



Sir Alexander Fleming Primary School and Nursery  
Governor's Annual Report to Parents and Carers  
Spring 2024

Safe

Respect

Pride

Brave

Success



**'Belonging, Being, Becoming'**

“Support for pupils’ personal development and welfare is a strength of the school. Leaders’ vision for every pupil to have the very best care shines through.” OFSTED, March 2019

The Governing Body at Sir Alexander Fleming Primary School and Nursery continue to have an effective team with a variety of skills and experience which support our school community. Our Governing Body has grown, widening the skills and experience available to the school, and ensuring an in-depth understanding of the school’s work and performance. Our Governing Body hold a wide range of responsibilities for the benefit of our children, parents/carers, staff and the wider community.

Our Governors are robust and rigorous in their role as a ‘critical friend’ and regularly visit the school and nursery to talk with children and teachers, as well as look at the learning environments, lessons, books and data. For example, February 6th, 2023, Governors met with the reading lead and completed a deep dive into reading and phonics; during this they met with pupils and spoke to them about their learning and observed them reading and participating actively in phonics lessons. They also conduct learning walks throughout school and nursery looking for evidence of the vision statement in action.

Our March 2019 Ofsted inspection recognised the ‘good’ provision in our school and the outstanding provision within our nursery and Early Years. Governors feel that this judgement is very well deserved and acknowledges the hard work and commitment of pupils, teachers, staff and parents/carers in helping the school to achieve this. We are confident that the school continues to operate at this high level as Governors frequently monitor standards, curriculum, behaviour and well-being. Several independent educational consultants have also verified our findings.

Curriculum progression routes are well defined for all subjects. Staff have been fully involved in the planning process and this has ensured that they have good subject knowledge for the lessons they teach, and they are also aware how the learning fits with prior and future learning. A particularly strong feature of the curriculum offer is the logical sequencing of lessons and the development of vocabulary throughout each subject.

On our school website there is a 'Governance' section. There are short pen portraits for each member of the Governing Body. If you wish to contact our Governors, please inform the school office on 01952 327820.

## What were our successes last year?

In recognition of all of the hard work the staff and children have put into creating our beautiful, busy gardens we are, very proudly, the RHS Primary School Gardening Team of the Year 2023.

A huge thank you to Frances Tophill, celebrity gardener, author and all-round lovely person, for coming to visit us and award our prize. It was such a lovely morning and a memory for life 😊  
Inspiration for us all!



It was also great to meet Julie and Hannah, from the RHS, who were both wonderful ambassadors for the organisation.

Photographer Edward Shaw

RHS2023

## Our Outdoor Learning Provision

At Sir Alexander Fleming Nursery and Primary School, we are very enthusiastic about getting out and about in the great outdoors. The recent developments to the school garden, "The Allotment", and the ongoing growth of our outdoor learning area, "The Hazels", has meant our school are now able to offer regular adventures outside to all children from Year 2 to Year 6. This complements the established, excellent Forest School sessions that the younger children already enjoy. It is wonderful to be able to now offer this to all the children at our school.

The outdoor provision is growing from strength to strength, and we are thrilled with the positive impact it is having on the children. There is a strong and growing bank of evidence highlighting the importance of experiencing and utilising the natural world in

school on a regular basis. It consistently shows the positive impact it has such as:

- increased physical activity
- improved mental and emotional wellbeing
- providing purposeful opportunities to strengthen social skills
- improved focus, motivation and self- confidence
- greater appreciation and valuing of differences
- increased awareness and building a lifelong respect for the natural world
- community development

The list goes on, resulting in happier, healthier children.

Our gardens have developed so much that we entered the RHS Gardener of the Year competition and not surprisingly we won! The whole team, children included and Bella, the dog won RHS Primary School Gardening Team of the Year 2023. We had a celebration day and a visit from celebrity gardener, Frances Tophill.

## Attendance Data

All over the news it talks about school attendance and how the data year-on-year is declining and attendance of children is becoming a real concern. Here at Sir Alexander Fleming Nursery and Primary School this has not been the case. The catchphrase 'Attendance is everyone's responsibility' is how we start every attendance conversation; there is nothing that the staff would not do try to help ALL children attend school everyday. From a walking bus, to minibus collections, to breakfast club places, punctuality charts, attendance heroes, a chance to play on schoolopoly to just TLC conversations about how

much we want children to be in our school. If the children are not here they are not learning. We fully appreciate that there is a direct link between attendance and attainment.

We monitor attendance weekly alongside our inclusion team, we analyse data for pupils and different groups and compare this to local and national data and promptly follow up any absence. At the end of the academic year for 2023, attendance was above National Average at **96.23%**; our target is 96%. Persistent absence has significantly reduced from 13% (autumn 2021) to **7.69%** and our absence rate is **3.4%**. We were significantly above the National Average Data for attendance and significantly lower than the National PGA data. Overall, we were 3<sup>rd</sup> in Telford and Wrekin.

We are proud of our school and our children for achieving this and of our wonderful EWO who is relentless in ensuring all children get the best start in life.

