

Wellfield Middle School GOVERNOR ACTION PLAN 2025/2026

**VISION: BRING EQUALITY OF EDUCATIONAL EXPERIENCE TO EVERY STUDENT IN ORDER TO
MAXIMISE OUTCOMES FOR ALL.**

FOCUS

**LEADERSHIP AND
MANAGEMENT**

FOCUS

QUALITY OF EDUCATION

FOCUS

**WELLBEING AND SCHOOL
CULTURE**

FOCUS

**BEHAVIOUR AND
ATTITUDES**



STRATEGIC OBJECTIVES:

- **INCLUSIVE & ASPIRATIONAL ENVIRONMENT FOR ALL PUPILS AND ESPECIALLY THOSE WITH SEND**
- **ADAPTIVE TEACHING & CHALLENGE CULTURE FOR ALL**
- **EMBED PREVENT CULTURE THROUGHOUT THE SCHOOL**

Key Priorities 2025/26	Rationale
<p>PRIORITY 1: To foster an inclusive and aspirational school environment where all learners, especially those with SEND, are supported to thrive academically, socially, and emotionally. Through strong leadership, adaptive teaching, and pupil voice, we aim to embed a culture of high expectations and support for all.</p>	<p>Creating an inclusive and aspirational school environment is essential to ensuring that every learner — including those with Special Educational Needs and Disabilities (SEND) — can flourish academically, socially, and emotionally. Schools serve increasingly diverse communities, and without deliberate action, some pupils risk being marginalised or underachieving. By embedding high expectations for all, alongside adaptations that remove barriers to learning, we affirm the belief that every child can succeed.</p> <p>Strong and reflective leadership is crucial for shaping an inclusive culture. Leaders influence whole-school priorities, allocate resources effectively, and set a clear vision that celebrates diversity and challenges low expectations. Adaptive teaching ensures that classroom practice is responsive to individual needs, enabling pupils with SEND to access a rich and challenging curriculum alongside their peers. Prioritising pupil voice empowers learners to share their experiences, shaping provision that is meaningful, respectful, and empowering.</p> <p>This approach aligns with the principles of the SEND Code of Practice (2015), the Equality Act (2010), and current Ofsted expectations for inclusive and high-quality education. It also builds a school culture where all students feel valued, supported, and motivated to reach their potential — academically, socially, and emotionally — preparing them for life beyond school.</p>
<p>PRIORITY 2: Through adaptive teaching practices embed a culture of challenge for all</p>	<p>Maximises the learning potential of every student. Adaptive teaching recognises that students have different starting points, strengths, and barriers to learning. By adjusting instruction and scaffolding appropriately, teachers can ensure all learners, including those who grasp concepts quickly and those who need additional support, are consistently stretched rather than left unchallenged or overwhelmed.</p> <p>Promotes high expectations and equity. A culture of challenge communicates that every learner is capable of tackling demanding content with the right support. This counters low expectations and the risk of “capping” achievement for certain groups, particularly disadvantaged pupils or those with additional needs.</p>

	<p>Develops resilience and independent thinking. When students regularly encounter appropriate challenges., they learn to persevere, problem-solve, and take ownership of their learning. This helps build thinking skills and confidence to work beyond comfort zones. Aligns with evidence-based practice. Research (e.g., EEF guidance, Rosenshine’s Principles) shows that carefully planned scaffolding, formative assessment, and responsive teaching improve outcomes. Challenging tasks with adaptive support deepen understanding and promote long-term retention.</p> <p>Prepares learners for future demands. A challenging classroom culture mirrors the complexity of real-world learning and work environments. It helps students adapt to new problems, apply knowledge in unfamiliar contexts, and meet rigorous curriculum or exam expectations.</p>
<p>PRIORITY 3: To review and embed the Prevent agenda into the culture of the school</p>	<p>Embedding the Prevent duty into the culture of the school ensures that safeguarding against radicalisation and extremism is not treated as a stand-alone compliance task but as an integral part of creating a safe, inclusive learning environment. Schools have a statutory duty (under the <i>Counter-Terrorism and Security Act 2015</i>) to prevent pupils from being drawn into terrorism. By reviewing and embedding Prevent:</p> <ul style="list-style-type: none"> ● Safeguarding is strengthened – Staff, governors, and students are aware of the risks of radicalisation, can identify early warning signs, and know how to respond appropriately. ● Promotes British values – Respect for democracy, rule of law, individual liberty, and mutual respect/tolerance are embedded across the curriculum and wider school life. ● Builds resilience in pupils – Students are better equipped to critically evaluate information, resist extremist narratives, and engage positively in a diverse society. ● Protects vulnerable individuals – Early identification and intervention reduce the likelihood of pupils being groomed or exploited by extremist ideologies. ● Fulfils legal and inspection requirements – Ofsted and the DfE expect schools to demonstrate how Prevent is integrated into safeguarding policies, staff training, and curriculum planning.

