

Harrison Primary School

Governors' report to parents

Introduction

We hope that you find this annual report to parents informative and reassuring. As governors we want to find ways to communicate more with parents and carers to ensure that we take parents' views into account when taking decisions about the school. This means using more ways to communicate with you than we have before. We try to attend school events through the year and will always be pleased to speak with you.

Harrison Primary is a high achieving school, and we are very proud of what the school does - not just in terms of educational progress and attainment (which you will see in a later section), but in the culture and ethos of the school too. We are often told that Harrison's children are recognisable for their excellent behaviour and their positive attitude to whatever it is they are doing. We believe this is, in part, due to the expectations that we put on them while they are at school to behave as good citizens, to develop a good attitude to learning, to behave responsibly and to strive for excellence.

Children at Harrison receive their education in a safe and nurturing environment where the school's values of collaboration, honesty, equality, respect, and responsibility are demonstrated by the adults, and instilled in the children. This is why Harrison continues to prepare children who are ready to take the next steps in their educational journey to become lifelong learners with open minds.

If you would like to know more about the school and its policies, I would encourage you to visit the website (address below). If you are interested in school governance and think you might want to be a school governor, please get in touch.

I'd like to take this opportunity to wish you all a happy Christmas and New Year.

David Moorman

Chair of Governors, Harrison Primary School

Essential information

Chair of governors: David Moorman

Head teacher: Sara Gmitrowicz

Head of school: Kirsty Eddleston

Assistant Head: David Gooding

SENCo¹: Sarah Thornley

School website: www.harrisonprimaryschool.co.uk

¹ SENCo means Special Educational Needs Co-ordinator

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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 essentially to ensure that the school is run effectively. The governing board does 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 listed above) 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 well spent

At Harrison Primary School we are also the location of Fareham and Gosport Primary SCITT² which provides initial teacher training, and Pioneer Education which provides continuous professional development and educational support to other schools. The governing board is also responsible for these organisations.

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 Ofsted³ [Education inspection framework](#) (EIF)
- [Keeping Children Safe in Education](#) (KCSIE)

² SCITT means School Centred Initial Teacher Training

³ Ofsted is the Office for Standards in Education

Membership of the governing board

| | Governor | Date from | Date to | Type | Committee |
|----|------------------|------------|-------------------------|------------------|-----------|
| 1 | Barrie Bourne | 21/05/2003 | 20/05/2027 | Co-opted | F&R |
| 2 | Jackie Castle | 05/09/2010 | 20/05/2027 | Co-opted | F&R |
| 3 | David Moorman | 17/03/2016 | 19/05/2024 | Co-opted | F&R |
| 4 | Andy Harris | 05/01/2017 | 04/01/2025 | Co-opted | F&R |
| 5 | Sara Gmitrowicz | 04/09/2017 | ex officio ⁴ | Headteacher | both |
| 6 | Eniko Kocsis | 12/07/2018 | 26/09/2026 | Co-opted | L&T |
| 7 | Jon Brand | 29/01/2019 | 28/01/2027 | Co-opted | F&R |
| 8 | Katie Ford | 29/01/2019 | 28/02/2027 | Co-opted | L&T |
| 9 | Evelina Capasso | 04/09/2019 | 03/09/2027 | Parent | L&T |
| 10 | Matthew James | 22/03/2021 | 21/03/2025 | Co-opted | F&R |
| 11 | Andrew Prescott | 22/03/2021 | 21/03/2025 | Co-opted | L&T |
| 12 | Andi Bambeck | 18/07/2022 | 17/07/2026 | Co-opted | L&T |
| 13 | Conor McCune | 27/09/2022 | 26/09/2026 | Co-opted | L&T |
| 14 | Hannah Kitching | 27/03/2023 | 26/03/2027 | Parent | L&T |
| 15 | Stuart Lyle | 27/03/2023 | 26/03/2027 | Parent | F&R |
| 16 | Vacant | | | Local authority | |
| + | Kirsty Eddleston | | | Associate member | |
| + | Sharon Ruckley | | | Clerk | |

The governing board exercises its functions via two main committees and two smaller committees:

- The **Learning and Teaching 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 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 HIAS⁵. It meets three times a year.
- The **Pay Committee** scrutinises the teaching staff's annual pay awards⁶. It normally meets once a year

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

You can find out more about the governors on the school website.

