

## IMPACT ASSESSMENT 2021-2022

### The Governing Body was actively involved in four major developments in 2021-2022

#### **1. The Governing Body has monitored the changing response to the Covid 19 pandemic throughout 2021-2022.**

(Minute of the Finance and Property Resources Committee November 18<sup>th</sup> 2021.)

- 'The Risk Assessment hasn't changed since the start of term and is still version 6.01. The school has sought and received outbreak planning advice on issues that have arisen as when the numbers of positive cases in Year 6 got to high levels. The advice given was to 'bubble' Year 6 and avoid any unnecessary meetings or gatherings. Ian was delighted to report that there weren't any confirmed cases of Covid in the school at this time but clearly the situation can and does change.'

(Minute of the Finance and Property Resources Committee February 3<sup>rd</sup> 2022)

- We are now on version 6.07. Most of the changes from previous versions either affect secondary schools and / or remove restrictions. Ian noted that the period between having an infection and being able to test reliably had been reduced from 90 to 28 days. He also noted that lateral flow tests had gone back to requiring people to get swabs from the throat as well as the nose.

(Minute of the Finance and Property Resources Committee March 11<sup>th</sup> 2022.)

- Latest version of the Risk Assessment – Version 7.0 – sent out to governors.

(Minute of the Finance and Property Resources Committee May 4<sup>th</sup> 2022)

- The school is no longer required to have a risk assessment but it is good practice to have a Covid Outbreak Plan. Leeds does have one but it doesn't specify how many cases would constitute an outbreak. This is left to the judgement of individual schools.
- Ian said that no staff were off school with Covid and that few families had been affected by Covid since Easter. Limited testing, however, makes it very difficult to be certain of the true picture.

#### **2. Staff and pupil welfare have been primary concerns over the last year**

(Minute of the Pupil and Personnel Committee November 9<sup>th</sup> 2021)

- 'Ian reported that a survey of staff was running at the moment and that, so far, twelve responses have been received. Ian hopes for more and will give the next meeting of the committee a full analysis of what staff have said. Covid has clearly affected staff in many ways and especially in terms of levels of anxiety. Staff have needed to support each other through the pandemic and, in some cases, seek outside help.'

- The survey does, however, suggest some things are improving. The majority of staff feel well supported, valued and safe in the school environment.
- The issue that still presents problems is work load. Staff accept that what they have to do needs to be done but comment that they can feel overwhelmed at times.
- Staff noted that there had been some changes in regular practice in the light of what had to be done in lockdown. In particular more use is being made of Google Classroom as part of regular teaching and it has proved invaluable in maintaining the learning of children who have had to isolate. The negative is that this adds further to workload. Some of the resources brought in to cope with home learning have often proved valuable additions to the teachers' repertoires and have been retained.
- Ian noted that only one teacher has a wellbeing action support plan (WASP) at the moment but they will need to be written additionally for the two staff who are pregnant.
- Ian noted that the My Health My School survey was being carried out with Years 5 and 6 and Laura, in her talk, had described in detail all the steps that were being put in place to help children with problems whatever their nature or cause.
- Ian had commented that at present a lot of the evidence about the wellbeing of pupils was anecdotal. Maria asked about more simple ways of assessing pupils' feelings directly such as asking them to identify three things that made them happy and three things that made them anxious. It was acknowledged that anxieties could often be linked to the latest problems in the news but, even so, it was felt valuable information could be gained from such a simple survey. Maria offered to help carry out such survey

(Pupil and Personnel Committee March 30<sup>th</sup> 2022.)

- A survey has been done in Year 5 in which pupils were asked to name three things that made them happy and three things they wanted to raise. Responses could not be linked to specific pupils. Concerns centred round friendships and falling out with friends; worries about achieving; the state of the world and the threat from Covid. The staff felt that as cohorts differ so the results of a survey of this kind will differ. They felt, for example that the majority of pupils in Year 6 were confident the majority of pupils in Year 5 were anxious.
- (Mental Health Workshops March 23<sup>rd</sup> 2022) Sue O'Leary-Hall from Thesan Coaching and Training ran workshops for Year 5 pupils and parents. She considered the anonymised comments made in the wellbeing surveys and looked at what coping strategies could be used to tackle concerns. Sue has sent the school a report on the sessions. She is particularly pleased at the positive response to the sessions from pupils, parents and staff and noted that the before and after questionnaires showed significant improvements. Laura Fortune commented that some of the techniques employed could be adopted by the staff but she felt that there was a significant advantage in sessions being run by someone from outside the school.

