Furzedown Primary School
Governors Annual Review, September 2020 to July 2021

This year's review covers:

- Our mission, vision and values
- A reminder of the role of the governing body
- An update on who we are and what we do
- A review of the year and the impact of Covid-19
- Looking ahead

Mission

We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well-being.

We look at our Mission, Vision and Values every year to ensure they closely align with our school. We've reviewed these this year in the light of the impact of the pandemic and you can find them at the end of this update.

The role of the Governing Body

The Role of the Governing Body is to:

(1) Provide strategic direction for the school;
(2) Act as a critical friend to the Head Teacher; and
(3) Ensure accountability and financial oversight.

The Governors

Our governing document sets out that the board should have 12 members comprising the Headteacher, 1 member of staff, 2 parent governors, 1 community member, 1 Local Authority appointee and 7 co-opted members.

Alastair Cowie, Co-chair and Chair of Extended Provision and Premises Committee (Co-opted)
Simon Hill, Co-chair and (Parent)
Clare Harkey, Vice Chair, Chair of Pupils and Curriculum Committee and (Parent)
Nicholas How, Chair of the Finance and Staffing Committee (Co-opted)
Katherine Williams (resigned July 2021) (Co-opted)
Charley Jarrett (Community)
Jack Talbot (Local Authority)
Ishbel Maclean (appointed January 2021) (Co-opted)
Sophie Anderson (appointed December 2020) (Co-opted)

Monica Kitchlew-Wilson, Headteacher
Caron Heywood, Deputy Headteacher (Co-opted)
Nick Dutton, Senior Leadership Team (Staff)
Melanie Jamieson (Clerk to the Governors)

What we do

Three sub-committees meet once every term, these are for:

- Pupils and Curriculum
- Finance and Staffing
- Premises and Extended Provision.

Each committee feeds into termly full governor meetings. Governor attendance at meetings this year (Autumn 2020, Spring and Summer 2021) has been 99% (81% the previous year).

The school's development plan sets out our key priority areas and we work with the school leadership team to agree what these priorities are, to monitor them during the year and review progress at the end of each summer term. A summary of that plan can be found at the end of this review.

Governors were unable to go into school for working days and meetings this year so all meetings took place virtually. A small number of governors did manage to visit the school at the end of the summer term 2021. This included showing some prospective applicants for the role of Headteacher around the school as well as the successful interview and selection process that was completed in July (see below). Some prospective new governors were also invited to visit. This was as part of our succession planning work and in particular to fill a Local Authority appointee vacancy, more of which – as well as the appointment of two new Parent Governors – below.

Review of the Year

Introduction

To say it's been another challenging year is of course an understatement – and our first task is to give a huge thank you to everyone in our school community: the staff, the children and their families for their resourcefulness and endurance.

Furzedown's Teachers, Teaching Assistants and all the staff deserve our praise for *just keeping going* during this pandemic when school life has been so interrupted and the rules and advice were changing constantly. From further developing the online learning, to managing the day-to-day logistics of one-way systems and bubbles, we just cannot say enough about their dedication and fortitude. It's been amazing to see how the children have managed to adapt to the changes – we know it's not been easy for many, and we have been really encouraged by the positive approach shown by all despite some real challenges to learning and social and emotional needs across the school community.

At Furzedown we are very much aligned to the borough-wide approach of a broader, holistic "Recovery" plan rather than "Catch-up", with the latter's connotations of simply filling in gaps. Supporting and developing behaviour for learning, a consistent strength of our school, is both a long-term commitment and pre-requisite for ensuring that every child comes to school ready to learn in order to meet their full potential.

In previous reports we've tried to encapsulate the priorities addressed under the themes of our sub-committee structure as outlined above. This year, we've taken a more chronological approach.

Autumn 2020

Your governing body undertook a skills audit last autumn to identify areas of development over the year, including the appointment of Sophie Anderson and Ishbel Maclean who started this year and the appointment of three new governors this summer who will join us in September 2021. Particular areas we have sought to strengthen this year have been around financial oversight, strategy and experience of board membership. Simon Hill became the link governor for safeguarding and Clare Harkey took on responsibility for Special Educational Needs and Disabilities or SEND. At Furzedown we prefer to approach this incredibly important area in terms of learning differences and different abilities in order to reflect a society that we hope is moving in a more affirmative direction.

During this time, the school supported children of key workers at school while many others were supported to learn at home with a developed online learning programme. This included supporting many families experiencing hardship and difficulties around engagement with school and learning. The provision of technology was part of this, for those families without access to suitable IT.

An increase in pupil vacancies across the borough has had an impact everywhere. Demographic changes and birth rates have been on the agenda across the borough for a while now and both Brexit and Covid-19 have also been cited as having an effect on school

aged population this year. This has been managed effectively at Furzedown through flexibility around staffing to address the dip in funding that a lower school role creates

Curriculum audits took place, including in maths, to address the impact of the pandemic on children's learning. The main focus has been on catching up in Key Stage One (up to Year 3) where additional Teaching Assistants were recruited in Key Stage One, for example, to give support, especially for those children with additional needs. Whilst Key Stage Two (Years 4 to 6) was not impacted to the same extent,for years 4 and 5, reading progress was lower than expected and new assessments were added to monitor this. Maths is also an area of particular focus in Key Stage 2.

