1	25%	18%	5%	8%	20%	15%
Key Stage 2	27%	28%	19%	14%	31%	22%

At Tower Hill Primary School our core vision is that ALL children will be equipped with the skills, knowledge, understanding and empathy that will lead to them being able to make their own choices in life, successfully.