

Annual Governance Statement for Harehills Primary School Governing Board

January 2020 - December 2020

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 2020, Summer 2020 and Autumn 2020 (school development plan) at the end of each term and this was shared at all governor meetings. The HAPEE is written taking into account, the school's end of year performance data, 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 2019 report. The process of self-evaluation has prioritised the following two areas:

- 1) Improving the quality of the teaching of phonics (especially in Year 1) to help pupils to learn and remember phonics sounds
- 2) Embed progression in skills in the foundation subjects from Early Years to Year 6

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.

The effectiveness and impact of the governing board **January 2020 – December 2020**

During 2020 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 methods of assessment within school
2. To continue work with SLT and other leaders to support the priorities noted in the Ofsted inspection (November 2019) and from school self-evaluation.

NB: Much of governors work during 2020 has had to be adapted due to the Covid-19 restrictions placed on schools. Governors have supported school in developing its remote offer, with parent governors giving important feedback.

Impact:

- 1) More in depth explanation of any data and methods of assessment is included at the Standards and Pupil Support committee with time spent on showing how evidence is used from children's books, profiles and how teachers use Harehills Primary LAPs (learning and progress grids) and end of year reporting to parents.

The Headteacher keeps all governors updated with changes to assessment at all FGB meetings.

Governors have met with Relevant Assistant Head teachers to have extra support for understanding the methods of assessment 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 SEN

to understand the complexities of need for children in school who require SEN support and how their progress is assessed.

The Early Years Governor has visited Early Years regularly throughout the year

- 2) Different subject leaders have attended committee meetings to enable governors to understand more about their subject and how they are addressing the priority of embedding progression of skills in foundation subjects. Last year this included Art, Geography and History. (This will continue in 2021)

The AHT for KS1 has attended committee meetings to update governors on the actions plan for improving the teaching of phonics in Year 1 and governors have been invited into school to see the provision in action. (This will continue in 2021)