



THE WILLOWS PRIMARY SCHOOL

Governance Development Plan

Governor Development Plan 2023 – 2024

As the Governing Body of **The Willows Primary School**, we are proud of the school and our welcoming ethos.

In accordance with the Government’s requirement for all Governing Bodies, the three core strategic functions of our Governing Body are:

- **Ensuring clarity of vision, ethos and strategic direction**
- **Holding the Headteacher to account for the educational performance of the school and its pupils**
- **Overseeing the financial performance of the school and making sure its money is well spent**

Governor Focus in Academic Year 2023 - 2024

At the beginning of the school year, the Governing Body oversees the strategic objectives of the **School Development Plan (SDP)**. This annual planning document is used to identify the key areas on which the school and the Governing Body need to focus during the academic year to assist with ongoing monitoring as well as impact indicators so that the Governing Body can assure itself that the actions taken within the plan will improve teaching and learning outcomes for all children. The Governing Body will use other school data including: SATs results, Local Authority data, government data and regular internal school assessment data and reports from staff to monitor this along with visits to school.

Governors monitor other key areas regularly to ensure that they are meeting their statutory requirements.

Approval	Monitoring
Statutory policies on a rolling basis throughout the year	Analysis of staff, pupil and parent questionnaires
Pupil premium strategy	Website compliance
Sport’s premium	Health and safety audit report (every 5 years)
Budget setting	Finance audit report (every 5 years)
SFVS	SEF review
Offsite Activities programme	Critical incident plan
Staffing structure for the next academic year	Data reports
Safeguarding audit	SDP review and monitoring
Pay panel	Budget monitoring
	SCR and safeguarding review
	Attendance monitoring
	Pupil exclusion
	Impact of SEN provision

In conjunction with this, governors identify and agree their key areas of focus linked to the SDP and also their own self-evaluation in order that they can triangulate the headteacher reports with what they see in school.

Any school visits will involve the governor to complete a school visit report, which will highlight the focus of the visit alongside any learning that has taken place and any clarification questions they might wish to ask at governor meetings. These school visit forms are shared with both the HT and Chair of Governors prior to being shared at any governor meetings.

The governors will evaluate their effectiveness through RAG rating the termly actions and outcomes. In addition, the chair will write an annual report of the Governing Body’s effectiveness towards each of the key areas.

This year, our Key Focus Areas for governors are:

1. To monitor the school’s work towards the priorities identified in the SDP – including the impact on pupils and outcomes as a result of this work
2. To ensure the effective implementation of the curriculum in all subject areas.
3. To raise the profile of The Willows Primary School as an outstanding education establishment which has high expectations and aspirations for all children in its care.
4. To ensure that the governing body is an effective instrument for support and challenge.

<p>Governor Focus 1: To monitor the school’s work towards the priorities identified in the SDP – including the impact on pupils and outcomes as a result of this work</p> <p>Expected Outcomes The governors have a clear understanding of leadership roles within the school. The workload and well-being of school leaders is understood by governors. Governors have a strong understanding of the needs of the pupils within school and the impact of the provision in place for them. SENCO feels supported by the governing body to be able to achieve their goals in relation to SEND. Governors understand the school approach to the development of mental health and well-being. Governors monitor the outcome data termly with a focus on the areas identified in the SDP context data for 23-24</p>		
Autumn	Spring	Summer
	Governors to meet with phase leaders to triangulate their work with that identified within the SDP	
SEN governor to meet with the SENCO to discuss SDP and provision	SEN governor to complete pupil voice and a learning walk observing SEN pupils within lessons SENCO presentation to governors around actions achieved within SDP so far, summary of achievements and impact of any interventions.	SENCO presentation to governors around actions achieved within SDP, summary of achievements and impact of any interventions.
	Mental Health Lead to present strategy to governors and thinking behind this. Report from the ECO council on their plan to develop the outside area to ensure that this is in the budget.	Pupil voice with children about the changes to outdoor provision to promote wellbeing.
Pupil outcomes are discussed termly with a particular focus to	Pupil outcomes are discussed termly with a particular focus to	Pupil outcomes are discussed termly with a particular focus to

the context data presented in the 23 – 24 SDP.	the context data presented in the 23 – 24 SDP.	the context data presented in the 23 – 24 SDP.
<p>Evaluation</p> <p>The headteacher has kept the governors fully informed regarding outcomes for children and the progress made in each year group. The SEN governor was unable to triangulate the SDP with discussions with children and the provision due to the fact that the SENCO left the school at the end of the spring term. In discussions, prior to him leaving, the SEN governor was able to speak about the SDP targets but these actions were unable to be checked.</p> <p>Parental views on SEN provision were sought and presented to governors but further exploration, that was planned did not happen due to the SENCO absence. Governors were unable to interrogate this data further.</p> <p>The headteacher has had to take on additional workload as a result and this has impacted their work as mental health lead. Governors have been assured that the headteacher has been leading on SEND and supported the children accordingly and that they have identified the gaps in the SDP and are working to put the provision in place.</p>		

