Governors' Annual Statement
Academic Year 2024/2025

Introduction

This academic year has built on the developments of recent years, with focus on curriculum, attainment, inclusion and community. The school continues to grow from strength to strength and retains the sense of community that make Furzedown Primary unique locally.

This report details the governing board's membership, structure and activities across the year and our summary of the school's activity and development during the year.

1. **Governing Board Members and Structure**

We have continued to recruit new governors throughout the year to reflect the movement on of a number of younger governors whose jobs have moved out of London. We said thank you and goodbye to Sandra Brekalo and Catriona Watt Smith. We have welcomed Yvonne Levene-Fernside, Oliver Clark and Amy Decker to the team. Dominic Barnet also left us at the end of the academic year to take up a post at a new school.

Governor	Status	Term Expires	Link Responsibility
Adnan Bajwa	Parent Governor	05/09/2025	Staffing and Professional Development
Dominic Barnet	Teacher	01/09/2027	Staff Member
Laura Brown	Co-opted	05/01/2028	Special Educational Needs & Disability
Edwin Bellamy	Co-opted	01/09/2027	Pupil Premium
Oliver Clark	Co-opted	03/04/2029	TBC
Amy Decker	Co-opted	03/04/2029	TBC
David Jones	Co-opted	05/01/2028	Curriculum, Enrichment and Standards
Carmen Harabagiu	Co-opted	01/09/2027	School Development Plan
Yvonne Levene Fernside	Local Authority Governor	03/04/2029	TBC
Bennet Morris	Co-opted Vice Chair	01/09/2027	Safeguarding

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Rebecca Wilson	Parent governor, Chair	05/09/2025	Governance and Compliance
Catriona Watt-Smith	Co-opted	01/06/2026 – resigned January 2025	Community and Parental Engagement
Sandra Brekalo	Co-opted	01/09/2027 - resigned December 2024	Finance

The headteacher, Dionne Morris, also sits on the board, and Annaliese van den Berg attends meetings in her role as Deputy Headteacher. We are joined by Camille Faiella, Assistant Headteacher, Julia McDermot, the school business manager, and other members of the middle leadership team at meetings throughout the year depending on the subject matters being discussed.

Committees, Meetings and Attendance

The board is structured into two committees:

- Curriculum and achievement;
- Finance and Resources.

Two sub-committees are convened during the Autumn term to cover the Headteacher's appraisal and teacher pay.

The board has a regular pattern of meetings each term:

- Each subcommittee meets once, held remotely;
- Governor working morning, held in person in school;
- Full governing board, held in person in school.

In addition to these:

- An annual business meeting is held in September to plan the year;
- Link governors are expected to meet with key stakeholders each term;
- Sub-committee meetings held during the Autumn term.

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Committee Members as of July 2024

Finance and Resources Committee	**Curriculum and Achievement Committee**
Sandra Brekalo - Chair (to December)	David Jones - Chair
Edwin Bellamy – Chair (from December)	Catriona Watt-Smith
Carmen Harabagiu	Adnan Bajwa
Bennet Morris	Laura Brown
Rebecca Wilson	Dominic Barnet
Amy Decker	Rebecca Wilson
	Oli Clark

Clerking
The clerk to the governors is Kelli Parton, via Wandsworth Clerking Service.

Training
The following training has been undertaken by some or all members of the governing board during this academic year:

Subject	**Provider**
Child Protection in Education	TES
Understanding Anaphylaxis	TES
Understanding Asthma	TES
Keeping Children Safe in Education	TES
Safeguarding	Governorhub
Role of Parent Governors	GovernorHub

2. **Statement from the Board**

The academic year of 2024-2025 continued to be a period of significant ambition and development for the school.

School Development Plan
This document is continually used as a tool to define and track the school's strategic focus and activities through the year. The board felt the plan was ambitious on behalf of the pupils and recognised how inclusion was threaded throughout all aspects of the plan.

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During the year, governors regularly reviewed the plan and took specific focus in targets contained within the plan that related to their individual link areas.

