

# Harrison Primary School

## Governors' report to parents



### Introduction

The Harrison Primary School Governing Board highly values engagement, openness and transparency. As we come to the end of another year, we welcome you, the parents and carers of Harrison's pupils to read our report, that outlines some key highlights from the year, along with an overview of what we do for your children and the school.

Since the last report, the school has achieved an "Outstanding" rating from OFSTED, which is a testament to the hard work by all of the staff, be they teachers or support staff. We have formalised the School Streets scheme with Hampshire County Council (the first school in Hampshire to do so) to reduce risks and provide a better environment at the start and end of the school day. We have expanded the partnership of schools working with Fareham & Gosport Primary SCITT<sup>1</sup> to ensure we continue to train the next generation of teachers, and completely revitalised the "wrap around care" offer with before and after school opportunities. The Governing Board have been involved in the decision making of all of these throughout, and much more.

We have also experienced a seismic shift in the Governing Board with many experienced governors leaving when their terms of service were up, including our previous Chair of Governors, David Moorman. We are thankful to those governors for their commitment, and appreciate the extended time they gave us, even after their children had left Harrison. As the new Chair of Governors, I am excited to take on this new role, and already I am pleased to confirm that since taking over this position, we have recruited nine new governors to fill the recently vacated positions.

Despite all the changes, the Governing Board has been conducting their work without any drop in activity. What you will read about in this report will give you an insight into the work that we do to ensure Harrison retains its excellent reputation for delivering outstanding teaching and development for the pupils.

I would like to thank you all for your support and for the sense of community that we have around Harrison Primary School. Most governors are parents or carers of pupils, past present and future. Some have been working with the school for decades. Some attended as pupils and now have their own children attending. Ultimately, we all want what is best for the pupils and Harrison Primary School and, as governors, we volunteer our time, knowledge and experience to achieve that. This report will give you a flavour of what we do, but if you want to know more, please feel free to come and speak with us. We are all part of this same school community.

Thank you,

Stuart Lyle

Chair of Governors

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<sup>1</sup> School-Centred Initial Teacher Training

## What is a Governing Board?

The Governing Board is made up of volunteers who serve for terms of four years at a time. Its purpose is to ensure that the school is run effectively. It achieves this by performance managing the Head Teacher who is responsible for running the school on a day-to-day basis.

The core functions of the Governing Board are:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the executive leaders (the senior leadership team) to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Overseeing the financial performance of the school and making sure its money is spent effectively.

Effective governance is based on six key features:

- **Strategic leadership** that sets and champions vision, ethos and strategy.
- **Accountability** that drives up educational standards and financial performance.
- **People** with the right skills, experience, qualities and capacity.
- **Structures** that reinforce clearly defined roles and responsibilities.
- **Compliance** with statutory and contractual requirements.
- **Evaluation** to monitor and improve the quality and impact of governance.

The Governing Board is guided by the Department of Education and the National Governance Association.

Our key sources for guidance on good governance are:

- [The Governance Handbook and competency framework](#)
- The Ofsted<sup>2</sup> [Education inspection framework](#) (EIF)
- [Keeping Children Safe in Education](#) (KCSIE)

## Structure and membership of the Governing Board

The Governing Board exercises its functions via two main committees and two smaller committees:

- The **Learning and Teaching (L&T) Committee** concentrates on the quality of teaching and learning. Governors' visits to the school are reported back to this committee. It meets five times a year.
- The **Finance and Resources (F&R) Committee** focuses on budget monitoring, financial scrutiny and staffing matters. It also considers the school's building and grounds and health and safety. It meets six times a year.
- The **Headteacher Performance Panel** undertakes the performance management of the headteacher along with a Leadership and Learning Partner (LLP) from HIAS<sup>3</sup>. It meets three times a year.
- The **Pay Committee** scrutinises the teaching staff's annual pay awards<sup>4</sup>. It normally meets once a year.

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<sup>2</sup> Ofsted is the Office for Standards in Education

<sup>3</sup> HIAS is the Hampshire Inspection and Advisory Service (part of Hampshire County Council)

<sup>4</sup> Since 2014 a teachers' progression up the pay scale is subject to performance related pay appraisal

In addition, the **Full Governing Board (FGB)** meets five times a year to receive a report from the head teacher, reports from the committees, reports from the lead safeguarding governor, and to scrutinise and adopt policies.

In the last six months there has been significant changes to the membership of the governing body. A large number of our long-serving governors came to the end of their time and handed over their roles to a new cohort of volunteers. These new governors are working hard to learn their new responsibilities and grow into their new roles, ably supported by those more experienced governors who remain.

