

Hassocks Infant School

Impact Statement – September 2023

At Hassocks Infants School we nurture and inspire children to equip them for a journey of lifelong learning. Our vision is to create a learning community where all learners:

- Explore
- Respect
- Flourish

Our values are attributes or behaviours that we want to help everybody at Hassocks Infant School to develop during their time at the school. At Hassocks Infant School we want our community to be:

Determined	Independent	Ambitious	Kind	a Team Player	Yourself
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Governors' Role

The role of the Governing Bond is an intrinsic part of the leadership of the school. This impact statement is one way in which the Governing Body articulates their role in school leadership and the impact we have had on the school.

The Governing Bond is made up of a group of dedicated volunteers, who invest a huge amount of good will, hard work and time. The Government expects us, as your Governing Body to be a dynamic group of highly skilled individuals who focus on supporting the Headteacher and all the staff to shape the strategic direction of the school. As Governors, we are accountable for the performance of our school and we have three core strategic functions:

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.

Governors work co-operatively with the Headteacher and Senior Leadership Team in the writing and monitoring of the School Improvement Plan (SIP). The SIP sets aims for the forthcoming year. The current SIP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SIP is set out with clear aims, the key tasks that will be completed to achieve these aims and the success criteria to measure outcomes. The SIP is monitored and reviewed termly, with an overview being presented to governors at the Full Governing Board meetings.

Governors attend one full governing board (FGB) meeting each term. In addition, governors are a member of either the Resources Committee or Learning Committee. The Committees meet once a term. Governors have regular visits and meetings with staff to monitor progress against the SIP objectives. Governor visit reports are written and presented at FGB meetings.

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 FGB and committee meetings	Our governors are highly committed to their role and the running of the school. FGB and committee meetings are effective, meaning that decisions can be made promptly, with full consideration from all parties, all actions are followed up.
Governors review the School's Improvement Plan at FGB 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, enable them to support the strategic direction of the school. Governors have provided strong support and challenge 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 to make informed decisions at 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, the humanities curriculum has been prioritised.
Involvement in the recruitment of our Deputy Head.	The Deputy Head is a key member of the senior leadership team. We work closely with her as staff governor and DSL.

Focus on wellbeing at all Governor meetings.	The wellbeing of staff remains a priority for Governors. We continue to support the HT and senior leadership team in promoting good wellbeing for all staff in the school.
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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 them to focus their time and planning on the needs of all the children
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, school-walks and specific monitoring visits.	Working relationships with staff increase 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. Data outcomes have improved in all statutory assessments throughout the school.
Governors have regular contact with SEND lead and were involved in the recruitment of new Inclusion Lead/SEND role	Governors are aware of the levels of SEND and characteristics of cohorts and focus on ensuring good outcomes, enabling all children to succeed.
Governors have supported ongoing CPD throughout the school	Governors support ongoing CPD throughout the school. Staff have developed themselves and colleagues through curriculum design in humanities.
Governors have had regular contact with the Phonics lead and HT to discuss implementation of the phonics programme.	A new programme was introduced in September 2022. Through regular meetings and visits, the Governors are pleased to see the consistency of teaching and impact on children across the school. Phonic assessment results are very strong and above national data (official figures to be released).
Governors review and approve policies annually.	The Governors ask questions to ensure the policies are being followed and practised and

Commented [GU1]: As a result, data outcomes have improved in all statutory assessments throughout the school. - Very clear evidence of impact here!

	updates made to ensure policy reviews are not just a paper exercise.
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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 the 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 provide 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 contribute effectively to budget setting. As a result, the school has a balanced budget. Governors ensure every £ is spent on enhancing teaching and learning.
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.	SEND Governor checks how the pupil premium is spent and the impact on the disadvantaged children. 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. Details of the impact of Sports Premium spending can be found on the website.
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 involved in ensuring the school is a safe premises	The Governors receive the Health & Safety Audit and discuss work needed at the Resources Committee. The Governors regularly carry out school walks.

Safeguarding

What have we done?	What impact have we had?
<p>Termly meetings with DSL for regular updates on the children.</p> <p>Safeguarding reports provided at Learning Committee and FGB meetings.</p> <p>Safeguarding questions are asked during governor visits through Pupil voice.</p>	<p>There is a strong culture of "safeguarding is everybody's responsibility". This is modelled at every level, including governors.</p> <p>The monitoring of safeguarding practices is a key priority for governors and is ongoing through the year.</p> <p>Regular meetings provide an opportunity to challenge the safeguarding culture of the school and ensure robust procedures and practices are in place.</p> <p>A review of all our families who are deemed vulnerable took place, and where needed additional support was put in place.</p>
<p>Annual review of policy and training in safeguarding for all staff and governors.</p>	<p>All staff and governors are aware of the safeguarding policies and can take action as required.</p> <p>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.</p> <p>The Governors were pleased to see that Safeguarding was recognised as a significant strength of the school during the LEA audit and OFSTED inspection.</p>
<p>DSL attends all full Governing Board meetings and provides update.</p>	<p>All governors are up-to-date with the latest situation, policies and training across the school.</p>

