

THOMAS WILLINGALE SCHOOL AND NURSERY

The Broadway, Loughton, Essex. IG10 3SR. Tel: 020 8508 7287 Fax: 020 8502 5364

Headteacher: Miss T. Phillips B.A. (Hons.), PGCE

Annual Governance Statement 2025–2026

Purpose of this Statement

This statement reflects the work, impact, and future focus of the Governing Body for the academic year 2025–2026. It demonstrates how governors are supporting and challenging the school to deliver the priorities outlined in the School Development Plan (SDP), ensuring that every pupil is given the opportunity to thrive both academically and personally.

1. Governance Focus and Vision

The Governing Body remains united in supporting the school's four curriculum drivers, which underpin all strategic decisions and monitoring work:

- Positive Growth
- Oracy
- Environment
- Independence

Governors continue to focus on educational excellence, inclusion, staff development, and community engagement — ensuring our decisions and monitoring activities align with these values.

2. Governance Arrangements

The Full Governing Body (FGB) meets four times a year, with reports from the Headteacher, School Business Manager, and senior leaders. The Chair (Rhian Jenkins) and Vice Chair (Emma Hill) maintain regular liaison with the Headteacher to review progress and emerging challenges between meetings.

Link Governors are assigned to key SDP priorities, including SEND, Safeguarding, Curriculum, Finance, Wellbeing, and Sustainability. Governors conduct termly visits (in person or virtual), followed by written reports shared at the next FGB.

The Governor Day (Autumn Term) allows governors to observe the curriculum, meet pupils, and engage with staff around current development priorities. Governors receive ongoing professional development in areas such as Safeguarding, SEND, Data Analysis (INSIGHT), Financial Management, and Governance Effectiveness.

3. Key Priorities and Impact Areas 2025–2026

a) Leadership and Professional Growth

- Monitoring the embedding of INSIGHT, ensuring improved data accuracy, workload balance, and progress tracking.
- Tracking leadership development through NPQs and internal coaching to strengthen middle leadership.
- Supporting staff retention and wellbeing initiatives as SEND complexity increases.

Governor Monitoring: Visits planned around CPD impact, workload reduction, and staff development.

b) Curriculum, Assessment, and Achievement

- Outcomes remain above national averages, though Year 1 phonics dipped slightly; governors will monitor early reading interventions.
- Reviewing the AI for Teaching and Learning trial for impact on workload and engagement.
- Ensuring that narrowing of the disadvantage gap reflects real progress for PP and SEND pupils, not slower progress elsewhere.

Governor Monitoring: Curriculum Link Governors to review INSIGHT data, progress meetings, and evidence from subject leads.

c) SEND and Inclusion

- Oversight of the £350,000 Inclusion Grant and its impact on accessibility and wellbeing.
- Monitoring SEND training, One Plan implementation, and the Nurture and Sensory Rooms.
- Evaluating the PINs partnership and SEND law training for staff.

Governor Monitoring: SEND Governor visits to review One Plans, staff feedback, and provision mapping.

d) Behaviour, Attendance, and Wellbeing

- Monitoring the Respect, Ready, Safe framework for consistency across the school.
- Reviewing attendance patterns and early intervention strategies.
- Evaluating wellbeing initiatives such as My Happy Mind, staff EAP, and the Smartphone-Free Childhood campaign.

Governor Monitoring: Behaviour and Attendance Link Governors to observe consistency and review wellbeing data.

e) Sustainability, Premises, and Finance

- Supporting the Let's Go Zero and Climate Action Plan initiatives.
- Reviewing the solar energy project and cost-benefit analysis.
- Maintaining oversight of inflation pressures and ensuring financial stability.

Governor Monitoring: Finance and Premises Governors to review progress reports and site walks.

f) Personal Development and Enrichment

- Monitoring personal development through My Happy Mind, OPAL Platinum, Junior Duke, and CPR Smart.
- Ensuring inclusion and accessibility within enrichment opportunities.
- Reviewing pupil leadership roles and community engagement via the Futures Programme.

Governor Monitoring: Enrichment Governors to gather pupil voice and review participation data.

4. Impact and Evidence

Governors ensure challenge and accountability through termly analysis of INSIGHT data, Headteacher reports, and external moderation outcomes. Visits, pupil discussions, and work scrutiny provide direct evidence of impact, while finance oversight ensures resources are used effectively to improve outcomes.

5. Governor Development

Governors are committed to strengthening their practice through training and reflection. Priorities include:

- Data interpretation using INSIGHT
- SEND and inclusion monitoring
- Finance and risk management
- Safeguarding refresher
- Effective governance and succession planning

6. Forward Focus for 2026

The Governing Body will:

- Continue monitoring SDP priorities and Ofsted readiness.
- Ensure strong financial resilience amid cost pressures.
- Support leadership development and staff wellbeing.

- Strengthen communication between governors and the school community.
- Prepare evidence of impact for the next Ofsted inspection.

Contact Details

The Governing Body welcomes suggestions and feedback from staff, parents, and the wider community.

Please contact Mrs Rhian Jenkins (Chair of Governors) via the School Office:

Email: admin@thomaswillingale.essex.sch.uk

Website: www.thomaswillingaleprimary.co.uk