### **FGB**

The current leadership of the FGB is as follows:

- Stuart Lyle – **Chair of Governors**
- Alison Jenkins and Kathy Taylor – **Vice Chair**

### **Committees**

<b>Learning and Teaching Committee</b>	<b>Finance and Resources Committee</b>
Andi Bambeck – Chair of L&T Committee	Jackie Castle – Chair of F&R Committee
Stephanie Richardson – Vice Chair	Robert Richards – Vice Chair
Danny Glavin	Andy Harris
Kathy Taylor	Alison Jenkins
Ruth Vonk	Barrie Bourne
Stafford Lloyd	Kat Whittaker
	Simon Taylor
	Stuart Lyle
<b>Pay Committee</b>	<b>Head Teacher Performance Panel</b>
Simon Taylor	Jackie Castle
Alison Jenkins	Barrie Bourne
Stafford Lloyd	Stephanie Richardson

### **Year Link Governors**

Each year group is assigned a governor who will conduct regular visits to school in order to observe the teaching and environment. Some of the areas of interest will be determined by the School Improvement Plan and during the annual Governor Strategy Day. Governors also received training on what to look for during their visits. The Year Link governors are as follows;

- **Year R** – Andi Bambeck
- **Year 1** – Robert Richards
- **Year 2** – Stephanie Richardson
- **Year 3** – Simon Taylor
- **Year 4** – Alison Jenkins
- **Year 5** – Kat Whittaker
- **Year 6** – Stafford Lloyd

### **Additional roles**

- Ruth Vonk – **Special Educational Needs Governor**
- Kathy Taylor – **Safeguarding Governor**
- Kat Whittaker – **Development and Training Governor**
- Danny Glavin – **Curriculum Governor**
- Barrie Bourne – **Health and Safety Governor**

You can find out more about the governors on [the school website](#).

## **Our vision for the school - and how we'll get there**

Harrison Primary School has an ambitious ethos based on high expectations for all staff and learners, and high standards of attainment and progress underpinned by its vision 'Lifelong Learners – Open Minds'. As governors, and in full support of the school's vision and aims, we would like to see Harrison Primary School maintain and enhance its focus on achieving an outstanding provision for all children.

Therefore, as governors we aim to:

### **Develop the Governing Board to provide more challenge, rigour and strategic support to the school.**

Support the Senior Leadership Team and staff, as well as constructively challenge and build on their own expectations to ensure the best possible outcomes for children are achieved.

Continually evaluate strategic improvement plans and policies, which cover the school's immediate future and show the longer term progress the school will make over the next five years.

Ensure that the school is financially sound, making best use of its budget in ways which have a positive impact on the quality of teaching and learning, achievement, assessment and pupils' experience of the school.

### **Develop a more visible and transparent style of governance within the school community in order to ensure that parents and pupils are being heard and involved.**

We'd like to create and sustain a school community in which all parents and carers, pupils, staff and visitors feel welcomed and valued. We want to ensure that everyone has the opportunity to contribute to the development of the school and the quality of education it provides, through the sharing of ideas, developments, achievements, celebrations, needs and concerns.

## **External reviews (Ofsted and others)**

In December 2023, Ofsted conducted their main inspection of Harrison Primary School. The governors were heavily involved in both the preparation and the inspection itself.

During the preparation, the governors were ensuring the school leadership were maintaining good records of decisions, performance, budget spending, etc. These then formed the foundation for the inspectors' assessments.

The record of the Governing Board's activities was also subject to inspection with Ofsted looking to assess how active the board is in engaging with the school and conducting the visits, committee meetings and other activities.

During the inspection, the Chair of Governors and several others were present and interviewed by the Ofsted inspectors to allow them to determine their knowledge of school activities and decisions, as well

as how they conduct their governance activities. Our own record keeping of classroom visits, learning walks, minutes from committees, participation in other special meetings and attendance rates were all subject to scrutiny.

We are pleased to report that our contributions were rated favourably and contributed in our own, small way, to the school's "Outstanding" rating.

While Ofsted is the one most people are aware of, the local authorities also conduct reviews of schools through an annual Leadership & Learning Partner Review. At these visits, governors are also present and quizzed on their knowledge of the school's activities and decision making processes. At the last one myself and the previous chair of the L&T committee, Andrew Prescott, were present.

## **The best education for all pupils**

The Governing Board is responsible for holding the head teacher to account for the education of pupils and the management of staff. The majority of this is conducted through the L&T Committee, but governors are also invited to observe pupil progress meetings between teachers and the leadership team. This provides governors with an in-depth view of how teachers record individual pupil performance across all subjects. It also shows how deeply teachers know and understand each pupil's responses to different teaching methods and other factors which may influence their learning.

