



Annual Governance Statement Academic Year 2025-2026

The main aim of the Governor Board is to ensure that our pupils progress to the best of their potential in their education and appreciate that for this to happen the pupils must be supported by a well-led, enthusiastic, professionally competent and motivated staff, all working together within a safe and supportive environment, working together. Our school motto is **'Dream Big, Aim High and Make a Difference'**.

Governors appreciate the requirements of our children's parents and carers and their need to be satisfied about the overall leadership and management of the school and how it affects safety, learning and the well-being of their children.

To achieve their objectives Governors must continually evaluate the role they have played within the life of the school, and publish relevant information to all interested parties.

This statement and report are parts of that evaluation and publication process.

In accordance with the requirement for all governing bodies, the 3 core strategic functions of the Governing Body are:

- **Ensuring clarity of vision, ethos and strategic direction**
- **Holding the headteacher to account for the educational performance of the school and its pupils, and the effective and efficient performance management of staff**
- **Overseeing the financial performance of the school and making sure its money is well spent.**

Constitution

The Governing Body of Potley Hill Primary School was in 2025-2026 made up of 2 staff governors (including the Headteacher), 2 elected Parent Governors, one Local Authority Governor and 6 Co-opted governors. 1 Local Authority Governor was appointed later in the year. 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.

See Appendix 1 for a full list of Governors.

The Full Governing Body (FGB) met 9 times in 2025-2026. 3 meetings in the autumn term, 3 in the spring term and 3 in summer term. The Governing Body has adopted The Circle Model as a whole Governing Body approach. It means no decisions are delegated to committees, so all the relevant decisions are made within full board meetings. Each board meeting will often have one main focus, such as the budget or educational standards and will review policies, discuss Health and Safety and Safeguarding updates at every meeting

The Governing Body has operated with 4 strategic groups and 2 panels;

1. The Finance Group/Pay panel has monitored the budget more in depth and has advised during discussions on staffing, marketing, premises and implications of changes to the budget.
2. Safeguarding, Health and Safety and Wellbeing Group, which focused on triangulating evidence around safeguarding, health and safety and pupil/staff well-being in line with the SIP targets. Members of this group visited the school 6 times in 2025-2026. Their focus was on making sure the SCR remained without discrepancies, following statutory guidance. The website and website content accessibility were scrutinised and checked during these visits. Staff and pupils were questioned around the safeguarding culture and child protection procedures at Potley Hill as well as pupil and staff well-being and staff development opportunities. Policies and protocols around safeguarding, health and safety, premises, fire safety and accidents were checked and did meet statutory guidelines
3. Teaching and Learning, Group This group has focused on the review of both non-core and core curriculum subjects and progress against the relevant aspects of the school improvement plan. The group made four school visits last year.
They listened to pupils about their learning, in particular Maths, English and showed their project workbooks to triangulate the SIP Intent – Development of a sequenced curriculum. They discussed and monitored EYFS with the Headteacher and Reception teacher, monitored the writing data as part of the SIP intent on Writing and looked at the curriculum, in particular geography and music, as part of the monitoring of SIP intent on curriculum.
4. The Strategic Planning group met once to review the 3-year School Development Plan, which outlines key

priorities. These priorities are set by Governors and SLT to build on our current vision, aims and successes whilst sustaining and enhancing the excellent curriculum and data outcomes.

Through a focus on continuous improvement, innovation, and inclusivity, we aim to further strengthen our teaching practices, enrich student learning outcomes, and ensure every child is equipped with the skills, knowledge, and confidence to thrive both academically and personally.

5. The Headteacher Performance Management panel has two meetings a year to review the Headteacher performance management, but also to review personal development needs, training and provide support if required.

Alongside the strategic groups there are link governors who will monitor their assigned areas in more depth and feedback to the FGB. Link roles held in 2025/2026 were; Safeguarding, Pupil Premium and CLA, SEND, Health and Safety, Website/IT, Finance and Development and Training.

If required, panels are set up to consider complaints, pupil discipline and staffing matters.

