

# HASSOCKS INFANT SCHOOL

## GOVERNORS' IMPACT STATEMENT for the year 2024/25

At Hassocks Infant 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:

<b>Determined</b>	<b>Independent</b>	<b>Ambitious</b>	<b>Kind</b>	<b>A Team Player</b>	<b>Yourself</b>
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### Governors' Role

The role of the Governing Body 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 Body 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 aim 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. In September 2024 it was agreed that the plan should be drafted to cover two years so that the priorities for improvement could be explored in more depth and then fully embedded.

The Priorities are as follows:

- Priority 1: Pupil Progress
- Priority 2: Teaching and Learning
- Priority 3: Assessment
- Priority 4: SEND Provision

This statement demonstrates what has been achieved up to July 2025. Progress made has been evaluated by the School's Leadership Team and the Governing Body and next steps identified where appropriate.

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 / Committee meetings.

The areas below link with the those of the new Ofsted Framework.

**Behaviour:**

<b>What have we done?</b>	<b>What impact have we had?</b>	<b>Evidence</b>	<b>Next steps</b>
New Behaviour policy introduced in summer 2024 for implementation in September 24	Governors understanding of the policy enabled them to see pupils using the new rules to improve the good behaviour throughout the school.	Monitoring visits and reports Leaders' reports provide data re behaviour incidents Staff voice and pupil voice Meeting with School Council No exclusions. Tours around the school IDSR report Minutes of meetings	Continue to monitor behaviour of the children on visits to the school.  Headteacher to continue to present information about behaviour in all his reports.  To update the school's values using the new rules. Sep 25 Be Ready; Be Safe; Be Respectful
Governor checked that all staff/parents are aware of the policy and the success of its implementation via newsletters and the website.	Parents able to support the policy guidelines	Parent Surveys .	To establish closer communication with families.  Make stronger links with FOHS
Regular monitoring of the impact of the policy through examination of data, school visits, pupil and staff voice,	As above	See above	

attendance at celebration assemblies.			
Data re behavioural instances reported at Governor meetings	As above	Leader's Reports	
Governor's check via the SENDco and DSL that training for all new staff has taken place.	Consistency of behaviour management	See above	
Governors have checked in with staff regularly re the well-being of the staff team and individuals	A valued and happy staff team	Governors' minutes. Regular visits and chats with staff and pupils.	

### Attendance:

What have we done?	What impact have we had?	Evidence	Next steps
Attendance of all groups of children is monitored by governors at least termly.	Attendance is above the national average Governors understand the importance of good attendance on the progress, attainment and well-being of children.	For all areas: <ul style="list-style-type: none"> <li>• Leaders' reports</li> <li>• Minutes of meetings</li> <li>• IDSR report</li> </ul>	Continue to monitor attendance termly with a particular focus on disadvantaged, vulnerable and SEND pupils.  Continue to monitor implementation of the attendance policy, with a focus on vulnerable / disadvantaged pupils – this group does have lower attendance and there is a gap which we are working to address. We discussed the reasons for this gap / actions at a meeting recently so governors are already looking at this.
Data has been compared with National Averages	Attendance is above National Outcomes		See above
Governors have requested information from the head and DSL about absence issues	Governors understand the strategies used by the SLT to support children whose attendance may be a cause for concern.		
Governors checked there is a plan in place to address issues e.g. chat with parents, home visits, links with support agencies, Part-time attendance when advisable.	Positive relationships in place	SEND governor and safeguarding governors visit the school at at least three times a year and submit reports to the governing body	

The Attendance policy is reviewed annually	Timetable of policy revision maintained		New attendance policy implemented and approved by GB.
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### Curriculum and Teaching:

What have we done?	Impact	Evidence	Next steps
<p>Regular reports from the Deputy Head (DH) at Learning committee meetings provide an update on the curriculum revision and assessment procedures. The focus this year being on Art, Science and Forest School.</p> <p>Staff comment that the changes improve their teaching.</p>	<p>Governors know that the curriculum documents are thorough, consistent in their approach, showing the knowledge, skills and understanding that are to be taught throughout the school. Attendance in training about Monitoring supports this understanding. Teachers and TAs recognise the positive impact on their teaching.</p>	<p>Learning committee minutes Governor monitoring visits</p>	<p>To continue the curriculum revision with a focus on DT and music in 25/26</p>