⁴ The headteacher is a school governor by virtue of her position

⁵ HIAS is the Hampshire Inspection and Advisory Service (part of Hampshire County Council)

⁶ Since 2014 a teachers' progression up the pay scale is subject to performance related pay appraisal

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.

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.

Curriculum

Stuart Lyle is our lead curriculum governor.

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 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.

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 remains one of the best primary schools in the county - and its results bear this out (see below). **Once again our headline results are better than the Hampshire county average and the national average.**

Like all schools we have seen the impact of the Covid-19 pandemic, and the resulting school partial closures on the progress and attainment of the school's children. Despite this we have achieved extremely impressive results - ones which are testament to the professionalism and dedication of the school staff and volunteers, as well as the support and encouragement that children get from their families and friends.

Results below are for the academic year that finished in July 2023.

EARLY YEARS 'GOOD LEVEL OF DEVELOPMENT' (GLD)

Data indicates that **78%** achieved 'a good level of development' (GLD) this year

[Hants 2023 71.9%, national 67.3%]

YEAR ONE PHONICS SCREENING CHECK

88% passed

YEAR TWO PHONICS SCREENING CHECK RE-TAKES

81% passed

[Hants 2023 61%, national 60%]

KEY STAGE ONE RESULTS 2023

Combined R/W/M⁷ **79%**

[Hants 2023 61%, national 56%]

| Year 2 | Working towards | | Expected Standard | | Greater Depth | | Expected + | Hants | National |
|----------------|-----------------|-----|-------------------|-----|---------------|-----|------------|-------|----------|
| | No | % | No | % | No | % | % | % | % |
| Reading | 13 | 15% | 47 | 53% | 30 | 34% | 85% | 73% | 68% |
| Writing | 12 | 13% | 65 | 73% | 13 | 15% | 87% | 64% | 60% |
| Maths | 11 | 12% | 56 | 63% | 24 | 27% | 88% | 73% | 71% |
| | Below | | Expected | | | | | | |
| Science | 4 | 4% | 8 | 96% | | | | | |

KEY STAGE TWO RESULTS 2023

Combined R/W/M **78%**

⁷ R/W/M is reading writing and maths

[Hants 2023 60%, national 59%]

SATs (Maths, SPAG⁸, Reading); teacher assessment (writing and science):

| Year 6 | Working towards | | Expected Standard + | | Greater Depth | | Hants | Scaled score |
|---------|-----------------|--------------|---------------------|------|---------------|--------------|-------|--------------|
| | No | % | No | % | No | % | % | |
| Reading | 13 (11) | 14% (13%) | 77 | 88% | 36 | 41% | 74% | 108.8 |
| Writing | 16* (14) | 18% (16%) | 74 | 84% | 13* | 14% (15%) | 73% | |
| Maths | 9 (7) | 10% (8%) | 81 | 92% | 32 | 36% | 73% | 107.7 |
| SPAG | 8 (6) | 9% (7%) | 82 | 93% | 37 | 42% | 72% | 108.5 |
| | Below | | Expected+ | | | | | |
| Science | 10 (8) | 11% (9%) | 80 (80) | 91 % | | | | |

SEND⁹

Eniko Kocsis is our lead SEND governor.

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.

In particular, the governing board has a legal duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for
- Appoint a 'responsible person' to oversee the assessment of individual pupils' needs and to make sure that all staff likely to teach pupils with special needs are aware of those needs
- Ensure that all teachers are aware of the importance of identifying and providing for any pupils with special educational needs
- Ensure that pupils with special educational needs have the opportunity to participate as fully as possible in all aspects of school life
- Ensure that parents are notified of a decision by the school that their child has special educational needs
- Ensure that the SEND Code of Practice is followed

Our ethos is that all children have a right to quality first teaching, therefore it is important that the investment goes into specialised teaching assistants and teacher time to support inclusion for all children.

The SEND Governor oversees the special educational needs within the work of the governing board and have specific oversight of the school's arrangements and provision for meeting special educational needs.

