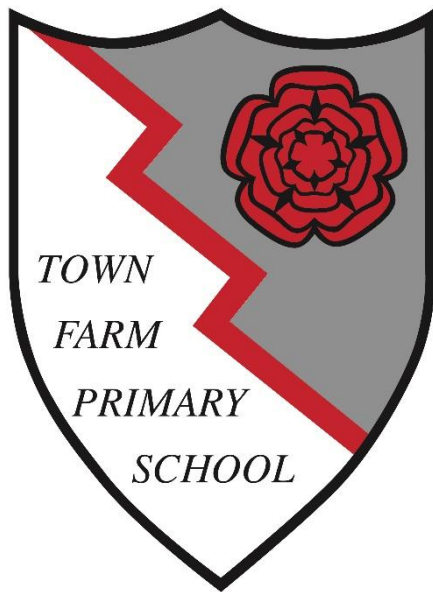


Town Farm Primary School and Nursery



**The Board of Governors of Town Farm Primary School
and Nursery**

Annual Report and Impact Statement 2023-24

Every Child, Every Day, Every Moment

Our values: Ambition, Courage, Determination, Equality, Enquiry, Integrity, Resilience, Respect



Town Farm Primary School & Nursery



The Board of Governors of Town Farm Primary School and Nursery Annual Report and Impact Statement 2023-24

An Introduction

The purpose of this Governors' Report is to show all stakeholders the activities the Governing Board has undertaken and the impact of these activities for the last academic year.

The Governing Body

The Governors of Town Farm Primary School and Nursery are a diverse group of unpaid volunteers from many varied backgrounds and with differing skills who bring experience, dedication and professionalism to their governance role. Information about our governors is available on the school website. There you will find information about who we are and what we do.

Our role

The Governing Body's role is a strategic one and its main functions are:

1. Ensuring clarity of vision, ethos, values and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils and the performance management of staff;
3. Overseeing the financial performance of the school and making sure its money is well spent



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The Governing Body

How we fulfil these core functions

We:

- Set, together with our school's leadership team, the aims and objectives of the school through school development and action plans and ensure they are being followed
- Set the policies to support and help achieve those aims
- Monitor and evaluate the effectiveness of policies and plans
- Set the targets to meet the school's objectives including checking the progress of our pupils
- Monitor and evaluate the progress that is being made towards achieving these aims
- Support and challenge the headteacher and other school leaders in relation to the progress towards and attainment of these objectives
- Manage the school resources so as to support the achievement of the school's aims and objectives
- Ensure the school has a long-term commitment to improvement
- Ensure that the school is a safe and enriching learning environment through effective safeguarding and child protection policies and procedures
- Have due regard to the wellbeing of all staff members and ensure a good work/life balance
- Monitor the financial management of the school
- Celebrate the school's achievements
- Listen and respond to teachers, pupils, parents and the local community
- Ensure that all governors have the necessary skills to carry out their duties
- Create Committees to share the burden of work to fulfil our core functions and to report to the governing body which has oversight of the work of governors

The School Development Plan and the Governors' Action Plan are available on request.



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The Governing Body

Our objective

The life of our school has at its heart:

Our school motto:

Every Child, Every Day, Every Moment.

And its values:

Ambition, Courage, Determination, Equality, Enquiry, Integrity, Resilience, Respect

The focus of the Governing Body is to support our staff in their determination to provide a caring, stable, intellectual, effective and creative learning environment where all our pupils have the opportunity to develop to their full and individual potential.

Governors know that for this to happen the school must be well-led by a professionally competent leadership team with motivated staff who all work together supportively.

All members of staff are passionate about ensuring that our children's time at school is happy, productive and successful so that they are able to move confidently onto the next stage of their education in their journey towards making a positive contribution to society as adults.

Governors recognise this and operate strategically to create an atmosphere where this continues to flourish. They do this not only through oversight but also through building relationships with staff and getting a better understanding of their professional and personal needs.



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The Governing Body

The Seven Principles of Public Life

These principles apply to anyone who works as a public office holder and they outline the ethical standards to which we, as governors, are expected to adhere.

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Governors have incorporated these principles into their Code of Governance, the objective of which is to improve our knowledge and understanding of governance. Governors acknowledge that by doing so, we are better prepared to support our staff in the work they do. The Code of Governance is available on request.



