



## Impact Statement September 2023

The role of the Local Governing Body (LGB) is to provide confident, strategic leadership and to create robust accountability, oversight & assurance for educational and financial performance. The LGB at Kenley Primary School is committed to both maintaining and exceeding these high standards. We will ensure that the school provides the best learning experiences for every child, enabling them to reach the best of their capabilities.

The LGB is made up of 9 members. During Autumn 2022, we welcomed 3 new governors, a Local Authority governor, and 2 Co-opted governors. Full details of the members of the LGB can be found on the school's website. The LGB meets formally 6 times per year however all our governors participate in activities to support the school and to ensure that we are effective in delivering our key core functions. Each LGB member takes on specific roles within the LGB and reports back at one of our 6 meetings.

The LGB has three core strategic functions.

- Ensuring clarity of vision, ethos and strategic direction
- Holding leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the organisation and making sure money is well spent.

To achieve their objectives governors too must continually evaluate the role they have played within the life of the school and publish relevant information to all interested parties.

In May 2021, the LGB made the decision to move the school to academy status with The Collegiate Trust, finally joining their family of schools from the 1 September 2021. This has been an exciting transition for the school, the staff and governors have enjoyed collaborating with their 7 other schools and have mutually benefitted from sharing their expertise and best practice.

**Executive Principal (interim):** Mrs Katie Turner

**Head of School (interim):** Mrs Jacki Keogh



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Over the last academic year, the TCT Education Team have offered ongoing support to embed reading fluency sessions across KS2 and support the development of best practice in phonics across the infant year groups. There has been collaboration with colleagues from TCT schools across Year 2 and Year 6 to support with moderation of writing in Year 6 and reading, writing and maths in Year 2. We have benefitted from the Education Team leading professional development meetings on reasoning in maths and adaptive teaching and there is programme of professional development currently being planned for this year, with the continued support of the Education Team.

### **School Development Plan (SDP)**

Governors work co-operatively with the Principal and Senior Leadership Team in the writing and monitoring of the School Development Plan. The SDP is based on priorities identified from school data, school self-evaluation and Ofsted priorities. The SDP is set out with clear aims, the key tasks which will be completed to achieve these aims and the success criteria to measure outcomes. The SDP is monitored and reviewed regularly.

The targets of the 2022/2023 SDP were:

- To deliver a curriculum which is creative, broad, and balanced, whilst ensuring it is accessible to all and will maximise the outcomes for every child. Having a meaningful curriculum will support learners develop a love of learning and will build skills progression across all subject areas to ensure pupils have the foundations to take them through to the next stage in their educational journey.
- To develop an ethos where pupils are active participants in their own learning, they want to attend school, they view their learning as meaningful and aspire to achieve in an environment where all individuals are respected, regardless of race, religion or sexual identity.
- To support pupils to develop a growth mind-set and equip them with strategies that develop their resilience, not only to their learning, but also when encountering new situations or challenges. Where external factors



become a barrier to learning we help pupils to break down these barriers so that they are ready to learn.

- Set a clear strategic direction for the school so that we have consistency in all areas of teaching and learning, promotes a desire to achieve, supports the wellbeing of all and encourages the development of strong leadership practices for middle and senior leaders.
- To deliver a high quality EYFS provision with a meaningful curriculum which develops the children's interests, follows all areas of the EYFS framework, and allows the children to develop as learners thereby building confidence in their learning and social interactions.

### **Governor Visits**

Governors visit the school as part of their monitoring of the SDP and of specific issues such as attendance and behaviour. The Chair of governors has regular meetings with the Principal and Deputy Principal, and governors with specific responsibilities meet with staff leaders, in particular Safeguarding, Early Years, Curriculum and SEN.

Governors participate in termly monitoring visits and produce a visit report. In this way, governors' understanding of the school is greatly strengthened.

### **LGB Data Analysis**

The LGB is tasked with following our pupils' progress and assessment. This is discussed at every LGB meeting.

Data on pupil performance and attendance is made available to governors by the Principal and members of the Senior Leadership Team via internal and external monitoring systems. The governors can compare this data against similar schools, schools within The Collegiate Trust, the Local Authority, and schools nationally. We can then monitor and track progress to ensure the school maintains high standards and expectations for performance and attendance, subjecting them to thorough scrutiny.

A particular focus is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of Pupil Premium. The LGB supports



and challenges the Principal, where appropriate, to ensure that all our children maximise their learning potential and attend school every day.

### **Policies**

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date.

### **Financial Management**

The LGB contains several governors with expertise in financial management. The governors work to ensure that the school budget is managed effectively by the Principal.

### **Staff Recruitment**

Governors are involved in the recruitment and selection of all teaching staff and use the appointment process to ensure that high quality staff who share the school's vision and aims are appointed.

### **Governor Training**

During the last academic year governors have received training in a range of subjects including

- Prevent Training for Governors
- Safeguarding
- Effective Financial Governance
- Headteacher Performance Management
- Safer Recruitment
- Equality, Diversity & Inclusion
- Data Protection & GDPR

The impact of all the above activities is that the governors are knowledgeable, gain an understanding of the strengths and weaknesses of the school. This enables us to share our findings with the school and to ensure the School Development Plan is relevant and are able to challenge and support the Principal.



### **Impact Statement – Review**

Governors have ensured that Pupil Premium funding is deployed effectively, resulting in disadvantaged children making good progress. The school website has been updated to ensure that high quality and timely information is available to parents and that a great range of school clubs are offered.

### **Future and Continuous Improvement**

The LGB and Senior Leadership Team constantly strive to improve and develop the school. Ongoing and future areas for improving and developing include:

- To deliver an ambitious, broad, balanced and coherent curriculum, which all children can access, and which will provide them with the skills, knowledge and conceptual understanding to be successful and happy learners, ready for the next stage of their academic journey and to be active citizens in the local and global communities to which they belong.
- Children and staff stakeholders strive for excellence in all they do. Effective systems are in place to promote exemplary attitudes and support positive behaviours. People recognise the important role they and others play within each class, the school, our local and the global communities. Everyone takes responsibility for their own learning and behaviour, leading others by example.
- Re-established values that will drive the ethos of the school's community and guide children's personal development. Through the co-ordinated delivery of the Personal Development programme and SMSC, children develop safe and healthy lifestyle habits and have the knowledge, skills and attitudes to make safe and healthy decisions. Children take advantage of the extensive co-curricular opportunities to develop and use their talents.
- Set a clear strategic direction for the school that ensures consistency in all areas of teaching and learning, promotes a desire to achieve, supports the wellbeing of all and encourages the development of strong leadership practices for middle and senior leaders.



To deliver a high quality EYFS provision with a meaningful curriculum which develops the children's interests, follows all areas of the EYFS framework, and allows the children to develop as learners thereby building confidence in their learning and social interactions.