### Pupil Progress:

What have we done?	Impact	Evidence	Next steps
<p>HT presents reports re pupil progress to Learning Committee meetings.</p> <p>KS leaders present reports re progress of all groups of pupils in terms of pupil progress and achievement – strengths and areas for improvement. These include data and detailed information about teaching strategies applied to bring about further improvement.</p> <p>Celebrated the success of the Little Wandle Phonics Programme</p> <p>Supported the improved transition from YR – Y1 allowing for more outside learning and informal approaches</p>	<p>Y1 phonics test -94% passed compared with the National outcome of 80%.</p> <p>In EYFS (YR) 72% gained GLD compared with 67.7% Nationally (2023)</p> <p>At Y2 Greater Depth Reading 27% National 19% Writing 4% National 8% Maths 23% National 16%</p> <p>Governors understand the success of initiatives applied to achieve success and know where improvements can be made</p>	<p>HT reports EYFS and KS 1 leaders reports ISDR Minutes of FGB and committees. External Advisor Reports</p>	<p>KS Leaders have planned for new initiatives to further improve results e.g new writing framework</p> <p>Governors will focus on these in monitoring. 25/26 and will continue to challenge through questioning at meetings and visits.</p> <p>Continue to strive for all groups of children to achieve the expected standards and beyond.</p>

## SEND, Vulnerable and Disadvantaged Pupils:

What have we done?	Impact	Evidence	Next steps
SENDco attends Learning Committee Meetings and presents reports about the progress achieved by these groups of children and staff training provided.	Governors support the funding implications of these new initiatives and recognises the improvements it has made to those pupils involved Governors understand that space is limited and improvements would be beneficial Approved the policies, information Report, PP strategy/ funding.	Minutes of Committee and FGB meetings Monitoring Reports SEND Advisor Report Pupil Voice Feedback from families Leader's Reports Data for all groups included. Book Look/ Learning Walk School website	Appoint TAs/ LSAs To ensure new staff are trained.  Try to maintain or increase the budget for the work to be further enhanced – provision of a sensory room etc.
SEND governor meets with SENDco regularly for an update on new initiatives e.g. Early Birds, Bumble Bees, Hedgy Club and meets with pupils to observe and chat about their learning and well-being.	The Governing Body is updated regularly. SEND Governor helped appoint the new SENDco for 25/26  Initiatives have improved standards and well-being of all.	SEND Governor reports+ the above	See above
Governors are informed about Ordinary Available Inclusive Practice (OAIIP) and associated training and implications for class-based teaching	The Governing Body understands that strategies will be more inclusive. Monitoring shows evidence of success for all.	See above	
Visited the special provision Bumble Bees and to see the benefits for ASD pupils.	The environment and the specialist approaches enabled the pupils to succeed in their learning.	See above	See above

## Safeguarding:

What have we done?	Impact	Evidence	Next steps
Co-chair of Governors worked with DSL (staff governor) before new Safeguarding Governor appointed – summer 25.	GB kept an overview of all safeguarding issues	Minutes of FGB Safeguarding monitoring reports Pupil Voice Staff voice	Training for new Safeguarding Governor
All governors read KCSIE attended updates in training – Autumn 24 Safe Recruitment of Staff training attended by a Governor- July 25 Safeguarding on agenda of every FGB meeting Policies updated annually.	GB fully aware of safeguarding requirements A successful Safeguarding Audit was carried out and any improvements were made. 3 governors trained in Safer Recruitment	Training Log Minutes of Meetings Audit Report HT reports provide updates re safeguarding issues/ behaviour incidents	Add safeguarding questions for pupils and staff to Monitoring Visit Report forms  Ensure well-being of Staff and pupils

Training on CPOMs for all staff Workshops for visitors, families and helpers run annually.	DSL and Deputy DSL attend all FGB and Learning Committee Meetings Safeguarding Governor regularly checks that all requirements are carried out.		PREVENT Training to be updated for all governors
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### Leadership: with a particular focus on governance.

