



Leeds East
Primary Partnership
A CO-OPERATIVE TRUST

White Laith
Primary School

Governance Statement

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

Updated July 2018

1 Roles of the Governing Body

The Governing Body of White Laith Primary School conducts its business in order to fulfil the three roles of governing bodies, as outlined in the Department for Education *Governance Handbook*, 2015:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils;
3. Overseeing the financial performance of the school and making sure its money is well spent.

The day to day management of the school is the responsibility of the Headteacher and the Leadership Team (LT).

2 The strategic direction of the School

Through commitment, determination and a willingness to embrace change we will:

- Develop independent, effective learners who enjoy school
- Create a cohesive school community in which there is mutual understanding, trust and respect
- Empower staff and children by raising confidence, self-esteem and self-belief
- Equip children with the attitudes, qualities, skills and understanding they need for success in our ever-changing, diverse world
- Bring about optimum achievement for every child
- Become an excellent school

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Ensuring good behaviour is particularly important for this. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe. We perceive this to be part of our role in promoting British values.

By having high expectations of all our stakeholders, staff, children, parents and ourselves; we strive to uphold an aspirational ethos.

3 The composition of the Governing Body

The Governing Body reconstituted in July, 2015 and comprises 9 governors in total. Every Governor co-opted to the Governing Body was selected on the basis of the skills required to contribute to the effective governance and success of the School. The number of Governors in each category is determined through the *Instrument of Government* and is currently:

Co-opted Governors

- Mrs J. Horton
- Mr M. Haworth

Elected Parent Governors

- Mrs A. Briggs
- Mrs A. Ewing-Simmons

Local Authority Governor

- Mr G. Potter

Headteacher

- Mrs N. Sheerin

Elected Staff Governor

- Mrs H. Driscoll

Foundation Governors

- Mr P. Whelan (Chair)
- Mr T. Lloyd (Vice-Chair)

4 Meetings of the governing body

The full Governing Body meets at least three 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 J Barker who receives regular support, training and advice from Governor Support Services.

There are also two Governing Body committees, which have delegated authority:

- **Teaching and Learning (which includes Pupil Support);**
- **Resources (which includes finance, personnel and premises)**

These committees meet termly with specific agendas that link directly to the school development plan.

In addition:

- **Head's Performance Management Review (including pay appeals)**

This committee consists of three Governors and is supported by the SIA.

5 Attendance at meetings

Current Governors 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.

6 Governing Body priorities

6.1 Top level priorities

1. Educational outcomes, encompassing both attainment and progress.
2. Quality first teaching, (QFT) that delivers "1" throughout the School.
3. Effective leadership, without which "2" will not occur.
4. Governance that drives "1" to "3" forward.

6.2 Key enablers

- a. Making sure that the children are learning ready, which implies that:
 - children attend fully;
 - behaviour is managed effectively, barriers to learning identified and addressed;
 - all groups of children are supported and challenged appropriately to meet their potential.
- b. Safeguarding children in school and equipping them with skills to do so in the wider world.
- c. Effective financial management, such that spending has maximum impact on our key priorities.

6.3 Specific priorities for 2017 — 18

To improve learning outcomes for all pupils by

1. **Improve quality of Teaching and Learning** - Reading: Embed new approaches (comprehension and fluency) and review assessment, Writing: Grammar and spelling, Maths: Embed mastery approach to mathematics, Pupil groups: refine effective approaches to targeting pupils
2. **Further develop the curriculum:** Revalidate Healthy Schools Status (PSHE), Develop teaching in science –investigation/application of maths, Develop use of ICT for engaging in learning at home
3. **Further develop leadership and management:** develop approaches to monitoring (SLT and subject leaders), further strengthen governance, introduce 30 hours places for nursery, maintain high profile attendance, develop website as a celebration/useful tool for parents
4. **Extend partnership work across Trust schools.** Challenge – support for self-evaluation Reading – stamina / parental involvement / comprehension, assessment. (see also Trust Action Plan)

7 Impact

1.1 Improve quality of Teaching and Learning -Reading: Embed new approaches (comprehension and fluency) and review assessment, Writing: Grammar and spelling, Maths: Embed mastery approach to mathematics,

Action:

Governor class visits have focussed on reading and maths.

Governors received monitoring reports from Anne Fell (SIA) (maths and reading)

EYFS governor visits have focussed on speaking and listening and the provision of specialist speech and language groups

Miss Brown presented an overview of KAGAN strategies to further inform the understanding of existing governors and introduce this language strategy used throughout school to new governors.

Impact:

Governors have a clearer understanding of how reading and maths is taught in school and how new strategies designed to improve teaching and learning are becoming embedded within school. Governors are able to consider reports from an external advisor to validate school effectiveness and to support self-evaluation. Individual governors have focussed on these areas paying particular attention to the progress of particular groups in school. All governors are aware of KAGAN structures and their purpose in promoting active, collaborative learning.