**3. A bulge year (September 2022) and the 'East of Otley' development.**

(Minute of the Finance and Property Resources Committee November 18<sup>th</sup> 2021.)

- 'Ian reported that there was going to be a **bulge year** in 2022 – 167 children wanting the 150 places in Reception classes in Otley. The opposite is true for subsequent years with currently 128 children for 150 places in Receptions in 2023. It is likely that Leeds will look to us to take the bulge given that the school is planned to expand eventually as a result of the East of Otley development. Modular classrooms would be erected on the south side of the school site to make space for the expanded numbers. Ian described various ways the school could organise the teaching of the additional children but there is a major concern about finance.
- It is not clear how much extra funding would be available to the school and how it would change over time. It is also worrying that we will not know how big the bulge is and what the details of the financial provision are until primary allocations have been completed and that will be very late to organise accommodation and staffing.
- There had been discussion about spreading the numbers around the Otley schools but this would break class size legislation and create unfortunate precedents for the future.
- It is possible for a governing body to refuse to take a bulge cohort if the financial settlement is inadequate.'

(Minute of the Finance and Property Resources Committee February 3<sup>rd</sup> 2022)

- The committee was surprised to learn that the excess demand for places in Reception in 2022 had so far not materialised. Families have submitted their preferences and to date there appear to be 143 children for 150 places. Ian had not yet had any explanation as to why the predicted numbers were so far short of the actual numbers.

(Email from Paul McGrath November 5<sup>th</sup> 2021.)

- 'Good afternoon both. Here with an update following my meeting with Planning Officers in regard to **the East of Otley site**. Firstly, I can confirm the good news that School Places Programme Board have approved our recommendation that relocation and expansion of Otley All-Saints should be the solution consulted on at an appropriate time in the future to meet the housing generated demand from the East of Otley housing site. We now just need to wait until there is more certainty regarding planning approval timescales and the indicative build programme before deciding when is the right time to go out to consult on the proposal. Planners think that the work that now needs to be done to address issues with the site masterplan will take until March/April 2022, pushing back final determination of the application until April 2022, and phase 1 construction of housing until mid-2023. First occupations (and pupil yield) would then follow for the 75 phase 1 homes early 2024 with a build rate going forward of approx. 60 units p/a taking full completion to around 2034 for circa 700 units. As a result, until things become a bit clearer, it's uncertain when we will be able to propose the new school should open from. 2024 now looks less of a possibility, but we will need to wait until Planners can provide more information on when the school land will be made accessible as part of the overall master plan.'

(Finance and Property Resources Committee May 4<sup>th</sup> 2020)

- 'For the last few weeks before Easter we continued to meet to plan for the installation of temporary classrooms to accommodate a 'bulge cohort' should numbers require it. Following national offer day during the Easter holidays, Paul McGrath, planning officer for the sufficiency and participation team at Leeds City Council, contacted us to confirm that there was insufficient demand for places to warrant the creation of a bulge, although it was a close run thing, with all Reception classes in Otley full, and one Otley family offered a place in Guiseley. Westgate have since confirmed a deferment, which creates an additional space, but it will mean that there will be no capacity in Otley within this cohort as they move through school.' The application for planning permission for extra classrooms on our site is going ahead in case it is needed in the future.

At the meeting of the Full Governing Body on May 5<sup>th</sup> 2022 there was no news about the progress of the proposals for the East of Otley Development

#### **4. Academisation**

Background.

- Academies were introduced on a limited scale by Blair / Brown Labour governments from 2000 – 2013 in existence by 2010.
- They became the policy of the government after the 2010 election – Michael Gove's Academies Act 2010.
- PHGS became an academy in 2011 with huge opposition including strikes by teaching staff.
- The academy programme was debated by us after research and visits to schools that had converted but no action was taken.
- In April 2016 the Education Secretary Nicky Morgan announced that all schools should become academies by 2022 but by May 2016 the policy had been dropped probably because it aroused considerable opposition in Tory shires who didn't want to lose control of their schools.
- In 2017 PHGS began negotiations with FOS schools with a view to forming a multi-academy trust. There were lots of meetings and lots of debates within and between schools leading in the case of All Saints to a debate and vote in the Full Governing Body meeting in February 2018. 12 governors voted against becoming an academy; one governor abstained and no governors voted in favour.
- PHGS did form its MAT – the Collaborative Learning Trust. It started with PHGS and Bramhope Primary School and was subsequently joined by St Mary's Hunslet. The MAT was formed in such a way as to allow church schools to join in the future.
- In April 2021 Gavin Williamson delivered a speech saying the government wanted all schools to become academies within MATs.
- The Diocese of Leeds organised a meeting on October 6<sup>th</sup> 2021 to ask church schools to look carefully at the pros and cons of becoming an academy and to identify a

church MAT that they could join in the event of making the decision to become an academy. The Diocese has issued a detailed guide which they recommend as a template for a debate about the issue.

