

Governing Body actions from the School Development Plan 2026/2027

Key governor roles

1. Ensure clarity of vision, ethos, and strategic direction.
2. Hold the headteacher and other leaders to account for the educational performance of the setting and its pupils, and the performance management of staff.
3. Oversee the financial performance of the setting and make sure its budget is well spent.

Key priorities

KEY PRIORITY 1: To further embed an oracy curriculum to ensure consistently high-quality opportunities for speaking and listening.

KEY PRIORITY 2: To ensure success for all pupils by consolidating the core knowledge and skills that underpin future learning and academic progress

KEY PRIORITY 3: To enhance inclusive practice, ensuring that all vulnerable pupils experience consistently high-quality provision.

KEY PRIORITY 4: To further enhance pupils' personal development through high-quality play, sustaining a culture of positive regard, and an enriched curriculum.

Target	Input, activities, and tasks	Timescale	Resources, including time and leadership	Monitoring	Success criteria Impact
All members of the Governing Board demonstrate effective Governance Governors to take responsibility for the monitoring and evaluation of their identified aspects of school improvement/link faculties	Faculty link governors to receive minutes and produce visit reports evidencing school actions against SDP Governors to use a range of tools to build picture: pupil voice, book look, lesson drop in, assembly visits, meetings with link faculties, verified data and external reports Terms of reference to be adhered to by each committee Committee meetings/reports written prior to the FGB Governors engage with CPD to enhance effectiveness	November 2026 Termly September 2026	Governor time Staff time	Oracy: By the end of the academic year, governors will have monitored the implementation of the oracy curriculum through at least two formal monitoring activities and evaluated its impact on pupils' speaking, listening, vocabulary and confidence. Core knowledge: Governors will review attainment and progress data at least termly, with a particular focus on reading, writing and mathematics, and seek evidence that identified	Governors provide effective strategic challenge and support to ensure that the school's improvement priorities result in consistently high-quality provision and improved outcomes for all pupils, with particular attention to the experiences and progress of vulnerable learners.

				gaps are being addressed effectively. Inclusion: Governors will undertake at least two monitoring activities focused on vulnerable pupils and evaluate whether adaptations, interventions and provision are resulting in improved participation, progress and outcomes. Personal development: Governors will monitor the quality and breadth of play, enrichment and personal-development opportunities and use pupil voice and other evidence to evaluate their impact on pupils' confidence, independence, relationships and sense of belonging.	
Promote a positive culture where staff wellbeing, workload and professional development maintain high-quality education and outcomes for pupils.	Review Staff Wellbeing Policy Ensure wellbeing is a standing agenda item at governing board meetings. Hold regular wellbeing discussions during Headteacher Performance Management. Ensure access to coaching, mentoring or professional support. Monitor access to CPD, coaching and career development opportunities for all staff.	Termly	Governor visits Governor meetings Governor morning in school	Annual staff wellbeing survey and action plan. Staff absence and turnover data. CPD participation records. Headteacher wellbeing discussions. Staff recognition initiatives. Governor visit reports.	Leadership & Governance – leaders create a positive culture and consider staff wellbeing and workload.

	Review staff absence and staff turnover Monitor availability and use of Employee Assistance Programmes (EAP), occupational health and mental health support.			Minutes showing challenge and support regarding workload and wellbeing.	
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