

Governing Body Impact Statement 2025/26

This impact statement is one way the Governing Body can articulate its role in school leadership, the impact on school improvement and be transparent about governor activities. The Local Governing Body has an annual Action Plan that is linked strongly to the school's improvement objectives. As Governors we constantly celebrate the fantastic work around the school and strive to provide challenge and support in areas that can improve and monitor progress.

Impact of Governing Body Meetings and Monitoring:

In addition to four statutory full Governing Body meetings across the school year involving all members, Governors are invited to serve on three separate "working" committees.

Each term Governors are invited to attend meetings with more targeted responsibilities for:

Finance/budget/resources/staffing/Health & Safety

Quality of Education/Curriculum/Standards (including Performance Data, Special Educational Needs and Disability (SEND) and Safeguarding).

In addition, a small group of key Governors meet to support senior leaders with focus on a strategic overview e.g. staff & pupil wellbeing, engagement with the parent body and wider school community, allowing deeper conversations to support senior leaders with any issues and/or actions.

In 2025/26 the areas of responsibility for each of the above working committees will be kept under review to ensure the impact of discussions is focussed, useful and to avoid repetition. In 2024/25 the Budget & Resources committees in particular have worked tirelessly with the SLT to discuss and manage challenging budget and staffing issues.

Three separate governor monitoring teams also meet with the staff teams in Lower, Middle and Upper School phases. This provides Governors with a staff perspective, builds relationships and allows a different form of monitoring of progress and school life.

In 2025/26 Governors will be further embedding this phase monitoring structure, started in January 2025. Governors will be including relevant question and challenge to support the school's key objectives for the coming year and to evidence governor engagement, in particular supporting and monitoring the progress and wellbeing of our more vulnerable groups of children

Governors may also attend individual scheduled monitoring visits to the school. The purpose of these visits and the phase monitoring group meetings is often determined by areas of focus in the annual School Improvement Plan. For example, meeting with the School Council, looking at books, reviewing behaviour, pupil progress, monitoring of Christian ethos, preparing for OFSTED or SIAMS or monitoring progress in key subjects e.g. Maths, English, RE and PSHE.

In 2025/26 Governors will be monitoring the introduction and impact of the Maths and English initiatives and supporting staff with the impending SIAMS inspection in the coming academic year. Governors hope to welcome key subject leads to appropriate meetings for specific updates.

With a SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection expected during the coming academic year, governors will continue working with the RE/Collective Worship lead and the incumbent to be an effective Christian school. Governors have clear monitoring objectives linked to the SIP for this. Governors will connect with the wider school community to understand what spirituality is at Kingsnorth School, so that all adults and pupils feel a strong sense of belonging and have opportunities to respond to big questions with curiosity and imagination.

Governors will reflect and minute at the end of each of their meetings how their discussions have evidenced Kingsnorth's Vision and Values and how they are recognised/lived in school.

Individual governors with appropriate skills will continue to monitor key areas such as SEND, Safeguarding and H&S.

In 2025/26 key governors will monitor the continuing impact and keep up to date with the Nurture of our vulnerable pupils and the introduction of Trauma Informed practice.

The impact of all monitoring is that governors understand and gain knowledge of school life and in areas of strengths and weakness in teaching and wider practices within the school. This enables Governors to hold the Executive Headteacher and senior leaders to account on how good practices and processes are within school, so that identified areas of weaknesses or concern can be analysed and addressed – also for successes to be celebrated. Governors use different sources of information from the school and national figures to try and develop a rounded opinion on how the school is doing.

Executive Head Teacher's Appraisal: The Governing Body carries out a statutory annual Executive Head Teacher Appraisal process throughout the year. Three governors with appropriate training form a Review Panel and benefit from expert assistance from an independent educational advisor through the Trust. The appraisal process allows a closer look at the performance and effectiveness of the EHT, with discussions about areas of strengths and where necessary, areas for development etc. In the summer term new EHT targets for the coming academic year are set and agreed against criteria and school priorities, against which their performance can be assessed.

In 2025/26 Governors will importantly continue to support the school in other ways – helping on class trips and residential; providing a presence at new parent open evenings; attending assemblies and school performances; supporting the PFA and other school-based events; assisting with staff interviews etc.