

**The Kemnal Academies Trust -
Impact Statement
Academic Year 2021 - 2022**



Academy	Welling School
Chair of Governors	Natalie Willbourn
Date	3rd October 2022

Governance at Welling School within TKAT

Welling School is part of TKAT, a Multi-academy Trust. The Trust is a charity and its board of trustees must ensure that it complies with its charitable objectives which relate to the provision of education in its schools.

As such it is the Trust board which is accountable for the performance of the Academies in the Trust, and in turn, it is held to account by the Department for Education. The Trust has chosen to appoint committees for each of its academies and these are known as local governing bodies (LGBs). The LGB's responsibilities are set out in a document known as the Scheme of Delegation which is available on TKAT's and Welling School's website.

Vision

The LGB is responsible for ensuring that the school's long term vision reflects the needs of its community beyond current post holders and in line with TKAT's vision and values.

At Welling School, we aim to ensure our curriculum experience prepares students academically and personally, for the world in which they will live and work. We know that not all achievements will be academic and so value every student and the contribution they make.

We aspire to create a dynamic learning community in which all students and staff are motivated to achieve academic and personal excellence, beyond their expectation. Welling students will always have high aspirations, model habits of excellence and make a positive contribution. They will be open-minded, principled and caring members of society confident in the contribution they can make.

We believe that our core purpose is to ensure students make outstanding progress and are well equipped for the career or university of their choice as well as a productive adult life. We want Welling School to sit at the heart of our community, providing excellent opportunities for all.

We fundamentally believe in developing the whole child, encapsulated in our values of being active, ambitious and kind.

At Welling, we believe that the mastery of declarative and procedural knowledge, including reading, are the foundations that underpin the success of every student as does access to an enriching, broad curriculum experience that engages and excites students, developing a desire to always want to learn more.

We have high expectations and ambitions for everyone; everyone has a part to play **'Building Successful Futures'**.

Organisation of LGB 2021 - 2022

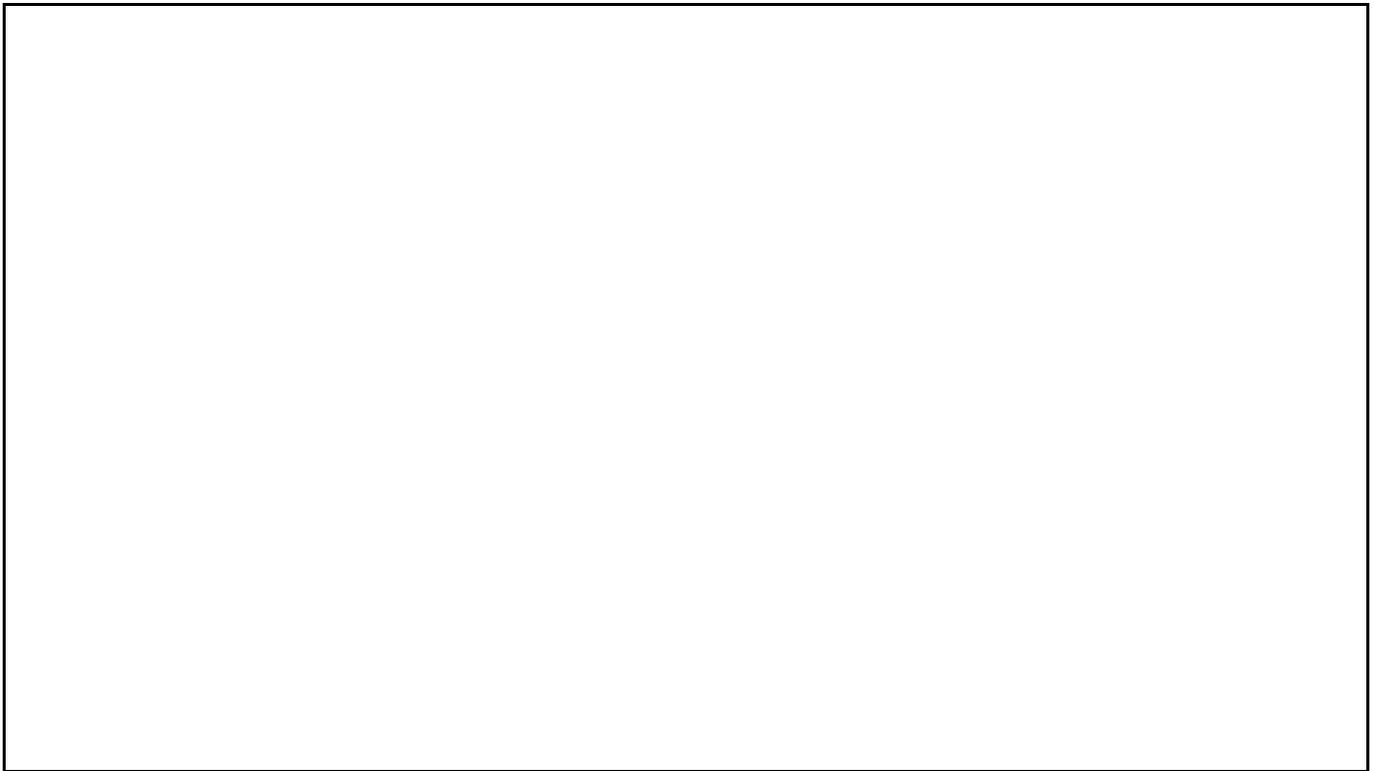
Welling School's LGB has 13 Governors, consisting of 2 parents, 1 member of Staff (excluding Headteacher and Executive Headteacher), 8 appointed, 1 Headteacher and 1 Executive Headteacher.