Staffing

New staff to the team have settled in well and made a positive impact on the school community. We have particularly welcomed Camille Faiella in the role of Assistant Head to broaden the strength of the senior leadership team.

There has been a continued focus on quality of teaching, which has required staff members to be open to receiving regular feedback, to visit other schools to observe best practice, to provide peer to peer support and development. We would like to thank the staff team for continuing to embrace change and continual professional development in the pursuit of driving excellence for each of our pupils.

Inclusion Quality Mark

We noted earlier in the school development plan that justice, equality, diversity, and inclusion remain a key area of focus for the school and that it is threaded across all areas of curriculum and community. We were pleased that the school felt confident enough to undertake an assessment for the Inclusion Quality Mark, which included a submission of over 100 pages of evidence of work across the school. We were even more pleased to see their report which not only awarded the IQM certification, but invited the school to become a Centre of Excellence, normally awarded after three years within the programme. This award is wonderful formal and external recognition of the work that goes on every day within the school to develop an environment that is equitable for all our pupils. Some notable quotes from the report:

'Inclusion is not an initiative at Furzedown, it is a fundamental part of the School's identity.'

'Values are not static statements, they are living principles that are reflected in policy, practice and daily interactions across the school.'

'Leaders are reflective and proactive in responding to any dips in data or static progress. This highlights Furzedown's strength: A willingness to face challenges head on, learn from them and act strategically. At the heart of first dance practice is a deep commitment to equity and belonging. The values underpinning school life, respect, responsibility, empathy and perseverance, are not tokenistic, they are visible in classrooms, corridors, and relationships between staff and pupils and characterised by mutual respect and warmth.'

'Parents describe Furzedown as a school that "really listens" and "makes sure no-one is left behind'.'

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'Furzedown is a thriving, inclusive community where every child is known, valued and supported to succeed. Its commitment to equity, diversity and inclusion is not confined to policies, but it is embedded in every decision, interaction and classroom experience.'

It doesn't mean the work is done - that is a constant journey; but it shows that the development plans in place are delivering positive outcomes for our community. We would like to thank Lindsey Snook in particular for her efforts in championing this work and the IQM award through the year.

Guided Peer Evaluation

As part of the school's continuing drive to improve standards, the staff welcomed a team from surrounding schools headed up by an Ofsted inspector to provide a peer evaluation. This took the form of an Ofsted inspection, but offered the school a chance to receive collaborative feedback for development outside of the Ofsted inspection framework. We report from the inspection team was very positive, recognising the significant development that has been undertaken in recent years on curriculum, quality of teaching, and inclusion.

New admissions

The school has continued to do work in the wider community to raise its profile as a school of first choice for new pupils. We were delighted once again to be one of only 2 schools in Wandsworth with a growing pupil roll – most schools are seeing a significant decline in pupil numbers as a result of falling birth rates, and post-covid and post-Brexit moves out of London.

As we ended the academic year we learnt of the closing of a nearby primary school, Goldfinch, due to declining numbers. We were delighted to hold a number of open day events for potential new joiners to the Furzedown community as a result of this closure, and the school held a number of preparatory events at the end of the summer term in advance of the new pupils joining us. The school will welcome the entire year 6 cohort with their teacher and teaching assistant who will join on secondment, as well as a number of siblings in classes further down the school. We wish all of these new joiners, and their families / carers a positive start to Furzedown in September.

Leavers

Our year 6 leavers moved on successfully at the end of their time at Furzedown. Whilst many continued their academic journey at Graveney, our neighbour secondary school, a number took up specialist places awarded for music or art excellence, reflecting the well-rounded curriculum

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Furzedown has to offer. A number of children also secured competitive places at private schools beyond the borough. We wish all our leavers every success.

Budget challenge

Budget management continues to be a key theme for the school. As the school ended the year, there was positive news resulting from the admission of a full class and a number of siblings from Goldfinch Primary School which will, in the new financial year, bring additional funds to the school. This will go some way to ease the long term budget pressures.