This could include:

⁸ SPAG is Spelling, Punctuation, and Grammar

⁹ SEND means Special Educational Needs and Disability

- making every effort to see that the necessary special arrangements are made for pupils with SEN. This includes making all staff who are likely to teach these pupils aware of those needs
- asking questions and liaising with the Special Educational Needs Co-ordinator (SENCO) about the current policy and practice in SEN
- monitoring the progress and effectiveness of the governing body's policy on SEN
- monitoring the deployment of resources allocated to SEN
- monitoring the effectiveness of communicating with parents

There are several practical ways that SEN governors can work with the chair and governing body in fulfilling its duties to provide appropriate support for children with Special Educational Needs. These may include:

- taking an active interest in the Special Educational Needs Register
- taking part in school-based SEN training
- being aware of parental views and concerns about SEN issues
- providing encouragement for teachers and support assistants through discussions and visits to school
- being aware of changes to the Code of Practice and its impact on the school

During the meeting with the SENCo we cover different areas to ensure that we fulfil all of our legal duties in providing an excellent provision to all pupils:

- Current numbers on the SEND register
- Staffing arrangements for pupils with SEND-ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Communication with parents
- Overview of EHCP
- Behaviour Management
- Pupil Premium:
 - How is the effectiveness of Pupil Premium (PP) strategy evaluated?
 - How is the school checking the impact it is making with the PP funding against impact in successful schools in the country
- Transitions between the key stages.

Safeguarding

Katie Ford is our lead safeguarding governor.

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. The safeguarding policy applies to and includes all staff and anyone who comes in contact with a child. Everyone within the school has a role to play in supporting children and promoting their welfare.

The school has the following Safeguarding Leads – Mrs Gmitrowicz, Miss Eddleston, Mrs Thornley and Mrs Ring. They are responsible for ensuring safeguarding is promoted within the school. They also ensure

all staff are aware of their responsibilities and are able to recognise and deal with concerns of a child in a sensitive and supportive manner that supports and protects the needs of the child.

As the Safeguarding Governor at Harrison I regularly meet with Mrs Gmitrowicz and from my observations the school is committed to safeguarding its pupils. The Senior Leadership Team has created a positive culture – safeguarding is a fundamental principle within the school. Policies and procedures are in place and agreed with staff, all staff are appropriately recruited, trained and supported within this area.

Behaviour

As governors, we believe that effective behaviour management is fundamental to creating supportive, safe and inclusive learning environments.

We are committed to the development and maintenance of successful behaviour cultures and have the responsibility to promote effective behaviour management at Harrison Primary School. In 2021 we worked collaboratively with the school team and wider community to develop our behaviour principles in order to support the school team to create a safe and happy school culture.

Our priorities are focused on the promotion of good behaviour, self-discipline and respect amongst pupils, prevention of bullying, effective learning environments and minimising the risk of exclusion.

Through school visits and learning walks we have noted the exemplary behaviour of pupils at Harrison. The team works tirelessly to support individual children to do their very best and is relentless in its insistence on good behaviour, both in the classrooms and around the school.

We believe that positive learning behaviours must be taught; everyone within the school community must have an understanding of the expected attitudes to learning and behaviour that enable all pupils to learn. These behaviours must be modelled and understood by all stakeholders and facilitated by excellent classroom practice.

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.**

Every child has a right to access the education to which he/she is entitled. We are committed to providing an education of the highest quality for all our pupils and endeavour to provide an environment where all pupils feel valued and welcome. Parents and pupils play a part in making our school so successful.

We believe that every child must have excellent school attendance for a child to reach their full educational achievement. The relationship between excellent attendance and school success is somewhat obvious. However, without wanting to alarm parents, we have to tell you that we are trying to make up for lost time caused by the pandemic - every child's education was affected in some way, regardless of their age.

Therefore, children who attend school every day are more likely to reach a 'good level of development' in Year R, pass the Year 1 phonics screening check and year 2 teacher assessments, and meet the expected national standard at end of year 6 (SATs).

It is very important, therefore, that the school team works in close partnership with parents in order to ensure that all children's attendance is excellent. Our Attendance Policy sets out how together we will achieve this.

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 610 students in the school and the total number of places for the academic year 2022/23 is 630 (the low birth rate for the 2023/24 Year R cohort has led to a smaller year R this autumn).

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.

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.