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The work of the governors

Developing the curriculum offer

1. The development of a sequenced and knowledge-rich curriculum is a key school improvement priority identified by Governors and senior leaders. This included governors participating in the development of the School Development Plan and monitoring its implementation and impact. By their monitoring, challenge and support, governors were able to see the effect of their work and were able to satisfy themselves that objectives were being met.

Assessing the outcomes

2. Monitoring took place through scrutiny of data at Teaching and Learning meetings to assess pupils' progress and achievement and the success of measures put in place to mitigate and close gaps. Governors challenged and interrogated the data to satisfy themselves that all reasonable attempts were being made to ensure pupils make accelerated progress.

Observing delivery

3. A full and comprehensive Governor visit programme was introduced in the academic year 2021-2022 and the aim has been to maintain this in all subsequent years. A Governors' Visit Policy was agreed setting out the procedure and expectations for Governor visits, including a template report, and a Link Governors' Policy set out the role and remit of key Link Governors. The expectation is that subject Link Governors each undertake at least two visits in each academic year to meet with the relevant subject leaders and learn about/observe the way the curriculum was being delivered for their subject. The Governing Board was apprised of their findings via verbal and written reports. All visits were followed up by a written report that is shared with the relevant teacher, Headteacher and other governors. In this way, Governors have been able to gain understanding of the curriculum and how it is being delivered and triangulate through observation and discussion that which has been reported to them in meetings via the Headteacher's report and the Deputy Headteacher with responsibility for Teaching and Learning.



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The work of the governors

Fulfilling oversight

4. Book scrutiny (guided by school leaders/subject leaders) was focused on seeing the impact of the initiatives on feedback, presentation, differentiation and challenge.

Impact: This assisted governors in their oversight to ensure that-

- *marking is up to date and feedback shows that barriers to learning are being identified and used to plan future learning*
- *presentation meets the school's expectations with evidence of improvement*
- *there is evidence that differentiation is achieved through support and intervention*
- *there is evidence of high expectation and learning being suitably challenging*

Governors' actions are driven by their resolve to see good progress throughout the year and to receive conclusive evidence of pupils demonstrating sufficient gains in knowledge, skills and understanding. See "School improvement" below.

Funding the curriculum

5. Governors held our staff to account to ensure the delivery of the National Curriculum requirements and that the curriculum was well-resourced.
6. Governors received reports on the impact of the Twinkl PlaniT scheme for delivery of foundation subjects. This was designed to support and develop the practice of all teachers in those subjects, particularly those that are non-specialist while further enriching our curriculum.
7. At the Finance & Resources meeting in the Autumn term, Governors agreed significant additional investment in Read Write Inc resources and CPD to ensure that teachers are fully upskilled in delivering Phonics and that they have a full range of books for all reading levels. In order to monitor the impact of this investment on pupil outcomes, it has been agreed to appoint a Governor with expertise in the area of educational outcomes as Link Governor for Educational Standards and Data for the academic year 2024/25.
8. Governors have monitored the use of the Disadvantaged Pupil and Recovery Premium funding to ensure it is used in the most impactful way to narrow the gaps created by school closures that have particularly affected pupils who were in Years 1, 2 and 3 during the lockdowns. The School-led Tutoring Grant was invested in additional tuition for targeted groups of pupils in Year 6. This school has, in the last few years, consistently produced Well Above Average levels of progress by the end of KS2 for pupils who come in with lower than average starting points but it was noted that, unfortunately, there would be no national progress measures for this cohort of pupils as, due to the lockdowns, that cohort did not sit KS1 SATS.

9. Governors managed the school budget to support the additional targeted professional development needed to meet the SDP objectives in relation to the quality of teaching, targeted teaching of identified pupils/groups of pupils who would benefit from specific support to accelerate progress and achievement, and to support the key priorities. The impact of this spending was seen in the reports of the teachers leading the targeted teaching and in books but Governors noted that the attainment levels had not been as high as in previous years. After considering the mitigating circumstances, the decision was taken (as outlined in Item 7 above) to appoint a Governor to monitor educational standards and data in 2024/25.

Impact: This support is vital in creating an inclusive and happy school where everyone feels valued resulting in good achievement and the promotion of a culture and ethos of scholastic excellence.

The work of the governors

10. Governors ensure that our Early Years Foundation Stage provision is fully resourced to provide a happy and caring environment where learning opportunities are planned to meet individual needs.

Impact: Through providing targeted and appropriate resources, governors have been reassured by the relevant baseline data which showed a "Good Level of Development".

