



Governors Impact Report September 2025– July 2026

The Local Governing Body of Tillingbourne Junior School is committed to ensuring that all pupils receive the highest quality education and are supported to thrive academically, socially and emotionally.

This annual impact statement provides an overview of how governors have fulfilled their statutory responsibilities during the 2025-26 academic year. Through strategic oversight, constructive challenge and support for school leaders, governors have worked to ensure that every decision has remained focused on improving outcomes for pupils, maintaining high standards of safeguarding, and securing the long-term success of the school.

During 2025-26 our members were:

Headteacher	Ben Stevenson
Staff Governor	Melissa van Heesewijk
Parent Governor	Natalie Harvey
Parent Governor	Amy Froude
Co-opted Governor	Carrie Mariner (Chair)
Co-opted Governor	Amber Kinnersley (Vice-Chair)
Co-opted Governor	Roger Crabb
Clerk to the Governing Body	Susan Barrow

All members of our Local Governing Body are volunteers who are committed to supporting the continued success of Tillingbourne Junior School. Parent and staff governors are elected to their positions, while other governors are appointed through the Trust's governance processes to ensure the governing body has an appropriate balance of skills, experience and knowledge. All governors undergo the necessary safeguarding and eligibility checks before taking up their role.

How Governance works at Tillingbourne Junior School

Tillingbourne Junior School is part of [Learning Partners Academy Trust](#). As a result, governance operates within the wider Trust governance structure. Further information about governance across the Trust can be found on the Trust website.

Each school within the Trust has a Local Governing Body (LGB) which undertakes the responsibilities delegated to it through the Trust's Scheme of Delegation. As Tillingbourne's LGB, we act on behalf of the Trust while maintaining a strong strategic focus on the needs of our school and community. We work closely with school leaders to support continuous improvement and ensure pupils receive the highest quality education and care.

As governors, our three core functions are to:

- Work with school leaders to ensure clarity of vision, values and strategic direction.
- Hold leaders to account for the educational performance of the school, including the progress and wellbeing of all pupils.
- Oversee the effective use of resources and ensure public money is spent wisely and delivers value for pupils.

The Local Governing Body meets seven times each year. Meetings alternate between a focus on educational standards, curriculum and pupil welfare, and a focus on finance, resources, premises and strategic development.

Throughout the year, governors used headteacher reports, performance information, governor visits, pupil voice, external reviews and monitoring activities to evaluate progress against the School Development Plan and ensure that improvement work resulted in positive outcomes for pupils.

Priority 1: Quality of Education

Governors maintained a strong focus on the Quality of Education throughout 2025-26, monitoring progress against the school's priorities for curriculum development, assessment, subject leadership and outcomes in reading, writing and mathematics. Through discussions with the Headteacher and subject leaders, governor visits and scrutiny of curriculum documentation, governors challenged and supported leaders to ensure the curriculum remained ambitious, well sequenced and accessible to all learners.

Governors reviewed how subject leaders evaluate and improve their curriculum areas through book studies, pupil voice, assessment information and curriculum reviews. This provided assurance that curriculum development is an ongoing process, with leaders adapting provision in response to evidence and pupil need. Governors were particularly encouraged by the school's work to strengthen metacognition, vocabulary development, curriculum sequencing and cross-curricular learning.

Governors also challenged leaders on outcomes for disadvantaged pupils and pupils with SEND, ensuring that curriculum adaptations, interventions and assessment systems were supporting all pupils to access learning and make progress. Particular attention was given to writing outcomes and the school's efforts to close attainment gaps for vulnerable learners.

Governors were encouraged by strong Year 6 reading and writing outcomes and continued to challenge leaders on writing development, vocabulary acquisition and mathematics attainment as identified priorities within the School Development Plan.

As a result of this scrutiny and challenge, governors gained assurance that curriculum developments remained focused on improving outcomes, strengthening provision for disadvantaged pupils and pupils with SEND, and ensuring all pupils could access a broad and ambitious curriculum.