The Wandsworth link inspector highlighted the new approach deployed for teaching relationship education as being particularly successful.

In staffing news, Julie McDowall was appointed as Premises Officer as we wished farewell to Mr Naghten who retired. Miss Castillejo went on maternity leave.

In the autumn term, 290 children completed a mental health survey. In previous years more than 99% said they felt great being in school. This time, just over 60% said they felt great – demonstrating the impact that the pandemic has had.

Governors very much welcome the emphasis on wellbeing that has been placed by the school on every aspect of school life. Learning mentors, drama therapy, as well as regular support as part of the PHSCE curriculum (Personal, Health, Social, Citizenship Education) are some of the measures put in place. Due to Covid, there were no statutory assessments during the year, and the school saw the need to support wellbeing for children as well as staff as the fundamental foundation to learning and longer-term progress at school.

Spring 2021

In the Spring Term there were 10 children with Education Health and Care Plans (EHCP) in place. In total 15% of our children have some form of special educational need, including disabilities and English as an additional language. This increased to 17% by the summer term, reflecting a borough-wide trend in the increase in demand for support for children experiencing a range of learning differences.

Thank you to parents and carers who participated in the early 2021 lockdown survey of the online teaching provision, which resulted in the offer being adapted to better suit families.

The focus in Spring Term was very much about settling children back into their routines as far as possible before academic assessments were conducted the following term, meeting learning expectations while acknowledging continuing mental health needs as well as understanding the gaps that had emerged between disadvantaged children and their peers.

Quite a lot of renovation and repair work was completed during lockdown, including new unisex toilets which have made a big difference now that the school is fully open again.

The overall school objectives and performance management targets were adjusted to cope with the effects of the disruption due to the pandemic, including introducing a focus on reading around the curriculum, and the focus on Maths in Key Stage 2. These objectives & measures can be found at the end of this review.

Governors completed some more detailed financial benchmarking to better allow us to compare Furzedown with other local schools – including how we compare to other schools

in relation to the number of Teaching Assistants (we are slightly above the average for the schools we compared ourselves to) and pupil vacancies (other schools in Wandsworth have significantly higher numbers of vacancies).

The governors' finance committee supported work to manage the impact of a loss of income due in part to a suspension of after-school clubs. There was a small end-of-year surplus overall and projections were completed, keeping a particular eye on shifting demographics – as mentioned above – and how that might affect future funding.

Summer 2021

Parent governor elections took place and we're delighted to welcome two new parent governors – Rebecca Wilson and Adnan Bajwa. Debbie McFarlane will also join us from September to become our new Local Authority appointee governor. as we said farewell to Katherine Williams this year.

Health and wellbeing continued to be a priority for our recovery curriculum. It was great to see the restart of trips – including to Arundel, Pevensey Castle, Crane Island nature reserve as well as local parks.

Children weren't able to go to a performance by the Orchestra of the Age of the Enlightenment, as part of a music project Furzedown has participated in for many years. So the Orchestra came to school! Other visitors included a beekeeper and the Climate Education Action Group.

By the summer term attendance was back up to 96%. Monitoring and supporting behaviour, alongside pupil progress reviews for all classes were the focus, as well as special attention for arts, humanities, science and technology.

Furzedown renewed its International Award, and continues its links with a school in Uganda.

Paula Ward and Asma Mujeeb both retired from full-time teaching at the end of the summer term, but will continue working at school part time.

And finally, as you will already know Mrs Kitchlew-Wilson will be retiring after more than three decades at the end of the autumn term. Much more on this to come, as we make plans to mark her enormous contribution to our school and the wider community.

We are very pleased that Mrs Morris has agreed to take up the role of Headteacher from the 1st of January 2022. We are excited about the opportunity to support her and the team at school to continue to develop the school and further our mission to make Furzedown the happiest, most inclusive and successful primary it can be.

Parent Teacher Association

Despite the upheaval over the last 18 months, the PTA has continued to make an enormous contribution to school life. Thank you to everyone involved. To find out how to get more involved please email furzedownpta@gmail.com.

Furzedown Primary School, Strategy Overview 2020-2023

Mission We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well-being.