There are currently no vacancies on the LGB

The Link Governors are:

- Safeguarding/Looked after Children: Natalie Willbourn & Shaun Butler
- SEND/Pupil Premium/ACE: Thomas Madden & Natalie Sillince
- Disadvantaged: Natalie Sillince
- SIP Progress and Attainment: Natalie Sillince & Alex O'Donnell
- SIP Quality of Education: Janice Newport & Lisa McNeil
- Health and Safety: Daniel Ng

The LGB is run without sub committees and follows the circle model of governance.



Impact of Covid on the work of the LGB

Covid continued to have a considerable impact on the school and the working of the governing body during the academic year 2021-22. This led to some meetings over the winter taking place virtually and did limit the opportunities for governor visits to take place during this time. However, the governing body did continue to meet and keep in contact with the school. Visits resumed and meetings were face to face as soon as it was possible to do so.

During ongoing restrictions the governing body continued to review the risk assessments, monitored the learning and regularly checked and challenged the wellbeing of all stakeholders.

As always every precaution was taken to ensure that the school community remained safe.

Represent the Academy's local community and stakeholders by ensuring that the Academy's policies and practice meet the community's needs.

At every LGB meeting, whether these took place remotely or face to face, the Governors focused on preparing for the expected Ofsted and working on the plan created to move the school forward following the Ofsted visit.

This required the governing body to focus particularly on those policies relating to safeguarding and behaviour. At each meeting we reviewed the reported safeguarding incidents so that we were assured that the school had acted appropriately. We paid particular attention to those issues that were complicated by the ongoing covid situation, as the school was badly affected,, and also explored how behaviour was supported following the return to school after each covid spike.. We were pleased with the provision and planning leaders put in place for the needs of all pupils during such a continuing challenging time, but especially pleased at the support offered to pupils and their families who are disadvantaged.

During periods of continued online or blended learning we continued to focus on checking and challenging the school's offer for students.

We continued to review and monitor the academy policies and noted how they were adapted throughout the winter and spring to meet changing needs.

We were keen to ensure that there was appropriate parental engagement during this challenging

academic year and noted that the feedback from parents and carers was increasingly positive. A number of parents were recruited to a parent governor role and as appointed governors during the academic year. The support from parents for the school is indicative of the interest and engagement that parents have for the school community and is further evidence of their shared commitment to the school's improvement.

Support Directors of Education to improve Academy outcomes

The LGB worked with the leadership of the school to ensure that despite the ongoing challenges posed by repeated covid spikes to the way of working, the school continued to work towards the Trust's

development plan.

The Headteacher and Senior Leaders worked not only towards meeting the challenging targets set for the school, but also the preparation for the external assessments ensured the longer term progress towards their own and the Trust's academic aims. Leaders were conscious of the very specific needs of pupils on their return to full time school and of the need to plan for the closing of any attainment gaps that had arisen.

The LGB continued to have oversight of the budget ensuring that the school's priorities met the needs of the school community and that expenditure was as planned and within the budget set.

Support the Senior Leadership Team to ensure staffing is efficient and effective

The LGB had oversight of the Academy's performance management process and were involved in the Headteacher's performance management.

The Executive Headteacher kept the LGB informed throughout the process of appointing additional staff to the Leadership of the school. Similarly we were kept informed of the development and review of the staffing structure of the academy. We played a consultative role in the rearrangement of roles and responsibilities in the senior team in order to increase the impact of effective leadership and management.

Equality Diversity and Inclusion

Governors continued to focus on Area 2 as agreed at the governing body meeting in June 2021. In meetings and visits to the school Area 2 remains a focus and the subject of questions as and where appropriate.

Other areas of Impact

Governors remain committed to using their knowledge of the local community to support the leadership of the school in the challenges of the academic year ahead. We want to play a key role in championing Welling School to ensure it has an excellent reputation as the school of choice for local families.

LGB Priorities for 2022-23

- To support the leadership of the school by providing appropriate check and challenge on the quality of teaching and learning and the curriculum experience.
- To support the leadership of the school in managing the demands of safeguarding all members of the school community
- To support leaders in delivering the objectives in the statement of action in order for the school to no longer be judged as having serious weakness.