

Governing Body Impact Statement 2026/27

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 annual objectives that are linked strongly to the school's improvement objectives that allow Governors to support senior leaders and staff.

As Governors we regularly visit to speak to staff and children and to celebrate the fantastic work around the school. We 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 Governing Body meetings across the school year involving all members, Governors are invited to serve on two separate "working" committees. Each term Governors attend committee meetings with more targeted responsibilities for:

Resources: 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 specifically connect with the senior leadership team, focussing on a strategic overview eg. school improvement, staff & pupil wellbeing, engagement with the parent body and wider school community, allowing deeper conversations to support senior staff with any issues and/or actions. Committees are kept under review to ensure the membership is current and the impact of discussions is focussed, useful and avoids repetition.

In 2026/27 the Budget & Resources committees in particular will continue to work with senior leaders to discuss and help manage challenging budgets.

In the past year this experienced group of governors has been available to the Headteacher to help unpick both budgetary and staffing issues so that these have as little impact as possible on the children and staff and learning can continue at its high standard. This group also supports the Headteacher and site team to maintain the school's exemplary Health & Safety processes, ensuring everyone has a safe environment to work and learn in.

In the coming year, the Quality of Education Committee will keep its overview of Curriculum and Standards, also helping to maintain the school's strengths in safeguarding, attendance, SEND, nurture and inclusion. This committee will continue to receive detailed progress reports from subject leaders in key areas eg. English & Maths to help the Governing Body fulfil its monitoring responsibilities.

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 balanced monitoring of progress and school life.

In 2026/27 Governors will further embed this phase monitoring structure, first started in January 2025. Governors will be building on their contact and knowledge in each area of the school. They will include relevant question and challenge to support the school's key improvement 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 and data, monitoring of Christian ethos, preparing for OFSTED or SIAMS or monitoring progress in key subjects eg. Maths, English, RE and PSHE.

In 2026/27 Governors will be further monitoring the introduction and impact of Maths and English initiatives. They will receive reports and observe the further embedding our School Vision & Christian values, by building upon our successful SIAMS inspection in June 26. Governors hope to continue to welcome key subject leads to appropriate meetings for specific updates and monitoring.

Individual governors with appropriate skills will continue to monitor key areas such as SEND, Safeguarding, Attendance, Allergies, Health & Safety and Cyber Security.

This year there will be further subject monitoring for key subjects by governor pairs: in English, Maths, PSHE, RE & Collective Worship.

As a church school working within our community, governors have reflected and minuted at the end of each of their meetings how their discussions have evidenced Kingsnorth's Christian Vision and 5 key Values and how they are recognised/lived in school. They will also recognise "spirituality" within their meetings and identify it.

In 2026/27 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 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 – and importantly for successes to be celebrated. Governors use different sources of information from the school eg. speaking with the children, looking at their work and national data figures to try and develop a rounded opinion on how the school is doing.

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.

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 2026/27 Governors will continue to support the school in other ways.

In this they fulfil a less strategic but nonetheless important role to take pressure off staff by helping on class trips and residentials; providing a presence at new parent open evenings; attending assemblies and school performances; providing a link with the school council and the OPAL team and supporting the PFA and other school based events; assisting with staff interviews; providing informal wellbeing/emotional check-ins with key staff etc.