



# Droxford Junior School Governing Body

## Annual Report

[www.droxfordjunior.co.uk/governors](http://www.droxfordjunior.co.uk/governors)

October 2025

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### 1. Welcome from the Governing Body

A warm welcome to all our new students and families. On behalf of the entire Governing Body, thank you for your ongoing support of Droxford Junior School and our thriving community.

This year has been another exciting chapter of growth and achievement. Building upon our *Outstanding* OFSTED judgement from Spring 2024, we've continued to strengthen every aspect of school life—from our dynamic curriculum to the nurturing, inclusive environment our children enjoy daily. Our excellent SATs results this year are a testament to the hard work of pupils, staff, and supportive families.

Looking ahead, we're preparing to join the University of Winchester Academy Trust, a move we believe will bring renewed energy and opportunity. Being part of a wider team means we can draw on a broader range of expertise, resources, and support; enhancing what we already offer and enriching every child's educational journey.

Another highlight this year has been welcoming new governors, each bringing valuable skills and fresh perspectives to our Governing Body. Their dedication continues to strengthen our leadership and ensures robust, forward-thinking support for the school.

- **What Governors Do?**

Governors play a strategic leadership role, working collaboratively to ensure:

- A clear and purposeful vision for the school
- Accountability for educational outcomes and staff development
- Effective financial oversight

We don't manage daily operations, authorise individual spending, or determine admissions or teaching methods. Instead, we focus on big-picture strategy, challenge, and support.

Governors meet half-termly to discuss policies, pupil progress, finances, and more. We also visit the school regularly for focused learning walks, speaking with children and staff to gain insight into day-to-day life. These visits are invaluable; we hear directly from pupils, celebrate successes, and support improvements across the curriculum.

Each governor typically has an area of focus, and we often take part in staff recruitment panels and attend Local Authority training to remain informed and effective.

For details of our current Governors and their responsibilities, please see **Section 5**.



*Year 5 sailing residential (Summer term)*

- **How well is the school doing?**

We remain incredibly proud of our Year 6 children and staff who work so hard to prepare for and undertake the SATs tests each summer. As always, the children responded to the challenge and performed well, showing great determination and resilience. The school achieved well, with scores beyond national averages in reading and maths. These scores are carefully analysed by both staff and Governors and help to inform us all as to any future focus areas as to how best we can support the children, moving forwards.

- **What is the plan for this year?**

Our Strategic development plan for 2025-2026 has the following key priorities which we are working on as a school

**1a. Curriculum - English: Embed the strategies currently in place to continue to improve the writing outcomes across the school.**

**1b. Curriculum - Maths: To improve pupils' speed, accuracy, and flexibility in number operations while developing their ability to plan and evaluate their mathematical thinking.**

**2. Continuous Provision: To design a structured approach to continuous provision in Lower Key Stage 2.**

**3. Creative Curriculum: Further develop the whole school curriculum by embedding 'Creative Curriculum' opportunities.**

**4. Academisation: Ensure school, at all levels, transitions to UNiWAT effectively.**

- **Is the school in a sound financial position?**

I'm really pleased to report that the school ended 2024/5 with a modest annual surplus. This was a good performance given the on-going funding challenges that we faced and will be added to the overall surplus that we have been maintaining. As such, the school is in a sound financial position. However, as a Governing Body, we are continuously trying to balance the on-going needs of the school – and our desire to attract the best teachers and make the right funding available to support the annual School Development Plan, against the need for us to operate a cautious budget, given the forecast drop in pupil numbers over the next 2-3 year (which will have a consequent impact on our funding).

Looking ahead to 2025-6, we have budgeted to make a small in-year deficit, which will use up some of our overall surplus. This budget will continue to allow us to invest in the school and assumes that we operate effectively and efficiently. Importantly, and reflecting the school's excellent performance and reputation, we did pick-up more pupils than expected as part of the September 2025 intake – and this will improve our funding position in 2026-7 and onwards. We are continuing to try to attract new pupils, which will improve our funding position further and are also very grateful for the excellent support that the Friends of Droxford School (FODS) provide. In addition, we have also seen an incredible response from you, as parents, in our requests for learning materials or those who have made direct donations. Thank you to everyone who have supported us through the year, it is greatly appreciated.

- **How can you get involved?**

We would like to take this opportunity to express our heartfelt appreciation for the invaluable contributions you make to enhance the educational experience of our children here at Droxford. Your involvement, dedication, and support are what makes our community truly exceptional.