There are three separate entities at Harrison — Harrison Primary School, Fareham and Gosport Primary SCITT and Pioneer Education. Each of these must operate within their individual income streams and plan their expenditure accordingly. With regard to the Harrison school budget, Hampshire County Council requires the school business manager annually produce a three-year budget for the governors to review and monitor, and that this budget should forecast to be in a surplus position at the end of the three-year period. This is something the Harrison budgets are regularly able to achieve.

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.

Through careful financial management, the school continues to be able to invest in new equipment and facilities. The school also has an ongoing cycle of renewal/upgrade of equipment, such as classroom refurbishment and new outdoor play equipment. A major spend this year has been the refurbishment of the Year 6 toilets.

As a large school, Harrison is fortunate to be able to react to financial pressures more easily than some. However, we are all aware of the financial uncertainty in the economy at the moment and Harrison is not immune to this. The governors will continue to monitor this situation along with the Senior Leadership Team and the school business manager, so that decisions are made to ensure the best possible distribution of available resources across the whole school community.

Facilities

Barrie Bourne is our lead facilities governor.

School Streets Scheme

We are working hard in partnership with Hampshire County Council to install permanent management of traffic flow in Harrison Road which will control through traffic at the school start and end of day. This will effectively prevent through traffic with a warden (volunteer) controlling access with a gated entry and exit at each end of the road. The scheme will be enhanced by large planters at the vicinity of the gates. The gates will be locked in the open position when not in use.

This facility will permanently (upon final approvals from HCC roads and Highways) enhance the safety of all children and parents when arriving or departing from the school entrance and exit gates vicinity. Historically, Harrison Road was potentially a very dangerous place with children and parents crossing the road between parked cars, whilst running the gauntlet with passing cars, with drivers often distracted by seeing if their movement was hampered by approaching cars from either end.

This project has reached its “final approval decision status” with continued pressures from the headteacher in relentless lobbying. It would appear this is the first such scheme under consideration by HCC in what may pioneer other such safer road crossings for school children. In the last meeting with approval advisory bodies and HCC, the headteacher stated “it would be a brilliant Christmas present” watch this space.

Year 6 Toilet Upgrades.

With careful budgetary controls, allocation for upgrading has been completed offering a much-improved facility, with modern furniture and sanitary fittings complemented with totally new handwashing appliances. This is a quality installation and vast improvement over the previous dated installation. Contractors worked out of hours to minimise disruption and speed up installation, all of this under the watchful eye of the school's site manager, ensuring lone working regulations were complied with.

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. This is a formidable task regularly updated and reported to Childrens Services (HCC), this identifies risks and assessments to add a second tier of safety controls for Harrison school and requires certification reporting. All of this is held on file at school reception and master copy of the same held by the Harrison School, Site Manager for routine upgrading. As part of this process all minor or other accidents if occurring will be risk assessed with a view of eliminating potential reoccurrence. For children returning to school after injury or sickness a monitoring or buddying system is adopted with parents informed of such.

School upgrading and maintenance.

Harrison School has an allocated budget to identify works which have been identified, this can be for reactive works in the case of repairs or maintenance and separate allocation for planned maintenance. Generally planned maintenance is carried out during school holidays and minimises any potential disruption to children's learning. This provides for redecoration and permits the children's school / classrooms to be kept in a fresh decorative condition with improvements where considered necessary.

Sustainability.

The government's commitment to sustainability and zero carbon emissions (The green environment) is a legally binding plan to be met by 2050.

Recently the Department for Education has indicated that Schools should commit to a sustainability governor, this will enable the school management to be better informed of actions that it can take to contribute to the agenda. This means looking at the school expenditure to identify minimising expenditure that contributes to carbon emissions by identifying alternative supplies / savings or services which have lower or zero emission histories.

At Harrison this is an ongoing scenario and following the recent introduction of whole school double glazing and installation of cavity wall insulation the consumption of energy related to heating will be monitored to see what reductions have been possible. This is affected by seasonal weather conditions so is potentially more difficult to identify. The comfort level for children in their classrooms should have been noticed with potentially warmer environments and quieter internal environments. It could be that any financial savings could benefit the children's resources or learning environment if financial savings are found.

Board of Governors
Harrison Primary School
December 2023