

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 better communicate with parents and carers to ensure that we are able to take parents' views into account when taking decisions about the school. This means using more ways to communicate with you than we have before.

You will see in the 'our vision' section below that we have included a desire to 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.

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 regularly receive feedback from school trips and residential 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 modelled by the adults, and instilled in the children. This is why Harrison continues to produce 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. This year we will be holding elections for parent governors.

David Moorman

Chair of Governors, Harrison Primary School

Essential information

Chair of governors: David Moorman

Headteacher: Sara Gmitrowicz

Head of school: Kirsty Eddleston

Deputy head/SENCo¹: Jane Bowden

School website: www.harrisonprimaryschool.co.uk

Address: Harrison Primary School
Harrison Road

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 headteacher 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 | 20/05/2023 | Co-opted | F&R |
| 2 | Jackie Castle | 05/09/2010 | 20/05/2023 | Co-opted | F&R |
| 3 | David Moorman | 17/03/2016 | 19/05/2024 | Co-opted | L&T |
| 4 | Andy Harris | 05/01/2017 | 04/01/2025 | Staff | 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 | 28/01/2023 | Co-opted | F&R |
| 8 | Katie Ford | 29/01/2019 | 28/02/2023 | Co-opted | L&T |
| 9 | Evelina Capasso | 04/09/2019 | 03/09/2023 | 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 | Vacant | | | Parent | |
| 15 | Vacant | | | Parent / Co-opted | |
| 16 | Vacant | | | Local authority | |
| + | Kirsty Eddleston | | | Associate member | |
| + | Jane Bowden | | | 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.

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

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

This year we have up to two vacancies for a parent governor. Parent governors are elected positions so this year we will be holding an election. Watch out for an email from the school to explain how you can put yourself forward or how to vote.

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 headteacher to account for the education of pupils and the management of staff.

Curriculum

While school leaders and teachers are responsible for planning and teaching the curriculum, as governors we have a significant role in ensuring that every pupil experiences a curriculum that is broad and balanced, and which equips them with the knowledge and cultural capital they need to succeed in life.

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.

Harrison Primary School follows the National Curriculum; 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.

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.

As governors we 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.

Outcomes

Harrison Primary School remains one of the best primary schools in the county - and its results bear this out (see below). **Without exception 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 2022.

EARLY YEARS 'GOOD LEVEL OF DEVELOPMENT' (GLD)

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

[Hants 2022 70.5%, national 65%]

YEAR ONE PHONICS

83% passed

[Hants 2022 76%, national 76%]

YEAR TWO PHONICS RE-TAKES

55% passed

[Hants 2022 35%, national 48%]

KEY STAGE ONE RESULTS 2022

Combined R/W/M⁷ **79%**

[Hants 2022 58%, national 53%]

| YEAR 2 | Working towards | | Expected standard | | Greater depth | | Expected + | Hants |
|---------|-----------------|-----|-------------------|-----|---------------|-----|------------|-------|
| | No. | % | No. | % | No. | % | % | % |
| Reading | 12 | 13% | 54 | 60% | 24 | 27% | 87% | 72% |

⁷ R/W/M is reading writing and maths

| | | | | | | | | |
|----------------|--------------|-----|-----------------|-----|----|-----|-----|-----|
| Writing | 16 | 18% | 62 | 69% | 12 | 13% | 82% | 62% |
| Maths | 8 | 9% | 60 | 67% | 22 | 24% | 91% | 71% |
| | Below | | Expected | | | | | |
| Science | 1 | 1% | 89 | 99% | | | | |

KEY STAGE TWO RESULTS 2022

Combined R/W/M **76%**

[Hants 2022 57.5%, national 58.7%]