There are numerous ways in which you can show your support and become actively engaged in the betterment of our school. We are always looking for motivated and innovated people to join both the Governing Body and the Friends of Droxford School (FODS). It is important to note that these opportunities are open to anyone, whether you work full or part-time, so please do not feel that your schedule is a barrier to getting involved.

Here are a few ways you can make a difference:

**a. Your continued support**

We encourage you to participate in the various events organised by the school this year. FODS is in need of parents to lead their events, so please do volunteer if you can. Not only are these events fun and enjoyable, they also play a crucial role in raising much-needed funds for the school. Additionally, we invite you to join us for the school's 'Dig Days' where your involvement helps to maintain our school grounds and learning environment whilst saving thousands of pounds, annually.

**b. Your ideas**

Your ideas and insights are valuable to us. If you have suggestions on how the school can raise funds or if you have observed successful initiatives in other schools, we welcome your input. Your fresh perspectives can help us to innovate and improve.

**c. Your financial support**

Despite being a publicly funded school, Droxford has consistently delivered outstanding results comparable to many local private schools. If you find yourself in a fortunate financial position, you may like to consider contributing a lump sum or a regular donation directly to the school. Past generous donations have allowed us to upgrade our technology, benefitting every child's learning journey.

**d. Your time**

Do you have spare time during the day? Perhaps you could consider volunteering to listen to the children read. Are you passionate about a particular hobby or skill? You could run or assist in running a club, fostering the children's interests and talents. Your time and involvement help us with our costs as well as providing the children with a richer and more diverse learning experience.

Our school community thrives because of everyone's commitment; we create an environment that truly nurtures and supports the children's growth. We understand the demands of modern life but hope that you will be able to find a way to engage that suits your schedule and interests.

Thank you for being an essential part of our school's journey. Your contributions truly make a positive impact on the lives of everyone at Droxford.

Warm regards  
Helen Parrott, Chair of the Governing Board

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## **2. Report from the Resources Team**

At the start of the 2024/25 School year, in order to operate more efficiently, we created a new 'Resources Team' to look after the school's financial affairs. While no longer a formal sub-Committee, the Resources Team still reports directly to the Full Governing Body and is responsible for: overseeing the financial running of the school, including budget setting and monitoring and ensuring that sufficient funding is made available to maintain and improve the school's assets (including the buildings and grounds).

Before I get into the key aspects from the 2024/25 year, from a Resources perspective, with the limited funding that is available, it was an incredible achievement for the school to retain its Outstanding OFSTED classification. That's a great reflection of the quality of teaching at the school and the huge effort that all of the staff and support team put in. Well done to them all.

In terms of Resources, I am very pleased to report that the school again generated a modest surplus during the year. As I'm sure you'll have heard in the news, that comes against a backdrop of reduced central investment. This really highlights how well controlled the school's finances are and how carefully Mr Dampier and his team invest the funding available to really ensure that all children at the school have access to the best education possible.

I mentioned last year that reduced pupil numbers have been a recurring concern over the last five years. This is because our funding is directly related to the number of children at the school. Pleasingly, the actual Year 3 intake for the current year was well ahead of the number forecast and will, as a result, lead to the school attracting slightly more funding in the future. This is a really positive result and is, I'm sure, recognition on the excellent reputation that the school has.

In terms of the major focus areas identified in the School Development Plan, ie. a renewed focus on English, particularly with respect to writing; Maths, and; further development of the Creative Curriculum. These areas were all discussed as part of the Resources Team's budget meetings and, where required, funding set aside to support the delivery of these areas. Importantly, time was also made available for staff – and particularly those that are subject leaders, for professional development. There have been some incredible examples of how these investments are helping – a case in point being the impact of how Design Technology has benefited from the Creative Curriculum partnership with Winchester University.

While there have not been any major capital projects completed during the year, the school building and grounds continue to be well looked after and funding made available for any minor repairs required. The two Dig Days, which have been incredibly well supported by parents, are a very important part of ensuring the school landscape is so well maintained. Excitingly, the project to look at the next element of the landscape strategy was kicked-off (with the children) during the year and the development and delivery of this over the next few years will be really positive.

Finally, I mentioned at the start of this report that we had generated a modest surplus. This gives us a degree of flexibility as we enter a period where we are uncertain about the level of central funding that will be made available and the numbers of pupils due to come into the school. However, as a team we continue to look actively at how we can position the school best to attract more pupils and ensure that we invest the funds we have available as carefully as possible. The move to become a part of the Winchester Academy Trust will help support us financially but the help that we receive from all our parents and from FODS are hugely beneficial to the school – thank you to all those involved from all of us in the Resources Team.

