



*We are an inspiring learning community with high expectations, where all feel safe and happy and everybody has the opportunity to unlock and realise their potential*

### **Message from the Chair of Governors**

Dear all

I hope you had an enjoyable summer and have settled into the new school routine. Although things are not quite back to 'normal', I know the school have got off to as smooth and safe start as possible.

Following our first governors' meeting of the year I wanted to update you on some of the areas we discussed and on the great work the school is doing.

#### **A safe and successful re-opening**

As you'd expect, Miss Stockley updated us on the re-opening and on the measures the school has taken to continue to guard against the risks of covid. We were incredibly proud to learn that all children have returned to school across all years! This is a testament to the work the school did earlier in the year to create as safe an environment as possible, put in place robust contingency plans and communicate effectively with the school community.

That said, none of us can become complacent. The work the school is doing to introduce Google classroom is important in case there is a need for remote learning. The governing body is also very aware that the school staff are going above and beyond to ensure the children get back on track as quickly as possible. So another big thank you to the school staff, and a thank you to the parent community for continuing to support them.

#### **Great academic data**

We used some of the time in our governors meeting to discuss this year's 'self-evaluation', which the school will be submitting to the Local Authority later this month. We were very pleased to be able to support the school's assessment that it is performing to at least a good standard in each of the core areas (leadership and management, quality of education, behaviours and attitudes and personal development).

As part of this, we considered the strong data from the assessment work the school carried out last March. It was fantastic to see that early years performance exceeded the national benchmark across every developmental area and by more than 10% overall. The data for KS1 (Years 1 and 2) and KS2 (Years 3-6) was similarly strong. The Year 2 school assessments showed that 74% of the children reached at least the expected national standard for reading, writing and maths combined; significantly ahead of the national average. The same measure was a fantastic 83% for Year 6!

Importantly, we are seeing an upward trend and evidence of good learning progress being made. This reflects the great work being done across the whole school and some outstanding teaching we as governors witnessed last year. It also suggests the focus the school has been placing on using data to identify how best to target its teaching has really started to pay off.

## **Getting back on track**

We also explored the school's 'back on track' curriculum and how the children had settled back in. We were really pleased to learn that the children have returned feeling confident, self-assured and with a positive attitude to learning. The school has worked hard over the last two years to promote high standards and foster a happy and positive learning environment. The school has also placed an emphasis on mental and physical wellbeing this year; making time in the learning programme for children to discuss their feelings and for an expanded P.E. curriculum. The governors strongly support this initiative and it is great to see it paying off.

As you may be aware, this half-term the school have been identifying any learning gaps from the previous year across core areas (e.g. maths, grammar). The school is using targeted teaching to close any gaps so that all children have a strong foundation before moving forward. We were pleased to hear that this work is going very well and should be completed shortly after half-term. The school and governors will be regularly reviewing progress over the year ahead and aiming to accelerate learning.

## **Community engagement and our use of technology**

Last year we added objectives aimed at improving community engagement and the school's use of technology. So we were really pleased to see the school using tech to deliver remote 'meet the teacher' presentations and share the harvest festival songs! I hope you enjoyed the children's' songs as much as I did – there were some great dance moves on display! We're keen to hear more from the parent body this year, as we continually seek to improve. Expect a parent survey in your inboxes later this academic year!

I also wanted to pass on the governors' thanks to all those who have donated to the school, including through its Amazon wish-list. As governors, we regularly monitor the school's financial position to make sure it is making the best use of its funds. Covid continues to place an extra financial burden on schools. So your support is greatly appreciated and will allow the school to enrich the curriculum where it is needed most.

## **Goodbye and hello to governors**

As many of you will know, Oliver Allen resigned as a parent governor before the summer break and we thank him for his hard work and commitment since he joined the governing body. I also wanted to say a word of thanks to Andy Rooney who has decided to retire as a governor this month. Andy was appointed by the LA as a governor of the school over 16 years ago. Since then, he has given a huge amount of time, energy and skills to help ensure the children receive the education they deserve. Oliver and Andy will be greatly missed.