11. Governors approved a significant investment in the school's ICT equipment replacing the devices around the school that were reaching the end of their life. This included the replacement of the computers and screens in the ICT suite with higher spec, faster models and with new safeguarding protections and replacing the teachers' laptops with Surface Pros to enable greater flexibility and mobility. We are also looking at options for greater connectivity and AI.

Reviewing the budget

12. Governors have continued their regular review of the school budget with the Business Manager and the completion of annual Schools Financial Value System. Governors monitoring of the budget has allowed for savings in spending which has allowed for expenditure on essential training and resources. Governors benchmarked spending against other similar schools to understand how effectively school resources were being used and investigated any anomalies to ascertain if better spending decisions could or should be made.

Impact: Governors' scrutiny resulted in the school operating with a surplus budget, which is being invested for the benefit of the children at the school.

Keeping children safe

13. Governors focus strongly on safeguarding and protecting our pupils as seen in the regular audits of the safeguarding systems in school, the review and updating of the school's safeguarding and child protection policies by Governors to ensure compliance with latest legislation, the monitoring of training and the completion of the Annual Safeguarding Audit. Governors critically challenge termly behaviour and attitude reports submitted by the SLT.

Impact: Our focus is to reassure staff and parents on the wellbeing of our children which impacts favourably on stakeholders that children are in a safe learning environment. See "Safeguarding" below.



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14. Governors ensure the school is compliant with its duty to our pupils with special educational needs and with the latest legislation and code of practice.

Impact: Governors' scrutiny ensured an impactful provision for our pupils with special educational needs. The school publishes all statutory information on the school website

SEND

Governors ensure the school is compliant with its duty to our pupils with special educational needs and the latest legislation and code of practice.

To cope with the increased influx of specialist provision-appropriate pupils with significant additional needs, the school has had to introduce a temporary room to meet the needs of those pupils who cannot cope in a mainstream classroom. Governors continue to monitor and receive reports on how well this is working and how sustainable this is long-term for both pupils and staff.

Impact: Governors' scrutiny ensured an impactful provision for our pupils with special educational needs. The school publishes all statutory information on the school website.

School Improvement

Maintaining our standards

15. The Town Farm Standard speaks to the relentless pursuit of the highest standards in education and governors and school leaders strive to achieve this standard. Governors want pupils to have a vision for themselves as they move forward and how they can achieve that vision.
16. With this focus, governors assess how well the school has improved over the year in attainment and progress including closing attainment gaps between disadvantaged pupils and their peers. In so doing, governors also look at their own contribution to such improvement.

Evaluating achievement

17. EYFS pupils continued to improve on last year's GLD and surpassed National averages.
18. KS1 scores, although no longer statutory, were presented to Governors and were noted to have improved in Reading and Maths but to have dropped in Writing at Expected Standard. However, the percentage of children working at Greater Depth were noted to have improved significantly. The percentage of pupils achieving a pass in the Phonics screening in Year 1 was down on last year but still above last year's National Average. Governors looked at the reasons why there had not been a greater improvement in Phonics given the significant investment this year.



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19. The results of the Key Stage 2 tests were noted to be below National Average for the first time in many years and questions were asked around reasons and mitigating circumstances, which included significant mobility in this cohort and the fact that these pupils had faced significant disruption to their learning in Years 2 and 3, due to school closures. It was noted that younger children were more affected by loss of learning time. However, Governors wished to know what steps would be taken to address this for next year and it was agreed to appoint a Governor to monitor Educational Standards and Data during the next academic year.

However, they were pleased to note that Writing was significantly above National Average and that this had been moderated externally. EGPS was also above National Average.

Benchmarking

20. One of our key areas for development included governors robustly using national benchmarks to monitor the school's performance to confirm priorities and support focused deployment of resources to bring about planned improvement.
21. Governors have ensured that key priorities for improvement have been fully staffed and resourced, the impact of which has been to drive improvement as evidenced by the ASP data and so maintaining the Town Farm Standard.

In addition, governors have consistently voiced high expectations of staff and pupils – which has motivated staff to achieve – and have challenged the headteacher to ensure that the quality of teaching and learning is effective.

Effective teaching

22. Governors understand that effective teaching has a direct impact on pupils' learning and outcomes. They challenge the headteacher to ensure robust assessment – through external as well as internal moderation - in order to inform whether teaching is effective.
23. The data confirms the judgments made by the headteacher. Governors know that judgment is informed by lesson observations, drop ins, scrutiny of pupils' work, discussions with pupils on their learning, analysis of data, use of assessment data for lesson planning, progress of different pupil groups, how evidence is monitored, evaluated and externally moderated.



