EPPING FOREST SCHOOLS PARTNERSHIP TRUST

Limes Farm Infant School and Nursery
Limes Avenue
Chigwell
Essex
IG7 5LP

Headteacher Miss S Taylor
020 8501 1115
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Annual Governance Statement 2025-26

Limes Farm Infant School & Nursery

Belong, Learn and Enjoy

At Limes Farm Infant School & Nursery, our vision is that every child *should Belong, Learn and Enjoy.* As the Local Governing Committee (LGC), we are proud to support this vision by providing both support and challenge to school leaders, ensuring that every child receives the best possible education in a safe, inclusive and nurturing environment. Working alongside the Epping Forest Schools Partnership Trust, governors provide strategic oversight, monitor school performance and hold leaders to account for the educational outcomes, wellbeing and personal development of all pupils.

Understanding Our School

Effective governance begins with understanding our school, our children and our community. Throughout 2025-26, governors developed first-hand knowledge of the school through Local Governing Committee meetings, link governor activities, discussions with leaders, review of school performance information, monitoring visits and consideration of both trust and external reviews.

Governors are proud to serve a school with a strong community spirit and a deeply inclusive ethos. We recognise the diverse needs of our pupils and families and understand the importance of ensuring that every child feels safe, valued, respected and able to thrive. We have maintained a particular focus on pupils with Special Educational Needs and Disabilities (SEND), pupils eligible for Pupil Premium funding and pupils who speak English as an Additional Language, ensuring that barriers to learning are identified and addressed effectively.

Supporting School Improvement

During 2025-26, governors monitored progress against the School Development Plan and provided both support and challenge to leaders in relation to the school's priorities of Teaching and Learning, Leadership and Management, and Climate and Culture.

Governors maintained a strong focus on:

Improving reading, writing and communication skills across the school

Developing a language-rich curriculum, with particular emphasis on oracy, vocabulary development and language acquisition

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Ensuring SEND pupils benefit from an adapted curriculum with high expectations and appropriate support

Strengthening leadership through evidence-informed professional development and high-quality staff training

Improving attendance and reducing persistent absence, particularly for vulnerable pupils

Promoting wellbeing, positive relationships and community engagement

Governance in Action

The Local Governing Committee met formally on five occasions during the academic year: 25 September 2025, 20 November 2025, 22 January 2026, 12 March 2026 and 2 July 2026. Alongside these meetings, governors maintained a programme of monitoring and scrutiny throughout the year. Attendance by governors was strong, reflecting the commitment of the governing body to supporting the school and holding leaders to account for outcomes, safeguarding and pupil welfare.

Governors undertook a range of monitoring activities through designated link governor responsibilities and regular review of school performance information. Areas of focus included safeguarding, SEND, attendance, pupil premium, sports premium, health and safety, website compliance, risk management and GDPR. Governors reviewed safeguarding audits, attendance information, pupil outcomes and progress against key improvement priorities to assure themselves that leaders' actions were having a positive impact on pupils.

Governors also approved and monitored key strategic documents, including the School Development Plan and School Self-Evaluation Form, ensuring that school improvement activity remained focused on achieving the best outcomes for children.

What We Are Proud Of

Governors were pleased to see continued progress across the school's key priorities during 2025-26.

Highlights included:

Strong Early Years outcomes, with approximately 74% of children achieving a Good Level of Development, exceeding national averages

Improved phonics outcomes, with attainment increasing by 9% to 82%, reflecting the school's sustained focus on early reading and language development

Continued development of an oracy-rich curriculum supporting pupils' communication skills, confidence and vocabulary

Positive feedback from trust reviews and external evaluations, recognising strengths in teaching, leadership and inclusion

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Ongoing development of the Rainbow Room and wider SEND provision, ensuring pupils with additional needs are supported to achieve and thrive

Continued investment in staff development and leadership capacity across the school

Inclusion, Wellbeing and Safeguarding

The governing body places safeguarding, inclusion and wellbeing at the heart of its work.

Governors receive regular safeguarding reports and monitor compliance with statutory requirements through policy review, safeguarding audits, governor monitoring and discussions with leaders. We seek assurance that pupils are safe, concerns are addressed appropriately and staff receive the training and support required to fulfil their responsibilities.

Governors are particularly proud of the school's inclusive culture. Throughout the year, we have seen how staff work tirelessly to remove barriers to learning and create a culture where every child can belong, learn and enjoy their time at school. External reviews highlighted the strength of the school's inclusive practice, providing further assurance that inclusion remains a significant strength of the school.

Attendance also remained an important focus for governors. We recognise that children learn best when they attend school regularly, building friendships, confidence and positive learning habits. Governors monitored attendance closely throughout the year and supported leaders in their work with families to help every child benefit fully from the opportunities school provides.

Climate and Culture

Governors have supported the school's work to strengthen attendance, enrich the curriculum and deepen engagement with families and the wider community.

We were encouraged by the range of opportunities provided for parents and carers to engage with school life, including workshops, learning events, celebrations and community activities. Governors recognise that strong partnerships between home and school are central to children's success and are proud of the welcoming culture that exists throughout the school community.

Throughout the year, pupils benefited from a wide range of enrichment opportunities, including reading initiatives, science activities, community projects, pupil leadership opportunities and programmes designed to promote wellbeing and personal development.

Looking Ahead

During 2026-27, governors will continue to focus on:

Sustaining strong outcomes in Early Years, reading and phonics

Further developing language-rich teaching and oracy across the curriculum

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Removing barriers to learning through effective assessment and targeted intervention

Improving attendance and reducing persistent absence

Continuing to strengthen SEND provision and inclusive practice

Supporting staff wellbeing and professional development

Deepening engagement with parents, carers and the wider community

Maintaining the highest standards of safeguarding and pupil welfare

The governing body would like to thank pupils, families, staff, volunteers and trust colleagues for their continued commitment throughout the year. We are proud of all that has been achieved and remain ambitious for the future of Limes Farm Infant School & Nursery. Together, we will continue to ensure that every child has the opportunity to belong, learn and enjoy.

Alastair Smith
Chair of the Local Governing Committee
Limes Farm Infant School & Nursery

Appendix A: Governance Arrangements 2025-26

Local Governing Committee Membership

Governor	Category
Alastair Smith (Chair)	Trust Governor
Lindsey Goldie (Vice Chair)	Trust Governor
Caitlin Geraghty	Trust Governor

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Emma Squires	Trust Governor
Hayley Beasley	Staff Governor
Sami Taylor	Headteacher
Jonathon Glynn	Trust Governor (resigned November 2025)

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Link Governor Responsibilities

Responsibility	**Link Governor**
SEND	Lindsey Goldie
Governor Induction & Training	Lindsey Goldie
Pupil Premium & Sports Premium	Caitlin Geraghty
Safeguarding (including Filtering & Monitoring and LAC/PLAC)	Hayley Beasley

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Health & Safety	Hayley Beasley
Attendance	Emma Squires
Website Compliance	Emma Squires
Risk Management	Alastair Smith
GDPR	Alastair Smith

These responsibilities enabled governors to maintain oversight of the school's strategic priorities, statutory duties and areas of identified risk throughout the year.

Further information regarding governor biographies, terms of office, attendance records, declarations of interest and governance arrangements is available on the school's Governors page.