

# Hallam Fields Junior School Governors' Impact Statement 2022/23

## Introduction

At Hallam Fields Junior School, the Governing Body recognises the importance of identifying and demonstrating the impact of its own governance. The Governing Body consider this impact statement as an effective way to share the strategic work of the Governing Body and the contribution to, and the impact on, continuous school improvement and development.

The Governing Body works to meet the requirement set nationally by government for Governing Bodies, with due consideration to the policies of the Local Authority (LA).

The role of the Governing Body is a fundamental part of the leadership of the school, and we aim to make our school the absolute best that it can be for the benefit of all our pupils. We constantly strive to raise standards in accordance with Hallam Fields Junior School's vision statement:

*“At Hallam Fields we want all children to Thrive. We aim to develop resilient and confident children by supporting them with their emotional and social development. We believe every child needs to feel valued, and equipped with skills to be proud and ambitious in order to succeed.”*

The government requires the 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 the Governing Body, we evaluate our role within the school to ensure that we, and the school, continually improve for the benefit of all our pupils – striving to give them the best start in life.

We focus on five main objectives:

- 1) Teaching, learning and curriculum. Ensuring clarity of vision, ethos and strategic direction, whilst holding the Headteacher and senior leaders to account for the educational performance of the school.
- 2) Child welfare and a safe environment. Working to ensure that the health and wellbeing of all pupils is considered, catered for and maintained. Monitoring the efficacy of child and parent welfare measures via direct engagement with teaching staff, pupils and parents.
- 3) Finance and revenue. Overseeing the financial performance of the school and ensuring the money is spent to the benefit of the pupils.
- 4) Buildings and environment. Ensuring that the infrastructure and learning environment are well maintained and conducive for the development of all the pupils.
- 5) Staffing. Ensuring that the correct staffing levels are maintained to support the curriculum and providing a member of the Governing Body to assist the Headteacher during the process for hiring new staff. We also monitor the performance management of staff via the Headteacher's annual staff appraisals.

## **Impact of Full Governing Body meetings**

The Governing Body meets as a whole at least once per term, with Governors expected to attend the six planned Full Governing Body meetings throughout each school year. During these meetings we scrutinise policies, budgets, school plans, to name but a few. Once we are satisfied that these are to the benefit of the pupils and the school, we will put their approval to a vote.

Each Governor is linked to specific areas within the school and conducts meetings with the leads for each area; our preferred method for this process is via an in-school learning walk or monitoring activity with the subject lead. A report is then written and presented at the next Full Governing Body meeting. This enables the Governors to be better informed and empowers them to hold leaders to account for standards in their area effectively.

The Governing Body reviews the School Improvement Plan at every meeting. This review ensures that there is evidence of continuous improvement at the school, whilst also ensuring that the School Improvement Plan remains flexible and responsive to support the ever-changing needs of the pupils.

## **Committees**

Delegating aspects of our governance responsibilities to committees enables the Governing Body to remain strategically focussed on the agreed key areas of school development and work in an efficient way. It is decided which governors will join each committee by analysing governors' skills and experiences through a skills audit and assigning committee membership accordingly. Committee membership and the committee structure is reviewed at the beginning of each academic year.

We currently have the following committees in place:

- Performance Management – responsible for the Headteacher's annual appraisal.
- Staff Discipline – responsible for investigating disciplinary matters and complaints that involve the Headteacher.

## **Impact of Budget scrutiny**

The school budget is reviewed and scrutinised in detail during full Governing Body meetings. This enables the Governing Body to assess the effect of pupil numbers on the budget and question deficit/surplus balances. The impact of this is that the Governing Body agrees and approves the school budget, in turn ensuring that finances are used efficiently and effectively across school. In addition, the Governing Body confirms that the Headteacher, and School Business Manager are reporting the impact of best value for money systems.

## **Impact of Training**

All members of the Governing Body have received, and continue to receive, training. The impact of this is that the Governing Body remain cognisant of their responsibilities in relation to latest requirements and expectations, as stipulated by Local and National Authorities. Learning and actions from this training are shared at full Governing Body meetings and this has helped to inform the work of Governors.

## **Headteacher's appraisal**

The Governing Body delegated committee, along with a Local Authority Advisor, carries out the Headteacher's annual appraisal; ensuring this is in line with national requirements. Targets are set annually against criteria, which the Headteachers' performance will be evaluated. The impact of this is that Governors have good understanding of the Headteacher's performance as measured against the Headteachers' standards 2020. This allows us to look closely at the performance of the Headteacher, have discussions about areas of strength and, if necessary, those for development.

