



HILLSIDE PRIMARY SCHOOL

Lords Lane, Bradwell, Great Yarmouth,
Norfolk NR31 8PA

Annual Governance Statement 2022-23

Our Role

In accordance with statutory requirements, the main functions of Hillside Primary's Governing Body are;

- To ensure clarity of vision, ethos and strategic direction;
- To hold the headteacher and senior leaders to account for performance of the school;
- To ensure good use of school funds

Governance Arrangements

The Governing Body of Hillside Primary in 2022-23 was made up of 8 positions (see below), 7 were filled and there was 1 (Parent Governor) vacancy:

- 3 Co-opted Governors
- 1 LA Governor
- 2 Parent Governors
- 1 Staff Governor
- 1 Head Teacher Governor

Co-opted governors are appointed by the Governing Body and are people who, in the opinion of the governing body, have the skills required to contribute to the effective governance and success of the school.

The Full Governing Body (FGB) meets 7 times a year to oversee School Improvement, Finance, Premises, Health & Safety, Staffing and Safeguarding. There are also 4 Strategic Teams, that meet once a term, which are attended by link Governors; 'Child Protection Team', 'SEND Team', 'EYFS Team' and the 'Well-being Team'.

Attendance of Governors

All of our meetings this year have been quorate.

Our Work This Year

Our work this year has really focussed on supporting our head teacher, school leaders and children to achieve our SIDP vision and achievement targets. We have particularly focussed on enhancing provision for children with SEND, developing our unique vision & values and continuing to focus on the targets which came from our last Ofsted visit in June 2019, where we achieved a 'Good' rating.

This work has mainly included;

- Supporting the Head Teacher and School Leaders in meeting the priorities that arose from our last Inspection in June 2019:
 - Improve leadership in the early years, to ensure that:

teachers clearly plan for progression from Nursery through to Reception and that the provision of equipment, resources and activities in the outdoor learning area is appropriate for children of all ages

there is a good balance between adult-directed and child-initiated activities and that learning builds on children's interests

all adults, through their interactions with children, are able to assess progress and to intervene effectively to move learning forwards

- Continue to develop the role of subject leaders in subjects other than English and mathematics, so that they have the skills and subject knowledge to secure the progression of skills and knowledge across the curriculum.

- Developing a unique vision and values for our school, following consultation with our school community.
- Continuing to enhance our school curriculum, increasing cultural capital and opportunities for the children to learn about their locality.
- Supporting the Headteacher with decisions to ensure the quality of teaching at our school is of the highest standard; investing in high staff levels, 1:1 and small-group intervention, recruitment and re-organisation of staff members during the year, to ensure that skills and experience were placed where they are most needed.
- Supporting the Headteacher and SENCO to enhance our provision for pupils with Special Educational Needs and Disabilities by expanding our Local Authority Specialist Resource Base (SRB) from a 10 to a 20-place provision, investing in the partitioning of an existing mobile classroom to create a specialist 4-room intervention centre (The Den), creating SEND Pathways and an enhanced provision base for a small group of children on our Pre-formal Pathway (The Nest).
- Gaining support from external advisers (VNET) for both the Headteacher's performance management and to support the school in meeting School Improvement and Development priorities.
- Supporting the Head Teacher in building effective partnerships with local schools, for school-to-school improvement work.
- Safeguarding and making sure that our general safeguarding procedures are robust and to the highest standard. This has also included investment in and moving our safeguarding reporting systems across to CPOMS (Child Protection Online Management System).

Future Plans (2023-24)

- Re-structure the Governing Body (removing separate committees), to increase efficiency and so that all Governors have a broader involvement in and understanding of the school, while also creating specific specialist roles & responsibilities for individual Governors.
- We will seek to recruit new members and to fill any vacancies, within the new Governing Body structure.

- We will support the school in meeting School Improvement and Development priorities, particularly around targets from the previous Ofsted Inspection (June 2019).
- We will support leaders in continuing to enhance and embed provision for pupils with SEND.
- We will support the school in embedding and promoting our new vision and values.
- We will support leaders and contribute to further developing a broad curriculum that reflects and meets the needs of our children and where they come from.
- We will continue to enhance Safeguarding across the school, focussing on attendance (monitoring systems and developing strategies to improve overall attendance).

How to contact us

We welcome feedback and suggestions from parents. Please contact the Chair of Governors via the school office.