- Supports a safe, inclusive culture – Encourages open dialogue, tolerance, and respect, reducing risks of prejudice, hate speech, or marginalisation that can fuel radicalisation.

Governor Termly Action Plan 2025-2026

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MEETINGS: <i>At WMS</i> <i>B&S at 4.30pm</i> <i>SI at 5pm</i>	B&S Committee 20 Oct 2025 SI Committee 21 Oct 2025 FGB 19 Nov 2025 HT Annual Perf. Review – Nov 2025	B&S Committee 26 Jan 2026 SI Committee 27 Jan 2025 FGB 11 Feb 2026 HT Half Year Perf. Review - TBA	B&S Committee 1 June 2026 SI Committee 2 June 2026 FGB 17 June 2026
LEARNING WALKS: Governor Link Person Governors	Completed Record Sheet (see below) Dates TBC	Completed Record Sheet (see below) Dates TBC	Completed Record Sheet (see below) Dates TBC
NEW GOVERNORS: Induction Yr1 Mentor Support	As required LG for DS	As required LG for DS	As required
GOVERNOR TRAINING	TBC	Safeguarding & PREVENT	TBC
TRIPS & EVENTS (VOLUNTEERING)			Germany (LG June 2026- TBC)

Actions from 2024/25 Completed

New Governor Induction Y1 Mentor Support – offered on several occasions and not taken up. DB no longer on Governing Body
Governing Board Safeguarding Annual Update – completed by Clennell – November 2024
Trips - Supported by Governors – LG for Germany (June 2025)

GOVERNOR FOCUS – OVERSIGHT & KNOWLEDGE BUILDING FOR ALL GOVERNORS

Governor Priority Leads

Objective Priority 1 A Giles; L Griffin & All Governors

Objective Priority 2 A Giles; C Kemp; G Milburn; J Hawkrige & All Governors

Objective Priority 3 A Giles; L Griffin & All Governors

SEND – L Griffin

Curriculum - C Kemp, G Milburn & J Hawkrige

Safeguarding & Prevent – L Griffin & All Governor responsibility

Wellfield Middle School Governor Observation Form for Class Visits/Book Looks Governor Name:
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Date:	
Nature of Activity:	Class Visit () Book Look ()
Curriculum Area/Subject:	
Staff Name(s) & Class:	
Focus of Visit: Discussed/agreed with Subject Lead in advance <i>(Link with School Development Plan/Subject Action Plan)</i>	

<p><u>Observations (crib sheet):</u> School Development Plan Key Priorities: <i>Use of Rationale (as above)</i> Class visit examples may include: <i>Subject Action Plan; KS2 or KS3; staff interaction; pupil interaction; prior learning; active learning; Golden Thread; lesson consolidation; behaviours; appropriate use of resources; RADAAR (prev LEARNS); feedback; progression; homework link; Ofsted link; Staff voice; Pupil voice;</i> Book Look examples may include: <i>Content; staff feedback; any pupil amendments/additions; assessment; link with marking policy;</i> Consider: <i>How are any struggling pupils supported (how its managed and improvements identified?)</i> <i>Diversity within the curriculum?</i></p>	
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<p>Summary of Feedback (Key Points):</p>	
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