As Oliver and Andy depart, we are pleased to welcome a new governor, Dominic Hughes. Dominic has a wealth of experience in education, including leading two primary schools over the past three years. Amongst other things he has a particular interest in using technology to drive improvement. He will be a real asset to our school. We expect to welcome a new parent governor ahead of our next meeting, as we continue to drive improvement – so watch this space.

Kind regards

**Debra Kane, Chair of Governors**

## Superstars of the week

The children below have demonstrated the Hogarth attributes and values throughout the week. All of the children this week have shown generosity either with their time, equipment, or through their actions.

**H** – Happiness   **O** – Optimistic   **G** – Generous   **A** – Ambitious   **R** – Resilience   **T** – Togetherness   **H** – Hard – Working

Rothko	Jenna & Alexandria	Jenna for always listening and sharing her ideas at carpet time. Alexandria for always including others in play and doing so with an infectious smile.
Mondrian	Yujiro	Yujiro is a very generous classmate. He shares his ideas both in class discussion and group work. He generously shares his time with all the children in his class.
Matisse	Haa'run	Haa'run shows great generosity by offering to help clean tables and tidy things away. Thank you for your time and help!
Picasso	Bilaal	We have been tackling some tricky addition questions this week. As soon as Bilaal had mastered it himself, he was quick to offer generous support to his peers. Very well done this week – he also went the extra mile for homework and did far more Doodle Maths than was expected!
Blake	Baheer	Baheer cannot help others enough and he extends his generosity and kindness to all of the adults in school. He is a real joy to have in the class. Well done Baheer!
Shonibare	Chloe	Chloe demonstrates her generosity all the time, being it helping other children in class with their learning or opening doors for Ms Jones. Well done Chloe. We should all take a leaf out of your book!
Riley	Archie	Archie has been extremely generous with his time and ideas this week, whether helping students or offering his suggestions in a learning experience. Archie has displayed generosity in everything he has done.

## Attendance and Punctuality

CLASS	W/C	WEEKLY ATTENDANCE %	WEEKLY NUMBER OF LATES
09.10.20			
REC ROTHKO		99.26%	2
1 MONDRIAN		96.91%	0
2 MATISSE		95.77%	2
3 PICASSO		97.46%	0
4 BLAKE		99.21%	1
5 SHONIBARE		96.19%	1
6 RILEY		96.72%	3

## Year 1

Mondrian Class has made a fantastic start to the Autumn term and to Key Stage 1. They are learning the new routines and working very hard to develop and build on all the skills and knowledge that they learned in Reception. They are very welcoming and supportive to each other, new children and staff in the class.

They are demonstrating a fantastic range of skills and are ready to take charge of their environment and embrace the Hogarth values as they play, explore and learn. Lots of new friendships are developing which is lovely to see.

We are very lucky to have such a happy and enthusiastic class and we look forward to an exciting productive year ahead.

Here are just a few of the things that we have been up to so far!

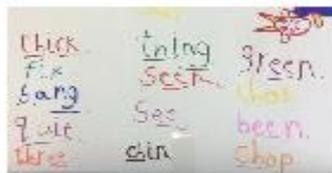
I know all about greater than and less than! - Yasmin



I like the fishing game, I can read red words! - Ishana



My tower stretches up like the side of a mountain, I like building them high! - Leandra



## The Importance of fluency in Maths

# Is It True That Some People Just Can't Do Math?

**As a school, we know that everyone has the ability to be a mathematician.**

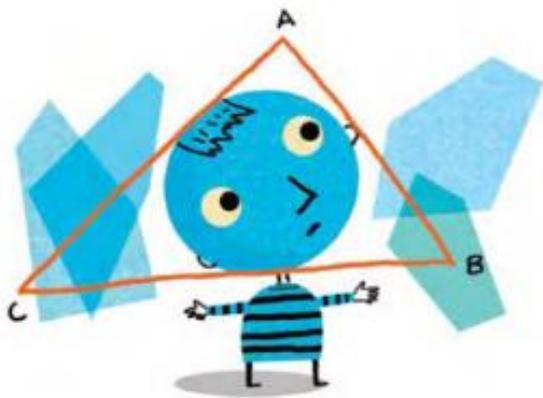
We encourage our pupils to improve their basic numeracy and fluency in a range of ways and nowhere is this more obvious than in our drive to improve every child's times tables abilities. As part of this approach, we are asking that children log on to the **PiXL Times Table App** as regularly as possible to improve their fluency and accuracy (this is in addition to the frequent practice they engage with in school).

