



“Leaders and governors have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Teachers adapt the curriculum wherever they need to so that pupils with SEND are fully included in all parts of the curriculum.” (Ofsted 2023)

Vision and Values: Westhouses Primary School, Welcoming, Hardworking, Positive, Supportive, is at the heart of our community with values for:

- Family: A friendly atmosphere where everyone can feel confident and happy
- Inspiring: Encouraging a love of learning which challenges children to achieve
- Supporting: Listening to children as individuals whilst supporting their needs with care and respect
- Creative: Engaging children through a creative curriculum to become independent learners.

SOCIAL, MORAL, SPIRITUAL and CULTURAL - At Westhouses Primary school, our aim is that we work together in order to provide a safe and emotionally supportive environment that provides the best possible education for all our children including those with additional needs.

We believe in educating the whole child, supporting them to understand themselves and their place in society. Enabling them to understand and respect not only the school society but the life beyond the school gates. We seek to prioritise the understanding of equality, diversity and inclusion for all. We endorse a broad and balanced curriculum aspiring to help all children progress in their development and learning.

We also believe a partnership involving parents/carers and teachers best supports the well-being and learning for all children. We are always pleased to welcome parents/carers into the school.

We are proud of our children and our school. We consider that all children have strengths, and we seek to provide opportunities for them to discover their ability to learn, succeed and flourish. We work with all staff to ensure children will be safe, happy and feel supported to be able to progress during their time with us.

SCHOOL IMPROVEMENT PLAN (SIP) –Governors work co-operatively to monitor the School Improvement Plan. The current SIP is based on priorities identified from data, school self-evaluation and Ofsted priorities. We continue to challenge staff on key teaching areas, and we are well informed on any areas for improvement in the school. We will continue to monitor the School Improvement Plan to ensure that the school is moving in the right direction. We have reviewed and clarified the curriculum-linked governors' roles and sort to increase our ability to visit and challenge effectively to support staff and the school in our key improvement priorities.

FINANCIAL MANAGEMENT – We continue to look for value for money and ensure a balanced budget which priorities the sustainability of the school, whilst investing in the current children's educational experience. Past financial decisions have included the development of the new classroom refurbishment and buying our new outdoor community and classroom facility to create a new educational space. Future projects will look to building a canopy for the reception area giving the whole school greater access to outdoor learning and play and also continued developments in the internal learning environments. Wherever possible we will support the senior leadership to access additional external funding to add value to the school. The Governors have also worked with school staff to make sure that the annual SFVS (Schools Financial Value Standard) return is completed and submitted on time.

STAFF RECRUITMENT – We have and will continue to make key decisions on school staffing and our responsible for "Safer Recruitment" remains paramount to these decisions.

GOVERNOR MEETING ATTENDANCE –There have been: three Full Governing Board Meetings during the year, three Resource Management Committee Meetings, three Teaching & Learning Committee Meetings. Plus, meetings/briefings/visits to discuss Teacher Recruitment, SIP, Ofsted, Safeguarding, Pupil Premium, Health and Safety and subject leadership. Next year will run with a similar number of meetings. Governor attendance has been at a good level with any absences accepted and approved by the Governing Body.

GOVERNOR TRAINING – We have attended and continue to attend training on safeguarding, governance induction training, leading the governing body and financial governance, Ofsted requirements and support for SEND and provided feedback to the wider governing body on the training,

DATA ANALYSIS – Data is made available to Governors at meetings through written and verbal presentations. Governors are able to ask challenging questions of the Head Teacher and other staff. Benchmarking is undertaken annually this enables Governors to compare school expenditure against schools of a similar size.

POLICIES –We continue to review policies to make sure that all guidance is current and up to date and will support senior leaders and staff to understand and implement this policy into practice.

GOVERNOR SUCCESSION PLANNING –We have recruited a number of new governors over the last year and look to ensure we remain representative of parents and the community. We will look to fill the remaining place on the board and to reflect our commitment to diversity and community links in our membership

FUTURE AND CONTINUOUS IMPROVEMENT –We undertook a review of governance from the National Governors Association which was highly complimentary of our governance but also highlighted key ways for us to improve our efficiency and efficacy, which we have begun to implement this year. We remain committed, along with the Head Teacher and other staff members, to strive to improve and develop the school. Governors will prioritise time to visit the school now that this is possible again. Looking to experience the learning of children, our key improvement areas and how the school environment meets our expectations for safety and learning. We will also seek to ensure staff have the time and resources to develop and implement evolving schemes of work for the curriculum.