

Hazelwood Schools Full Governing Body

Annual Statement of impact 2020-21



A great school needs a supportive Governing Body, committed to driving improvements and supporting, as well as challenging the schools' leaders. Parents can find evidence of our impact in the minutes of meetings, which highlight the specific questions and challenges made by Governors during Committee meetings. These are available on the school website.

This year presented additional challenges for the Governing Body. Due to the Covid pandemic, the role of the Governing Body was ever-changing and needed to be there to support the Headteacher amidst the frequently-altering health and safety protocol and advice from the Government.

Partly due to the additional workload and stresses created by school closures, the Headteacher resigned in February. This early decision gave the Governing Body enough time to advertise, shortlist and appoint a new Headteacher for the new academic year (2021-22), but it meant that much of their time was spent on this task during the summer term.

Visits to the school (learning walks, pupil voice discussions, book looks etc.) were unable to proceed. Also, all Committee and FGB meetings were held virtually, which was not ideal in terms of efficiency and ability to carry out our roles effectively. However, we were able to appoint 5 new Governors during the academic year; finally forming a full Governing Body.

The usual monitoring and checks were carried out virtually and were informed by the Headteacher and SLT feedback in FGB and Committee meetings. As such, many items had to be taken on trust, as there was no opportunity for physical checks to be made within the school. Due to the nature of the pandemic and other matters taking precedence (home-learning provision; ensuring the most vulnerable children and those in need were safe and had the access to home-learning or in-school provision), the underlying checks (financial, educational, pastoral etc) were completed mostly virtually, so the usual rigour could not be applied.

These checks include:

1. Continuing to manage the schools' budget sustainably, responsibly and efficiently to ensure the schools will continue to have the resources they need to meet their educational objectives in the very challenging financial environment in which our schools find themselves.
2. Continuing to discharge our core functions with regard to the vision and ethos of the schools, recruiting new governors based on skills to ensure we have sufficient expertise in all aspects of governance, and collaboratively setting the strategic direction and monitoring associated plans with the schools' leadership to ensure this vision and ethos is effectively translated into teaching and learning.
3. Monitoring, supporting and challenging the school on its provision for children with special educational needs and disabilities (SEND) and their outcomes through meetings of the SEND and Inclusion working group (which contains governors who are SEND experts) – working in close partnership with the SENDCO to ensure Hazelwood's inclusive ethos is translated into best practice and every child, regardless of need, can achieve to their full potential.

4. Continuing to prioritise our visibility and presence across the schools, working together with HPSA through a dedicated Link governor and having a presence at key parent/carer-teacher evenings or information sessions to ensure we continue to understand our community, play an active role in the entire school life and fulfil our duties as an integrated part of the leadership and management of Hazelwood.
5. The link H&S governor working with the H&S lead AHT to ensure that Covid safety measures were adhered to across the school site and routine H&S walks supported the school through a year where H&S was a top priority for the GB and imperative for our ability to successfully deliver provision within school.

Targets for the next academic year: 2021-22

- Meet regularly with the new Headteacher and ensure we are well-informed as to his short- and long-term plans for the schools;
- Ensure the GB have a more visible presence within the school (through learning walks, pupil interviews, formal/informal observations etc.);
- Continue to fulfil our roles in holding the school to account in terms of financial and educational decisions;
- Continue to monitor SEND and PP provision throughout the schools.