

## IMPACT ASSESSMENT 2023-2024

### The Governing Body was actively involved in two major developments in 2023-2024

#### 1. The Appointment of a New Head Teacher

<b>JUNE 5<sup>th</sup> 2023</b>	The chair received the head's letter of resignation
<b>JUNE 29<sup>th</sup> 2023</b>	<p>The chair called an extraordinary meeting of the Governing Body to transact essential business and to carry out visioning – looking at what the governors wanted in a new head teacher and where they wanted the new head to take the school.</p> <p>Essential business included:</p> <ul style="list-style-type: none"><li>● Deciding the pay range and starting point</li><li>● Choosing the recruitment service</li><li>● Identifying the recruitment team of governors</li><li>● Timings<ul style="list-style-type: none"><li>☐ Adverts August 21<sup>st</sup> to September 15<sup>th</sup></li><li>☐ Closing date for applications September 15<sup>th</sup></li><li>☐ Shortlisting September 20<sup>th</sup></li><li>☐ Interviews September 27<sup>th</sup> and September 28<sup>th</sup> It was agreed that the second day should be held away from school at Chevin Country Park and Spa. One member of the panel agreed to make the necessary arrangements</li><li>☐ Meeting of the Governing Body to ratify the panel's decision September 28<sup>th</sup>.</li></ul></li><li>● It was agreed that we would not pay relocation expenses.</li></ul> <p><b>The target for completing the appointment process was fixed as September 28<sup>th</sup> 2023.</b> This would allow an existing head to resign by September 30<sup>th</sup> if an existing head was appointed.</p> <p>The question of who would show potential applicants around the school was discussed. The deputy head made it clear that she was not going to apply for the job and was willing to show candidates round the school. This would guarantee that each candidate would have the same experience of being shown round the school. (Originally, two specific dates were set aside for visits – September 7<sup>th</sup> and September 11<sup>th</sup> – but this proved impractical and candidates visited when they could.)</p>
<b>JULY 4<sup>th</sup> 2023</b>	The first meeting of the recruitment panel was held. The team looked at:

	<ul style="list-style-type: none"> <li>● The content of the application pack – what it should cover; where the material (texts and photographs) was to come from and who was going to be responsible for getting it.</li> <li>● The content of the advert</li> <li>● The message from the governors based on the visioning exercise. (In this governors were very keen to stress all the things they were proud of and wanted to retain and see developed as well as what they might want a new head to initiate)</li> <li>● Timeline, dates and deadlines</li> <li>● Keeping governors, Darren Dudman (diocese) and Helen Davy (local authority) informed</li> <li>● Date of next meeting</li> </ul>
<b>JULY 11<sup>th</sup> 2023</b>	The panel met to work on the advert
<b>JULY 11<sup>th</sup> to JULY 20<sup>th</sup> 2023</b>	<p>Meetings with:</p> <ul style="list-style-type: none"> <li>● School staff for ‘Our staff would like ...’ section of the prospectus</li> <li>● School Council for ‘Our pupils would like ...’ section of the prospectus</li> </ul> <p>It was more difficult to get parental views. Governors asked the chair of the PTA for a parent perspective.</p> <p>The person specification which had been provided was very long so governors asked for those skills and qualities that were felt to be especially important to be highlighted.</p>
<b>JULY 20<sup>th</sup> 2023</b>	The panel met to finalise what was going to be sent to Leeds who were the chosen recruitment service
<b>SEPTEMBER 15<sup>th</sup> 2023</b>	The chair received electronic copies of the seven applications and scoring grids and made paper copies of the applications. (Members of the panel preferred to work from paper copies)
<b>SEPTEMBER 16<sup>th</sup> 2023</b>	The panel met to discuss a common approach to the shortlisting process.
<b>SEPTEMBER 20<sup>th</sup> 2023</b>	The panel, representatives from the Leeds recruitment service and advisors from the diocese and the local authority met to carry out the shortlisting process and to decide what activities to have on the two interview days. It was also necessary to decide what preparations needed to be done for these activities – rooms; staffing; marking grids etc.

