Furzedown Primary School
Governors Annual Review, 2019-20

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
- Planning ahead
- Opportunities to get involved: recruiting new governors.

Mission, Vision and Values

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. You can see how they have supported our planning ahead at the end of this report.

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 3 members of staff, 2 parent governors, 1 community member, 1 Local Authority appointee and 5 co-opted members.

Rebecca McIlroy (resigned July 2020)
Alastair Cowie, Co-chair and Chair of Extended Provision and Premises Committee
Simon Hill, Co-chair and Parent Governor
Clare Harkey, Chair of Pupils and Curriculum Committee and Parent Governor
Nicholas How, Chair of the Finance and Staffing Committee
Chris Coates (resigned July 2020)
Katherine Williams
Charley Jarrett
Jack Talbot

Staff Governors
Monica Kitchlew-Wilson, Headteacher
Caron Heywood, Deputy Headteacher
Nick Dutton, Senior Leadership Team
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 2019, Spring and Summer 2020) has been 81% (76% 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.

Under normal circumstances the governors spend a day in school each term, meeting with children and staff to keep up-to-date with life at Furzedown. This year has been different.

Review of the Year
This has been a year of two halves. Highlights and key achievements from the first half of the year include:

Attendance and Behaviour
Attendance for the year to the beginning of lockdown exceeded the target of 95%. For the remainder of the year we considered the level of engagement in remote learning, and the challenges around that; uptake of places for children of key workers and vulnerable children; and the return of Year 6 children at the end of the summer term. The school has had no exclusions this year as we continue to have a "no exclusions policy". Children joining us from other schools settle in quickly. A huge testament to every child at Furzedown.

Curriculum
During the Autumn Term 2019 we looked at Key Stage 2 SAT results in detail after a lower than expected set of results the previous year. The aim was to explore changes or improvements to our approach for the current cohort of children.

Maths
During the spring term the school undertook a maths audit or "deep dive". We introduced a new approach to maths back in 2016 so this was a good opportunity to review progress. Our Local Improvement Partner reviewed this in her visit that term and made some helpful further suggestions for sharing and embedding good practice.

There is a big emphasis on problem solving in maths so improvements here can really benefit children's learning across the curriculum. This is also a really great example of where support at home can make a big difference. Furzedown seeks to emphasise the role of parents and carers as "partners in their children's learning". If you need help or ideas then please do contact your child's class teacher.

To give you a sense of what the school working towards in maths, our school targets include the following targets, with three-year trend for Furzedown Key Stage (KS) 1 and 2 (with local and national comparison):

Target	**2017**	**2018**	**2019**
Target of 20% children working at greater depth (GDS) in maths	KS2 33% pupils achieved GDS or above compared to Wandsworth 30%, National 23% KS1 23% Wandsworth 26%, National 21%	KS2 30% pupils achieved GDS or above compared to Wandsworth 30%, National 24% KS1 24% Wandsworth 29%, National 22%	KS2 23% pupils achieved GDS or above compared to Wandsworth 34%, National 27% KS1 6% Wandsworth 26%, National 22%
The lower than expected KS1 scores in 2019 reflect the way the test was applied by the teacher, rather than the performance of the children. The 2019 KS1 group, now in KS2 are now broadly on track with around 20% working at greater depth.			
Target	**2017**	**2018**	**2019**
Target of 85% pupils reaching Expected National Standard (EXS) or above in Maths in all year groups	KS2 82% pupils achieved EXS or above compared to Wandsworth 79%, National 75% KS1 85% Wandsworth 81%, National 75%	KS2 80% pupils achieved EXS or above compared to Wandsworth 80%, National 75% KS1 92% Wandsworth 83%, National 76%	KS2 67% pupils achieved EXS or above compared to Wandsworth 82%, National 79% KS1 88% Wandsworth 81%, National 76%

New Relationships Education Curriculum
The government's new Relationships Education curriculum becomes compulsory in 2020/21 academic school year. However, schools have flexibility about when they start teaching it. There was some controversy in the press and misunderstandings around this last year. Furzedown is well placed to support this new curriculum as there is little in it that is new to the school. The Headteacher met with parent groups early in the year to provide reassurance that the content is age appropriate and that it supports previous practice.

Awards
We achieved the Gold Quality Mark for Science and Geography this year in recognition of the quality of the work we do both in teaching and in the children's learning. Further details of recent awards can be found on the school website here.

Finance
We have worked hard to reduce a structural budget deficit over the last three years and this year saw significant progress. 83% of the school budget represents our staffing costs so there is little room for manoeuvre. We have been able to make some savings this year that bring us to the point of making a small surplus towards future costs in 2020-21.

Premises
A big improvement can now be seen in the lower part of the school by the Year 4 classrooms. The new unisex toilet block was completed over the summer and has been very well received.

The ongoing challenge of Cedar's Hall and the dining hall has been resolved too. We have been advised that we no longer need approval of the Secretary of State for Education to develop our own dining hall. We can go ahead with that by creating 75 square metres of playground space. We can easily convert part of the car park (a boost to our sustainable travel commitments) and access some space by the old dining hall to achieve this.

