

# **Annual Governance Statement for Harehills Primary School Governing Board**

January 2018 - December 2018

## **1. Overview**

The governing board conducts its business to take account of the three roles of the governing board 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 board 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 board has familiarised itself with the document.

**Safeguarding is an agenda item at all Full Governing Board meetings.**

## **The composition of the governing board**

There are currently **no vacancies** on the governing board

## **2. Meetings of the governing board and attendance**

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

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 board and its committees**

The strategic leadership team completed a self-evaluation of the Harehills Action Plan for Improvement for Spring 2018, Summer 2018 and Autumn 2018 (school development plan) at the end of each term and this was shared at all governor meetings. The HAPI is written 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 process of self-evaluation 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

These priorities are reflected in the Headteacher's performance management targets

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 Headteacher's report will refer to progress against key priorities.

#### **4. The effectiveness and impact of the governing board January 2018 – December 2018**

**During 2018 governance at Harehills Primary school continued to show the knowledge and understanding of the school which led to 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 continue to develop their understanding of assessment systems within school external sources of performance data (e.g. IDSR)

2. To continue work with SLT to support the priorities noted in the Ofsted inspection and through end of year data analysis by focusing on outcomes for reading and writing within all meetings and during visits to school.

**Impact:**

1. Data training has been included within the Outcomes section of all Head teacher reports as well as the DHT's report for impact of Pupil Premium. More in depth explanation of data is included at the Standards and Pupil Support committee.

Key Phase Governors have met with Relevant Assistant Head teachers to have extra support for understanding the data for their year groups.

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 understand the complexities of need for children in school who require SEN support.

This continued throughout 2018 to support new governors and to enable all governors to fully understand any changes to data, including being aware of new publications such as Analyse School Performance (ASP) which replaces RAISEonline and the Inspection Data Summary Report (IDSR) which replaces the Inspection Data Dashboard.

2. 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.

The governing board has appointed a new parent governor in 2018 as well as a Co-opted governor. Both new governors have brought additional knowledge and skills to the board.