Additionally, the Governing Board must be informed about the school's curriculum, and support and challenge the leadership team to develop and improve the curriculum, monitor its implementation and the impact on pupil outcomes. As such, there is a specific role with the governing board to focus on the curriculum.

### **Curriculum**

As governors we are legally responsible for ensuring that the school's curriculum is balanced, broadly based, and promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society. This includes promoting British values.

The role of a curriculum governor is to work with teachers and school leaders to ensure that the curriculum is broad, balanced, and inclusive for Harrison's pupils. Teachers and school leaders plan and teach the curriculum, as set out in the National Curriculum, and the governors work with them to provide independent reviews of the execution of it.

The National Curriculum is a set of subjects and standards designed to provide pupils with the essential knowledge they need to be educated citizens. We are also required to teach religious education, personal, social, health and economic education (PSHE), relationships and sex education. In order to ensure these standards are met, regular subject reviews are held between the school leaders and the subject leads within the teaching staff. Governors will periodically attend these to provide an independent review.

This role can be linked to all of the governing body's three core functions (see above) to which we also add a fourth: ensuring the voices of school stakeholders are heard.

### **Outcomes**

Harrison Primary School continues to perform beyond local and national expectations, putting the school

Results below are for the academic year that finished in July 2025.

### Early Years 'Good Level Of Development' (GLD)

Data indicates that **76%** achieved 'a good level of development' (GLD) this year

[Hants 2025 71.8%, national 67.3%]

**Year One Phonics Screening Check - 88% passed**

**Year Two Phonics Screening Re-check - 94% passed**

### Key Stage Two Results 2025 (Year 6)

Combined R/W/M **79%**

[Hants 2025 61%, national 62%]

Year 6	Working towards		Expected Standard +		Greater Depth		Hants 2025	Scaled score 2025	National 2025 (2024)
	No	%	No	%	No	%	%		%
Reading	12	13%	77	87%	36 (37)*	40% (42%)	75%	107.6 (105.6)	75% (74%)
Writing	17	19%	62	81%	14	16%	72%		72% (72%)
Maths	9	10%	80	90%	20	42%	74%	107.0 (104.4)	74% (73%)
GPS	13	14%	76	86%	35	39%	71%	107.6 (104.8)	72% (72%)
	Below		Expected +						
Science	7	8%	82	92 %					82% (81%)

### SEND<sup>5</sup>

The Governing Board has some key responsibilities towards pupils with special educational needs. Governing Boards should, with the Headteacher, decide the school's general policy and approach to meeting pupils' special educational needs. They must set up appropriate staffing and funding arrangements and oversee the school's work.

The SEND Governor will meet regularly with the school's SENCo<sup>6</sup>, (currently Sarah Thornley) to review SEND activities and address any issues which may have arisen. Principally, the intent is to ensure that the SEND Code of Practice is being followed and that all pupils with SEND requirements have the necessary arrangements in place and staff are aware of their responsibilities.

This will include monitoring of activities and resource allocation as well as ensuring the adoption of any new policies regarding SEND.

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<sup>5</sup> SEND means Special Educational Needs and Disability

<sup>6</sup> Special Educational Needs Coordinator.

## **Safeguarding**

Safeguarding is the action that is taken to promote the welfare of children at school and protect them from harm. Safeguarding means protecting children from abuse, preventing harm to children's health or development ensuring children grow up with the provision of safe and effective care.

Harrison Primary School is committed to safeguarding. Harrison's Safeguarding Policy and Child Protection Policy are available to view on the school's website and the policies provide clear direction and expected practice in dealing with safeguarding issues within the school.

'Safeguarding is everyone's responsibility' is the principle applied at Harrison Primary School. All governors must be aware of the safeguarding policy and any changes to the policy are immediately conveyed to them and discussed at the next FGB meeting.

The safeguarding governor meets with the Head Teacher at regular intervals to ensure they are aware of any safeguarding concerns and to check that the school has followed the correct procedures. Any immediate safeguarding issues are reported to the safeguarding governor by the school.

## **Behaviour**

The standards of behaviour and effective behaviour management are consistent subjects throughout the year for the governors. Any significant behaviour concerns, such as suspensions, are immediately reported to the chair of governors. Effective behaviour management is discussed regularly during the L&T committee meetings, governor training and is an important element that governors are looking to observe during our school visits. We are briefed on all the measures available to teachers and seek to record their employment to show the school is maintaining their stated standards.

