



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 2025 - 2026

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 PPG Strategy – including the impact on pupils and outcomes as a result of this work.**
- 2. 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 PPG Strategy – including the impact on pupils and outcomes as a result of this work. Expected Outcomes The governors have a clear understanding of the PPG strategy and the context of the school. The governors understand the particular make up of PPG pupils in order to understand whether the activities identified in the plan are appropriate. The governors have a strong understanding of the needs of PPG pupils within school and the impact of the provision in place for them. The governors have a clear understanding of the opportunities that PPG pupils can have at The Willows and the barriers to them not attending these. The governors see the impact of the work of the school. The governors understand where the PPG pupils are targeted and the impact of this work.		
Autumn	Spring	Summer
- Review of PPG context – understanding of school context, PPG population, PPG context and PG data - Select pupils for PPG sampling in Autumn 2 - PPG strategy template 25/26	PPG data review – identification of progress	- PPG pupil data review – identification of progress - PPG pupil context review - Staff PPG interviews – discussion of PPG pupils, T & L strategies and wider provision
- Learning walk – general - PPG pupil sampling across lessons (including books within lessons) + PPG pupil voice	- PPG book look - PPG provision audit – using PPG strategy template - PPG sampling – check in, revisit pupil voice with books to establish progress, impact of PPG provision and PPG support	- PPG pupil data review – end of year outcomes, progress and achievement - PPG pupil voice – impact of provision and support on pupils and their experiences
Evaluation Governors completed all planned activities across the year and used the evidence gathered to evaluate the impact of the PPG strategy on pupils' outcomes and experiences. Through data reviews, learning walks, book looks, pupil voice and provision audits, governors developed a secure understanding of the school's PPG context, the barriers faced by pupils and the support in place to address these. The Willows Ofsted report was used alongside school evidence to support governors' evaluation and to triangulate findings. As a result, governors were able to identify where provision was having a positive impact, ask informed challenge questions and recognise next steps to further strengthen our understanding of the school opportunities for PPG pupils. Governors were unable to conduct staff interviews due to hot weather school closures.		

2. 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. Governors to review and complete all safeguarding training. Governors to review Safeguarding Audit as a collective. Parent voice activities to listen to the views of stakeholders.	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	Succession plan put in place for key roles within the governing body 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

Governors completed all planned activities across the year and used the evidence gathered to evaluate how effectively the governing body provides both support and challenge to the school. Through attendance at school events, governor training, safeguarding review, self-audit activity, use of the NGA effectiveness tool, leadership updates and stakeholder voice, governors strengthened their understanding of the school's priorities and their own development needs. Governors were able to identify the ways in which they support the headteacher and senior leaders, provide informed challenge, strengthen safeguarding oversight and plan for continued improvement. Succession planning was not able to be planned due to the ongoing recruitment problems.

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	