Priority 2: Inclusion and SEND

Through a programme of visits and discussions with leaders, governors gained assurance that the school's inclusion and SEND priorities were being implemented effectively and delivering positive outcomes for pupils. Governors reviewed the effectiveness of the graduated response, provision planning, intervention programmes and systems used to identify and support pupils with additional needs. Monitoring demonstrated that SEND provision is child-centred, responsive and regularly reviewed, enabling support to be adapted as pupils' needs evolve.

Governors scrutinised the implementation of Edukey and the school's work to strengthen the tracking, monitoring and evaluation of SEND provision. Leaders demonstrated how the system has improved consistency, supported earlier identification of need, strengthened communication with families and provided clearer evidence of the impact of interventions. Governors were particularly encouraged by the introduction of SEND learning plans and pupil passports, which have strengthened collaboration with parents and ensured that effective strategies are shared consistently between staff and across transition points.

Particular scrutiny was given to disadvantaged pupils, alternative provision and attendance. Governors challenged leaders on how barriers to learning are identified and addressed and gained assurance that robust systems are in place to support vulnerable pupils academically, socially and emotionally. During visits, governors observed inclusive classroom practice first-hand, including effective adaptations, targeted support and high levels of pupil engagement across all year groups.

As a result of this monitoring and challenge, governors were assured that the school's inclusive approach was enabling pupils with additional needs to access learning successfully, receive timely support and participate fully in school life.

Priority 3: Safeguarding, Attendance and Behaviour

Safeguarding remained a key priority for governors throughout 2025-26. Through dedicated safeguarding visits, scrutiny of safeguarding systems and regular meetings with the Designated Safeguarding Lead, governors sought assurance that safeguarding arrangements were effective and that a strong culture of vigilance was embedded across the school.

Governors reviewed safeguarding training, safer recruitment processes, attendance, online safety, the Single Central Register and the effectiveness of CPOMS. Monitoring confirmed strong safeguarding leadership, effective multi-agency working and robust systems for identifying concerns, analysing patterns and responding promptly to support pupils and families. Governors were particularly encouraged by pupil voice activities, which demonstrated that pupils understand how to keep themselves safe and know where to seek help if required.

Attendance remained an important area of governor scrutiny. Governors challenged leaders on attendance trends, particularly for disadvantaged pupils and pupils with SEND, and monitored the impact of attendance interventions. Governors received assurance that overall attendance remained above national averages and maintained a strong focus on those pupils facing the greatest barriers to regular attendance.

As a result of this monitoring and challenge, governors were assured that safeguarding systems were effective, vulnerable pupils were identified and supported promptly, and that a strong safeguarding culture continued to underpin all aspects of school life.

Priority 4: Leadership and Management

Governors monitored progress against the School Development Plan throughout the year through Local Governing Body meetings, governor visits, headteacher reports and regular engagement with school leaders. Through both support and challenge, governors ensured that school improvement priorities remained focused on improving outcomes for pupils.

A particular focus was the development of subject leadership and the effectiveness of quality assurance systems. Governors reviewed how leaders used evidence from book studies, pupil voice and assessment information to evaluate curriculum implementation and drive continuous improvement. This provided assurance that leaders had a clear understanding of the school's strengths and areas for further development.

Governors also maintained oversight of the school's financial position, ensuring that resources remained aligned to strategic priorities and that SEND and Pupil Premium funding were used effectively to improve

outcomes for pupils. To support effective governance, governors engaged in regular training through Learning Partners Academy Trust and safeguarding updates, ensuring they remained well informed and able to provide robust challenge and support.

Throughout the year, governors monitored the introduction of the shared leadership model with Shalford Infant School and received assurance that it was strengthening leadership capacity and supporting greater collaboration between the two schools.

As a result of their strategic oversight, governors were assured that leaders remained focused on the school's improvement priorities and that decisions about staffing, resources and curriculum development were being made in the best interests of pupils.

Closing Statement from the Chair

During 2025-26, we have seen the continued commitment of staff, leaders, pupils and families to the success of Tillingbourne Junior School. On behalf of the Local Governing Body, I would like to thank everyone for their contribution to a school community where children are supported to achieve, belong and thrive.