



THE WILLOWS PRIMARY SCHOOL

Governance Development Plan

Governor Development Plan 2024 - 2025

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 2024 - 2025

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.

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 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 24 – 25.		
Autumn	Spring	Summer
		Governors to meet with subject 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.
Pupil outcomes are discussed termly with a particular focus to the context data presented in the 24 - 25 SDP.	Pupil outcomes are discussed termly with a particular focus to the context data presented in the 24 - 25 SDP.	Pupil outcomes are discussed termly with a particular focus to the context data presented in the 24 - 25 SDP.
Evaluation Governors met with English, maths, geography and science leaders as part of their triangulation activities alongside visits to reading, writing, maths and music lessons and pupil voice activities with the school council. Governors were able to see how the actions within the school development plan directly impacted the quality of teaching and learning in terms of outcome data and work completed in books.		

Although the SENCO did not present to governors, the HT kept governors fully up-to-date with the progress of the actions within the SDP related to SEND and the SEND governor triangulated this in school. Examples of pupil passport were shared with governors.

2: To ensure the effective implementation of the curriculum in all subject areas starting with English and maths.

Expected Outcomes

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.

Subject leaders feel supported and able to articulate the impact of their work on their curriculum area with confidence.

Children have the opportunity to speak about their learning.

Autumn	Spring	Summer
<p>Pupil voice with the school council on Thursday 28th November.</p> <p>Learning Walk with a focus reading and writing and early bird 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, Maths, History and Geography.</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 English, Maths, History and Geography 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>

Evaluation

All agreed learning walks and book looks were completed by governors. Governors also had the opportunity to look at science as it was part of the SDP as opposed to history. Alongside this, the HT created a presentation for governors on the IPC, which helped all to understand how this supports the curriculum and how children can learn the key knowledge that they need.

Data across the school demonstrates the impact of the SDP and how it is being realised for the children. Outcomes are strong against local and national averages for all children and for those in receipt of PPG.

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
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HT and Chair of Governors to identify a strategy for the promotion of The Willows to include: social media posts, nursery engagement, merchandise and school events. Review of the school prospectus	A series of articles to be placed in local papers and magazines	Continuation of positive articles to be included in local papers and magazines.
Evaluation This has yet to be fully realised. Given the success of the results in the last academic year, the governors are looking to invite key WB individuals to visit the school starting with the local politician. The member for schools and children's services did visit in the autumn term but we have had no further visits yet. There is a lot to celebrate at the Willows and we are keen to share this more widely.		

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
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 skills gaps identified and HT and chair identify potential new governors through different channels such as Inspiring Governance Chair of Governors attends LA termly leadership sessions and feeds back to the whole Body. Chair of Governors to contact local companies for potential governors. Governors to review and complete all safeguarding training. Governors to have an Ofsted update. Governors to review Safeguarding Audit as a collective.	Governors complete the self-audit to identify training needs. Body of governors complete the NGA tool to identify effectiveness and areas for development Governor action plan is updated following the NGA tool outcomes 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. Chair to provide national update for governors following leadership forum Chair and headteacher to identify further governors with finance and marketing skills to support further.	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. Well-being survey to be completed by all staff to triangulate with HT reports Governors to evaluate effectively

Evaluation We are still finding it challenging to recruit new governors. Our finance governor left just before Christmas due to a change in work patterns. Chris Pritchard, within our current governing body, has taken on this key role and attended training. Despite making contact with local companies and WBC, we are yet to find suitable governors to fulfil our gaps. Existing governors have had a range of training, which has helped the board to grow further and become more knowledgeable. We have assessed our own effectiveness against the NGA 20 questions and identified areas of need. We have identified developing our understanding of the new Ofsted framework a priority to ensure that we have the right information and will be using Governorhub further to support our depth of understanding.		

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