## **Other impact across the school**

As Governors, we commemorate the excellent work around school and provide challenge/support in areas that can improve and monitor progress in all areas:

- Link Governors have specific responsibility for specific areas of interest within school. Each Governor conducts meetings to review their areas and produce reports, which are shared with the full Governing Body. This makes sure that Governors have sufficient detail on which they can make informed decisions and can also raise important questions about standards where necessary.
- Governors have been able to develop clear understanding of the rates of progress and attainment of pupils in school through information provided by school leaders. The impact of this is that the Governing Body are aware of how well pupils are achieving and, where there are issues. Where issues are identified, challenging questions can be asked to ensure that any identified problems are addressed in a timely manner. This ensures that all pupils are given every opportunity to progress.
- Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up-to-date. Specific attention is paid to ensure that the school complies with the Department for Education mandatory policy list and the Local Authority recommended list.
- Governors continue to monitor policies throughout the year including safeguarding policies. The impact is that all policies are kept up to date, parents and staff are very well informed about expectations and it also ensures compliance with statutory duties.



- Governors review the results from staff and parent surveys. This enables us to monitor the welfare of the staff to ensure that they are at their best in order to nurture the development of the pupils. The monitoring of parent surveys allows the school to identify strengths and weaknesses so that we can continue to improve.
- The Governors extend a continuous invitation for members of the School Leadership Team to attend Full Governing Body meetings and report on key areas of the School Improvement Plan.

### **External evaluation**

Engaging with external professional expertise supports the Governing Body in holding the school leaders to account. It further supports Governors in triangulating all sources of information and evidence it receives, as well as ensuring it fulfils its statutory responsibilities and maintains compliance.

### **Governing Body self-evaluation**

Self-evaluation is a key aspect of effective governance and thus, the Governing Body is committed to evaluating its own performance and the impact of this to enable the Governing Body to continue to develop and improve.

NB. This impact statement was approved by the Full Governing Body at the meeting on 16 Mar 2023.

## Meet the Hallam Fields Junior School Governing Body 2022/2023

The Governing Body is constituted as follows:

- Headteacher
- 1 Local Authority Governor
- 1 Staff Governor
- 4 Parent Governors
- 4 Community Governors
- 1 Clerk to the Governing Body

Individual Governors have areas of responsibility in:

- Anti-Bullying
- Children in Care
- ECO
- Health & Safety
- Information and Communication Technologies (ICT)
- Numeracy
- Personal, social, health and economic (PSHE) / relationships and sex education (RSE)
- Physical Education (PE)
- Pupil Premium
- Reading
- Safeguarding and Child Protection
- Science
- Special Educational Needs (SEN)
- Spelling, Punctuation and Grammar (SPaG)
- The Arts
- Writing

<b>Governor details including name, business interest, relationship with school staff plus Governor role elsewhere</b>	<b>Category</b>	<b>Appointed by</b>	<b>Term of Office</b>	<b>Attendance 2021 - 2022 Meetings</b>	<b>Role/ Responsibilities</b>
Antony Smith Parent Governor at Friesland School	Community Governor	Governing Body	4 years 2021-2025	4/5	Chair <ul style="list-style-type: none"> <li>• Performance Management</li> <li>• Staff Discipline</li> <li>• SPaG</li> <li>• Health &amp; Safety</li> </ul>
Amanda Bayliss	Parent Governor	Governing Body	4 years 2020-2024	4/5	Vice Chair <ul style="list-style-type: none"> <li>• Performance Management</li> </ul>



					<ul style="list-style-type: none"> <li>• Staff Discipline</li> <li>• Safeguarding / Child Protection</li> <li>• Children in Care</li> </ul>
Lottie Naylor	Local Authority	Local Authority	4 years 2023-2027	N/A	<ul style="list-style-type: none"> <li>• SEND</li> </ul>
Andrea Flint	Local Authority	Local Authority	Resigned from position Jul 2022	4/4	
David Brown (No vote on matters affecting Headteacher pay)	Headteacher	Governing Body	N/A	5/5	
Laura Riley (No vote on matters affecting staff pay)	Staff Governor	Governing Body	4 years 2021-2025	4/4	
Sarah Carr Assistant Headteacher at Hallam Fields (No vote on matters affecting staff pay)	Community Governor	Governing Body	4 years 2020-2024	5/5	
Dean Chapman	Community Governor	Governing Body	4 years 2019-2023	2/5	<ul style="list-style-type: none"> <li>• Performance Management</li> <li>• ICT</li> </ul>
Iain Daire	Community Governor	Governing Body	4 years 2022-2026	5/5	<ul style="list-style-type: none"> <li>• Numeracy</li> </ul>
Maria Hewitt	Parent Governor	Governing Body	4 years 2021-2025	4/5	<ul style="list-style-type: none"> <li>• ECO</li> <li>• Reading</li> <li>• PSHE / RSE</li> </ul>
Lisa King	Parent Governor	Governing Body	4 years 2021-2025	4/4	<ul style="list-style-type: none"> <li>• PE</li> <li>• Pupil Premium</li> <li>• Writing</li> </ul>
Vacant	Parent Governor	Governing Body	N/A	N/A	
Louise Adamczyk	Parent Governor	Governing Body	Resigned from position Jan 2022	3/3	
Sharron Ashby	Clerk to the Governing Body	Governing Body	N/A	5/5	