## **Cultural Capital Offer and School Experiences**

Our Cultural Capital offer continues to grow and grow and each year we review this as a real strength of our school. The teams go above and beyond to ensure that the children receive a strong National Curriculum offer but also carefully considered rich experiences that are offered beyond this that they are not normally exposed to. The school plans out the trips, visits so that all year groups do something different but also look at British Values and SMSC to ensure we offer a wide diverse range of experiences. On the school website there is a section on our cultural capital offer – please take a look. This is a real strength of our school.

[Cultural Capital – Sir Alexander Fleming Primary School](#)



## **How did the governors help us to achieve this?**

There is a clear vision statement which children, parents/carers, school staff and Governors contributed to, against which all targets and actions are assessed. Throughout the year, the Governors have visited the school to see this vision in practice and have fed back on their observations. The children's safety, welfare and learning are at the forefront of all our decision making.

Our 2022-2023 Vision Statement and Action Plan can be found on the school's website. The Governing Body monitored school improvement through regular visits into school with meetings with school leaders, effective training, scrutiny of documentation, rigorous appraisal systems, observations, and interviews with staff and children.

The Governors have worked in 4 main ways to achieve these successes.

- Setting the vision for the school and strategic direction of the school.

This year, Governors have again established clear action plans, targets and staff management procedures so that staff aim high for children to achieve their very best. The Governors have worked with the staff to develop the School Development, which they review each half term. Governors used a range of data and feedback from monitoring to identify the school's strengths and areas for development. Governors, throughout the year, have attended training

courses to improve their skills in order to support the development of the school and ensure that we fulfil our role effectively e.g. Safer Recruitment and Raising Awareness.

- Holding the Head Teacher to account

School leadership has continued to be strong. Governors are fully aware of what the school does well. They engage with senior leaders in setting the vision for the school and subsequent priorities to work on. Throughout the year, Governors requested data regarding attainment and progress at committee meetings and Full Governing Body meetings and questioned the impact of decisions taken. During the year, we have regularly monitored the teaching and learning in school through lesson observations, pupil book scrutiny and consultations with pupils about their learning. The Head Teacher has written termly reports to the Governing Body, which identified attainment and achievement of pupils, quality of teaching, attendance reports and the curriculum offer. We ensure that we can see this in practise.

- Ensuring financial resources are well spent

The Finance Committee meet every half-term where we monitored the school budget and ensured that spending was in line with the 'best value' ethos. The Committee identified areas for spending linked to the priorities on the School Development Plan and any other 'emergency' spending. The Committee meets regularly with our Local Authority Finance Officer and closed the budget for 2022-2023 and set the budget for 2023-2024 in line with our identified priorities. The Governing Body, alongside HR, supported the Headteacher through a Redundancy and Restructuring process after reviewing a projected budget that would lead to a deficit. This enabled us to ensure the projected budget was healthy and that we would be financially secure for 3 years.

The Schools' Financial Value Standard (SFVS) ensures that our budget is spent wisely and properly, allowing school to optimise resources, and so raise standards and attainment of all our pupils for 2022-2023.

Governors have been trained to ensure that the Pupil Premium Funding has been directed to the targeted children and we have developed and evaluated an action plan for 2022-2023 and identified priorities for 2023-2024 (see school website). In addition, Governors have monitored the additional sports funding and met with the PE team to discuss priorities.

Audited School Funds have been presented at the Full Governing Body meeting on an annual basis.

- Ensuring statutory duties are met and priorities approved

The Chair of Governors has met on a regular basis with the Head Teacher and the School Business Manager to ensure all statutory policies, procedures and information are up-to-date and published on the school website. We have carried out a website audit to ensure it is all compliant. Governors met at committee meetings to ensure statutory policies and procedures were fully in place.

Governors continue to give regard to the statutory guidance on 'Keeping Children Safe in Education 2022'. All Governors have received Prevent training linked to Tackling Extremism and Radicalisation. Throughout the year, the school regularly held fire practices and health and safety audits which Governors from the Health and Safety Committee attended.

Some of the policies agreed in the last academic year:

Special Educational Needs and Disability Policy

Health & Safety Policy

Relationships and Sex Education Policy

Absence Management Policy

Safeguarding/Child Protection Policy

Capability Policy

Code of Conduct Policy

Attendance Policy

Pay Policy

Complaints Policy

### **On-going and Future Areas of Involvement**

Governors will be continuing to listen to the views of parents/carers and children through the delivery and analysis of the parent and pupil surveys. Governors are integral in the school's monitoring and evaluation cycle and will continue to offer challenge and support in their role as a 'critical friend'. We are fully aware of the development points listed in our School Development and Raising Attainment Plan (September 2023) and in the 2019 Ofsted report. We will be continuing to monitor progress in achieving success in all areas to maintain our 'good' judgement and provision.

We have a strong culture of reflection and self-evaluation. We value the views of parents/carers, children and all other stakeholders. The Governing Body, Head Teacher, Senior Management Team and indeed all members of staff fully understand the need not to be complacent and strive for further success for the school and nursery.