



## **Hassocks Infant School**

### **Governors Impact Statement – September 2021**

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of Hassocks Infant School Governing Body are:

1. Ensuring clarity of vision, ethos, values and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;
3. Overseeing the financial performance of the school and making sure its money is well spent;

The main focus of the Governing Body is ensuring that our pupils make good progress in their education and we appreciate that for this to happen the school must be well-led by a professionally competent leadership team with motivated staff who all work together within a safe, caring, supportive yet professionally challenging environment.

This year has been an extraordinarily challenging year, and continues to be so. The Governing Body remains responsible for providing support during these difficult times. This year more than any other, we have been incredibly impressed by the resilience, dedication and adaptability of the staff at the School and, in particular the HT, Deputy HT and SLT, who have guided the School through incredibly challenging times and continue to provide an extremely high level of support to the children and their families.

In order to minimise contact and help keep the school a safe environment, all the full Governing Body meetings and committees have been conducted online. All visits to school premises have been halted. Regular contact has been maintained between Head Teacher and Co-Chair of Governors regarding the school's response to the Covid-19 crisis. Governors have been kept informed and supported the school with the following key priorities:

1. To support our school community with the transition into school and enable children to catch up on missed learning.
2. To further develop and resume the delivery of a clearly designed curriculum which supports the needs of all learners.
3. To develop a whole-school approach for promoting wellbeing for all members of our school community
4. To develop highly effective leadership at all levels focussed on high expectations.

Throughout this period, the impact of additional class bubble closures and individual isolations during this academic year, along with the remote learning the school has provided, has been discussed and shared. This has allowed the Governing Body to ascertain the impact of the provision for remote learning and how this will affect school performance moving forwards.

## **Focusing on the Governing Body's strategic functions:**

### **Ensuring clarity of vision, ethos, values and strategic direction**

<b>What have we done?</b>	<b>What impact have we had?</b>
Our governors have good attendance at both full Governing Board and committee meetings	Our governors are highly committed to their role and the running of the school. Meetings are effective, meaning that decisions can be made promptly and with full consideration from all parties and all actions followed up.
Governors review the School's Improvement Plan at full governors' meetings, looking at progress made on school priorities and evaluating the strategic work on the plan.  Co-Chairs of Governors have worked with the HT over the year, to understand the need for changes in priorities as circumstances have changed.	Governors' good understanding of the issues the school faces, enables them to support the strategic direction of the school. Governors have provided strong support for the HT as he has pursued strategies to address all aspects of the school's performance which can be improved. The regular updates from the HT, along with questioning and analysis of data helps to set the school improvement plan for the following year.
Following a skills audit, the Governing Board proposed re-constitution in 2020 through increasing the numbers on the board. The governing board also set up new committees: Learning Committee and Resources Committee. By identifying the knowledge and skills required by the governing board, an additional 4 governors have been recruited to the board with an additional Associate governor. The committee have been able to focus their time appropriately, improving their knowledge and understanding of the school.	Governors' work with the staff team is valued by the school and enables the governors to take a constructive role in discussions and make informed decisions at governors' meetings.
New Co-Chair and Vice Chair of Governors appointed in March 2021.	Succession planning and continual challenge and support for the HT and SLT.
Reviewed the new Governor handbook and induction for new governors. Identified areas where additional training would be beneficial for existing governors.	Attendance at training enables the Full Governing Body to keep up to date with the national and local educational agenda ensuring they can support the HT effectively make the best choices and decisions for our school.
Governors attended the Staff inset day on 4 <sup>th</sup> September 2021 to discuss and review the values for the School, particularly noting the recent experience for the wider school community	The school values are strong and inform the culture of the school and the curriculum. It is a priority of the SIP 21/22 to embed within the school community.
Involvement in the recruitment of a temporary Deputy HT for maternity leave cover.	Ensure there is appropriate cover when the Deputy HT is on maternity leave.
Focus on wellbeing at all Governor meetings.	Ensure the wellbeing of staff is manageable during the unusual times. Governors could also consider if additional support was needed.

**Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;**

<b>What have we done?</b>	<b>What impact have we had?</b>
Co-Chairs of Governors have worked with the HT over the year, to understand the need for changes in priorities relating to circumstances as circumstances have changed.	Provided support for the HT and SLT, to allow to focus their time and planning on the needs of the children
Reviewed feedback relating to remote learning, including: parent feedback, children's feedback, staff feedback and monitoring of engagement levels. Governors have also provided feedback on remote learning lessons.	Ensured that a clear plan for remote planning is in place and the standard of remote learning covered the required standard and breadth of curriculum areas.
Governors monitor the expenditure and impact of Forest Schools.	The children now have a fantastic area in the school field dedicated to forest school. A TA is now fully trained to provide this curriculum. The outside area was a huge benefit to keyworker children, particularly during lockdown.
Met with Early Years and KS1 Lead at Governing Board meetings, to provide update on pupil progress.	Working relationship with staff increases accountability and allows governors to question and challenge subject leaders constructively. Respectful challenge is developed by getting a clearer understanding of the complexity of the working practice in school. Governors have a fuller understanding of progress and challenges across EYs and KS1. Staff have the opportunity to request further support from the Governors.
Discussed with the HT and Business Manager the use of grants from Section 106 Funding and Southover trust.	This upgrade in IT will make the school more robust when accessing the Curriculum and supporting children during lockdown and any further lockdowns.
Involvement in the recruitment of a new teacher with a music focus	Ensure there is focus on a broader music curriculum in the next few years. The music curriculum is a priority within the SIP.
Governors have regular contact with SEND lead.	Governors are aware of levels of SEND and characteristics of cohorts that might affect outcomes, and can and do question HT on what is being done to address this.
Governors have attended the parent's information evening and received updates from the SLT and staff on the introduction of the Jigsaw programme across the school	Ensured the PSHE and RSE curriculum meet the new statutory guidelines set in September 2020.

**Overseeing the financial performance of the school and making sure its money is well spent;**

<b>What have we done?</b>	<b>What impact have we had?</b>
Governors review the financial practice in the school through the Schools Financial Value Standards	Governors understand how pupil premium grant is used to support outcomes and provision. This then enables governors to evaluate its impact.
Governing body has set up a Resources committee that focuses on school finances, staffing and health and safety. The HT and business manager attend the Resources committee meetings and provides information on the income and expenditure for review by the Resources committee.	FGB includes governors from a financial and business background which provides the knowledge and expertise needed to focus concisely on specific financial issues which informs decision making. Financial understanding of the governing body ensures governors are able to contribute effectively to budget setting.
Provided support to the Business Manager and HT, when making decisions in difficult circumstances throughout the pandemic. Including expenditure on computers, staff cover,	An additional 10 laptops were purchased. This ensured all staff had access to a suitable laptop, with school software and a secure device to store potentially sensitive pupil data.
Governors monitor the expenditure and impact of the Pupil Premium for disadvantaged children. DSL provides updates at the Governing Board meetings, including attendance and support received over lockdown periods.	SEND Governor checks how the pupil premium is spent and the impact on the disadvantaged children.  All pupil premium and FSM children were prioritised a place in school. Additional parent consultations took place and changes were made to PP Strategy Action Plans as needed and when appropriate.
The Governors will also receive additional information regarding the school's strategy for dealing with the 'Catch Up' following the Covid-19 school closure and how the Government 'Catch Up Premium' has been spent.	2 intervention teachers were employed to provide targeted support. Data on the impact to the targeted children provided to Governors.
Governors monitor the expenditure and impact of the Sports Grant.	Governors check how sports premium is spent and can measure the impact of this funding to achieve the 5 key indicators.

**Safeguarding**

<b>What have we done?</b>	<b>What impact have we had?</b>
Recruitment of a new governor with a background in Safeguarding	Following the skills audit, a need for succession planning was identified with a focus on Safeguarding. The additional knowledge within the Governing Board provides additional review of our monitoring of Safeguarding within the School
Involvement in the recruitment of a temporary Deputy HT for maternity leave cover, to include Safeguarding	Ensure there is appropriate DSL cover when the Deputy HT is on maternity leave.
Termly meetings with DSL for regular updates on the children. Reviewed the NSPCC Safeguarding audit, safeguarding action plan and WSCC	A review of all our families who are deemed vulnerable took place, and where needed additional support was put in place.

Safeguarding Covid-19 audit and evaluation. Pupil voice provided.	Child conference demonstrated impact of Zone of Regulation teaching.
Annual review of policy and training in safeguarding for all staff and governors.	All staff and governors are aware of the safeguarding policies and can take action as required.
DSL attends all full Governing Board meetings and provides update.	All governors are up-to-date with the latest situation, policies and training across the school.