Data

Data is made available to governors through FGB meetings with verbal and written presentations followed by question-and-answer sessions with the headteacher and members of the senior management team. Governors benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high and are able to be closely scrutinised.

Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium as well as SEND pupils. Link governors are appointed to review these areas. Data for Yr 2 and year 6 showed that performance in core subjects is overall above national levels.

Governors have access to the data and have discussed this fully at FGB meetings.

Governance 25-26 Focus Areas

At the start of the year the Potley Hill Headteacher Recruitment Panel with support of Local Authority appointed our new Headteacher, Natalie Wallace.

Throughout the year, the Governing Board maintained strong strategic oversight through regular meetings, key staffing decisions and a programme of focused monitoring visits. Governors reviewed curriculum, safeguarding, health and safety, finance and pastoral/SEND provision, and engaged directly with pupils and staff to triangulate evidence of progress.

We supported the Headteacher with recruitment across teaching, support and specialist roles, ensuring continuity of good-quality provision. To support the ever-changing needs of our pupils, SLT presented a plan to the Board. The Board also monitored delivery of the School Improvement Plan (see below targets 2025-2026) and progress against the three-year Strategic Development Plan, ensuring that statutory responsibilities, resources and the learning environment continue to support a safe, inclusive and ambitious school culture.

Future possible Focus Areas

A therapeutic classroom was proposed at the end of summer 2026 to the Governing Board by the SENCO and Headteacher. The old music room has been renovated and re-designed to create a nurturing space for those students who might need a break-out from their regular classroom, where they can be supported and continue their learning in an environment that supports the development of their emotional resilience, self-belief and regulation skills. The Governing Board will monitor the implementation and success of this therapeutic room against the SEN, the school budget and school data outcomes.

The Governing Board will continue to support the Headteacher to maintain the outstanding pastoral care, high-quality education and supportive culture for which Potley Hill is known for and will continue to create and explore even more opportunities for Potley to “*dream big, aim high, and make a difference*”. At the same time the Board will continue to ensure that the strategic priorities and SIP targets are aligned and in progression through monitoring, scrutiny, support and triangulation.

School Improvement Plan (SIP)

Governors work in co-operation with the Headteacher and senior management in the formulation and monitoring of the School Improvement Plan. The School Improvement Plan (SIP) sets intents for the forthcoming year and follows on from the School Strategic Development Plan. The SIP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SIP set out with clear impact expectations, the key tasks to be completed in order to achieve these intents and the success criteria in order to measure outcomes. The SIP was monitored and reviewed termly, with an evaluation overview being completed and presented to governors as part of the Headteacher report.

The following priorities were identified for 2025-2026:

- Intent 1: To ensure pupils in EYFS make good progress from their starting points by accessing clearly sequenced learning opportunities to both consolidate and deepen learning within an engaging and purposeful learning environment.
- Intent 2: To improve the consistency and attainment in writing outcomes for pupils, especially in Key Stage 1.
- Intent 3: To further develop a sequenced curriculum, in terms of skills, knowledge and vocabulary, in all subjects and foundation subjects which prepare pupils for their next educational steps.

Future SIP Focus Areas

The Governing Body is looking forward to continuing its work supporting the school towards excellence. Three main focus areas have been identified for the next SIP 2026-2027:

- Intent 1: To ensure all pupils secure the essential foundational skills of handwriting, spelling, punctuation and sentence construction in writing through a coherently sequenced curriculum, high-quality instruction and consistent practice routines, so that they can successfully access and achieve across the wider curriculum.
- Intent 2: To establish a consistently inclusive, trauma-informed and relational school culture where every child feels safe, valued and able to thrive through the embedding of the THRIVE Approach, My Happy Mind, a comprehensive pastoral offer, therapeutic provision and inclusive environments. Barriers to learning will be identified early and addressed effectively so that all pupils, particularly the most vulnerable, achieve success academically, socially and emotionally.
- Intent 3: To refresh and strengthen the project-based curriculum so that it provides ambitious, coherent and intellectually engaging learning experiences, supported by well-designed hooks, purposeful outcomes and meaningful celebrations that deepen learning and make knowledge memorable.