- On November 18<sup>th</sup> Ian and Allan attended a meeting at PHGS about the Collaborative Learning Trust. When governors debated the matter in 2018 the Trust didn't exist and there were a lot of unknowns. Now the Trust does exist and we can get a clearer sense of what it is including:
  - Its ethos
  - How it operates ...
  - ... and how much autonomy schools retain
  - The services it offers
  - Its impact on the quality of teaching and learning
  - Finances
  - Conditions of service for staff
  - Relations with FOS if MAT has a lot of non-FOS schools in it

A list of questions was drafted by the Chair of Governors; approved by the members of the Governing Body and sent to Janet Sheriff CEO of the Collaborative Learning Trust. An extraordinary meeting of the Governing Body was held on July 12<sup>th</sup> at which Janet Sheriff talked about the Collaborative Learning Trust and provided answers to some of the questions that had been put to her. The matter will continue to be pursued in the new academic year

**The Governing Body has the policies required by law and they are kept under regular review to make sure that they are still fit for purpose and are being implemented.**

This year the following policies were reviewed:

- Appraisal (P+P 9/11/21)
- Behaviour Principles Written Statement (P+P 30/3/22)
- Capability of Staff (P+P 13/1/22)
- Child Protection (P+P 9/11/21)
- Data Protection (P+P 9/11/21)
- Educational Visits (F+P 3/2/22)
- Evacuation procedures (F+P 18/11/21) including monitoring fire drills and lockdowns
- Feedback (T+L 13/7/22)
- Fire Risk Assessments (F+P 3/2/22)
- Freedom of Information (P+P 9/11/21)
- Medical Conditions Policy (F+P 4/5/22)
- Pay(P+P 9/11/21)
- Positive Behaviour (P+P 15/6/22)
- Relationships and Sex Education (T+L 13/7/22)
- Religious Education (T+L 13/7/22)
- SEN policy and school offer on the website (T+L 13/7/22)

- Teaching and Learning (T+L 18/1/22)
- Uniform policy. Governors were especially concerned to ensure that expectations were reasonable and that the school adopted non-confrontational methods to achieve compliance

**Governors have also actively promoted initiatives for themselves and have supported with time and money initiatives proposed by the school.**

- Governors continue to finance cluster activities despite the removal of ring fencing
- Governors have given support for before and after school provision despite losses in this financial year because it is an important service and should be in profit in future years.
- Governors were involved in the development of the new SLT structure and the appointment of staff to it. The Pupil and Personnel Committee regularly monitors the new system of Phase Meetings as described in the minutes of that committee.
- Governors have encouraged the school to continue to set aspirational targets for pupils although setting targets is no longer a statutory requirement
- Governors have worked with the SMT to develop a system for governors to receive termly reports on how the anticipated actual attainment of pupils compares with expectations.
- Links with children in other countries and of different ethnic mixes to promote community cohesion have been a particular aim of the GB over many years and despite many false starts. The initiatives currently being supported by the school including promotion of Fairtrade; Global Learning and Lend With Care have demonstrably improved the children's awareness of and empathy with children from other cultures (P+P minutes)
- Governors have taken part in meetings to draft the School Development Plan.
- A member of the Governing Body took a leading role in the development of guidelines for the contents of packed lunches for the Family of Schools This governor also organised a visit by the team from the Fix our Food Research Project on February 11<sup>th</sup> 2022. A detailed report and recommendations was submitted to the school following the visit. Ian reported to the P+P committee (30/3/22) that the recommendations had been shared with senior staff and would be discussed by the staff as a whole in the summer term.
- A member of the governing body is working with the school to develop simple surveys of pupils with regard to pupil wellbeing and pupil attitudes to healthy food
- The Chair of Governors and the Chair of the Finance and Property Resources Committee attended and contributed to meetings with the School Finance Officer to revise the budget
- The governors' survey of parental opinion raised a number of issues including issues relating to extra-curricular activities. The school has responded with a programme of activities which meet as far as possible the requests parents made. As a result the

latest survey shows a high level of parental satisfaction with extra-curricular provision