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School improvement

An ambitious curriculum, successful outcomes

24. Governors know that the curriculum is ambitious because it is knowledge-rich and relevant so that children are engaged by it. It is coherently planned and sequenced as well as being broad, balanced and inclusive. We see this in the School Development Plan and in outcomes i.e. improvements year on year relative to the needs of our pupils.

Ofsted inspection

25. Our school was among the first to be inspected under the new Ofsted framework and was judged "Good". The inspector reported that the school has:

- high expectations of pupils' work
- successfully improved the teaching of English and mathematics
- leaders and governors who want all the children to do well
- a wide range of activities to help pupils make good progress
- arrangements for safeguarding which are effective
- staff and governors who have knowledge to keep children safe
- a strategy where pupils do well in KS2 assessments
- governors who are involved in changes to the curriculum and monitor progress

It is expected that our school will be inspected in the next academic year and that it will therefore very likely be one of the last schools to be inspected under the current Ofsted framework.



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Effective use of public funds

26. Governors ensure that they spend money in a targeted way across the curriculum so that teachers receive the necessary resources to work effectively. The impact of this spend is effective as evidenced by the improvement in academic results and standards year on year.
27. Governors interrogate and challenge the use of the school's funds and supported the School Business Manager in successfully challenging an excessively high water bill.

Pupil premium strategy

28. Governors understand the impact of pupil premium funding on pupil performance and hold the headteacher to account for its use.
29. Governors know how our Pupil Premium grant (including PE and Sport Premium) is spent through their involvement in and approval of the Strategy Statement setting out how the money is spent, eligibility, the basis for the spending, targeted areas and desired outcomes.
30. Governors are informed of outcomes through the annual report on spend and as evidenced in minutes of meetings, they challenge the headteacher on particular issues.
31. Governors know that pupil premium is spent effectively because we see that disadvantaged pupils are making good progress compared to their non-disadvantaged peers. The gap across the board is narrowing and stands up well to scrutiny against national comparisons.

Targeting inclusion

32. We have a fully staffed inclusion team to deliver successful outcomes for our SEN children. This team supports teachers and teaching assistants to meet the needs of all our pupils requiring additional support. This targeted strategy delivers the best possible opportunity for everyone to develop their full potential and to achieve excellence.
33. Positive results and outcomes evidence the fact that governors use of funds impacts favourably on our children's education.



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Safeguarding

34. Governors know that the impact of their policies and procedures for safeguarding in our school is effective. We know this:
- from our contacts with school
 - from effective training
 - from ensuring every Board and Committee meeting has safeguarding as an agenda item
 - through receiving reports from our Designated Safeguarding Lead and our Safeguarding Governor
35. School leaders know that governors expect them at all times to be alert to:
- (a) protecting children from maltreatment,
 - (b) preventing impairment,
 - (c) the need to ensure children grow up safely with effective care,
 - (d) take action to enable children to have the best outcomes.
36. Governors and school leaders have at the forefront three key elements to secure effective safeguarding and child protection: a clear safeguarding ethos; a Safeguarding and Child Protection Policy that sets out clear expectations and processes; high quality training ensuring that staff and governors know what to do.

Community partnership

Parent partnership

1. Governors and school leaders know that a strong partnership between the school and parents is vital for school improvement. Together they developed the Parent Partnership Strategy Map to facilitate the school's work in creating solid engagement with our whole school community to develop links which are effective, welcoming and valued.

This cooperation between governors and school leaders and staff impacted favourably when the successful implementation of the strategy led to the school once again achieving the Leading Parent Partnership Award, a national award that provides a coherent framework through which schools can deliver effective parental engagement.

PTA

2. Governors support our active and successful PTA as well as having membership of the committee. The aim of the PTA is to encourage good relations between staff, parents and others associated with the school and to organise fund raising activities. Fundraising efforts have provided a raft of resources for the school as well as funds for a variety of school events. Their biggest contribution this year was towards the purchase of books for the library in support of the school's focus on improving standards of literacy last year.



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Supporting our staff

Staff workloads

3. Governors recognise that they have a duty of care for staff whilst at the same time ensuring pupils receive the best education.
4. Staff attendance is good and the headteacher organises workloads well in order to achieve efficient and effective teaching.
5. Staff retention remains good and exit interviews show that excessive workload is not a reason for leaving.
6. A key priority in the SDP is to become a mentally healthy school with clear objectives to address workloads.