Throughout the year, Harrison pupils have consistently demonstrated that they are aware of the multiple ways in which they can signpost and regulate their emotions to prevent further escalation. They consistently note the importance of the Harrison Learning Tree in allowing them to understand the impact of their behaviour on those around them, amongst other strategies. For those pupils requiring additional steps to help them regulate their emotions and manage their behaviour, Harrison provides a number of further options, including quiet rooms, additional staff time and specialist training for pupils, such as ELSA<sup>7</sup> sessions.

## **Absence and attendance**

The level of attendance and punctuality expected from all our pupils is included in our school's Home School Agreement, which parents must sign following their child's admission to a school (statutory). **We expect 100% attendance for all children.**

Overall, though, we know this is not realistic as children are sometimes poorly. Despite this, the attendance rate, as of July 2025, was **97%**, meeting the school's target.

Every child has a right to access the education to which they are entitled to. As a Governing board, we urge all parents to take responsibility for ensuring their children achieve as high an attendance level as is possible to give them the best opportunity for success.

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<sup>7</sup> Emotional Literacy Support Assistant

As governors, we:

- take an active role in attendance improvement
- support the school to prioritise attendance
- work together with school leaders to develop a whole-school attendance culture

We ensure that an effective whole-school culture of high attendance is underpinned by a clear attendance policy which links closely with other school policies on anti-bullying, child protection and safeguarding, behaviour and exclusion, teaching and learning and SEND. Our policy is reviewed annually by the Board, and is available on the parents' section of our school website.

## **Admissions**

The school's current admissions arrangement adheres to the Department for Education guidance. The admission authority is Hampshire County Council.

There are currently **613 students** in the school and we have already achieved a high number of applicants for starting Year R in September 2025.

**As a result of low birth rates, there are spaces in the current year 1, and Year R September 2025 cohorts. We hope to fill these spaces during the next academic year.**

The school's admissions policy is reviewed on an annual basis by the governing board and full details, including information about appeals, are available on the school website. The number of pupils directly influences the available budget for Harrison Primary School, so admissions is a critical subject for the governing board and the F&R committee in particular.

## **A well run school**

### **School finances**

The Governing Board is responsible for overseeing the financial performance of the school and making sure that its money is well spent. The board also has a responsibility to make sure the school is able to meet its financial obligations. At Harrison this scrutiny is delegated to the Finance and Resources Committee.

The school is required to produce a three-year school budget, which is discussed in detail with the F&R committee to provide external scrutiny. All decisions regarding the budget are explained by the school's Business Manager and Head Teacher, with governors given the opportunity to constructively challenge decisions and forecasts.

One of the tools available to the governors is financial benchmarking. This tool provides analysis of the financial performance of other schools of a similar size in the local area and enables governors to challenge budget expenditure to ensure financial prudence. The data covers all areas of expenditure, from teachers' salaries, to investment in new equipment, and core overheads, such as electricity and gas, which is a hot topic at the moment.

While the F&R committee is the primary mechanism for scrutinising the school's financial performance, the FGB also gets briefed on the school budget. They are legally responsible for approving the school's budget and submitting it to Hampshire County Council.

The development of the new "wrap around care" schemes was carried out in consultation with the governors, through both committees. In particular, the F&R committee was heavily involved in



scrutinising and approving the financial implications of the scheme, in both revenue generated and costs to implement.

## **Facilities**

Parents and carers have already been notified of the approval of the School Street Scheme, so I will not go into the details of it again. However, I will say that the Governing Board has been heavily involved in the decision-making process, throughout.

From the earliest pilot scheme, to the final decision, the school leadership team have kept the governors informed. During the F&R committee, decisions around potential financial costs have been discussed, as have the Health and Safety implications. Governors have been involved in the scrutiny and approval of the new risk assessments for the scheme, as well as the communications with Hampshire County Council regarding options and approvals.

We wholeheartedly approve of the scheme and recognise the benefit that it brings to the school community and we look forward to the final version of it rolling out in September.

We also have a new catering provider starting in September, providing fresh, cooked meals for school meals. The governors have been kept informed of the decision-making around this, the assessment and selection of each candidate company, the cost implications and the catering equipment needs.

Additionally, any significant expenditure on facility upgrades is communicated to the Governing Board, via the F&R committee. Reasons, expenditure (and alternatives) are all discussed with, and ultimately approved by the committee.

## **Health and Safety at Harrison.**

Under the Health and Safety at Work Act (HSAWA 1974) a legal responsibility is made to comply with all other safety legislation. The requirement for Harrison School is to complete the necessary inspections, compliances, upgrading, regular reporting, actions required and routine visual observations are completed with up-to-date records. Our Health and Safety governor is kept updated on all of these procedures and inspects the record keeping.