HILLSIDE PRIMARY SCHOOL

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

Annual Governance Statement 2025-26

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 2025-26 was made up of 9 positions (see below):

- 4 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 3 Strategic Teams, that meet once a term, which are attended by link Governors; 'Child Protection Team', 'SEND Team' and the 'Well-being Team'.

Attendance of Governors

All of our meetings this year have been quorate.

Financial Transparency and Public Accountability

No members of staff were in a salary band of £100,000 or more.

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 continuing to enhance provision for children with SEND, embedding our vision & values and focussing on the targets which came from our Ofsted visit in Oct 2024, 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 the Inspection in Oct 2024:

- There are instances where teachers do not make sufficient adaptations to learning for some pupils with SEND. This means some pupils struggle to complete tasks without adult support and cannot participate in learning with their peers. The school should ensure teachers are provided with the support they need to help them make appropriate adaptations within lessons, ensuring that tailored plans are followed precisely so that all pupils are supported to achieve the aims and ambitions of the curriculum.

- Teaching in the early years is not precise enough. Learning is not adapted to meet the needs of all children consistently well. The learning environment and resources provided do not promote learning consistently well across all areas of the curriculum. This means children do not form the strong foundations and learning behaviours they need for more complex learning later. The school should ensure that teaching for all children is well considered, and staff have the subject knowledge to create an effective learning environment that meets the intent of their ambitious curriculum.

- Continuing to embed and increase the visibility of our school values; Respectful Owl, Caring Owl, Achieving Owl and Resilient.

- Enhancing our school curriculum by embedding a range of new schemes, researching best practice and accessing support/resources through a range of partnerships, including the Wensum Hub.

- 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 further enhance (including resourcing) our provision for pupils with Special Educational Needs and Disabilities e.g. The SRB, Nest and Den.

- 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 and strengthening effective partnerships with local schools for school-to-school improvement work, particularly within our Broader Horizons group.

- Ensuring that our safeguarding systems are robust and to the highest standard, continuing to improve systems for monitoring and raising pupil attendance and developing the effective/efficient use of CPOMS (Child Protection Online Management System).

Future Plans (2025-26)

- Support the school in meeting the main Improvement and Development priorities, particularly the targets from the previous Ofsted Inspection (Oct 2024).

- Enhance the role of Governors, recruiting new members to fill any vacancies.

- Support Leaders in maintaining a broad and balanced curriculum that reflects and meets the evolving needs of our children and where they come from.

- Support the school in embracing and promoting our vision and values, through new approaches to Behaviour Management (including Staff Professional Development).

- Enhance Safeguarding across the school, with a focus on improving attendance (effective monitoring and developing strategies to improve overall attendance).
- Support Leaders in establishing new Behaviour and Attendance Teams
- Support Leaders in establishing a new SHIP (Specialist Hub of Inclusive Practice) Provision.

How to contact us

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

Tel: 01493661399
Email: office@hillside.norfolk.sch.uk