Performance review

Governors have carried out the HT performance management review, holding him to account for the progress made in attaining his personal targets and the attainment of the school's key priorities. Two governors experienced in this field lead the review on behalf of the Board aided by our external specialist school consultant.

7. Governors have reviewed the performance management of all staff carried out by the SLT. They do this through the Pay Committee comprising of three governors who receive, challenge and approve the report and pay recommendations presented by the SLT.
8. Governors ensure through this oversight that the system is rigorous yet fair, non-discriminatory, that targets are closely related to school improvement priorities and that pay recommendations are dependent on meeting targets and outcomes for children.
9. The impact of an effective performance review process is to drive school successes. The assessment is a key factor in staff development and career advancement, whilst helping to achieve school improvement.



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Effective compliance

Development and Review of Policies

10. Governors annually review a range of policies including (but not limited to) Safeguarding and Child Protection, Pay and Capability, Performance Management, Freedom of Information, Data Protection and SEND. Equalities and Objectives is renewed every 4 years and governors have agreed that the equality objectives should include:
 - To monitor and analyse pupil achievement and behaviour by race, gender and disability and to act on any trends or patterns in the data that require additional support for pupils
 - To raise levels of attainment in core subjects for vulnerable learners
 - To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement
11. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We look to support and enhance the personal, social, cultural, and academic development of vulnerable pupils, reduce their barriers to learning, achievement, and attainment, and raise their aspirations, and increase the active involvement of parents/carers of vulnerable pupils in this process.
12. The aim of these objectives is to seek to develop the skills children will need both at secondary schools and in post school life, so that vulnerable pupils are able to compete on a more equal footing with their less disadvantaged peers.
13. The impact of effective development and review of policies and strategies, is the achievement and improvement in educational attainment within a safe and happy environment for the benefit of all stakeholders.

Governor meeting attendance

14. Governors continue to allow a hybrid approach, where necessary, to facilitate the attendance of all Governors.
15. Governor attendance has historically been at a generally good level with absences explained, accepted and approved by the governing body. Any cause for concern at the level of commitment shown by any governor is addressed in accordance with our Governing Body of Conduct.



Town Farm Primary School & Nursery



Effective compliance

Recruitment of additional governors

16. We were successful in recruiting new governors to the governing body and these additions have brought real strengths including experience in business, engagement in the local community and past experience in both governance and teaching. We currently have two vacancies for a Co-opted Governor and, informed by any gaps identified in our most recent Skills Audit, will be recruiting two Governors, with the relevant skills required to improve yet further our school's achievements.
17. They have shown real passion for and dedication to the school and supporting its journey of improvement. Two Governors bring in teams of volunteers at least annually to perform vital work around our school. This year this has included painting of all our fences and benches at the front of the school

Ensuring a Safe Environment

18. Governors play a central role in monitoring health and safety in school via regular reports on health & safety compliance from the School Business Manager and a Health & Safety Link Governor meets termly with the School Business Manager and Premises Manager to review health & safety around the site.
19. The Health and Safety Governor accompanied the SBM on a Health & Safety audit by Surrey of the school site.
20. Governors reviewed and approved proposed spending on removing two plane trees, whose roots were causing a trip hazard on the KS1 playground, and retarmacking the area and on installation of an energy-efficient split aircon unit for the school kitchen, which had no heating. This was paid for out of part of the Energy-Efficiency Grant given to schools in the previous financial year.



Town Farm Primary School & Nursery



Conclusion

21. Governors' impact on the school improvement process has been positive for the reasons set out above. School improvement objectives have been agreed in consultation with the SLT and we have assessed progress towards these objectives through school visits, learning walks, Ofsted report, ASP data, internal and external moderation, headteacher's reports.
22. Governors have successfully built links with the local community and local businesses. These links have impacted positively with successful outcomes as more specifically set out above;
23. We support, praise and challenge our school leaders and staff as will be seen through our minutes of board meetings, committee meetings, recorded questions to senior leaders and link governor's reports.
24. Governors will continue to self-evaluate on the strengths and achievements of their strategy as well as on areas where improvement is desirable.
25. The governing body and the senior leadership team are constantly striving to improve our school yet further.
26. In doing this we will:
 - Ensure continued improvement in pupil progress and attainment across all groups
 - Ensure that all assessments of teaching and learning are diligently recorded and scrutinised so as to achieve the improvements we are seeking
 - Ensure that all children are happy and safe

- Chair of Governors

Presented by the Board of Governors
Town Farm Primary School and Nursery