

## Governor Section - School Development Plan Gateway Primary School – 2025-26

**Approved by the Full Governing Board – 30<sup>th</sup> June 2025**

*The Governing Board is clear that it has a strategic role across all areas of the School Development Plan and so not all areas and tasks the governors will undertake during the year will be recorded here. However, there are three agreed priority objectives governors would like to explicitly state given the current context of the school.*

Objective	Measurable Outcomes
<p><b><u>One: Governance is impactful, robust, and sustainable</u></b></p> <ul style="list-style-type: none"> <li>• All Statutory and best practice governance arrangements are in place.</li> <li>• Governing Board has the right mix of skills and experiences.</li> <li>• All new governors are trained and supported in fulfilling their roles fully and being professional governors.</li> <li>• Governors’ skills and experiences are leveraged to ensure the maximum impact.</li> <li>• All governor vacancies are filled. <b>(FOCUS)</b></li> <li>• Succession Planning is in place for Chair, Vice Chair and Committee Chair <b>(FOCUS)</b></li> <li>• Structure of the governing board ensures maximum impact on pupils.</li> <li>• Governor meetings are effective and impactful.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented file audit shows that all statutory and best practice elements of good governance are in place and all documentation is up to date and organised both on Governor Hub and in-school files.</li> <li>• Skills audits</li> <li>• Succession plans</li> <li>• Documented structure review</li> <li>• Assessment of governing board meeting effectiveness</li> <li>• Governor training up to date and evidence of tailored training sessions based on needs of the school</li> </ul>
<p><b><u>Two: The Full Governing Board contributes towards rapid school improvement</u></b></p> <ul style="list-style-type: none"> <li>• Governors involved in the update of the SDP and final approval.</li> <li>• Governor monitoring is aligned to the SDP, statutory and governor priority areas.</li> <li>• Chair of Governors has an open and constructive relationship with the headteacher.</li> <li>• Governors are visible in school including monitoring visits.</li> <li>• Governors monitor the impact of external support on pupil outcomes</li> <li>• Governors have a good knowledge of the school data and are confident that the SDP is addressing the right areas.</li> <li>• Regular monitoring of impact of purchase of services from the Farringdon Learning Trust <b>(FOCUS)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Governor FGB minutes show that the SDP has been discussed and approved.</li> <li>• Governor monitoring plan in place, aligned to SDP and monitoring reports completed and on file, monitoring is evaluated at the end of the year by the FGB with the Headteacher to assess impact including where monitoring has led to a positive change in the school.</li> <li>• Governors receive notes of visits (where applicable) from external support and with the school data and Head teacher assess the impact.</li> <li>• Chair meets with Headteacher at least once per month to discuss key issues, share updates and support.</li> <li>• Committee and FGB minutes show that school data is scrutinised, used to hold the school leadership to account and to inform governing monitoring</li> <li>• Headteacher reporting and governor monitoring to assess value add/impact of support/services from the Farringdon Learning Trust</li> </ul>

Objective	Measurable Outcomes
<p><b><u>Three: Governor Community Engagement is impactful, and the community works together under a clear vision, ethos and values set</u></b></p> <ul style="list-style-type: none"> <li>• Work completes with the whole school community to set our vision, ethos, and values <b>(FOCUS)</b></li> <li>• The whole school community is positively included in all the work governors do, are kept full informed in a transparent way, and understand the critical role governors play in the success of the school.</li> <li>• The long-term vision for the school (including ethos and values) is set in an inclusive way, embedded, and understood by the whole community.</li> <li>• Parents understand the boundaries between themselves, school, and governors and who they should raise concerns to</li> <li>• The website is statutory and best practice compliant, and all governor information is shared in a transparent way.</li> <li>• Impactful connections made with the school’s different community groups including school council, parent group, church etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated school vision, ethos and values published on the website – outcome can be traced back to community sessions and feedback.</li> <li>• Community engagement policy and schedule is in place and communicated to the community.</li> <li>• Community feedback (including Parent views) is positive about leadership and key elements within the school.</li> <li>• Increased community participation at school and governor community meetings</li> <li>• Increase in the number of communications from governors to the school community.</li> <li>• Pupils, parents, and staff understand the role of modern governance in the school and can when asked to explain the role of governors.</li> <li>• Pupils and parents/guardians recognise governors as familiar faces around the school.</li> <li>• Community communications include reminders on how to raise concerns.</li> <li>• Website audits conducted and actions monitored.</li> <li>• Community sessions to discuss and input into the school vision and values.</li> <li>• Pupils, Parents, and staff can clearly articulate the school ethos, values, and what they mean to them.</li> </ul>

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<p><b><u>Four: School Promotion, Pupil Growth and Sustainability (in collaboration with the Headteachers)</u></b></p> <ul style="list-style-type: none"> <li>• The school regularly shares positive news stories with the wider community including in local press.</li> <li>• School ensures that all families (and where possible beyond but within catchment) are aware of it and what it has to offer – including through communications, leaflets to new housing developments etc.</li> <li>• Parent handbook is reviewed and updated.</li> <li>• School organises (when possible) events for the wider community so they can come and learn about the school and help to share the positive message.</li> <li>• School uses online platforms including parent groups to publicise the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications</li> <li>• Community and parent voice</li> <li>• Completion of parent handbook</li> <li>• Events taking place.</li> <li>• Increases in pupil numbers</li> </ul>