During this academic year, though, we have faced a number of challenges to the budget as we continue to repair the school buildings to a suitable standard whilst maintaining spend on core curriculum activities. We would like thank the school business manager and the head again for their work on ensuring the school is financial secure in the long term.

School Environment

We have seen much improvement of the school environment this year with redecoration of the older buildings, and upgrade of the security features including CCTV and fobbed access panels which add both to the aesthetics and also security of the building. The brighter lighter atmosphere after painting makes a much more pleasant learning environment. The playground has been repainted with new play markings and work is slowly underway to develop the 'black island' (the area of musical play in the top playground which had seen significant wear and tear).

In the summer term we also saw the ground broken on building works for our new school kitchen. This project has been years in the making so it is great to see firm foundations final being laid. The kitchen should be operational by spring 2026.

Furzedown Primary School Results Overview 2025

Our results at the end of Early Years, Key Stage 1 and Key Stage 2 are testament to the development work going on across the school to raise standards and achievements for all children.

Year 6 - End of Key Stage 2 Assessments

	Furzedown EXS (at or above Expected Standard)				National EXS (at or above Expected Standard)	Furzedown GDS (Greater Depth)				National GDS (Greater Depth)
	2025	2024	**2023**	**2022**	**2025**	**2025**	2024	**2023**	**2022**	**2025**

Reading	**90%↑**	80%	80%	85%	75%	**50%↑**	33%	37%	25%	33%
Writing	**83%↑**	76%	80%	81%	72%	**20%**	25%	17%	8%	13%
Maths	**80%↑**	75%	83%	73%	74%	**33%↑**	27%	28%	19%	26%
GPS	**95%↑**	80%	89%	80%	73%	**44%↑**	35%	33%	32%	30%

Combined RWM (Reading, Writing, Maths)	**Furzedown 2025**	**Furzedown 2024**	**Furzedown 2023**	**Furzedown 2022**	**National 2025**
% EXS	**68%↑**	63%	65%	67%	62%
% GDS	**16%↑**	14%	9%	4%	8%

Year 4 - Multiplication Tables Check (MTC)

	Furzedown			**National**
	2025	2024	**2023**	**2025**
MTC Average Score	**19**	21	19	*

** This data is not yet published as at October 2025*

Year 2 - End of Key Stage 1 Assessments

	Furzedown EXS (at or above Expected Standard)				**National EXS (Expected Standard) 2024**	**Furzedown GDS (Greater Depth) 2024**				**National GDS (Greater Depth) 2024**
KS1	**2025**	**2024**	**2023**	**2022**	*No longer published*	**2025**	**2024**	**2023**	**2022**	*No longer published*
Reading	**NA**	**80%**	71%	79%		**NA**	**20%**	22%	20%	
Writing		**73%**	73%	71%			**9%**	14%	5%	
Maths		**80%**	71%	71%			**20%**	14%	11%	

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Phonics Screening check Year 1

Y1 Phonics pass	Furzedown	National
2025	**75%↑** ***86%** after chn who did not sit the test are removed*	80%
2024	**67%** *76% after chn who did not sit the test are removed*	80%
2023	**84%** *91% after chn who did not sit the test are removed*	79%
2022	**57%** *64% after chn who did not sit the test are removed*	76%

Early Years End of Key Stage assessments – Achieving a Good Level of Development

This is when a child achieves at least the 'Expected' level in prime areas (Personal, social and emotional development, physical development, communication and language) and also in the specific areas of mathematics and literacy

EYFS GLD (Good Level of Development)	Furzedown	National
2025	**78%↑**	68%
2024	69%	68%
2023	66%	67%
2022	65%	65%

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Conclusion

Furzedown continues to be a fantastic community for its pupils, parents, carers and wider stakeholders. We are pleased that the drive to push academic standards has been done whilst retaining the sense of warm community and focus on the 'whole child'. The staff community continue to strive to create great opportunities for the pupils at the school and we extend our thanks to them all for their continued hard work, development and dedication.

October 2025