



'Achieving Potential Together As a School Family.'

- Compassionate*
- Curious*
- Courageous*
- Resilient*
- Inclusive*

Stretham Community Primary School Governor Development Plan 2025/26

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About Stretham Community Primary School

Stretham is a community primary school where children feel happy and safe and the quality of education is good. The Governing ~~Board~~Body is the critical friend of the school, tasked with ensuring the school environment is safe, the interests and needs of all stakeholders are met as much as is possible and children enjoy their learning and achieve as highly as possible.

The school succeeded in achieving a “Good” Ofsted inspection in 2024/25 with only one identified action for improvement. From that incredibly solid foundation the school and the Governing Board will continue the progress that has been achieved over the last couple of years towards achieving its overall vision and continuing to build on standards towards so that every child can achieve their full potential.

As Governors we will work with the whole school community to develop and deliver a strategic plan that reflects our community, ensures school achievement improves and that supports children to thrive in every aspect of their learning. We recognise that each child is individual in their hopes and needs. ~~I-and to~~ ensure continuous improvement we will work with the school ~~so to ensure~~ that every child is able to achieve their aspirations and that they become the best that they can be.

Governors Strategic Priorities for 2025/26

We want all pupils, parents and carers to feel part of our community and for the community to strive for outstanding performance where children exceed expectations. By the time they leave school the pupils of Stretham Primary School should be kind, respectful and resilient and possess the essential knowledge required, to prepare them for both Secondary School, and beyond.

To achieve this ambition, we have set the following priorities:

1. The governing board will be effective and responsible leaders and role models to the school community, through ownership of the school's vision and values, effective challenge and rigorously supporting the delivery of the vision.
2. Ensure the schools safeguarding policies and procedures reflect the requirements of the pupils, are collectively owned and are appropriately implemented to support pupils of the school.

3. We will develop a visible and transparent style of governance within the school community, that values and responds to the feedback of staff, parents/carers and children and strives to improve standards and attainment.
4. Oversee the financial performance of the school to ensure resources are appropriately allocated and deliver value for money for educational outcomes and the school building environment.

How priorities are set

The ~~governing~~ Governing body-Board sets the strategic priorities for the school through stakeholder engagement, regular review, evaluation and reflection. As leaders, and critical friends, we listen to feedback from the school community, and set appropriate expectations for staff, pupils and parents. We set priorities to support the ambitious improvement programme within the school, recognising the school foundations, built on a supportive culture of kindness and excellence.

Accountability

As a member of the ~~G~~ governing bodyBoard, Governors at Stretham Primary School adhere to the Nolan Principles of public service; selflessness, integrity, objectivity, accountability, openness, honesty and leadership, alongside the code of conduct. The ~~governing~~ Governing body-Board is responsible for the school's strategic plan and Governors are accountable for delivery of the priorities. All Governors are expected to understand and own their role and responsibility to lead, support and challenge appropriately. In developing and reviewing the strategic plan, the governing board collectively agree to hold leaders and staff to account, support implementation and monitor progress.

Monitoring of the school's strategic plan

The strategic plan is a medium to long term approach however the governing board will review the plan annually, evaluating progress and ensuring that the plan is still appropriate. Governors and school leaders will challenge the principles for improvement and adapt the plan to meet the needs of the school community.

Measuring Progress

The ~~governing~~ Governing body-Board will develop an annual action plan to support the implementation and monitor the success of the strategic plan. The

action plan will detail shorter term outcomes which will support the achievement of the longer term priorities.

Summary of achievements for 2024/25

The following activities were identified in the previous year's plan and have been completed over the previous 12 months and/or they are part of our normal working arrangements:-

Governance and Training

- **Vacancies and Induction:** All remaining vacancies were filled, and a Governor Induction Plan was implemented and delivered, ensuring a fully staffed and well-prepared ~~governing~~ Governing Board body.
- **Training:** All Governors completed mandatory eLearning modules. Discussions on training are held at every Full Governing ~~Body~~ Board (FGB) meeting to ensure continuous application of learning.