What have we done?	Impact	Evidence	Next steps
To ensure we have a multi-talented Governing Body we carry out a skills audit and highlight our minutes to ensure understanding of our 3 core functions. Terms of Reference and Code of Practice reviewed annually.	The GB members are enthusiastic and understand their roles. Any vacancies will be filled by targeting those who have skills that would improve its effectiveness.	Skills Audit Minutes of GB Meetings Governors' section of website.	Appoint 2 governors in Sep 25 to replace those whose term of office has ended. Appoint a new Clerk to the Governors
Ensure that Governors follow school policies when visiting the school in particular related to Behaviour and Safeguarding practices and policies	Governors act as role models and behave professionally when engaging with staff and pupils	Monitoring Reports Staff and Pupil voice.	Continue to show mutual respect. Always check with Staff re their well-being and workload. Always enquire if we can provide further support
Receive reports and/ or presentations from SLT and subject leaders re updates on all aspects of SIP. Priorities and all aspects of school life. Provide challenge to SLT and staff	GB has confidence that it carries out its role effectively	HT and SLT reports Minutes of meetings Feedback from staff and pupils	Access relevant training.
Check that Performance Management is carried out for all staff. Trained Governors work with an External Advisor to carry out the PM of the HT	Resources Committee receive update for Staff PMs Staff targets set for school improvement, leadership and personal development Governors' PM team provide feedback to GB and Pay Committee on Head's PM with reference to his workload and well-being also.	Resources Committee minutes FGB minutes Staff. Voice and surveys	Continue annually
Governors support the school by having key roles. Meetings are planned with Monitoring Weeks	Good attendance at all meetings. Governors' workload is manageable.	School Calendar Monitoring Visit reports Minutes of meetings	Continue

being carried out 3 times in the year.	Monitoring Weeks prevent untimely visits from Governors		
Governors' Training Log identifies all training that has been undertaken through the W. Sussex or NGA Governor Training Services.	Training log demonstrates that Governors attend essential training + training relevant to specific roles	Training Log	Ensure new governors receive in-house support + attend Induction Courses Governors to receive Training on the new Ofsted Framework in conjunction with Windmills Junior.
Co- chairs of Governors have worked with the HT over the year to understand the need for changes in priorities as circumstances have changed. All chairs meet regularly to discuss current issues	Governors have provided strong support and challenge for the HT as he has pursued strategies to address all aspect of the school's performance which can be improved.	Minutes of Meetings Leaders's Reports	Continue
Governors celebrate with the staff and pupils all achievements and look to provide appropriate support.	Positive relationships exist among staff and governors The school has a welcoming, caring ethos and ensures its values and vision are upheld.  Wellbeing is a priority for the school and governors.	Learning walks LA adviser reports	Continue to strive for the best for all members of the school community
The Governors receive the Health & Safety Audit and discuss work needed at the Resources Committee.	Governors involved in ensuring the school is a safe premises	Discussed at Resources committee. The Governors regularly carry out school walks.	Review projects requested with West Sussex

### Overseeing the financial performance of the school:

What have we done?	Impact	Evidence	Next steps
Review the financial practice in the school through the Schools Financial Value Standards	The Resources Committee works with the HT and finance officer to set a budget. The school is within budget.	Resources committee focuses on school finances and staffing. The HT and business manager attend the meetings and provide information on the income and expenditure for review.	Continue to work with the HT and business manager
Governors monitor the expenditure and impact of the Pupil Premium for disadvantaged children.	SEND Governor confirms how the pupil premium is spent and the impact on the disadvantaged children.	DSL provides updates at the Governing Board meetings, including attendance and support received.	Continue to work with SENDCo.
Governors monitor the expenditure and impact of the Sports Grant.	High quality PE provision within the school.	Governors check how Sports Premium is spent and measure the impact	Continue to work with Sports Lead.

		of this funding to achieve the 5 key indicators. Details of the impact of Sports Premium spending can be found on the website.	
Review the staffing structure and allocation of resources to ensure a focus on pupil outcomes.	The school has a balanced budget	Financial documents included with Resources Committee papers and minutes	This is an annual task