I hope you all had a good summer and are settling back into the new school year and I look forward to updating you on progress as the year progresses.

Chris Woodgate, Chair, Resources Committee



*Year 3 / 4 at the Watercress line for WW2 evacuee workshops.*



*Year 3 camping on the school field for their residential.*

### 3. Report from the Curriculum Committee

It has been a very exciting and rewarding year for Droxford Junior. We as school governors are delighted and proud of its successful journey.

To mention a few successes: Droxford has a rich and diverse curriculum provision, provides a wide variety of enrichment opportunities and achievements, excellent KS2 SATs results reaching well above county and national averages, awarded Ambassador School for the South Downs National Park and has anyone mentioned OFSTED? A well-deserved grade of OUTSTANDING!

The most important and enjoyable roles of being a curriculum governor is supporting the school's direction and seeing that all pupils are offered a broad and balanced curriculum. (You don't need experience or knowledge in education to be a governor.)

To do this, we make pre-arranged visits and calls with a clear focus; these are linked to the school's development plan and its vision (approximately three per academic year.) We observe school life in action and how the curriculum meets the needs of all the pupils. We are informed of the standards achieved.

A variety of ways we achieve that are:

- By visiting the classrooms and observe adults and children working effectively.
- We enjoy talking to the children about their learning and school experiences.
- We talk with the subject leaders and classroom teachers to find out about what has been happening, what is happening and what will happen in the future based on the learning and outcomes for pupils.
- We speak with the leadership team to understand the decisions the school have made and its impact, and to see how they have adapted the curriculum to meet the local context of the school and its pupils.
- We also support with relevant school policies.
- We enjoy hearing about the school's enrichment programmes and how it caters to and offers further opportunities outside of the classroom and how they increase pupil's enjoyment of school life.
- It's also a great way to observe many options for play at break and lunch times, how orderly and kind behaviour is and also the excellent safeguarding culture in the school.
- All members of the curriculum committee would like to thank all staff who gave their time to work with the Governors over the year and we wish you another vibrant and successful year ahead

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### 4. Frequently Asked Questions

- **How do I find out more about the role of governors?**

For more information on the role and responsibility of a governing body and how to apply to be a governor, visit the HCC website: [Hampshire County Council - What Governors Do.](#)

- **How do I find out more about becoming a governor and how to apply?**

Please visit the HCC website: [Hampshire County Council: Becoming A Governor](#)

Our Chair of Governors would welcome the opportunity to discuss the role in more detail and any of the other governors will be more than happy to answer any questions you may have.

- **How can I find out more about the school policies?**

All relevant policies are available to download from the school website: [www.droxfordjunior.co.uk/policies/](http://www.droxfordjunior.co.uk/policies/)

If anything is not clear, or more information is required, please contact the School Office.



- **Can I contact governors directly to discuss matters about my child’s education?**

Your child’s class teacher would be your first point of contact, as they have the best first-hand knowledge and expertise to deal with any queries. If appropriate the Headteacher, Matthew Dampier, may also be involved.

Any other matters can be dealt with by following the procedures and policies detailed on the website: [www.droxfordjunior.co.uk/policies/](http://www.droxfordjunior.co.uk/policies/)

- **Do parent governors act as a representative for all parents?**

Parent governors provide a parent’s perspective. However, their role is not to act as a representative for other parents.

- **How can I give feedback to governors?**

Participating in any surveys is an excellent way to provide structured feedback and allows the governing body to incorporate this feedback into future strategic plans. Contact can also be made via the school office, or you can email our **Clerk**, via the school office – [adminoffice@droxford.hants.sch.uk](mailto:adminoffice@droxford.hants.sch.uk)



## 5. Members of the Governing Body 2025/2026

No.	Name	Governor Type
1	Helen Parrott Chair of the Governing Board	Co-opted Governor
2	Christopher Woodgate Co-Vice Chair of the Governing Board	Co-opted Governor
3	Matthew Rees	Co-opted Governor
4	<i>Vacancy</i>	Co-opted Governor
5	Bonike Bracewell	Co-opted Governor
6	Edward Hannah	Co-opted Governor
7	Richard Savage	Parent Governor
8	Jennifer Smith (Deputy Headteacher)	Staff Governor
9	Matthew Dampier (Headteacher)	Headteacher



**Vision: Equipping our children with the knowledge and skills to navigate life successfully.**