



Leeds East
Primary Partnership
A CO-OPERATIVE TRUST

White Laith
Primary School

Governance Statement

2022- 2023

Annual governance statement for the Governing
Body of White Laith Primary School

1 The Board of Governors

Name	Type of Governor	Current Term of office appointed	Current term of office expires
Mr Peter Whelan (C)	Foundation Governor	01/01/2017	31/12/2024
Mr Thomas Lloyd (VC)	Foundation Governor	11/07/2017	10/07/2025
Mrs Jenny Horton	Co-opted Governor	11/07/2017	10/07/2025
Ms Chantel Johnson	Co-opted Governor	17/09/2020	16/09/2022
Mr Greg Potter	Co-opted Governor	15/11/2016	14/11/2024
Mr James Gibson	Local Authority Governor	29/03/2022	28/03/2026
Mrs Aneta Kopiczko	Parent Governor	15/10/2019	14/10/2023
Mr Richard Brighton	Parent Governor	15/10/2019	14/10/2023
Mrs Helen Driscoll	Staff Governor	19/09/2017	18/09/2025
Mrs Nicola Sheerin	Headteacher	01/10/2007	

The Board of Governors maintains a skills matrix which demonstrates the diverse skills held by the Board of Governors. This document informs any appointments to ensure the Board of Governors maintain the skills required to be effective.

2 Clerk to Governors

Mr John Barker, White Laith Primary School, Naburn Drive, Whinmoor, Leeds, LS14 2BL

3 Committees

Remits for the committees are available on the school website and upon request. Some committees or named Governors receive specific training to be able to carry out their functions effectively

Teaching & Learning (including Pupil Support)	Finance/Resources
Mr James Gibson	Mr Thomas Lloyd (Chair)
Mrs Jenny Horton (Co-Chair)	Mr Greg Potter
Mr Peter Whelan	Mr Peter Whelan
Ms Chantel Johnson (Co- Chair)	
Mrs Aneta Kopiczko	
Mr Richard Brighton	
Mrs Helen Driscoll	

Named Governors	
Mr Greg Potter	Health and Safety, Pay Committee
Mr Tom Lloyd	Finance, Staffing, Pay Committee, Staff Dismissal
Ms Chantel Johnson, Mr Greg Potter , Mr Tom Lloyd.	Head Teacher Performance Management and Pay Review
Mrs Jenny Horton	EYFS

Mr Peter Whelan	Trust Governor Attendance Pupil Exclusion SEND Training Safeguarding, Child Protection, CLA
Mrs Chantel Johnson	Mental Health and Wellbeing (inc PHSE)

Governors visit school to attend school events or to see the children learning in school. Each class has an assigned Governor who follows the children's progress throughout the school. This allows Governors to get to know the children's journey from year 1 to year 6.

Class Links	
EYFS	Mrs Jenny Horton
Year 1	Mr Richard Brighton
Year 2	Ms Chantel Johnson
Year 3	Mrs Jenny Horton
Year 4	Ms Chantel Johnson
Year 5	Mr Richard Brighton
Year 6	Mr Peter Whelan

4 Attendance

The full Governing Body meets four times a year for standing meetings, with additional *ad hoc* meetings, as needed to address specific topics. All meetings are clerked by our Business Manager, Mr John Barker who receives regular support, training and advice from Governor Support Services.

Current Governors try to attend consistently and participate actively in meetings. Governors only miss meetings with good reason. Apologies for non-attendance are considered on an individual basis. Governors are aware, through the Governor Code of Conduct, that non-attendance, which includes apologies not being accepted, will result in the removal of a Governor, six months from the date of first non-attendance.

Name	Number of board meetings attended this year (4 per year)	Number of committee meetings attended this year (3 per year)	Number of visits to school this year – including training, meetings, trips, assemblies and class visits
Mr Peter Whelan (C)	3	3	6
Mr Thomas Lloyd (VC)	2	2	1
Mrs Jenny Horton	3	3	8
Ms Chantel Johnson	3	3	4
Mr Greg Potter	1	3	1
Cllr James Gibson	2	0	0
Mrs Aneta Kopiczko	3	2	0
Mr Richard Brighton	3	0	1
Mrs Helen Driscoll	4	3	N/A
Mrs Nicola Sheerin	4	6	N/A

5 Training undertaken by Governors

During the academic year Governors have attended training sessions run by the LEA and NGA either in person, online or as e-learning modules.

When considering the skills and training Governors require, particular attention is given to three core strategic functions of the Board of Governors

- Ensuring clarity of vision, ethos and strategic function
- Holding the headteacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure its money is well spent

The following training has been undertaken:

- Chair of Governors attends LEA 'Update for Chairs' each half term
- All governors completed on line Safeguarding training at the beginning of the academic year
- Historically a training schedule for all governors has been agreed and followed through each academic year. This year, rather than following a rigid structure, governors were given the option to complete on line or face to face training that was relevant to their individual role in school.
- Mental health Governor has completed National College Mental Health Lead training.

