



## The Kemnal Academies Trust Governor Impact Statement

**Academic Year 2022-2023**

<b>Academy</b>	Welling School
<b>Chair of Governors</b>	Kim Morgan
<b>Date</b>	12 October 2023

### **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. Their personal development is of high importance to us.

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.

## **Organisation of LGB 2021 - 2022**

Welling School's LGB has 12 Governors, consisting of 1 parent/carer, 1 member of Staff (excluding Headteacher and Executive Headteacher), 8 appointed, 1 Headteacher and 1 Executive Headteacher.

There is currently 1 vacancy on the LGB

The Link Governors are:

- Safeguarding/Looked after Children: Susan Manzi and Kim Morgan
- SEND: Louise Thompson
- Pupil Premium/ACE: Sue Wilkins
- Finance: Kim Morgan
- SIP Progress (CP 1&3) and Teaching & Learning: Alan Wilkins and Christian York
- SIP Progress (CP 2 and 4 and Attendance & Behaviour: Kim Morgan
- Health and Safety: Layo Ogundayo

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

**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 focused on preparing for the expected Ofsted and working on the plan created to move the school forward following the previous Ofsted inspection.

This required the governing body to focus particularly on those policies relating to safeguarding, behaviour and key areas of teaching and learning - with a focus on support for SEND students. At each meeting we reviewed the reported safeguarding incidents so that we were assured that the school had acted appropriately. Governors made regular monitoring visits to the school to quality assure the detail presented in LGB meetings and also to offer leaders support in their work. We spoke to students, sampled student work and met with both teaching and non-teaching staff. We were pleased with the impact leaders had on improving standards of behaviour especially in reducing internal truancy and lateness. Suspensions have reduced as a result of the school's focus on behaviour and we were also pleased to note the severity of incidents leading to suspension also changed significantly. This was reflected in the number of days lost to suspension, not just in the number of incidents. Governors supported the school by sitting on behaviour panels to meet students at risk of permanent exclusion. As well as being able to support leaders by making expectations clear to students and their families, these panels gave governors an insight into the impact of the school's work on individual students and offered another opportunity to challenge and support leaders' work in this area.

We continued to review and monitor the academy policies and noted how they were adapted to meet changing needs as the school made progress. For example, SEND link governor visits were able to track the implementation and impact of the pupil passports introduced to ensure teachers had clarity about the needs of SEND students in their classes.

We were keen to ensure that there was appropriate parental engagement and noted that the feedback from parents and carers was increasingly positive. Attendance at engagement events such as parents evenings and the newly introduced Parent Forum have gradually increased.

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 they remained focused on 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 still conscious of the very specific needs of pupils as a result of the pandemic, earlier in their education 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 Executive Headteacher's performance management.

The Executive Headteacher kept the LGB informed throughout the process of appointing additional staff to the Leadership of the school and governors were involved in the appointment of the new Headteacher and Deputy Headteachers. 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 2023-24**

- To support the leadership of the school by providing appropriate check and challenge on the quality of teaching and learning and students' curriculum experience - with particular focus on the impact of the new KS3 Aspire, Ambition and Grammar curriculum pathways.
- To support the leadership of the school in managing the demands of safeguarding all members of the school community and ensuring staff wellbeing and workload are considered and prioritised appropriately
- To support leaders in delivering the objectives in the school improvement plan in order for the school to be judged at least Good for overall effectiveness with Outstanding judgements.