Annual Governance Statement for Harehills Primary School Governing Board
January 2019 - December 2019

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 Excellence and Enjoyment for Spring 2019, Summer 2019 and Autumn 2019 (school development plan) at the end of each term and this was shared at all governor meetings. The HAP EE 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 2019 – December 2019

During 2019 governance at Harehills Primary school continued to show strength in its knowledge and understanding of the school. It was noted in the November 2019 section 8 Ofsted report that,

“Leaders, staff and governors want all pupils to do well. They make sure that the curriculum covers all the national curriculum subjects. They provide pupils with experiences that bring the curriculum to life.”

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 within school and external sources of performance data (e.g. ASP and IDSR)
2. To continue work with SLT to support the priorities noted in the Ofsted inspection (2015) 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. Changes to assessment 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 any data and methods of assessment 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 assessment point.
   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.
   The Early Years Governor has visited Early Years regularly throughout the year

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.
   Governors were keen to understand the new Education Inspection Framework and time was given to training for this at all governor meetings, including support from the local authority governor support services.
   As a result, a very positive section 8 inspection in November 2019 confirmed that school remains strongly good in terms of overall effectiveness with all priorities from section 5 inspection in November 2015 having been addressed.

The governing board will focus on the new areas for development in 2020