Monitoring and Evaluation

- **Review of Monitoring Visits:** Governors review the outcomes of monitoring visits and conversations with pupils and staff at each FGB meeting, ensuring ongoing evaluation and feedback.
- **School Improvement and Priorities:** FGB agendas are aligned with the school's improvement cycle and SDP/Ofsted priorities. Progress against the SDP is reviewed at every FGB meeting, with in-depth reviews of specific elements conducted termly.

Policy and Communication

- **Policy Review:** Governors regularly review and approve updated school policies, ensuring they are current and effective.
- **Communication:** Information on meetings and priorities is shared via a Governor newsletter. The Governor Vision and objectives are published on the school's website and promoted to the school community.

Engagement and Feedback

- **Pupil Engagement:** Governors engage with pupils to discuss their role and the value of pupil feedback, which informs the objectives of the FGB.

- **Monitoring Visits:** Most Governors conduct termly monitoring visits with a clear focus. Safeguarding and SEND visits are conducted half-termly, involving as many Governors as possible. Safeguarding is a standing item at all FGB meetings and included in all monitoring reports.

Financial Oversight

- **Budget Monitoring:** The Finance Committee undertakes monthly budget monitoring and holds bi-monthly meetings to review financial performance and scrutinise budget allocations to ensure the school achieves its financial priorities. This also includes an annual review of resource allocations compared to educational outcomes to determine VfM. An annual review of budget allocation is discussed with school stakeholders

Governing ~~Body~~ Board Action Plan 2025/26

	Outcome	How will we know we have achieved this	By when
1.1	Governor vacancies on the FGB are filled by those able to bring skills, experience and to commit their time to support the board.	<ul style="list-style-type: none"> Governors attend FGB meetings and engage fully in FGB business by asking questions and challenging leaders over the delivery of its vision. 	
1.2	The FGB provides effective challenge to the leadership of the school through more robust and effective questioning of the information supplied and by undertaking visits and talking to pupils and staff.	<ul style="list-style-type: none"> An annual skills audit is undertaken to review training gaps on FGB with progress being monitored by the link Governor on a termly basis. A programme of LA delivered development sessions for all governors delivered prior to each FGB meeting. 	
1.3	Governors are actively involved in setting the strategic direction for the school, including reviewing and inputting into the work on the new school vision and SEF and SDP.	<ul style="list-style-type: none"> 	
1.4	There is greater oversight and review of systems, processes and policies in the school and staff performance management.	<ul style="list-style-type: none"> 	
2.1	Stakeholders are fully aware of the role and work of the FGB	<ul style="list-style-type: none"> Governors deliver an assembly in school at least once a year. Governors attend drop-in sessions with the Headteacher on a termly basis to provide a direct opportunity for parents to talk to governors in school. A Governor attends a meeting of the school Council at least twice a year. 	

	Outcome	How will we know we have achieved this	By when
2.2	All Governors take an active role on the governing <u>Governing body Board</u> by having a strong and regular presence in school to monitor school performance and carry out their monitoring role effectively by verifying standards in school.	<ul style="list-style-type: none"> • Implement a comprehensive governor monitoring programme to monitor the SDP and curriculum. • • 	
3.1	All governors have a good understanding of the wider aspects of safeguarding in the school	<ul style="list-style-type: none"> • All Governors undertake safeguarding training and support the Link Governor in undertaking their half-termly reviews. • All governors undertake safeguarding and Prevent training. • 	
3.2	FGB processes in relation to safeguarding are effective.	<ul style="list-style-type: none"> • 	
3.3.	The School's website meets statutory requirements.	<ul style="list-style-type: none"> • Half-termly reviews of the website by the link governor recorded as a monitoring activity. 	
4.1	Financial performance is scrutinised and budget planning is undertaken regularly	<ul style="list-style-type: none"> • 	
4.2	Resources are used efficiently and deliver value for money	<ul style="list-style-type: none"> • 	