	Four out of the seven candidates were invited for interview
<b>SEPTEMBER 27<sup>th</sup> 2023</b>	<p>Interviews Day One</p> <p>A buffet lunch was organised for staff and governors not involved in the interviews to meet the candidates. It was made clear that the purpose of this lunch was to allow the panel to observe how the candidates related to the staff and governors in an informal setting.</p> <p>It was felt to be important to be sensitive to the feelings of the head who was leaving. It was made clear that it would be acceptable for the head to work from home if that was what was wanted.</p> <p>Two candidates went through to the second day and they were asked to do a short presentation on ‘What are your core values and how will they inform your approach to leading the school?’</p> <p>The Leeds recruitment service informed the unsuccessful candidates of the outcome and the local authority advisor made herself available to debrief them</p>
<b>SEPTEMBER 28<sup>th</sup> 2023</b>	<p>The two candidates were each given a two-hour slot in which they did their presentation and then faced questioning from the panel and the advisors. The questions were prepared by the Leeds recruiting service.</p> <p>The chair of governors informed the candidates of the outcome.</p> <p>The Full Governing Body met in the evening to ratify the process. The agenda for this meeting included:</p> <ul style="list-style-type: none"> <li>● An overview of the process</li> <li>● Confirmation from the chair that all candidates had agreed that the process was fair</li> <li>● The name of the successful candidate to be ratified by the Governing Body</li> <li>● The pay range and pay starting point</li> <li>● Agreement that the chair should write to the successful candidate confirming the appointment and informing the successful candidate that a contract would be sent out</li> <li>● Agreement on when the appointment would be communicated to staff, parents, pupils and the wider community</li> </ul>
	Confirmation letter sent out

<p style="text-align: center;"><b>FRIDAY SEPTEMBER 29<sup>th</sup> 2023</b></p>	
<p style="text-align: center;"><b>WEDNESDAY OCTOBER 4<sup>th</sup> 2023</b></p>	<p>Letter sent to parents informing them of the appointment.</p>

## 2. Academisation

### Background.

- ☐ Academies were introduced on a limited scale by the Blair / Brown Labour governments from 2000. 203 academies were in existence by 2010.
- ☐ They became the policy of the government after the 2010 election – Michael Gove’s Academies Act 2010.
- ☐ Prince Henry’s Grammar School (PHGS) became an academy in 2011 with significant opposition including strikes by teaching staff.
- ☐ The academy programme was debated by All Saints 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
- ☐ In 2017 PHGS began negotiations with the schools in the Family of Schools (FOS) with a view to forming a multi-academy trust. There were meetings and 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 and other schools. 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 issued a detailed guide which they recommend as a template for a debate about the issue.
  
- ☐ On November 18<sup>th</sup> 2021 Ian Thomson-Smith and Allan Boddy attended a meeting at PHGS about the Collaborative Learning Trust (CLT). When governors debated the matter in 2018 the Trust didn’t exist and there were a lot of unknowns. Now the Trust did exist and it was possible to 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 the CLT 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> 2022 at which Janet Sheriff talked about the Collaborative Learning Trust and provided answers to some of the questions that had been put to her. It was agreed that the matter would continue to be pursued in the new academic year

Pressure of other business meant the matter was not discussed again until the meeting of the Full Governing Body in February 2023. It was discussed again at the May 2023 meeting of the Full Governing Body. At the May meeting it was decided that all the necessary consultations and research should be done in time for a decision to be taken at the November 2023 meeting of the Full Governing Body.

In the event that decision had to be postponed again because Ian Thomson-Smith announced his intention to retire as head at Christmas 2023 and it was felt to be unreasonable to impose a decision to become an academy on the new head teacher.

The situation changed in early 2024 as a result of a change of policy by the government. The government announced it was changing the funding arrangements for single school academy conversions. Originally, if a single school decided to convert to being an academy, it was given £25,000 to cover the costs of the conversion. From September 1<sup>st</sup> 2024, this converter grant would no longer be available for schools converting **on their own**. If schools wished to convert **on their own** and get the converter grant, they would need to have **registered interest by April 26th 2024; applied to convert no later than June 7th 2024 and received approval to convert from the Regional Director before September 1st 2024.**

It would still be possible for schools to convert to academy status and receive the converter grant after September 1st but they would need to convert as part of a group of three or more schools. In an email from the Diocese of Leeds, Darren Dudman commented that 'the changes to the process do not mean that it will be the responsibility of schools to find two other partner schools to convert with. Multi Academy Trusts, in partnership with the Diocese, will be able to support this process.'

