

Westhouses Primary School Governing Body Annual Statement April 2026

“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.
- Supportive: Listening to children as individuals whilst supporting their needs with care and respect.
- Creative: Engaging children through a creative curriculum to become independent learners.
- Inclusive: Everyone is valued in our school. No one is the same, but everyone is equal.

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 actively promote fundamental British Values and ensure pupils understand and respect the protected characteristics, preparing them for life in a diverse society. 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. Our curriculum is designed to be ambitious and inclusive ensuring that the high expectations we have for all pupils are met through adaptive teaching and being flexible and creative with pupil and classroom support.

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 which prioritises consistency of practices, procedures and implementation of policies, support and induction of staff with new roles, improve playground provision, improve outcomes though

school to the end of KS2 and ensuring an effective Nursery provision, all to ensure that the school is moving in the right direction to impact on pupil progress. 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 prioritises the sustainability of the school, whilst investing in the current children's educational experience. Past financial decisions to enable classroom refurbishment and space for reception area lead to future projects will look to also continued developments in the internal learning and outdoor facilities. 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 a stable staff group and will continue to make key decisions on school staffing and our responsibility for "Safer Recruitment" remains paramount to these decisions. The staff team has been more stable over the last year and as we consider any additional staff recruitment we continue to prioritise finding people who have the right skills and values to join us, lending new and fresh energies to the superb school staff team. The Governing Body remains mindful of staff workload and wellbeing, regularly reviewing policies to ensure that our high expectations for teaching are sustainable and that staff feel supported and valued.

Governor Meeting Attendance

There have been: three Full Governing Board Meetings during the year, three Resource Management Committee Meetings, three Teaching C 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. The chair also attends the local chairs network to support the leadership of the governing body and provide feedback to the wider governing body. We are also superposed with membership of the national governors association and its support and training are vital to our development of a strong governing body.

Data Analysis

Data is made available to Governors at meetings through written and verbal presentations. Governors use this to triangulate the data with our school improvement aspirations so we are more able to think strategically when asking 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.