- Governors have supported the school's uniform policy and individual governors have explored different suppliers to identify the outlets which provide the best value
- A governor organised a survey in Year 5 in which pupils were asked to name three things that made them happy and three things they wanted to raise. Responses could not be linked to specific pupils. Concerns centred round friendships and falling out with friends; worries about achieving; the state of the world and the threat from Covid. The staff felt that as cohorts differ so the results of a survey of this kind will differ. They felt, for example that the majority of pupils in Year 6 were confident the majority of pupils in Year 5 were anxious. This was followed with a workshop in which outside experts described coping strategies to deal with the issues identified. Before and after surveys suggested a high degree of success in helping the pupils to adopt coping strategies (P+P 30/3/22)
- The Child Protection / Safeguarding governor met with a parent who had a safeguarding concern and produced a report which led to some tightening of school safeguarding procedures.

### **Governors have taken part in interview panels and discussion and monitoring of staffing arrangements**

The Chair of Governors has updated his safer recruitment training.

The Chair and other governors have taken part in the appointment of the Learning Mentor; one part time /temporary teaching assistant; one full time teaching assistant

Following interviews governors on the panel worked with the head to find positions / responsibilities in the school for candidates who were high quality but who weren't appointed to the post they were being interviewed for.

The Chair and other governors have been party to discussions about covering maternity leaves and an SLT post held by one of the staff taking maternity leave.

The Chair and other governors have taken part in the appointment of a full time teacher in Reception

### **Governors are involved in carrying out the appraisal of the head teacher and have oversight of the staff appraisal process.**

The GB requires teachers to have a target relating to the School Development Plan that will contribute to school improvement and the improvement of learning outcomes for pupils. The GB also ensures that the targets for the head teacher are linked to school improvement. This has proved a very successful strategy over the years.

The Performance Management Governors met with Ian and Darren Dudman on November 16<sup>th</sup> 2021. Governors were able to feed in their positive support for Ian and the excellent

job he is doing as well as giving their perspective on the challenges facing the school in the next few years. Governors were also pleased that Ian had found governors 'hugely supportive' in what weren't easy times. Ian achieved the objectives for school improvement set last November and new targets to drive improvement were set for this academic year. A mid-term review was carried out on Monday July 4<sup>th</sup> which concluded that Ian was making good progress towards meeting many of his targets. The review also covered the appropriateness of the targets in the light of experience and strategies to achieve outstanding targets.

**The Governing Body invites members of the SMT to speak to the appropriate committees about their roles in the school** which gives governors a chance to gain a better understanding of what the SMT is aiming to achieve and the issues they face. It also gives governors an opportunity to ask questions of the SMT.

On November 9<sup>th</sup> 2021 Laura Fortune talked to the Pupil and Personnel Committee about her new role on the SLT responsible for Pastoral and Community matters.

On January 18<sup>th</sup> Julia Wilson talked to the Teaching and Learning Committee about changes to the EYFS curriculum and scheme of assessment and about baseline testing

**In many areas of school life the role of the Governing Body is to monitor activities and to require action if things are not satisfactory.**

It is difficult to provide hard evidence of the precise impact of these monitoring activities especially when the area being monitored does not give rise to causes for concern. Management have noted that being held to account in this way does have an impact in the sense of making the areas being monitored a priority for action.

- **Attendance** especially the attendance of pupil premium children and the following up of absent pupils to ensure they are safe. Attendance remains at a very high level and there are no significant problems in this area. (P+P agenda item)
- **Budget matters.** The Finance Committee receives up to date data on expenditure at every meeting. This includes information on the deployment and impact of Pupil Premium and PE funding and the use of devolved capital. Annually in the spring, the F+P Committee discusses benchmarking data that compares the school with other comparable schools. The Finance Committee also monitors the finances of before and after school provision and additional nursery sessions if provided.
- **Best value.** The Finance Committee identifies SLAs due for renewal and checks them to ensure best value. The Finance Committee ensures that best value has been obtained whenever a contract has been awarded. In 2021-2022 governors have looked at best value decisions for fixed wiring checks and individual governors have taken a direct role in comparing the cost and quality of uniform from different suppliers. The Refuse Collection contract has also been reviewed.