Extended Provision
Update in school clubs was good up to March and we are pleased that things are getting up and running again at the start of the new school year. Extra-curriculum activities, including sports clubs, art, craft and music are a really important part of every child's learning. This is one area where the pupil premium funding the school receives makes a big difference by ensuring cost is never a barrier to taking part.

Covid-19
The second half of the year has been one of massive change and adaptation for everyone. We know that the impact of Covid-19 has meant a great deal of disruption for every family and every child. The overarching priority has been to ensure the health and wellbeing of every child and all of our staff as we seek to support continuity in teaching and learning.

Governors continued to meet regularly and remotely throughout lockdown and sought to provide ongoing support to the school leadership as they responded to the changing landscape and significant challenges. A huge thank you has to go to every child and every family throughout the ongoing uncertainty. We will continue to focus on health and wellbeing as one of our school priorities.

Goodbye
We said goodbye to Naomi Smith this year, who has relocated to Sussex. We also say a farewell to two long-standing members of the governing body, Rebecca McIlroy and Chris Coates. A huge thank you to both of them for their commitment to the school.

Planning ahead
Looking ahead we are continuing to focus on key areas of the school's performance and how we adapt as school life continues within the ongoing uncertainties that we are all living with. I summary of our Strategic Plan can be found below, including the Priority Areas we've set. One of our key priorities is Promoting Equalities and we will be looking at our progress on this throughout the year. We have included a very brief summary of our approach here:

Equality and Community Cohesion
Our vision:

- All learners are of equal value
- Everyone is treated fairly and with respect
- Our school is a safe, secure and stimulating place for everyone

What this means in practice:

- People from different groups are consulted and involved in our decisions
- No-one experiences harassment, less favourable treatment or discrimination
- Treating people equally does not always involve treating people exactly the same
- For some learners, extra support is needed to help them be successful
- Our values relate to our duty as a service provider and as an employer
- The wider community participates in school life and is respected
- We believe in the UN Convention on the Rights of the Child.

Our Equalities objectives are evaluated yearly by the school's senior leaders and by the governing body. Please get in touch if you have any comments or require further information.
For more information and a full list of this year's objectives, please click here.

Your feedback
We always want to hear from parents and carers and one way to do this is via Parent View. Please follow this link to login and share your feedback here.

Opportunities to get involved as a governor
We are seeking to fill a number of vacancies on the governing body this year. Two due to the retirement of Rebecca and Chris, and a further two in anticipation of other governors' terms of office ending soon. If you would like to find out more about becoming a governor, please get in touch with the school office. There will be an online Wandsworth Prospective Governor evening on 19th November at 6pm. You can sign up to that by emailing GSCoordinator@richmondandwandsworth.gov.uk. There is also further information at http://i4s.wandsworth.gov.uk/Page/13619.

Parent Teacher Association
Once again, this year, the PTA has provided incredibly valuable support to the school, both in terms of fundraising, and as a network of support. Thank you to everyone for your time and effort. 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*

Furzedown Primary School, Strategy Overview 2020-2023 – Our Priorities

Priority	Objectives	We know the objective has been achieved because… The objective leads to…	Sub-c'ttee
1. Quality of Teaching & Learning	1. Ensure teaching is consisitently good or better. 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.	1. All teaching is judged as good or better. 2. Increase in outstanding teaching and pupil achievement and progress.	P&C
2. Global Citizenship	1. To continue with the auditing of the foundation subjects through Subject Association Quality Marks. 2. International award and linked with the renewal of the Primary Geography Quality Mark. 3. Travel Plan updated.	1. Provision judged as good or outstanding. 2. Children's travel (to and from school and more widely) is informed by a knowledge and understanding of sustainable transport.	P&C P&ExP
3. Developing Independent Research Skills	1. Focus on children who are new to the school and need behaviour modification. 2. Developing independent research skills using Blooms Taxonomy across all year groups. 3. Continue to use the co-construction model of planning across the school.	1.Behaviour is consistently excellent. 2.Children make good/better progress each year. 3.Co-construction model enriches curriculum and supports independent learning.	P&C
4. TAs used effectively	1. Teaching Assistantss 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.	F&S
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.	P&ExP
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.	P&C
7. Developing Literacy	1. Continue Targeted interventions in reading. 2. Continue differentiated groups in phonics. 3. Ensure good writing standards across all subjects focusing on history, geography and science. 4. Monitor standards of literacy throughout the school using individual assessment criteria to track vulnerable groups.	1.Children supported by targeted interventions make or exceed expected progress. 2.Good writing standards across all subjects continue. 3.Children engage with and enjoy a diversity of literature from across the world.	P&C
8. Health and Wellbeing and a Safe Working and Learning Environment	1. Staff and children are well-supported. 2. The wider Furzedown Primary School community, including parents and carers, are engaged and provide a key strand of mutual support. 3. A continued focus on both physical and mental wellbeing. 4. Furzedown is an attractive and professional working environment for everyone.	1. Staff report high levels of job satisfaction in staff surveys and through performance management. 2. Low levels of persistent absence (using 2018-19 as a benchmark). 3. Children are happy and confident learners. 4. Parents and carers support this and provide support at home and to each other. 5. Our school is well-maintained and developed to support the learning and development of every child.	F&S F&S P&C P&C P&ExP
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.	FGB