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

| YEAR 6 | Working towards | | Expected standard | | Greater depth | | Expected + | Hants |
|----------------|------------------------|----------|--------------------------|----------|----------------------|----------|-------------------|--------------|
| | No. | % | No. | % | No. | % | % | % |
| Reading | 10 | 11% | 79 | 89% | 41 | 46% | 89% | 75% |
| Writing | 13 | 15% | 76 | 85% | 17 | 19% | 85% | 69% |
| Maths | 8 | 9% | 81 | 91% | 23 | 26% | 91% | 72% |
| SPAG | 14 | 16% | 75 | 84% | 30 | 33% | 84% | 72% |
| | Below | | Expected | | | | | |
| Science | 11 | 12% | 79 | 89% | | | | |

SEND⁹

Eniko Kocsis is our lead SEND governor.

The role of the Special Educational Need governor includes:

- 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 a number of 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

⁸ SPAG is Spelling, Punctuation, and Grammar

⁹ SEND means Special Educational Needs and Disability

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.

We are assured that the parents have a trusting relationship with the SENCO, teachers and the school community. They are reassured that the support for their child will be put in place whether they are on the SEND register or not.

Subject leaders plan SEND statement, which makes it clear to all teaching staff how they expect children to be supported in their subjects.

During the learning walks it is evident that the core values of the Harrison Learning Tree are imbedded into the school's culture:

- **Citizenship**
 - Children were engaged when working in pairs. It was clear that they are able to respect each other's views and can work together.
 - Children whom on the SEN register were in the classroom and they were provided equal opportunities to their peers.
 - Children are able to support their peers.
- **Attitude to Learning**
 - The children were listening to the teachers and they were immersed in what they were doing.
 - They could work in groups and in pairs.
 - Children can be independent learners and have a positive attitude to learning.
- **Responsibility**
 - Children look comfortable in their school/classrooms. They move around with respect to others.
- **Excellence**
 - There is a lot of children's work displayed around the school, which clearly demonstrates the level of engagement from all children.

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:

- How teachers see the SEND support in the school? Do they feel supported? What else could be done?
- Do the TAs feel supported by the teachers and the senior leadership team
- Arrange opportunities to talk to children on the SEND register.
- We talk about the SEND register
- How can Harrison financially afford individual support for children on the SEND register before an EHCP¹⁰ is being finalised?
- Has each child got a provision map who has SEND?

¹⁰ EHCP means Education Health and Care Plan

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 and Mrs Bowden. They are responsible for ensuring safeguarding is promoted within the school. They 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 all children's attendance to be 100%.**

Every child has a right to access the education to which he/she is entitled. Parents and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

We believe that every child must have excellent school attendance for a child to reach their full educational achievement.

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.

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 629 students in the school and the total number of places for the academic year 2022/23 is 630.

For the year 2022/23 there were 191 applications for admission to the foundation year (year R) 90 of whom were accepted. The admission limit for this year group is 90.

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.

School finances

The governing board is responsible for overseeing the financial performance of the school and making sure that its money is well spent. 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 (no pun intended!).

Through careful financial management, the school continues to be able to invest in new equipment and facilities. Many of you will have noticed the new den which appeared in the woodland area before the summer holidays. Work will commence soon to install a new canopy at the lower end of Christophers Garden to create more outside space which can be used come rain or shine. Whilst these projects are more noticeable, the school also has an ongoing cycle of renewal / upgrade of equipment, such as classroom refurbishments and new outdoor play equipment.

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

The recent installation of new double glazing and cavity wall insulation is a very welcome improvement for the school. The securing of grant funding by the headteacher has enabled this work to be installed with project management shared between the headteacher and the premises / site manager. Careful planning allowed the work to be completed with minimal disruption to classrooms or teaching.

This will provide for an improved classroom environment by way of being quieter and warmer for children and staff. The site manager will monitor performance and comfort responses with a view to either reducing the gas boilers operating time and / or lowering the thermostats. This importantly, should impact upon the escalating energy costs with financial savings for the school budget.

We look forward to a new energy saving performance certificate being issued soon, to see the anticipated improvement in the school performance environment documented.