



Annual Governance Statement for the Governing Body of Hunslet Carr Primary School

September 2017 (for the academic year 2016/17)

The governing body of Hunslet Carr Primary School 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 composition of the governing body

The governing body re-constituted in October 2015 and comprises 14 governors in total. Every governor appointed to the governing body is appointed on the basis of the skills required to contribute to the effective governance and success of the school. The number of governors in each category is determined through the Instrument of Government and is currently:

- 1 Headteacher
- 1 elected staff governor
- 2 elected parent governors
- 1 local authority governor
- 9 co-opted governors

There are currently no vacancies on the governing body and all governors are highly-skilled professionals with varying backgrounds, including in HR, education, accountancy and governance. All governors have completed the Governor Support Service induction modules and additional training needs have been identified and addressed via a recent skills audit. Please see Appendix 1 for the names and terms of office for the governors.

Meetings of the governing body

The full governing body meets five times a year; all meetings are clerked by a trained professional clerk. There are also three governing body committees which meet three times a year and which have delegated authority and are also clerked by a trained professional clerk.

The committees are:

- Resources
- Teaching and Learning
- Pupil Support

There is also a pay committee that meets as required.



Attendance at meetings

Governors have 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. See Appendix 2 for details of individual governors' attendance at meetings.

The remit of the governing body and its committees

The governing body and senior leadership team completed a self-evaluation of the school in October 2016 taking into account the July 2016 SATs results, the school's internal monitoring of pupil progress and attainment, changes to the assessment of pupils and the curriculum. The self-evaluation then informed our school improvement plan which prioritised the following areas:

Priority 1 – Effectiveness of Leadership and Management – To maintain and further develop the strength of leadership throughout the school (Link Governor: Kevin Birkin/ Monitored Via: Resources committee)

- Develop the role of the governing body
- Develop the senior leadership team
- Develop the leadership skills of the English and Maths leaders
- Develop subject leadership

Priority 2 – Quality of Teaching, Learning and Assessment – To maintain the proportion of teaching rated good or better to at least 86% of which 30% would be outstanding (Link Governor: Claire Burgess/ Monitored Via: Teaching and Learning committee)

- To have a shared understanding of what outstanding teaching looks and feels like
- Teachers and support staff demonstrate deep knowledge and understanding of the subjects they teach during lessons
- Develop efficient, effective feedback strategies
- Teachers have secure knowledge of the school's assessment system
- Embed new approach to homework
- Successful implementation of a whole school approach to the teaching of Writing through the Primary Writing Project

Priority 3 – Personal Development, Behaviour and Welfare – To develop children's learning behaviours with High Expectations, Positive Attitudes and Success (Link Governor: Pam Reed/Claire Burgess/ Monitored Via: Pupil Support committee)

- To continue to improve attendance and punctuality across the school
- To embed the Good2BGreen behaviour system so that behaviour in school is impeccable (in and out of lessons)
- To work in partnership with all stakeholders to understand and tackle all forms of bullying
- To continue to develop our approach to children's Social, Emotional and Mental Health
- To develop a parent's forum so that parents have a greater say within school



Priority 4 – Outcomes for Pupils – The percentage of children making expected or exceeding progress in each year group is between 75% and 85% for Reading, Writing and Maths and attainment is at least 55% for Reading, Writing and Maths combined in all year groups (Link Governor: Claire Burgess/ Monitored Via: Teaching and Learning committee)

- Pupils read widely to a high standard, with fluency and comprehension
- Early identification and intervention of Special Educational Needs and Disabilities for pupils entering school in Nursery and Reception
- Track the performance of pupils in Reading, Writing and Maths combined from Reception to Year 6 so that pupils who are not achieving in one area are supported to catch up
- The progress of disadvantaged pupils (Pupil Premium, boys, Special Educational Needs and Disabilities, English as an Additional Language) matches or is improving towards other pupils with the same starting points
- The percentage of pupils making exceeding or expected progress in English and Maths is between 75% and 85%.

Priority 5 – Effectiveness of Early Years – To develop children who are highly motivated and eager to join in; demonstrate curiosity, imagination and concentration and who are highly responsive to adults and each other (Link

governor: Carla Foster/ Monitored Via: Pupil Support committee)

- Develop our provision so that it is outcome based and meets pupils' needs
- Develop fine and gross motor skill development to aid in early writing
- Ensure the higher attaining pupils are provided with opportunities to extend their skills and knowledge
- Increase the links between school and home
- Improve the transition from Nursery to Reception, and from Reception to Yr 1
- Develop the outdoor provision

The monitoring and evaluation of progress towards the priorities was through the link governors and committees as indicated in brackets above.

The effectiveness and impact of the governing body 2016/2017

The governing body annually completes a review of governance and skills audit and actions are added to our action plan accordingly. The action plan is monitored at every full governing board meeting

Impact

Governors supported a restructure of the Senior Leadership Team to include the addition of four Assistant Head roles. Governors were involved in the whole process including reviewing and agreeing the structure and interviewing and appointment of the new staff.

Governors have monitored the quality of teaching and learning across the school to ensure that 86% of teaching is good or better. There is presently no inadequate teaching and governors have supported the Head in taking actions to ensure this.



Governors have visited the school to monitor the effectiveness of the School Improvement Plan and have challenged where necessary. Governors have also undertaken specific monitoring visits relating to The Primary Writing Project, Maths, Early Years, Special Educational Needs and Disabilities and Safeguarding.