The Chair asked governors to let him know whether they thought the Governing Body should register an interest by April 26th. As there was no opportunity to discuss this as a Full Governing Body before that deadline the matter was put on the agenda of the Teaching and Learning Committee which was scheduled to meet in the week beginning April 15<sup>th</sup>. The T+L Committee was given the responsibility for deciding on this, bearing in mind the views

expressed by other governors. The Full Governing Body could decide whether it wanted, at this stage, to take the next step and apply to convert to an academy when it met on May 9th.'

At its meeting on April 17<sup>th</sup> 2024, the Teaching and Learning Committee agreed that the school should register an interest in becoming an academy by the April 26<sup>th</sup> deadline. Allan Boddy and Jess Sutton completed and submitted the registration form on Thursday April 18<sup>th</sup>

The Chair of Governors put the discussion of the recommendation to apply to become an academy on the agenda of the Full governing Body meeting on May 9th. Unfortunately he was taken ill and wasn't able to chair the meeting but the governors did agree to the recommendation that the application form should be completed on the understanding that governors have not made a decision to become an academy and that they would use the period after completing the form to investigate the pros and cons of becoming an academy and consult stakeholders about it.

Unfortunately the Chair's illness meant he was unable to follow up the decision of the Full Governing Body until May 20th when he invited a number of governors to look at the application form with him.

Each of the governors who looked at the application came independently to the same conclusion. What they each found was a form which assumed that the governors were much further down the road to becoming an academy than was true in the case of All Saints. It seemed to them to be a form intended for a school which had already decided to become an academy. It was also clear to them that submitting the application form would then mean that governors would have to start constructing the legal and financial framework necessary to become an academy trust alongside any consultations they might wish to do. This was not what they expected to find and they made a recommendation to the governors not to proceed with the application. The majority of governors accepted the recommendation and no governor objected to it. Indeed several governors now expressed serious misgivings about the course of action that had been embarked up on

This does not mean the issue of academisation has gone away and it remains the duty of the Governing Body to consider the subject from time to time to make sure we continue to serve the best interests of All Saints School and of the wider educational community.

We will need to look at the subject of academisation again in the academic year 2024 -2025 after Luisa has had a full year as head of the school.

**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 content and implementation of the following policies were reviewed:

- ☐ Appraisal (PPP 6/11/23)
- ☐ Attendance (PPP 11/1/24)
- ☐ Charging (F+P 10/7/24)
- ☐ Collective Worship (25/10/24)
- ☐ Communications (PPP 6/11/23)
- ☐ Data Protection (P+P 7/9/23)
- ☐ Evacuation Procedures (F+P 18/11/21) including monitoring fire drills and lockdowns (F+P 15/11/23)
- ☐ Feedback (T+L 16/1/24)
- ☐ Food (PPP 11/1/24)
- ☐ Freedom of Information (PPP 7/9/23)
- ☐ Grievance (PPP 7/9/23)
- ☐ Health and Safety (F+P 15/11/23)
- ☐ Health and Wellbeing (FGB Nov. 2023)
- ☐ Leave of Absence (PPP 26/3/24)
- ☐ Flexible Working (PPP 26/3/24)
- ☐ Online Policy and Guidance (T+L 25/10/24)
- ☐ Pay (FGB Nov. 2023)
- ☐ Prevent Duty (F+P 10/7/24)
- ☐ Relationships and Sex Education (T+L 16/7/24)
- ☐ Religious Education (T+L 16/7/24)
- ☐ SEN policy and school offer on the website (T+L 16/7/24)
- ☐ Whistleblowing (F+P 107 24)

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

### **ATTAINMENT OF PUPILS**

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.

### **AUDITS**

The F+P Committee (November 2023 and January 2024) was concerned about the auditing of School Fund accounts (not audited since 2018) and PTA accounts no evidence that they had ever been audited. Auditors were appointed in May 2024

### **BEFORE AND AFTER SCHOOL CLUBS**

Governors have given support for before and after school provision both because it is an important service and because profits made contribute to the school budget at a time of financial stringency.

