



Hassocks Infant School

Governor Impact Statement – September 2022

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 yet another challenging year. All the staff and in particular the HT, Deputy HT and SLT, have shown resilience as guidance and circumstances have changed rapidly and learning returned to the classroom. Throughout the school year, the staff have continued to provide an extremely high level of support to the children and their families.

As the school has started to return to normal, full Governing Body and committee meetings returned to be face-to-face and visits to school premises have resumed. Regular contact has been maintained between Head Teacher and Co-Chairs of Governors. Governors have been kept informed and supported the school with the following key priorities:

1. To embed a clearly designed curriculum which supports the needs of all learners
2. To implement the new EYFS curriculum, ensuring the best outcomes for all children
3. Enhance the personal development for all pupils by reviewing and embedding our core values
4. Further strengthen the expertise of leaders at all levels to ensure consistently high quality teaching and learning

In January 2022, the school was inspected by OFSTED and the Governing Board are delighted that the school achieved the following outcomes:

Overall effectiveness:	Good
The quality of education:	Good
Personal development:	Good
Leadership and management:	Good
Early years provision:	Outstanding

Hassocks Infant School is a **good** school. The governors are confident that this is an accurate reflection of where our school is at the present time, particularly given the changes to the OFSTED inspection framework and the huge challenges presented to all of our community during the recent pandemic. *“Pupils are part of a school with a ‘wonderful heart and real sense of community’, as one parent said, summing up the views of most. “*

Ofsted also noted: *“Leaders and governors work in partnership to improve the school. Governors routinely challenge leaders about the quality of education provided at the school. Governors regularly attend staff training and talk to staff and pupils about their work. As a result, governors know the school well.”*

Focusing on the Governing Body’s strategic functions:

Ensuring clarity of vision, ethos, values and strategic direction

What have we done?	What impact have we had?
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. GB and committee 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. The SLT and Governors have been working towards the areas highlighted by OFSTED for improvement as part of the School Improvement Plan.	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.
The Learning Committee and Resources 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.
The SLT has been working with the Learning Committee and Governing Board to ensure a strong and ambitious curriculum is in place which meets the needs of all pupils and encourages the love of learning.	As part of the school improvement plan, areas of the curriculum have been prioritised, particularly post-pandemic.

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 th 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 EYs Lead for maternity leave cover.	Ensure there is appropriate cover when the EYs Lead is on maternity leave.
Focus on wellbeing at all Governor meetings.	Ensure the wellbeing of staff is manageable, particularly as expectations change. Governors would also consider if additional support was needed.
Governors were involved in the discussion of the provision of breakfast and after school club on the school premises	Having on-school provision by Kudize makes a significant improvement to the previously offered support at Windmills Junior School. The feedback from parents and pupils is very high quality. The provision also provided an additional income for the school.
Governors involved in the January 2022 OFSTED visit	Governors were involved in meeting the Ofsted inspectors and supporting the HT and DHT prior and throughout the visit.

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

What have we done?	What impact have we had?
Co-Chairs of Governors have worked with the HT over the year, to understand the need for changes in priorities as circumstances have changed.	Provided support for the HT and SLT, to allow to focus their time and planning on the needs of all the children
Reviewed feedback relating to the return to school, including: parent feedback, children's feedback, staff feedback and monitoring of engagement levels.	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 as circumstances have changed.
Governors monitor impact of recent expenditure on 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.

<p>Governors monitor the expenditure and impact on purchase of Purple Mash to support delivery of Computing Curriculum</p>	<p>Governors attended training sessions from Purple Mash alongside the staff, and carried out pupil conferences from each year group to discuss their learning in computing and STEM subjects.</p>
<p>Governors monitor the review of curriculum to support boy's attainment in writing</p>	<p>Governors have reviewed the curriculum plan and monitored impacts during presentations from Leader at Learning Committees. Governors have supported the staff when faced with the challenges in curriculum delivery due to covid absences, whilst also challenging to ensure progress is made.</p>
<p>Governors support the initiatives to improve the music curriculum within the school</p>	<p>Governors have supported the HT and DHT with different options for offering music opportunities to children, including choir and musical events.</p>
<p>Met with Early Years and KS1 Lead at Governing Board meetings, to provide update on pupil progress. Governors are regularly monitoring the attainment and progress of all pupils through data scrutiny and monitoring visits</p>	<p>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.</p>
<p>Governors have regular contact with SEND lead and involved in the recruitment of new Inclusion Lead/SEND role</p>	<p>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.</p>
<p>Governors work with HT to review the opportunities for cultural capital in the school</p>	<p>Children have access to and regularly make use of the library. Recent visits included Herstmonceaux observatory. PE provision has focused on healthy competition – both winning well and losing graciously.</p>
<p>Governors have supported the introduction of the new EYFS assessment and curriculum</p>	<p>Governors have kept close contact with the Early Years team and supported as necessary to help ensure a successful introduction. Ofsted noted that <i>“Reception is a real strength of the school. Children experience a high-quality, clearly planned</i></p>

	<i>curriculum which develops their thinking extremely well.”</i>
Governors have had regular contact with the Phonics lead and HT to discuss and review the phonics programme.	Governors have worked with the Phonics lead to review the phonics structured programme. A new programme has been approved for introduction in September 2022.

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

What have we done?	What impact have we had?
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 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.
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.
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.
Recruitment of a new Health & Safety Governor	Following the skills audit, a need for succession planning was identified with a focus on Health & Safety. A new governor was appointed and he attends regular premises meetings and reviews all policies
Governor involved in the recruitment of a new Premises manager	The Health & Safety governor was involved in the recruitment and the Governors are pleased with the work carried out since his appointment.

Governors have supported the expenditure for the new Phonics programme	Following a review of the phonics programme, Governors have supported the introduction of the new structure programme.
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Safeguarding

What have we done?	What impact have we had?
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
Termly meetings with DSL for regular updates on the children. Reviewed the NSPCC Safeguarding audit, safeguarding action plan and WSCC Safeguarding Covid-19 audit and evaluation. Pupil voice provided.	A review of all our families who are deemed vulnerable took place, and where needed additional support was put in place. 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. Governors recognise the need to ensure that policy and procedures are applied appropriately and have identified a need to explore what they mean in practice through more specific training. The Governors were pleased to see that Safeguarding was recognised as a significant strength of the school during the LEA audit and OFSTED in section.
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.