6 Chair's Statement/Statement from the board

Once again it has been another busy year for the Board of Governors. The pandemic has continued to affect our lives and given us all so many challenges, but I am pleased to say that things are now more open and our children have been able to return to a more usual type of education and school routine this year.

We acknowledge the efforts all staff have made ensuring that since lockdown and re-opening, the curriculum has been reviewed and priorities for teaching and learning adapted to ensure that all our children 'catch up' on any lost ground as quickly as possible. Our wonderful children and their families continue to play their part and have given so much support to the school, for which we are grateful.

It can be a challenge to balance governors own personal work commitments with their voluntary role as school governor but all members of the board remain committed to the school and the part they have to play in its continued success.

To support this, we have embraced a hybrid model of meetings so across the year we have meet virtually and in person. We do prefer to meet in person and during these meetings have incorporated Learning Walks which provide greater insight into the work of the school.

We acknowledge the challenges facing the school particularly in terms of the financial constraints the impact this has on staffing and the growing needs of SEND pupils in school. We had to make some difficult choices this year regarding staffing but were confident that the decisions made ensured the future stability of the school in financial terms and limited, as much as possible, impact on teaching and learning.

We strive to continue to support the work of the school. We have worked together in our strategic role:

- To ensure pupils still enjoy school, feel valued and part of the community
- To ensure clarity of vision, ethos and strategic direction
- To ensure pupil attainment and progress is monitored and maximised
- To oversee and approve the school's budget
- To ensure staff are supported
- To approve policies and procedures

By carrying out our strategic monitoring role, the Board are enabling the senior leadership team to focus on the day to day running of the school.

Much of our work centres on the governor's own development plan and that of the school.

We regularly review our roles and the experience, knowledge and skills we individually bring to the Board, ensuring there are no gaps that could affect our efficient governance of the school. The skills audit has enabled us to consolidate the personnel with the appropriate committees and we are able to draw upon skills as needed from across the whole Governing Board.

Governors are assigned to a different year group and some governors have special responsibility for key areas such as Safeguarding and Child Protection or Special Needs. This allows the Subject Lead for each area to meet with a named governor to discuss the provision and resources in detail. The meetings are helpful in giving governors a much clearer insight into individual areas thus helping us carry out our strategic monitoring more effectively.

Some Subject leaders are invited to attend Governor meetings to talk about their subject areas to the relevant committee or Full Board.

EYFS has been a particular area of focus this year as a result of the restructure of the Early Years Unit and the increasing number of children with complex needs. The EYFS lead attended the Teaching & Learning meeting to share in detail the rationale for changes, the EYFS action plan and the impact of developments so far. A Learning Walk for governors was then followed up by focus visits undertaken by the named governor for EYFS. A further peer review was undertaken with the EYFS lead and Headteacher supported by a visiting Headteacher from one of our Trust schools and the Trust Consultant. Reports of these visits are shared so that all governors are aware of the progress being made.

Another key area of work this year has been mental Health and Wellbeing. The board have monitored and assessed the impact the mental health and wellbeing work the school have undertaken this year. Some of this has included comprehensive overviews of progress delivered by the Mental Health and Wellbeing lead at Full Governors and Teaching and Learning committees, this has given confidence of the whole school approach taken. Ambitious plans have been carefully monitored by the school and governors have had the opportunity to validate the impact of the work undertaken through attendance at school led events such as a Mind Mate coffee morning, a supported parent group and attendance at parent consultation evenings.

The parent consultation evening provided the opportunity to speak to parents about the work the school have undertaken and seek feedback through questionnaires, uptake was

high, positive feedback received and evidence of strategy and language used to talk about mental health was evident in the parent comments. Further opportunities to understand the impact has involved governors speaking with the children as part of class visit, the Zones of Regulation is common language and ever present in the classroom through displays and material. The governors have confidence that the progress made this year will continue into 2024 and continue to make a positive impact for the teacher, pupils and school as a whole.

Key members of staff have and the lead governor has completed designated training modules.

We continue to monitor the school budget to ensure the school can cope with allocated funding and rising costs. The impact of the pandemic on school finances has now passed but the cost of living crisis and high energy costs are now giving more challenges in relation to managing the budget, but we strive to ensure that staffing levels and resources have not suffered as a result. This means that the children's learning and development will continue to be of the highest standard. It is reassuring too that our Before and After School club is received so positively by the parents who access the service – they comment that the provision is flexible and caters for their needs.

We continue to review policies and procedures to ensure that these are fit for purpose and meet not only our legal responsibilities but also our vision and aims for the school and our pupils. The children and staff remain at the forefront of our decisions as we endeavour to provide the best educational environment for them.

Items for the SDP 2023/24 include:

SDP 1: Quality of education

- Continue to develop Curriculum Intent planning for all subjects
- Review and agree approaches to assessment of non-core subjects

7 Meetings

The Full Board of Governors meets Termly. The Resources and Teaching & Learning committees also meet termly. Extracts of minutes or these minutes are published on the school website.

8 Other documents

Other documents are available from the Governor's section of the school website:

- The Board of Governors Code of Conduct
- The Board of Governors Profile
- Committee remits
- Register of Business and pecuniary Interests