



Annual Governance Report and Impact Statement for the Governing board of Harwood Meadows Primary School 2024-2025

Governance Arrangements

The Governing Board of Harwood Meadows is made up of the following governors:

Parent Governors

Staff Governors

Co-opted Governors

During the academic year of 2024-2025, the governing board met 6 times to consider various aspects of the school in detail. Governors at Harwood Meadows have 2 main committees:

- Resources, Finance Audit and Risk Committee
- Curriculum and Standards Committee

In addition to this, there are a number of further committees which also meet regularly.

Assessment and Impact of the governing board during 2024 – 2025 school year

Setting Strategic Direction

As a governing board, we have met regularly throughout 2024-2025 to help with strategic direction for the school and both support and hold the head teacher to account for strategic decisions.

Through the head teacher's report, which is shared with governors termly, we have been able to establish key priorities for our school moving forward. This year, in partnership with the school improvement partner, we continue to review how our curriculum is developing to be well sequenced and progressive so that the children are better able to know more and remember more. During governors' meetings, we were able to review parts of the school curriculum with the head teacher and discuss improvements that have been made. We were also able to witness a range of curriculum areas being taught during the governors' monitoring visit, including the implementation of 'Drawing Club' in Reception as part of the early English offer in school; this, alongside the daily phonics provision, is proving to be a real success in ensuring that children receive strong foundations in learning in the early years. Staff were knowledgeable and passionate during our visit and behaviour of the children during lessons was excellent.

With the head teacher, we have reviewed how improvements can be made with regard to attendance and a number of initiatives are being put into place next year as a result of these discussions. We have

also reviewed how we can continue to improve the wellbeing of both children and staff. This has included measures such as reviewing the behaviour policy, ensuring that children with additional emotional and social needs are supported appropriately and, with the headteacher, ensuring that the ethos of the school is supportive and nurturing.

Creating Robust Accountability

The head teacher's report, which details areas of the school development plan, is shared with governors at every full governors' meeting, during which governors question the schools decisions and actions in order to support leaders in moving the school forward. As part of this report, progress with core subjects (reading, writing and maths) is discussed with the headteacher; we are pleased that the dedication and hard work of staff and children has resulted this year in excellent SATs results at the end of Key Stage 2 (Year 6) where school / children have exceeded the national average scores in the majority of areas (see table below):

Subject	Percentage of pupils achieving the expected standard or above: school	Percentage of pupils achieving the expected standard or above: nationally
Mathematics	79%	74%
English reading	76%	75%
English writing (teacher assessment)	79%	72%
English grammar, punctuation and spelling	79%	73%
Reading, Writing and Mathematics (combined)	62%	62%

School leaders are also questioned during sub-committee meetings in order to hold the head teacher to account and be a critical friend to the school. Areas where governors have questioned the head teacher include:

- safeguarding training in school
- safeguarding procedures in school
- analysis of the school budget and spending decisions made by leaders
- school procurement procedures; ensuring school gets best value for money
- plans to improve the school building
- pupil behaviour, wellbeing and safety
- reasons for any exclusions and questioning the headteacher to ensure that appropriate support is put into place
- school attendance. Reasons for poor attendance and how school support families with this
- staffing decisions made by the head teacher
- the effectiveness of the school rewards system and behaviour policy
- curriculum provision
- teaching and learning
- achievement and standards
- school policies

Governors have ensured that an appropriate school improvement partner (SIP) has been sought in order that the head teacher is supported in identifying key priorities and implementing these in school. The SIP is a former head teacher and is also an Ofsted Inspector; she provides both support and challenge for both the head teacher and the governing board. We have received reports from the SIP and reviewed the impact that has been made in school as a result of these. Members of the governing board have met with the school improvement partner to consider the performance of the head teacher and to set targets for the next school year.

Overseeing Financial Performance

The financial aspect of the school is regularly monitored by the governing board. The chair of the resources committee liaises regularly with the head teacher and office managers regarding all financial aspects of the school.

In the spring term of each school year, school is informed of its budget for the following academic year. Members of the finance committee are active in reviewing the budget and ensuring that school is getting best value for money, as well as reviewing school priorities for future spending. The budget is agreed by governors during the summer term at the full governors meeting. Regular budget meetings also take place with governors throughout the year in order to oversee income and expenditure. Governors also receive monthly finance reports from the school business managers.

We continue to liaise with the head teacher to discuss how we can improve the school building in order to ensure that Harwood Meadows is a destination school for families in our community.

Future plans for continuous improvement

- Further governor monitoring mornings to review teaching and learning throughout school as detailed in the school development plan
- Speaking to children and staff in school about curriculum, teaching and learning
- Discussions with school leaders to review curriculum, teaching and learning and hold leaders to account
- Continue to review spending decisions in line with the school development plan