- **Child Protection training.** The Pupil and Personnel Committee has monitored the progress of staff online training to ensure that it has been completed by all relevant staff.
- **Condition Survey.** The Finance and Property Resources Committee monitors the extent to which the school has met the requirements of the Leeds Condition Survey at each of its meetings.
- **Educational visits** – particularly health and safety aspects – are reviewed at the last meeting of the year of the Finance Committee
- **Energy usage.** Energy usage is checked and compared with previous months at each meeting of the Finance Committee
- **Equality objectives.** These were set for four years by the P+P Committee 25/9/19. Progress achieving these objectives is reviewed in the summer meeting of the P+P Committee
- **Fire drills and practice lockdowns.** Implementation of solutions to problems revealed in the practices.
- **GDPR.** The Pupil and Personnel Committee monitors the extent to which the school has met the requirements of the GDPR 2022 audit at each of its meetings
- **Phase meetings.** Governors receive reports on the outcomes of phase meetings and whether problems identified in the autumn term have been resolved by the time of the meetings in the summer term.
- **Pupil numbers** in main school and nursery are checked at every meeting of the Finance Committee and their impact on finances and other aspects of school life is assessed.
- **Pupil progress throughout the year.** The T+L Committee receives reports on pupil attainment at each meeting and particularly on issues, actions and outcomes relating to recovering lost progress. Termly internal assessment data is monitored at appropriate meetings of the T+L Committee. Results of external assessments in EYFS; Key Stages 1 and 2 and the phonics test are also monitored by T+L and detailed analysis is done of FFT and ASP analyses of results in public assessments when available.
- **Pupil Voice.** Pupil survey (P+P 9/11) Minutes of School Council and other teams
- **Risk assessments** of areas where pupils and staff work and learn and play.
- **School Development Plan.** Committees at each meeting have required evidence based reports of progress in achieving the outcomes required in the strands of the SDP allocated to them.
- **School Financial Value Standard.** The Governing Body compiles the SFVS with care and its conclusions are evidence based. An action plan is drawn up as required and monitored.
- **Statutory Duties – Annual Submission.** The report to the Finance and Property Resources Committee shows that the school complies with most of the duties in

Buildings, Mechanical, Electrical, Fire Safety and Documentation to be Submitted sections.

- **Teaching and Learning.** At each meeting of the Teaching and Learning Committee reports are received about the quality of teaching and learning based on lesson observations, book scrutinies and other monitoring activities.
- **Whistleblowing.** The GB requires the head to report on the number of whistleblowing incidents there have been in the year. So far there haven't been any
- **Pre – and post – school provision.** The GB monitors what is provided and the impact it has on school finances, facilities and other aspects of school life.

**Visits by the governors to the school is an important way the Governing Body can test what it is told rather than simply taking things on trust.**

**Spring 2022.** Governors have carried out visits relating to their year attachments with a view to investigating the wellbeing of staff and pupils.

**Chair's summary of comments made in the reports from governors of visits to Year staff in the spring and early summer term (P+P minutes June 15<sup>th</sup> 2022)**

All the governors reported that the staff felt supported and valued by Ian and their colleagues but that they were concerned about an increasingly heavy workload. The requirement to lead subjects and take part in other initiatives alongside the core task of teaching the children was placing heavy demands on all staff. Time was being set aside for some of these jobs but this set aside time could often be taken up with other more urgent tasks or meetings. Staff were also concerned that support staff often worked with several classes and it was difficult to develop as a year team.

Although this had not been raised in the reports, staff governors on the committee raised the problem of class emails. These had been introduced as part of the response to the problems of keeping communication going between staff and families. They were still being used even though the situation had changed and other channels were available for communication between staff and parents. These class emails put extra pressure on staff. The committee agreed that this was unnecessary and undesirable and that class emails should be brought to an end.

**The Governing Body is concerned to hear and act upon the views of parents. In connection with this it carries out a major test of parental opinion each year in a survey of parent views about a wide range of aspects of school life.**

A new online survey of parental opinion was developed by a group of governors from the Pupil and Personnel Committee. This survey was successfully completed in 2021 and has been repeated in 2022

The Pupil and Personnel Committee reviewed the format of parent consultation evenings (9/11)

**Governors are keen to hear the views of pupils and act upon them where appropriate**

The Chair of Governors normally conducts exit interviews with pupils in Year 6 reflecting on their experience of All Saints. The restrictions imposed by the need to deal with the Coronavirus pandemic meant it was not possible for the Chair to conduct exit interviews in 2021.

The Pupil and Personnel Committee receives minutes from the School Council and the Global Champions and monitors actions taken to deal with the concerns raised in them.

**Governors also commission and take careful note of reports from outside individuals and bodies**