*Why is it so important that children get better with their times tables?*

**Automatic retrieval of basic math facts is critical to solving complex problems because complex problems have simpler problems embedded in them.**



**All children are mathematicians.** However, those children who lack fluency in numeracy must devote more of their brain's time and processing power to calculating answers to simple numerical questions. This wastes time and effort that could and should be devoted to problem solving and reasoning in larger, more complex problems. A child who needs to calculate the answer to  $4 \times 7$  will not have as much time to reason their way through a question or pick a question apart and work systematically to explore all the possible solutions, allowing them to be successful in their learning.



It is therefore extremely important that we work together to ensure that every child develops numeric fluency so that basic numeracy facts (such as multiplication and division facts up to  $12 \times 12$ ) are able to be recalled quickly and easily from memory.

In doing this, we allow every little mathematician to flourish.

**Please encourage your child to practice their times tables daily where possible.**

**Thank you,  
Mr Barker – STEM Leader of Learning**

## **The William Hogarth Amazon Wish List**

**A big thank you** once again to everyone that has already ordered something from our Amazon Wish list for the school. This week we have received a massive **£352.56** of resources. Remember that the list is updated regularly so it's worth having a look any time.

If you have had problems trying to order something and a message is displayed 'Marketplace items cannot be sent to Gift Registry addresses' you will need to add the school address in as a new address: The William Hogarth School, Duke Road, W4 2JR.

As a school there are always many resources that we need or would like to purchase to give children full and exciting learning experiences.

In view of this, we have set up a Wish List on Amazon. If you would like to support us and purchase something that the school really needs, then this is a direct way that is a hassle free and quick to do.

You can either click on this link:

[https://www.amazon.co.uk/hz/wishlist/ls/2IVG1DX99BDC7?ref=wl\\_share](https://www.amazon.co.uk/hz/wishlist/ls/2IVG1DX99BDC7?ref=wl_share)

Or, alternatively, when you are shopping on Amazon, search for The William Hogarth Wish List and it will show you all items that we would like as a school. We may have multiple items of the same thing, so please only purchase what you can afford.



## **We need you for our RSE Parent Focus Group!**

We hope you're all well. We know that these are challenging times and that you continue to juggle a lot right now. We want to thank you for your continuing support and we need to ask you for your help once again.

As you may be aware, the Department for Education has announced changes to statutory Relationships and Sex Education (RSE) in schools, along with Health Education. All schools will be required to comply with the updated requirements from the Summer Term, 2021.

To help you understand the curriculum requirements we need to meet, please do take a look at the enclosed summary of what all pupils are expected to know by the end of primary school.

### **What does this mean for The William Hogarth School?**

This means that we will be reviewing our RSE Curriculum and Policy so we can be sure the provision is appropriate for our children based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and/or disabilities
- 

A comprehensive programme of RSE will provide the children with the essential skills they need to build positive, enjoyable, respectful and non-exploitive relationships throughout their lives. It will also help to ensure they know how to keep themselves safe when using information technology, both on and off line.

### **How can you help us with this?**

We are setting up a parent focus group that will meet virtually using Google Meet.

### **What will the Parent Focus Group do?**

This new group will meet at least twice this term and will be a body that represents parent voice within our school relating to RSE. The main purpose of the group will be to:

- consult with the parent community,
- provide constructive feedback on the school's RSE Curriculum and Policy
- act as a 'sounding board' for decisions that are made.

The focus group will act as the 'voice' of the parents and as such, it will be consulted with and listened to carefully, to ensure that we have a range of views and feedback before making any policy decisions.

### **What do we need?**

Our children come from a range of different backgrounds and faiths. As such **we need a diverse range of parents** to help design and build our RSE curriculum.

