

The Effectiveness and Impact of the Governing Board 2025-2026

Overview

During 2025/26, governance at Harehills Primary School continued to demonstrate considerable strength in its knowledge and understanding of the school's operations, challenges and strategic priorities.

External Recognition

The April 2025 Section 8 Ofsted inspection report acknowledged the governing board's effectiveness, noting:

"The school is beginning to draw on the high level of expertise that governors bring. Governors are committed to supporting the school on its journey to improve the quality of education. Governors carry out their statutory duties effectively. Leaders have an accurate overview of aspects of the school that need to be developed."

Continuous Improvement and Self-Evaluation

The governing board maintains a rigorous approach to evaluating its own effectiveness at every Full Governing Board (FGB) meeting. In response to identified areas for development, the following actions have been undertaken:

Governance Development and Training

- All governors have completed a comprehensive skills audit to identify strengths and areas for professional development
- The governing board has evaluated its effectiveness in line with the current Ofsted framework and has developed a detailed plan to address training needs and enhance knowledge acquisition across meetings scheduled for 2026-27
- The Chair of Governors attended the Leeds Local Authority Effective Chairing Network during 2025-26
- The Vice Chair will join the Leeds Local Authority Effective Chairing Network in 2026-27
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Board Composition and Recruitment

- Following a concerted recruitment effort, four new governors have been successfully appointed to the governing board
- The Instrument of Government has been increased to 11 members
- There remains one vacancy for a co-opted governor position

Strategic Priorities

The governing board continues to focus on the following key priorities:

- Maintaining currency with changes to assessment frameworks, including both external requirements and internal school practices
- Working collaboratively with the Senior Leadership Team (SLT) and other school leaders to support priorities identified in the April 2025 Ofsted inspection and through ongoing school self-evaluation

Link Governor System

A comprehensive Link Governor system has been established to provide oversight across all aspects of school operations, with particular emphasis on school development priorities. This structure ensures:

- Regular, focused engagement with specific areas of school life
- Enhanced understanding of specialist areas through direct liaison with relevant staff
- Systematic monitoring of progress against key priorities

Pupil Premium Link Governor

The designated Pupil Premium Governor has:

- Held regular meetings with the allocated governor and Headteacher to evaluate the impact of different strategies on pupil progress
- Closely monitored interventions used by the school for children in receipt of Pupil Premium funding
- Reviewed outcomes at the end of each assessment point to ensure effective use of resources

Special Educational Needs and Disabilities (SEND) Link Governor

The SEND Governor has:

- Conducted regular meetings with the Special Educational Needs Coordinator (SENCO)
- Developed understanding of the complexities of need for children in school who require SEN support
- Monitored how progress is assessed for pupils with additional needs

Early Years Link Governor

The Early Years Governor has maintained regular visits to the Early Years provision throughout the academic year, ensuring close oversight of this crucial phase of education.

Enhanced Understanding of Teaching, Learning and Assessment

Full Governing Board Engagement

- The Headteacher provides updates on changes to assessment practices at all FGB meetings, ensuring governors remain informed of current developments
- Subject leaders, Assistant Headteachers and other senior leaders are regularly invited to meetings to share information and deepen governors' understanding of their specialist areas

Teaching, Learning and Pupil Support Committee

More detailed examination of data and assessment methodologies takes place within the Teaching, Learning and Pupil Support Committee, where significant time is dedicated to:

- Examining evidence from children's books and learning profiles
- Understanding how teachers utilise the Harehills Assessment system
- Reviewing end-of-year reporting processes to parents
- Analysing assessment data for specific year groups with support from Assistant Headteachers and subject leaders

This approach will continue throughout 2026-27, ensuring governors maintain a comprehensive understanding of curriculum delivery and pupil outcomes.

Conclusion

The governing board at Harehills Primary School demonstrates a strong commitment to continuous improvement, strategic oversight and effective challenge and support. Through its systematic approach to self-evaluation, professional development and engagement with school leaders, the governing board fulfils its statutory duties and contributes meaningfully to the school's ongoing development.