



Annual Governance Statement for Harehills Primary School Governing Board June 2025-June 2026

Overview

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

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the Headteacher to account for the educational performance of the school and its pupils.
- 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.

Safeguarding

The governing board 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 Chair of Governors is the designated Safeguarding Governor and meets regularly with the school Safeguarding team.

The composition of the governing board

The school has recently discussed the need to be a slightly larger governing body and as such vacancies will occur as a result. The Governing Body is made up of staff, local authority, parent and co-opted members alongside the Head Teacher. It also deems it necessary to have staff members with specific duties in attendance and has voted to give them voting rights.

Meetings of the governing board and attendance

The full governing board meets 5 times a year, twice in the autumn, once in the spring and twice in the summer with; all meetings are clerked by a school-based 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.

The remit of the governing board and its committees

The committees have designated terms of reference adopted from the local authority.

The SIP is written considering 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 April 2025 report. Senior Leadership also produce a Self-Evaluation of the school (SEF) annually, also shared with governors.

The Headteacher and strategic leadership team share elements of the School Improvement Plan (SIP) at all governor meetings. The monitoring and evaluation of progress towards the priorities will be through the *Teaching, Learning and Pupil support committee*.

These priorities are reflected in the SIP and discussed in the Headteacher's performance management. The Headteacher's report will refer to progress against key priorities.

The effectiveness and impact of the governing board 2024-2025

During 2024/25 governance at Harehills Primary school continued to show strength in its knowledge and understanding of the school.

It was noted in the April 2025 section 8 Ofsted report that,

The school is beginning to draw on the high level of expertise that governors bring. Governors are committed to supporting the school on its journey to improve the quality of education. Governors carry out their statutory duties effectively. Leaders have an accurate overview of aspects of the school that need to be developed.

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

- All governors to continue to keep up to date with changes to assessment both external requirements and practices within school.
- To continue work with SLT and other leaders to support the priorities noted in the Ofsted inspection (April 2025) and from school self-evaluation.

Impact:

- More in depth explanation of any data and methods of assessment is included at the Teaching, Learning and Pupil Support committee with time spent on showing how

evidence is used from children's books, profiles and how teachers use Harehills Assessment and end of year reporting to parents.

- The Headteacher keeps all governors updated with changes to assessment at all FGB meetings.
- Assistant Head teachers and other subject leads are invited to meetings to share information with governors which gives extra support for understanding the methods of assessment data for their year groups.
- The Pupil Premium Governor has had regular meetings with the allocated governor and Headteacher 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 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.

Different subject/aspect/senior leaders have contributed to Full Governing Board and committee meetings to enable governors to understand more about the area they lead on in school and how they are addressing their key priorities (This will continue in 2025/26)