If you think this could be you and would like to participate, please email [admin@hogarth.hounslow.sch.uk](mailto:admin@hogarth.hounslow.sch.uk) or call the school's main office and say you wish to join the Parent RSE Focus Group. If we have an overwhelming response, it may be that we look to hold separate sessions / groups. All participants in the Parent Focus Group will be expected to have read the curriculum requirements document that is attached for your information.

We look forward to hearing from you and sharing further information in due course.

Yours sincerely,

Ms Agyeman

PSHE Co-ordinator

Copies of the newsletter are available online at: <http://www.williamhogarthschool.co.uk/newsletters.php>

## **RSE expectations: primary**

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

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### **Families and people who care for me**

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

### **Respectful relationships**

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

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- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

### Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

### Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

## School Uniform at The William Hogarth School

Our school uniform colours are grey, white, yellow and black. Our official uniform can be purchased on-line at [www.stevensons.co.uk](http://www.stevensons.co.uk) where we have a school page set up showing our school uniform. All non-logo'd items are cheaply available at many high street stores and supermarkets. We expect every child to wear school uniform when attending school and when participating in school organised events outside normal school hours. We expect children to be wearing the correct footwear for sports and games and for all items of uniform to be labelled clearly with your child's name.

White short or long-sleeved  
logo'd polo shirt

Grey logo'd 'V' neck cardigan  
or jumper with double gold  
stripe

Plain grey trousers, shorts,  
skirt, pinafore or gingham  
dress (in summer)

Plain long or short, grey, black  
or white socks or tights

Sensible black flat shoes or  
boots (in winter)

### PE Kit

- White logo'd sports top with house coloured sleeves (House colours are given on entry to the school)
- Black shorts
- Black logo'd hoodie with black tracksuit bottoms
- Trainers or plimsolls

Grey, black or white kippa  
or turban

Plain grey, black, white or  
yellow hair accessories

Grey or black scarf, hat and  
gloves

Black reversable logo'd  
school coat or plain black  
or navy coat

Grey, black, white or  
yellow hijab

Black logo'd rucksack or  
plain black rucksack

We do not allow children to wear jewellery, make-up or nail varnish to school, except for small stud earrings that must be covered during PE. A watch is also allowed as well as one piece of religious jewellery.

## **Term and Holiday Dates 20/21**

### **AUTUMN TERM 2020**

Half Term:

Christmas Holiday:

Monday 7<sup>th</sup> September – Friday 18<sup>th</sup> December

Monday 26<sup>th</sup> October – Friday 30<sup>th</sup> October

Monday 21<sup>st</sup> December - Friday 1<sup>st</sup> January

### **SPRING TERM 2021**

Half Term:

Easter Holiday:

Tuesday 5<sup>th</sup> January – Thursday 1<sup>st</sup> April

Monday 15<sup>th</sup> February – Friday 19<sup>th</sup> February

Friday 2<sup>nd</sup> April – Friday 16<sup>th</sup> April

### **SUMMER TERM 2021**

Half Term:

Monday 19<sup>th</sup> April – Friday 23<sup>rd</sup> July

Monday 31<sup>st</sup> May – Friday 4<sup>th</sup> June

## **INSET Days: (NO SCHOOL FOR CHILDREN)**

Thursday 3<sup>rd</sup> September 2020

Friday 4<sup>th</sup> September 2020

Monday 4<sup>th</sup> January 2021

Friday 28<sup>th</sup> May 2021

Monday 7<sup>th</sup> June 2021

## **Bank and Public Holidays 2020/2021**

Christmas Day

Boxing Day

New Year's Day

Good Friday

Easter Monday

May Day Holiday

Spring Bank Holiday

Summer Bank Holiday

Friday 25<sup>th</sup> December

Saturday 26<sup>th</sup> December

Friday 1<sup>st</sup> January

Friday 2<sup>nd</sup> April

Monday 5<sup>th</sup> April

Monday 3<sup>rd</sup> May

Monday 31<sup>st</sup> May

Monday 30<sup>th</sup> August