<p>2: To ensure the effective implementation of the curriculum in all subject areas starting with English and maths.</p> <p>Expected Outcomes</p> <p>The governors have a clear understanding of the curriculum and how it is taught to ensure that all children have access to provision that is broad and balanced.</p> <p>Subject leaders feel supported and able to articulate the impact of their work on their curriculum area with confidence.</p> <p>Children have the opportunity to speak about their learning.</p>		
Autumn	Spring	Summer
<p>Pupil voice with the school council on English and maths</p> <p>Learning Walk with a focus on English and maths</p> <p>Governors to read newsletters and social media feed to keep up to date with the learning that is happening in school.</p> <p>Curriculum feedback in termly HT report to Governors.</p>	<p>Book look – English and maths</p> <p>Governors to read newsletters and social media feed to keep up to date with the learning that is happening in school.</p> <p>Curriculum feedback in termly HT report to Governors.</p>	<p>Nominated governors to meet with the subject leads for English and maths to identify the improvements that have been put in place for their subjects and to feedback at governor meetings.</p> <p>Governors to read newsletters and social media feed to keep up to date with the learning that is happening in school.</p> <p>Curriculum feedback in termly HT report to Governors.</p>
<p>Evaluation</p> <p>Governors have had the opportunity to visit the school and triangulate the SDP with what they have seen through learning walks, book looks and discussions with subject leaders in English, maths and DT. The headteacher has kept governors fully informed of the curriculum in headteacher reports and they are assured that the curriculum at The Willows is broad and balanced.</p> <p>Governors can see the impact of the work of the headteacher and subject leaders to improve the offer for the children.</p>		

3: To raise the profile of The Willows Primary School as an outstanding education establishment which has high expectations and aspirations for all children in its care.

Expected Outcomes

The school has the positive press and perceptions are changed within the local community.
The school continues to be able to have a pupil admission number of 60.

Autumn	Spring	Summer
HT and Chair of Governors to identify a strategy for the promotion of The Willows Review of the school prospectus	Local councillor , Director of Education and DCS to be invited into school to celebrate education provision at The Willows A series of articles to be placed in local papers and magazines	Further local dignitaries to be invited into school to include mayor and MP. Continuation of positive articles to be included in local papers and magazines.

Evaluation

The school, as with many schools in the local authority, has struggled to meet a PAN of 60. Governors have interrogated data from the place planning department and recognise that this is a local and national issue. Governors want to ensure that the school is able to maintain a strong education for all despite this and have been reassured by the headteacher that she has a strong handle on the budget. Governors and the headteacher have met with the local councillor to see how they might support the school further. Further planned events will happen in the autumn term to promote The Willows.

The school has recently created an Instagram account and positive information is shared on this for the wider community.

The behaviour of a small minority of parents has been an ongoing issue for the school and governors are looking to strengthen their position on this issue to be able to support the school further.

4: To ensure that the governing body is an effective instrument for support and challenge

Expected Outcomes

Governors are effective in the support and challenge of the school.
The headteacher and SLT feel supported by the actions of the governing body.
There is an increase of governor members and a succession plan for key roles.

Autumn	Spring	Summer
Governors complete the self-audit to identify training needs. Body of governors complete the NGA tool to identify effectiveness and areas for development HT and staff governor provide governors with key events which they can attend in order to meet with staff and parents informally. Any training needs for governors are discussed termly and appropriate internal or external training put in place.	Governor action plan is updated following the NGA tool outcomes Governor skills gaps identified and HT and chair identify potential new governors through different channels such as Inspiring Governance Any training needs for governors are discussed termly and appropriate internal or external training put in place. Chair of Governors attends LA termly leadership sessions and feeds back to the whole Body.	Succession plan put in place for key roles within the governing body Development of 3 – 5 year strategy document to be in place for the next academic year Any training needs for governors are discussed termly and appropriate internal or external training put in place. Chair of Governors attends LA termly leadership sessions and feeds back to the whole Body.

<p>Chair of Governors attends LA termly leadership sessions and feeds back to the whole Body.</p>	<p>Following Audits – Spring 2024 Finance training support distributed by finance chair to all governors and discussions to be had at meetings.</p> <p>Chair to provide national update for governors following leadership forum</p> <p>Chair and headteacher to identify further governors with finance and marketing skills to support further.</p>	<p>Following Audits – Spring 2024 Well-being survey to be completed by all staff to triangulate with HT reports</p> <p>Governors to evaluate effectively</p>
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Evaluation

Governors have monitored the impact of the SDP at regular interviews and triangulated this work. They have assessed their own effectiveness against the NGA 20 questions and identified areas of need. Some training needs such as finance have been identified and put in place. The chair of governors attends the leadership forum and feeds back any relevant training to the rest of the governing body to consider. New governors are still being sought for the school. Gaps in skill sets have been considered but as of yet, they have yet to find governors with these skills.

Governors have sought feedback from staff in the form of the well-being survey and have been seen more regularly in school. The survey echoed the feedback from the headteacher in their reports and retention of staff remains high.

Governor Visit Report

Name:	
Date of Visit:	
Focus of Visit:	
Classes/Staff Visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc	
What I have learned as result of my visit	
Positive comments about the focus	
Aspects I would like clarified / questions I have	
Ideas for future visits	
Any other comments	
Safeguarding Question/Observation	