## **BUDGET PLANNING**

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 devise and revise the budget. The F+P Committee also receives predictions of budget outcomes for the next three years and works with the school to see how deficits can be eradicated. (F+P November 2023 and May 2024)

## **CLUSTER ACTIVITIES**

Governors continue to finance cluster activities despite the removal of ring fencing

## **EQUALITY AND DIVERSITY**

Governors have developed strategic guidelines for Equality and Diversity policies and activities. Links with children in other countries and of different ethnic mixes to promote community cohesion have been a particular concern of the GB over many years and despite many false starts. The initiatives currently being supported by the school include the promotion of Fairtrade; Global Learning; Lend with Care and a new link with a school in Bramley. These activities have demonstrably improved the children's awareness of and empathy with children from other cultures. The Gender Action Award programme was suggested for the school by a governor and it is being investigated by the school. (P+P minutes)

## **EXTRA-CURRICULAR ACTIVITIES**

The F+P Committee have agreed that charges should be made for extra-curricular activities when the school pays fees to the organiser. It was also agreed that the school should ask for voluntary contributions for Design Technology and Sporting activities all of which entail heavy costs for the school. Governors have also approved a package of payments and / or other forms of compensation for staff who run extracurricular activities.

## **PARENT QUESTIONNAIRES**

The governors' survey of parental opinion raised a number of issues including issues relating to rewards and sanctions and school meals. The school, working with the governors, has responded with a programme of changes to rewards and sanctions which meet as far as possible the requests parents made. The current survey shows that matters which previously had been areas of concern such as the provision of extra-curricular activities and the school website are now areas which have received strong parental approval



## **PREMISES**

The F+P Committee has had an input into a number of initiatives for the development of the building including the alarm system; library blinds; fire doors; LED security lighting; safety issues in the playground; the surface under the climbing frame; the conservatory door; walky talkies for classrooms and the security of the reception area.

## **SCHOOL DEVELOPMENT PLAN**

Governors have taken part in meetings to draft the School Development Plan.

## **TARGETS**

Governors have asked the school to continue to set aspirational targets for pupils although setting targets is no longer a statutory requirement

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

The Chair was involved in the appointment of teaching assistants in September 2023 and governors were involved in the appointment of Hayley Craddock to replace Gillian Fawcett in Nursery.

Governors were involved in planning the short term and long term arrangements to cover the departure of Vicki Binks in February 2024 and the job share in Year 2.

Governors were involved in the restructuring of the staffing of the office and reception in the light of the retirement of Sally Blake.

A governor was on the panel which appointed Louise Norris-Green to partner Julia Wilson in a job share in Nursery

In November the F+P Committee considered the financial implications of the retirement of the head teacher and a senior member of staff which reduced staffing costs and the need to employ teaching assistants to do lunchtime supervision which increased costs. The package agreed by the committee resulted in a slight increase in costs.

Governors were also aware of the pressures on Jess Sutton as Year 6 teacher and Deputy Head. It was agreed to give her more time out of class to allow her time for her various roles.

Governors were also involved in decisions about staffing of the before and after school provision. When nursery children attend a session there has to be a higher ratio of teachers to pupils than is the case for older children. Governors have agreed a limit on the number of nursery children that can

attend any one session. They have also agreed, for safety reasons, an overall limit on the number of children of any age who can attend any one session.

Governors supported the decision that all HLTAs must have HLTA training.

Governors were also concerned that staff were giving a lot of their own time to running extra-curricular clubs and have agreed a package of payments and / or other forms of compensation for the staff involved.

**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 PPP Committee received a detailed report on the outcome of the appraisal process for staff at its meeting on November 6<sup>th</sup> 2023. 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 Luisa and Darren Dudman on January 24<sup>th</sup> 2024. Governors were able to complement Luisa on an excellent start to her headship and to set targets which involved assessing where the school was and where Luisa wanted to get it. The governors will have a mid-term review with Luisa in September when a date for a final review will be fixed.

As well as formal meetings with Luisa, governors are meeting informally with Luisa and Jess. These meetings are more concerned with the wellbeing of Luisa and Jess than with progress meeting 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 question of the SMT.

On September 19<sup>th</sup> 2023 Fiona Lewis did a presentation on the development of the English curriculum to the Teaching and Learning Committee.

In November 2023 Laura Fortune talked to the Full Governing Body about her role on the SLT responsible for Pastoral and Community matters.

