



## Hazelwood Full Governing Body - Annual Statement of impact 2017-18



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

We have focused on key areas over what was a very busy year, and below is a list of some of the areas where we have placed particular effort. In the last year we have:

1. Successfully supported the schools through the preparation and execution of two Ofsted inspections to **ensure** that all areas of the schools are performing well in line with the common inspection framework, and worked with the SLT to **ensure** that parents and carers were made aware of the outcomes and that these will feed into School Improvement Plans.
2. Successfully managed the recruitment of a new Headteacher in line with all safer recruitment and other requirements to **ensure** that Hazelwood's children continue to benefit from strong, visionary leadership and the best education possible.
3. Continued 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.
4. Worked with leaders, staff and parents to share information about the schools' financial situation and the potential impact of changes in funding **to ensure** the whole school community has a shared understanding of the impact and can work together to respond.
5. Supported the leadership team through the embedding of new assessment and data systems, maintaining our key focus on closing the gap and achieving excellent results across all groups in the school, analysing data and agreeing evidence led policy and intervention approaches **to ensure** the schools' curriculum and teaching responds to the needs of our community and continues to reflect the ethos and vision of the schools.
6. Continued 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.
7. Supported the school's ongoing work on health and safety through the advice and guidance provided by an expert and dedicated Link governor, who has accompanied the schools' H+S lead and Site Manager on reviews of premises **to ensure** children, staff and visitors to Hazelwood are able to enjoy a safe and healthy environment.
8. Worked with the schools' dedicated safeguarding officers through a trained and fully informed lead Link governor **to ensure** that safeguarding and child protection procedures are sound, staff are aware of their duties and all relevant record keeping is in place as confirmed by external validation.
9. Monitored, supported and challenged 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.

10. Continued 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.
  
11. Ensured that underpinning all of our work, policy discussions and strategic oversight of the schools' is the best possible understanding of the realities of the classroom and the playground through learning walks, blinks and other collaborative working methods **to ensure** the decisions we take are informed by primary evidence and pupil voice.