Finance

The impact of the Governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous.

The Finance Strategic Group / Pay panel views the budget and advises on decisions to the Governing Board about how the school should use the budget and staff pay – this is linked closely with our annual School Improvement Plan and 3-year school development plan.

This group and FGB continue to monitor spending against the plan each term. Early in the summer term, the FGB approved the 2026/27 budget plan for the school. As the budget is forecasted to go in deficit, serious discussions have been had with SLT and the LA advisor on where savings can be made to support and enable the school to continue the high standards of care and education.

It uses national benchmarking to compare our spending with other similar schools.

Capital expenditure has been directed at putting a door in between the year 5 and 6 classes and tidying up and renovating the reception outdoor area.

The FGB has continued to monitor and evaluate the impact of the spending of our Pupil Premium and Sports Premium and SEND allocations.

Staffing

Our staffing plan includes a Headteacher, SENCo/Assistant Headteacher, Family Support Worker, 6 full-time and 4 part-time Teachers, 8 LSA's, including two full-time HLTAs (Higher Level Teaching Assistants), 6 LTSA's, 2 Admin and a caretaker, who is also a cleaner and one other cleaner. Strength of leadership at all levels across the school is also examined by looking at subject leader analyses, action plans and the results from other monitoring and evaluation that the school carries out. This includes pupil and parent questionnaires, evidence from work sampling and conferencing of pupils.

Training

All members of the Governing Board have and continue to have significant training. The impact of this is that the Governing Body are kept abreast of their responsibilities regarding the latest requirements and expectations. This years' whole governing body training was on Finance, where our Finance link governor explained the budget in detail and the processes around school budgeting. Alongside the whole governor body training, governors attend individual courses and training and will all have had to do Safeguarding training and read the latest KCSIE part one.

Policies

One of the roles for the Governor Board is to review and agree school policies. The following policies are reviewed either annually or bi or tri-annually:

Accessibility Plan	Marking & Feedback
Admissions	Parent Communication Policy
Vision, Aims, Guarantee & Values (all linked together)	Pay
Assessment, Recording and Reporting	Pecuniary Interest Register
Attendance (Pupils)	Performance Management
Anti-Bullying	Prospectus & YR prospectus
Behaviour	Resolving Work Place issues (HCC)
Best Value	Restrictive Physical Intervention
Capability	Road Safety
Charging and Remission	Safeguarding
Child Protection	Security
Code of Conduct (& Safeguarding Section 1)	Staff Absence (Sickness)
Community	SEND
Complaints Procedures	Recruitment
Confidentiality	Staff Disciplinary Procedures
Curriculum	Staff Grievance Procedure (Manual)
GDPR	Staff Wellbeing
Dignity at Work	Subject Leadership
Dress Code	Supporting Children with medical conditions
Drug Incident	Teaching & Learning
Early Career Teacher	Uniform
Educational Visits	Visitors
Emergency Management Plan	Whistle Blowing Policy
Equalities Policy	Whole School Food
Equalities Information	TOR: FGB
Equalities Objectives	TOR: Pay Committee
Smart Phone Free Policy	TOR: Appeals Panel
Online Safety (To include Smart Phone Free Policy)	
Extra-curricular Activities	Subject policies:
Fire Evacuation	Art
First Aid	Learning Environment
Freedom of Information	DT
Governor Allowances	EYFS
Governor Code of conduct	English (including phonics, early reading and handwriting)
Governors' Visits	History
Health & Safety Policy	Geography
Homework	Computing & ICT
Induction of New Governors	Mathematics
Inclusion	MFL

Instrument of Government	Intercultural
Instrument Teaching	Music
Looked After Child	PE
Low Level Concerns	RE & Collective Worship
Lettings	Science
Managing Allegations of Abuse Against Teachers and Other Staff	Library
	RSHE

Governor Attendance

FGB meetings are held at school, although to facilitate attendance we continue to offer the ability to join in online. During the year 2025-2026 Governor attendance has been good. There has been some fluctuation in the composition of our governing body (see details below). See Appendix 2 for individual governors' attendance at meetings.