Hannah Morley did a presentation on Science provision to the Teaching and Learning Committee on January 16<sup>th</sup> 2024

**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. (PPP 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 2023-2024 taking school photographs; installing a new telephone system; waste collection ; photocopier renewal and arrangements for cleaning were all the subject of best value investigations.
- ☐ **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 PPP Committee 7/9/23. Progress achieving these objectives is reviewed in the summer meeting of the PPP Committee
- ☐ **Extra-curricular activities.** Governors regularly monitor the clubs on offer; the interests they cover; the pupils the clubs are offered to and any charge being made. Governors also receive reports on the take up for clubs
- ☐ **Fire drills and practice lockdowns.** Governors require regular drills and practices to be held and monitor the implementation of solutions to problems revealed in the practices.
- ☐ **GDPR.** The Pupil, Parent and Personnel Committee monitors the extent to which the school has met the requirements of the GDPR 2022 audit.
- ☐ **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.
- ☐ **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.
- ☐ **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. In 2024 nursery numbers were predicted to be low in 2024-2025 so

governors worked with the head teacher to adopt strategies that would improve numbers

- ☐ **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.** Governors receive reports on any surveys of pupils done and receive the minutes of School Council and other teams. Governors also talk to pupils about their experiences when they visit or carry out exit interviews. Governors report their findings to the committee they are members of and, where necessary, strategies to deal with issues raised are discussed and implemented.
- ☐ **Risk assessments** are done and reported to governors of areas where pupils and staff work and learn and play.
- ☐ **Safeguarding**  
Governors have ensured that:
  - a qualified safeguarding team and DSL are in place (PPP 26/3/24)
  - safeguarding supervision meetings are being carried out (PPP 26/3/24)
  - the overall number of children and, in particular nursery children, attending breakfast and after school club are limited to ensure safety
  - child / staff ratios are correct and that staff have the necessary qualifications
  - safeguarding issues on school trips are reported
  - that Safer Working Practice training for staff and Child Protection training for governors have been carried out
- ☐ **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. In 2023-2024 the focus was subject leadership and the ability of subject leaders to fulfil all aspects of their role with special emphasis on assessment in Foundation subjects
- ☐ **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.
- ☐ **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.
- ☐ **Wellbeing.** Wellbeing of staff and pupils is closely monitored by the PPP Committee. Each meeting, the committee receives reports of actions taken to promote the wellbeing of staff and pupils and updates on the implementation of recommendations arising from surveys of pupils and staff

- ☐ **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

**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.**

**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, Parent and Personnel Committee in 2021. This survey was successfully completed in 2021 and was repeated in 2022 and 2023. The same questionnaire was used in 2024 with an additional question on school uniform. A revision was also made to question 46 to seek parental views on the possible tension between the school as an historic church foundation and the current role of the school as a maintained community school. This was done in response to the concerns of a number of governors about the possible demands that might be made of the school following a SIAMS inspection.

The points raised in the parent questionnaire are always carefully considered and the chair of governors always writes a letter to parents in the summer explaining how the school has responded to the most serious issues raised by the parents. In 2023 significant changes were made to the schemes of rewards and sanctions in response to parent comments.

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

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

At the request of governors, Laura Fortune followed up School Council complaints about school meals – portion size; choices running out; noise levels in the dining hall and being rushed to finish. (PPP 6/11/23)

The PPP Committee also followed up School Council concerns about PE shirts and these have been changed to meet the issues raised by the pupils. (PPP 6/11/23)

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

In October 2023 the Teaching and Learning Committee received and acted upon some concerns raised by a member of staff including:

- ☐ Who makes sure EHCPs are followed?
- ☐ Who plans the work for teaching assistants working 1-1 with a pupil?
- ☐ What documents relating to a pupil's special needs can be shared with governors?

The Finance and Property Resources Committee received and acted upon a the Fire Risk Safety Assessment by Chris Routledge from Leeds Built Environment (F+P November 2023)

The Pupil, Parents and Personnel Committee received and acted upon the recommendations made as part of the external validation for Healthy School Status and Mindmate Friendly status (PPP November 2023 and March 2024)

The PPP Committee received and acted upon the report following an external check on registers (PPP. November 2023)