Vision

Children will leave Furzedown:

- Enthused about learning, confident and keen
- Able to integrate socially, make and sustain relationships
- Understand they are part of a global community
- Able to contribute to societal well-being
- Equipped with the skills to access high quality further education

Values

- High expectations
- Holistic
- Positive relationships, mutual respect and support
- Strength in diversity
- Independence through responsibility
- Everyone is a learner
- Reflection and continuous improvement
- Ambitious for future success

Our Strategic Priorities are:

1. Outstanding independent learning	2. A committed and well supported team	3. Open minded in everything we do

We will achieve these by focusing on:

• Quality of Teaching & Learning • Developing Literacy • Developing independent research skills	• Teaching Assistants used effectively • *Health and Wellbeing* • *A Safe Working and Learning Environment*	• Gymnastics & Swimming • Commitment to the Arts • Global Citizenship • *Promoting Equalities*

School Priorities 2021-22

	Priority	Objective	We know the objective has been achieved because… The objective leads to	The data that supports the achievement of each objective
1	Quality of Teaching & Learning	1. Ensure teaching is consisitently good or better.	1. All teaching is judged as good or better teaching.	Link Inspector's professional judgement for Quality of Education: 2 (with recommendations / development objectives achieved)
		2. Increase number of outstanding teaching by implementing a more rigorous programme of classroom monitoring with a sharp focus on how well pupils are learning	2. Increase in outstanding teaching and pupil achievement and progress.	Pupil voice (including feedback during governor visits)
2	Global Citizenship	1. To continue with the auditing of the foundation subjects through Subject Association Quality Marks.	1. Provision judged as good or outstanding.	Attainment of Quality Marks for foundation subjects Pupil voice - evidence from governor working days
		2. International award and linked with the renewal of the Primary Geography Quality Mark.	2. Children's travel (to and from school and more widely) is informed by a knowledge and understanding of sustainable transport.	Attainment of Quality Mark for Geography; Children demonstrate knowledge and understanding re own travel habits for getting to school (and other places e.g. to see grandparents, go shopping, for hobbies etc).
		3. Travel Plan updated.		Updated travel plan incorporates children's priorities.
3	Developing Independent Research Skills	1. Focus on children who are new to the school and need behaviour modification.	1. Behaviour is consistently excellent.	Attendance at least 96% for all with SEND and disadvantaged children below 95% identified and supported
		2. Developing independent research skills using Blooms Taxonomy across all year groups.	2. Children make good/better progress each year.	Link Inspector's professional judgement for Behavior: 1 (or equivalent rating)
		3. Continue to use the co-construction model of planning across the school.	3. Co-construction model enriches curriculum and supports independent learning	
4	TAs used effectively	1. TAs and support teachers are used effectively during whole class (input)	1. TAs are proactive in supporting teaching and learning and are working at, or towards the level 3 qualification.	All TAs working towards level 3 qualification achieve that TAs demonstrate how their CPD impacts on their classroom practice; pupil voice consistently backs that up
5	Gymnastics and Swimming	1. To ensure gymnastics and swimming are delivered to a high standard.	1. All children leave Furzedown able to swim and with confidence to develop and enjoy a wide range of sport and physical activity	100% of Y6 achieve "Swimming Badge" attainment Year on year increase of % of children achieving Key Step Award
6	Commitment to the Arts	1. To continue the school commitment to the Arts through a regular audit of the provision.	1. Children take part in a range of high quality and memorable activities.	Timetabling ensures all children have access to Artbox and experience a range of media Specialist provision ensures every child has the opportunity to learn to play different instruments, in particular Recorder, Ukelele, Violin to Y4 (Y5 & Y6 optional); Specialists provide extra provision where it can have the greatest impact Performances - children attend and perform

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7	Developing Literacy	1. Continue Targeted interventions in reading.	1. Children supported by targeted interventions make or exceed expected progress.	Every year, children make progress, reaching ARE on National Curriculum. Every child makes progress compared to national data and historically.
		2. Continue differentiated groups in phonics.	2. Good writing standards across all subjects continue.	
		3. Ensure good writing standards across all subjects focusing on history, geography and science.	3. Children engage with and enjoy a diversity of literature from across the world.	The school stocks a range of books from international authors. There are opportunities to attend literary events and to meet authors.
		4. Monitor standards of literacy throughout the school using individual assessment criteria to track vulnerable groups.		Pupil voice (including feedback during governor visits) demonstrates experiences of a range of literature and authors.
8	Health and Wellbeing and a Safe Working and Learning Environment	1. Staff and children are well-supported.	1. Staff report high levels of job satisfaction in staff surveys and through performance management.	The results of the staff surveys
		2. The wider Furzedown Primary School community, including parents and carers, are engaged and provide a key strand of mutual support.	2. Low levels of persistent absence (using 2018-19 as a benchmark).	Parental engagement - full attendance at parent evenings or equivalent sessions
		3. A continued focus on both physical and mental wellbeing.	3. Children are happy and confident learners.	Pupil voice - repeat 2020/21 pupil wellbeing survey annually
		4. Furzedown is an engaging and professional working environment for everyone	4. Parents and carers support this and provide support at home and to each other.	Parental engagement - as above, plus annual parent survey to include satisfaction rating for "how confident are you in supporting your child's learning?"
			5. Our school is well-maintained and developed to support the learning and development of every child.	Absence of unplanned repair capex. The amount and ratio of planned:unplanned capex at end of each financial year
9	Promoting Equalities	1. We continually challenge ourselves to improve what we do so the decisions we take ensure that every child fulfills their potential.	1. Progress towards and achievement of the Equalities Objectives outlined in the school's Equality, Diversity and Community Cohesion Policy.	2021/22 EDCC action plan and "What do we plan to do next" delivered .