Meeting dates for 2026-2027 are:

Monday 14th September 2026
Monday 19th October 2026
Monday 23rd November 2026
Monday 18th January 2027
Monday 8th February 2027
Monday 22nd March 2027
Monday 10th May 2027
Monday 14th June 2027
Monday 12th July 2027

All meetings start at 6.00pm

Minutes of Governing Body meetings are public documents – you can ask at the school office if you would like to see any of the minutes of our meetings. Most of our policies are also available via our school website at www.potleyhill.hants.sch.uk.

Feedback

We always welcome suggestions, feedback and ideas from parents – please contact the Chair of Governors, Mrs Antje Neville-Kwantes via the school office.

Appendix I

List of Current Governors (as of Sept. 2026)

Parent Governors (2)		Staff Governors (1)	
Mr Mark Lovejoy	Jan 2027	Miss Joanna Miles	July 2028
Mrs Kathryn Stilwell	April 2028		
Co-opted Governors (10)		Local Authority Governor (1)	
Mrs Antonetta Neville-Kwantes (Chair)	Dec 2026	Mrs Philomena DsA	April 2030
Mr James Wilson	Dec 2026		
Mr Nick Godwin (vice chair)	May 2030		
Mr James Bowen	Sept 2028		
Mrs Carol Clark	June 2030		
Vacancy x 4			

Mrs Natalie Wallace	Headteacher	n/a
Mrs Tracy Banks	Clerk to Governing Body	n/a

During 2025-2026, there were a number of governor appointments and resignations:

- Mrs Caroline MacMillan resigned in March 2026
- Mr Jonn Bartlett's term ended May 2026
- Miss Rhea Horlock resigned in June 2026

Appendix 2.
Governor Attendance September 2025 – end July 2026

Y = Attended, N = Apologies Accepted, NA = Apologies not Accepted, NS = No Apologies sent, ? = Attendance Not Marked, Blank = Not Required, CA = Consent for absence, - = Not applicable

Governor	Governor Type	Potley Hill FGB 15 Sep 2025	Potley Hill FGB 20 Oct 2025	Potley Hill FGB 24 Nov 2025	Potley Hill FGB 19 Jan 2026	Potley Hill FGB 23 Feb 2026	Safeguarding strategic visit - 04 Mar 2026	Potley Hill FGB 23 Mar 2026	Potley Hill FGB 11 May 2026	Potley Hill FGB 08 Jun 2026	Potley Hill FGB 06 Jul 2026
Tracy Banks	Clerk							Y	Y	Y	Y
John Bartlett		Y	Y	N	Y	Y		Y	Y		
James Bowen	Co-opted governor	Y	Y	Y	N	Y		Y	Y	Y	Y
Carol Clark	Co-opted governor								Y	Y	Y
Philomena DSa	Local Authority Governor									Y	Y
Nick Godwin	Co-opted governor	N	Y	Y	Y	Y		Y	Y	Y	Y
Rhea Horlock		Y	Y	N	Y	N		Y	N	NS	
Mark Lovejoy	Parent governor	Y	N	Y	Y	Y		Y	Y	Y	Y
Caroline McMillan		Y	Y	?	?	Y					
Joanna Miles	Staff governor	N	Y	N	Y	Y		Y	Y	Y	Y
Mrs Antonetta Neville-Kwantes	Co-opted governor	Y	Y	Y	Y	Y	?	Y	Y	Y	Y
Kathryn Stilwell	Parent governor	Y	N	Y	Y	Y	?	Y	Y	Y	Y
Natalie Wallace	Headteacher	Y	Y	Y	Y	Y		Y	Y	Y	Y
Mr James Wilson	Co-opted governor	Y	Y	Y	Y	Y		N	Y	Y	Y