

The Kemnal Academies Trust - Impact Statement  
Academic Year 2020-2021



<b>Academy</b>	Welling School
<b>Chair of Governors</b>	Natalie Willbourn
<b>Date</b>	11th October 2021

**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

Welling School's LGB has 12 Governors, consisting of 2 parents, 1 member of Staff (excluding Headteacher and Executive Headteacher), 7 appointed, 1 Headteacher and 1 Executive Headteacher.

There were no vacancies.

The Link Governors are:

- Safeguarding/Looked after Children: Pete Smith
- SEND: Thomas Madden
- Disadvantaged: Natalie Sillence
- KS5 Progress: Natalie Sillence
- KS4 Progress: Lesley West
- KS3 Progress: Janice Newport, Lisa McNeil
- Most Able: Shaun Butler
- Health and Safety: Lesley West, Alex McWhinnie
- Medical Needs: Thomas Madden
- Pastoral Care: Priya Ebenezer

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

## Impact of Covid on the work of the LGB

Throughout lockdown the LGB meetings continued to take place but they were all held remotely. Moving forward we will offer all governors the option to attend either remotely or in person. The only visits made to the school during the 2020-21 academic year were made by the Chair of the LGB when covid restrictions allowed. The visits were made following the school's strict social distancing policy and the Chair wore appropriate PPE.

Link governor meetings also took place remotely. As part of our role as a LGB we reviewed the school's risk assessments, monitored home and blended learning and regularly checked and challenged the wellbeing of all stakeholders.

## 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 the Governors 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 covid and also explored how behaviour was affected both in school and on the return to school after each lockdown. We were pleased with the provision and planning leaders put in place for the needs of all pupils during such a challenging time, but especially pleased at the support offered to pupils and their families who are disadvantaged - including supporting disadvantaged students such as with free school meal distribution and ensuring these students had adequate equipment at home to access their learning online.

We continued to review and monitor the academy policies and noted how they were adapted throughout the pandemic 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 positive and appreciative of the support offered by the school. We worked with leaders to resolve early issues around the consistent quality of work set on-line.

### **Support Directors of Education to improve Academy outcomes**

The LGB worked with the leadership of the school to ensure that despite the challenging way of working and the absence of formal external assessment the school continued to work towards the Trust's development plan.

The Headteacher and Senior Leaders continued to set and work towards challenging targets for the school that ensured 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 Headteacher kept the LGB informed throughout the process of appointing an addition 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**

On 23 June 2021 Governors discussed which area of the EDI document they wished to focus on and embed at Welling. The Executive Headteacher met the Chair to review the 8 areas and the school/community needs. Governors agreed that area 2 is the best focus for us as this should have a direct impact on Welling students and the community. School leaders agreed with the choice of Governors highlighting that since returning from lockdown pastoral staff are working even more closely with some students in order to reintegrate an increasingly diverse school community.

### **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 2021-22**

- 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 newest members of the governing body so that they are able to become quickly upskilled and able to play a full part in holding the leadership of the school to account.
- To continue to check and challenge the data and metrics provided so that outcomes meet at least national expectations
- To ensure that the 4 core priorities for school leaders, identified in the school development plan, are realised. Governors will monitor the school's progress towards its targets in reducing exclusions and increasing attendance (including the reduction of PA).