1.2 Improve quality of Teaching and Learning Pupil groups: refine effective approaches to targeting pupils

Action:

Pupil premium governor has met with HT in order to refine targeted plans.
Resources committee review, approve and monitor the Pupil Premium plan
During Autumn term visits governors paid particular attention to the provision for SEND pupils in class.

Impact:

Individual governors have focussed on the progress of particular groups in school and have then reported to full governors. This increases the knowledge of progress in school by all governors and provides the platform for all governors to question and challenge about all aspects of school. Governors are able to allocate funding effectively in order to support school to make effective use of pupil premium funding.

2.1 Further develop the curriculum: Revalidate Healthy Schools Status (PSHE)

Action:

Governor responsible for Safeguarding and CP now also holds responsibility for PSHE. She has met each term with the PSHE lead to monitor the implementation of the new curriculum through school and support the lead teacher to complete the Healthy Schools Audit. Existing resources in school were audited to identify gaps. Governor attended LA network meeting which included a presentation on the implementation of Mind Mate/mental health in another local school

Governors attended Parent Consultation evening and presented the SRE policy, scheme of work and resources.

Impact:

Healthy school audit is complete with actions which will inform the new school development plan for 2018/19. Gaps in resources have been filled and information gained during Mindmate presentation has been used by the PSHE lead to inform future planning. Governors have gained knowledge and understanding of PSHE provision in school.

Governors were able to talk with parents about the SRE aspect of PSHE giving parents an opportunity to see the lesson plans, resources and videos. Parents were able to share their thoughts and concerns with governors and these were shared with the PSHE lead.

2.2 Further develop the curriculum: Develop teaching in science investigation and application of maths,

Action:

Governor visit focus for the summer term

Impact:

Raise governor awareness of the work being done in school in science investigation and the transference of mathematical skills.

2.3 Further develop the curriculum: Develop use of ICT for engaging in learning at home

Action:

Resources committee continue to support investment in ICT infrastructure and subscriptions. ICT lead teacher shared the ICT 3 year development plan with Resources committee and this was reported back to full governors.

Impact:

Resource committee have very clear knowledge and understating of the way allocated funds are spent and how school invests in particular programmes to support learning at home and school.

3.1 Further develop leadership and management: develop approaches to monitoring (SLT and subject leaders)

Action:

All staff with curriculum responsibilities attended the full governors meeting and shared their action plans and standards statements for the current year. Staff highlighted what resourcing planned development would need for the following year.

Impact:

Governors gained greater insight into the breadth of curriculum. Governors were also able to celebrate the work undertaken by all members of staff and the resulting progress that is seen.

Resources committee are able to allocate funds appropriately and where necessary prioritise funding

3.2 Further develop leadership and management: further strengthen governance,

Action:

Governor roles document circulated to all governors

Impact:

Governors are aware of the requirements of their individual roles and responsibilities and have used the governor unit proformas for conducting their visits

3.3 Further develop leadership and management: introduce 30 hours places for nursery,

Action:

Resources committee monitor uptake of places.

Impact:

Successful introduction of 30 hours and resources committee able to use future projections to support formulation of the school budget.

3.4 Further develop leadership and management: maintain high profile attendance,

Action:

Attendance governor meets termly with Business manager

Impact:

Termly report presented to full governors. Governors are aware of attendance targets and particular issues around attendance in school. Governors are aware of school processes and additional support provided by Cluster services. Governors are aware of the attendance target and school progress towards it.

3.5 Further develop leadership and management: develop website as a celebration/useful tool for parents

Action:

Health & Safety governor was involved in the design of the new school website and used the checklist to ensure website was compliant.

Governors showcased the new school website during parent consultation in Autumn.

Impact:

Website is compliant and feedback from parents was positive regarding its celebration of work and its usefulness. Prospective parents contacting the school talk positively about the website.

4 Extend partnership work across Trust schools. Challenge – support for self-evaluation
Reading – stamina / parental involvement / comprehension, assessment.

Action:

Headteacher includes report on the work with the trust in each HT report to Governors. Chair of Governors attends trust board meetings. Monitoring activities undertaken by the Trust are shared with Governors. Governors ensure that the priority for the Trust development plan reflects the school priorities.

Impact:

All governors are aware of the Trust action plan and the shared curriculum development between Trust schools

Financial Planning

The Resources committee meet each term. Budgets are set each year to reflect the priorities of the School Improvement Plan ensuring the maximum expenditure is targeted in support of teaching and learning. Special attention is given to the allocation of PP funding and Sports Premium. The PE leader and ICT leader attended Resources meetings this year to discuss their plans in detail. Termly monitoring of expenditure ensures finances on track and the Resources committee report to full governors at their termly meeting.

