

# **ANNUAL GOVERNANCE REPORT FOR THE GOVERNING BOARD OF HINDLEY JUNIOR & INFANT SCHOOL School Year 2024-2025**

## **ROLE OF THE GOVERNING BOARD**

The role of the governing board in a local authority maintained school is set out in education law, namely to 'conduct the school with a view to promoting high standards of educational achievement'. The board also has a legal responsibility to promote pupil wellbeing. It does this by:

- Setting the strategic direction** -
  - Ensuring clarity of vision and ethos
  - Engaging with stakeholders
  - Making sure statutory duties are met.
- Creating robust accountability** -
  - Accountability for teaching, achievement, behaviour and safety
  - Strengthening and supporting school leadership
  - Performance managing the headteacher
  - Contributing to school self-evaluation.
- Ensuring financial probity** -
  - Making sure the school's money is well spent
  - Monitoring the use of the pupil premium grant and other resources to overcome barriers to learning.

## **GOVERNANCE ARRANGEMENTS**

The governing board is made up as follows:

- **Parent Governors: 1**
- **Headteacher: 1**
- **Staff Governor: 1**
- **Co-opted Governors: 4**
- **Local Authority Governor: 1**

The Full Governing Board meets once every half term to review all key aspects of the school in depth. At Hindley Junior & Infant School, the work of the Standards and Curriculum Committee and the Assets Committee is combined within these meetings.

Governors also have links to core subjects and visit school regularly to meet pupils and staff, in addition to monitoring specific aspects of the curriculum or areas such as the provision for pupils with special educational needs and disabilities (SEND) and safeguarding.

There are also committees that meet, if required, to consider pupil discipline, staffing appeals and complaints.

A list of Governors, their terms of office and positions of responsibility is published on the school website.

## **GOVERNORS' ATTENDANCE RECORD**

Governing boards make decisions collectively, though they may choose to delegate responsibility to committees, or individuals (including the headteacher). Attending governing board meetings is an essential part of a governor's role and the attendance record for the governors of our school is good. This ensures that all governors receive the necessary information all at the same time and therefore important and informed decisions can be made as and when necessary, on all

aspects of the school, staff and pupils. The attendance record for all governors is published on the school.

### **GOVERNORS' TRAINING RECORD**

All Governors are required to attend annual safeguarding training. Additional training is undertaken relevant to the individual governor's specific roles and responsibilities on the board.

### **ASSESSMENT AND IMPACT OF THE GOVERNING BOARD DURING THE 2024 SCHOOL YEAR**

Examples of the types of issues that have been discussed by the governing board over the school year are listed below, together with the impact of any decisions taken.

#### **1. Financial Oversight and Budget Decisions**

- **Issue:** Governors reviewed budget monitoring reports each term, including unexpected recruitment costs, virements for office remodelling, and system updates
- **Impact:** Approval of virements and budgets ensured the school remained in surplus, allowed refurbishment of key spaces, and provided more efficient systems. The 2025–26 budget and three-year financial plan were approved.

#### **2. Staffing and Leadership Structure**

- **Issue:** Recruitment and staffing changes, including the appointment of a new Headteacher, internal appointment of a new Assistant Headteacher (SENDCo), and review of SLT structure without a Deputy Head.
- **Impact:** The school maintained leadership continuity and strengthened SEND provision by appointing a full-time SENDCo. Deputising arrangements were clarified to ensure smooth running in the Headteacher's absence

### 3. Safeguarding and Pupil Welfare

- **Issue:** Regular safeguarding updates covered DSL arrangements, CPOMs issues, racist/bullying incidents, and governor monitoring visits.
- **Impact:** Policies and logs (e.g., SCR) were checked, training completed, and actions taken. These measures reassured governors of robust safeguarding and a positive impact on pupil wellbeing and attendance

### 4. Pupil Outcomes and School Improvement

- **Issue:** Governors scrutinised termly attainment and progress data.
- **Impact:** Targeted interventions (e.g., new phonics programme *Sound Write* for specific pupils, curriculum refinements in PE and other subjects) were introduced. Governors confirmed that effective monitoring and staff training were improving outcomes and pupil engagement.

### 5. Extended Provision and Community Support

- **Issue:** The Board monitored the Breakfast and After School Club and introduced the **Magic Breakfast** initiative to support pupils with a healthy start to the day.
- **Impact:** Governors ensured provision remained viable, addressed provider issues (attendance logging, staffing gaps), and explored alternatives. Magic Breakfast successfully improved attendance, punctuality, and pupil wellbeing, while fundraising activities subsidised trips to reduce cost pressures on families.

## FUTURE PLANS FOR CONTINUOUS IMPROVEMENT

The Governing Board is committed to supporting and monitoring the school's continuous improvement priorities as outlined in the School Improvement Plan (SIP). Key objectives include strengthening leadership capacity through targeted CPD and mentoring, improving the consistency of teaching and learning with a focus on curriculum coherence, vocabulary, and retrieval practice, and fostering a safe, inclusive environment that prioritises wellbeing and community partnerships.

Governors will monitor progress through regular reports from the Headteacher, review of attainment and progress data, link governor visits, and pupil/parent voice feedback. By aligning governor scrutiny with SIP priorities, the Board ensures that improvement actions are evidence-based, progress is measured against clear

milestones, and accountability is maintained, driving sustained improvement in both pupil outcomes and staff development.