

Annual Governance Statement

Harehills Primary School Governing Body

December 2016

1. Overview

The governing body conducts its business to take account of the three roles of the governing bodies as outlined in the *Governors' Handbook*:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils;
3. Overseeing the financial performance of the school and making sure its money is well spent.

The day-to-day management of the school is the responsibility of the Head teacher and senior leadership team.

The governing body also ensures that the school complies fully with statutory safeguarding procedures. All staff have signed a record to confirm they have read *Part 1 of the DfE statutory guidance "Keeping Children Safe in Education"*. The governing body has familiarised itself with the document.

Safeguarding is an agenda item at all Full Governing Body meetings.

The composition of the governing body

There are currently no vacancies on the governing body,

2. Meetings of the governing body and attendance

The full governing body meets **4** times a year; all meetings are clerked by a trained professional clerk. There are also **2** governing body committees which meet **3** times a year and which have delegated authority to make decisions on behalf of the governing body.

Governors have very good attendance at meetings overall. Apologies for non-attendance are considered on an individual basis; governors are aware through the code of conduct that non-attendance, which includes apologies not being accepted, will result in the removal of a governor six months from the date of first non-attendance.

3. The remit of the governing body and its committees

The governing body and senior leadership team completed a self-evaluation of the school at the end of Autumn term 2015, Spring term 2016 and Summer term 2016 *taking into account SATs results, the school's internal monitoring of pupil progress and attainment, changes to the assessment of pupils and the curriculum and the priorities from the Ofsted November 2015 report*. The self-evaluation then informed our Harehills Action Plan for Improvement (HAPI) which has prioritised the following three areas:

Raise standards at every key stage in reading and writing, particularly among the most-able pupils, by:

1. ensuring that pupils read and write more widely and often, so they can practise and improve their literacy skills more thoroughly
2. ensuring that pupils' work is challenging and that it improves rapidly
3. continuing to improve the teaching of reading and phonics

The monitoring and evaluation of progress towards the priorities will be through the Standards and Pupil support committee and reported at all full governing body meetings. The Head *teacher's report will refer to progress against key priorities*.

4. The effectiveness and impact of the governing body 2015/2016

2015/2016 was a significant year for governance at Harehills Primary school recognised in achieving the judgement of Outstanding for the Effectiveness of Leadership and management during the November 2015 Ofsted Section 5 inspection

The governance of the school (OFSTED November 2015)

- *Governors are knowledgeable and are gaining an in-depth understanding of pupils' outcomes and the quality of teaching. A governor is linked closely to each phase of the school and carefully checks the progress of different groups, including disadvantaged pupils, pupils' outcomes and the quality of teaching. Governors also have a clear understanding of performance management procedures.*
- *Governors bring some strong community partnerships and a very wide range of professional expertise in areas such as safeguarding, education, human resources and finance, as well as how to protect pupils from extremist views. The governing body has the skills to hold leaders stringently to account. It continually checks that pupils benefit from any new developments and funding. For example, governors checked the benefits of moving towards a 'family service' approach at lunchtimes and they regularly meet with the attendance team to check that attendance continues to rise.*
- *Governors monitor pupil premium funding carefully. For example, they checked how the expenditure on outdoor equipment in the early years helped to close the gap in outcomes between disadvantaged children and other children.*
- *Governors ensure that they receive regular external checks on the school's work and so are not just reliant on what they are told by senior leaders. Representatives from the governing body are regularly involved in school life. For example, a governor attends the weekly parent 'drop-ins' and also attends school council meetings.*

The governing body continues to evaluate its effectiveness at every FGB meeting and has responded to areas for improvement that have been identified:

1. All governors to undertake training on performance data in light of changes to assessment
2. To work with SLT to support the priorities noted in the Ofsted inspection by focusing on outcomes for reading and writing within all meetings and during visits to school

Impact:

1. Data training has been included as a section of all Head *teacher reports as well as the DHT's report for impact of Pupil Premium*. Key Phase Governors have met with Relevant Assistant Head teachers to have extra support for understanding the data for their year groups in light of the changes to assessment for Summer 2016.
The Pupil Premium Governor has had regular meetings with the DHT to consider the impact of different strategies on pupil progress and closely monitor interventions used by the school for children in receipt of pupil premium funding by reviewing outcomes at the end of each term
The SEND Governor has held meetings with the SENCO and AHT for SEND to spend time.
2. All key phase governors discuss the quality of teaching and learning with the AHT for their key phase as well as checking progress for all children in Reading and Writing. Next steps will be to meet with groups of children, including school council.