Impact:

Strong financial management, long and short term.
Governors have an accurate understanding of the spending priorities on an annual basis

Specific priorities for 2018 — 19

To improve learning outcomes for all pupils through:

SDP 1: Effectiveness of Leadership and Management

- 1.1 Consistency of practice and provision across school
- 1.2 Accurate understanding of progress and attainment of pupil groups – boys, pupil premium, more able
- 1.3 Governor visits used effectively to support monitoring and evaluation

SDP 2: Teaching Learning and Assessment

- 2.1 Embed new approaches in reading and maths
- 2.2 Use ongoing assessment more effectively to improve writing
- 2.3 Refine approaches to assessment in Science and Foundation subjects

SDP3: Outcomes

- 3.1 Raise attainment in reading, writing and maths for all groups- boys, pupil premium, more able
- 3.2 Demonstrate rapid progress from different starting points

SDP4: Personal development, behaviour and welfare

- 4.1 Improve well-being of pupils by developing provision for SEMH

4.2 Revalidate Healthy Schools Award Status

4.3 Improve attendance in line with national and reduce PA

8 Effectiveness of the Governing Body

We have our full complement of governors. The Governing Body has undertaken an audit of skills to identify key areas to develop and this is supported by our objectives and training plan. Key Governors have specific roles across the committees to ensure a holistic view is taken over the Full Governing Body. These responsibilities include;

- Pupil Premium
- Sports Funding
- Training Governor
- Child Protection/Safeguarding/CLA
- Health and Safety
- Early Years
- Attendance
- PSHE

9 Ofsted

The school was inspected in November 2016 and was judged to be Good overall.

Our school self-evaluation indicates that much of the schools work is Outstanding

Key issues from our previous inspection were addressed and next steps identified in this inspection are to ensure that:

- Some groups of pupils including boys, disadvantaged and most able make faster progress.
- School plans, including subject leader, multi-agency and additional funding plans are refined so that there are clear and measurable outcomes with a deadline for what will be improved and by whom.
- Recent improvements in the attendance of some groups of pupils are sustained so that they are at least in line with national averages.
- The schools website contains the latest up-to-date versions of safeguarding policies and all policies show when they are to be reviewed.

Progress indicators confirm that the majority of children are making at least Good progress across school from their various starting points. Some children make more than expected progress either to achieve at or above age-related expectations.

The quality of teaching is at least Good across school with a significant proportion being Outstanding. This is evident in lesson observations, book scrutiny, learning walks, conversations with children and the amount of progress evident through the marking and feedback in books.

The identification of gaps in learning of individuals is picked up in a timely manner by class teachers and addressed through focus teaching opportunities. The SLT identify gaps in learning and differences in groups of learners through regular monitoring and evaluation. Pupil Progress meetings, which take place each half term, provide a regular formal opportunity for a thorough review of class attainment, progress and provision. Assertive Mentoring meetings which also take place each term provide a formal opportunity for pupils to evaluate their own learning and progress (Attainment, Achievement and Attitude) with the class teacher. These are powerful meetings and ensure that our high expectations are clearly understood by pupils.

We are confident that school has rigorous procedures in place to support good attendance however this still remains an area of challenge. Attendance last year was 96.4% which, whilst below our 96.7% target, was the highest overall attendance in the past 10 years. This year, at the end of May the attendance is 96.4% however we anticipate that unauthorised holiday absences during the summer term could reduce this to 96.1%.

9 Governor Objectives for 2018-19

Objective 1: To further increase governors' understanding of the work of the school, and continue engagement between governors, school, pupils, parent/carers by continuing:

1. Governors' visits to school including class visits, visits to Assertive mentoring meetings, attendance/engagement at parent/carers evenings, assemblies and other school events.
2. Governors' attendance at the Autumn SIA visit, data training, pupil progress meetings
3. Termly learning walks linked to the priorities outlined in the School Development Plan.
4. Staff talks / presentations at governing body meetings.
5. Maintaining the link between our body and the School Council.

Objective 2: To further foster and develop governors' knowledge and understanding of their role through:

1. The mentor system linking new governors with established ones.
2. Individual governor roles and responsibilities - written reports being submitted to the governing body on the work undertaken in order to inform all governors
3. Governors use of LEA guidance re specific roles and responsibilities
4. Engagement with NGA e- newsletters, The Key, magazines and conferences.
5. Engagement with GEL courses as a body each term.
6. Attendance at relevant LEA meetings, courses, training sessions and Trust meetings.

Objective 3: To ensure all staff are provided with opportunities for relevant professional development:

1. Through the review of the Performance Management report provided by the headteacher, particularly in relation to recommended and requested CPD.
2. The on- going commitment of governors on the Resource Committee to staff development ongoing training and support throughout school.
3. Information via the headteacher's reports on the focus for in- house CPD.

Objective 4: To actively engage in supporting our established trust by:

1. Ensuring that the primary focus of the Trust, and its development, is communicated and implemented throughout school.
2. The Trust governor reporting to the full governing body at each meeting.