Hillside Junior School

Annual Governor Impact Report

Academic Year: 2025/26

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1. Introduction

This report summarises the impact of the Hillside Junior School Governing Board during the 2025/26 academic year, evidencing how the board has fulfilled its core functions and contributed to school improvement.

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2. Governance Arrangements

- **Board Structure**: The board met regularly, with all statutory declarations and compliance requirements up to date on GovernorHub.
- **Membership**: Succession planning and recruitment were prioritised. New governors were welcomed, and skills audits were conducted.
- **Committees**: Finance & Premises, Curriculum, and Personnel Committees met as scheduled, with clear terms of reference and delegated authority.
- **Transparency**: Minutes and key documents were published on the school website and GovernorHub.

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3. Strategic Leadership and Vision

- The board reviewed and reaffirmed the school's vision and ethos: "Where Children Can Be The Best That They Can Be."
- The School Development Plan (SDP) and Self-Evaluation Form (SEF) were regularly monitored, with progress against Ofsted priorities scrutinised.
- The board ensured strategic documents and policies were accessible and regularly updated.

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4. Holding Leaders to Account

- Governors robustly challenged and supported leaders, with detailed questioning of assessment data, attendance, behaviour, and curriculum development.
- The board scrutinised public examination outcomes, attendance data, behaviour logs, and progress of vulnerable groups (SEND, Pupil Premium, EAL).
- Link governor visits and reports were established and documented, with feedback from parents and pupils considered in decision-making.

- Safeguarding was triangulated by the link governor, with regular monitoring of the Single Central Record (SCR).

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5. Financial Oversight

- The board reviewed and approved the school's budget, monitored spending, and ensured robust financial controls.
- Risks such as falling rolls and SEND funding were identified and discussed, with mitigation actions agreed.
- Pupil Premium and Sports Premium funding were monitored for impact, with strategy statements reviewed and published in line with statutory deadlines.

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6. Curriculum, Inclusion and School Improvement

- The board monitored the implementation and impact of key school improvement priorities, including:
    - Quality First Teaching and adaptive practice.
    - Use of assessment to inform teaching and interventions.
    - Curriculum development, including oracy, reading, and writing.
    - Targeted support for SEND and EAL pupils, with evidence of improved outcomes.
    - Staff CPD, including external partnerships and training.
- The Oracy Project was highlighted as a key success, with measurable improvements in behaviour and pupil confidence.

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7. Stakeholder Engagement

- Parent and pupil voice were regularly sought through surveys, learning walks, and direct feedback.
- Governors engaged with parents on key curriculum areas (e.g., PSHE), and supported the school in responding to community concerns.
- The board maintained transparency and openness, publishing minutes and making information available as required.

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8. Board Effectiveness and Training

- Skills audits and the GovernorHub effectiveness tool were used to assess board strengths and areas for development.
- Governors undertook relevant training (Prevent, Exclusion, safeguarding, Ofsted preparedness), with records maintained on GovernorHub.

- The board committed to regular self-evaluation and considered commissioning an external review of governance.

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9. Key Impacts This Year

- **Attendance**: Improved to 95.3%, ranking in the top 40–50% of schools locally; persistent absence remains a focus.
- **Behaviour**: Significant reduction in incidents due to oracy and restorative approaches; new reward systems embedded.
- **SEND/EAL**: Targeted interventions and improved tracking led to strong progress for key groups.
- **Curriculum**: Consistent adaptive teaching and assessment; external validation of positive classroom culture.
- **Finance**: Balanced budget maintained, with sound financial management and value-for-money assessments.
- **Stakeholder Voice**: Increased engagement with parents and pupils, with feedback informing school improvement.

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10. Priorities for Next Year

- Continue to monitor progress against the SDP and Ofsted priorities.
- Further develop scaffolding and retrieval practice in teaching.
- Strengthen triangulation of monitoring (teaching, assessment, pupil voice).
- Continue to improve attendance and punctuality, particularly for vulnerable groups.
- Embed new EEF guidance on Inclusive Teaching in CPD.
- Complete an external review of governance and continue board development.

Signed:
Chair of Governors: _____
Date: _____

Supporting Evidence

- Full governing board and committee minutes (available on GovernorHub)
- School Development Plan and SEF
- Policy documents and statutory registers
- Parent and pupil feedback summaries
- Training records and skills audits