

Kemnal Technology College LGB ANNUAL IMPACT STATEMENT

KTC
Local Governing Body Annual Impact Report 2019-2020
Summary of Achievements During the Year
<p>Inspection outcome:</p> <ul style="list-style-type: none"> Ofsted May 2019: RI (Serious weaknesses) but this report noted many positive aspects re capacity for improvement; the LGB strongly contested many of Ofsted’s negative conclusions; TKAT (Matt Bachelor) wrote a formal letter of complaint about this Ofsted report and the nature of the inspection (aggressive and biased, etc.). Governors fully supported this response, and this complaint delayed the publication date of the report until September 2019, when its impact was significantly reduced; CC effectively neutralised any bad publicity by actively engaging with parents (including Y6 potential new parents) to repudiate Ofsted’s negative conclusions. Ofsted information-gathering visit October 2020: strong endorsement of the school’s response to Covid 19, and of its safeguarding practices. <p>Significant appointments:</p> <ul style="list-style-type: none"> CC put the extra funding of £300,000 provided by TKAT to accelerate progress to excellent use, strengthening the Maths and English departments in particular, expanding the capacity of the SLT. <p>Pupil outcomes</p> <ul style="list-style-type: none"> Major improvements in tracking student progress, leading to positive outcomes in August 2020 for all GCSE students, in spite of the chaotic situation created by government incompetence. <p>Budget outturn</p> <ul style="list-style-type: none"> Significant improvements in reducing the in-year deficit, and in medium term projections for the cumulative deficit, due to efficiency gains led by SS and CC, and by large rises in student numbers in Y7, created by a number of initiatives led by CC and the SLT.
Governance at KTC within TKAT
<p>KTC 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 objects 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 schools in the trust, and in turn, it is held to account by the Department for Education. The trust can choose to appoint committees for each of its academies and where it does so, these are known as a local governing body or LGB. The LGB’s responsibilities are set out in a document known as the Scheme of Delegation which is available on TKAT’s and Academy’s website.</p>
KTC’s Local Governing Body
<p>Changes in membership:</p> <ul style="list-style-type: none"> Recruitment of one new appointed governor, who has since left the LGB, and a new parent governor from January 2020, who is a significant asset. Lost Mariano Selvaggi due to personal circumstances; a significant loss to the LGB. <p>Vacancies</p> <p>We are still four appointed governors short and we have struggled to recruit over the last four years at KTC.</p> <p>Key activities</p> <ul style="list-style-type: none"> Supporting the new HT from January 2019, CC, in implementing his vision for the school’s improvements, through our visits, in FGB meetings, and through collaboration on behaviour management, with governors attending reintegration meetings, and permanent exclusion panels. Behaviour has been transformed in the past 18 months.

- Questioning and challenging the SLT on all key policy areas, especially student progress, behaviour, and safeguarding.

Governance functions

The core functions of governance in publicly funded schools are:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
3. Overseeing the financial performance of the school and making sure its money is well spent.

In MATs these functions must be carried out at board level, and in some cases aspects of these functions will be delegated to LGBs.

1. Ensuring clarity of vision, ethos and strategic direction:

- KTC fully embraces TKAT's vision for the trust which is Inspiring Learners, Changing Lives.
- KTC's ethos and values are to ensure their students are ambitious, resilient and considerate.
- KTC's core purpose, defined by their vision, is to empower students to be able to take control of their own future and have enhanced life chances as a result of learning at the College. The school's educational philosophy primarily is to focus on its values as it wants all students to acquire these before taking their place in the adult world. KTC strives for students who are ambitious for themselves so that dreams are achievable and goals can be reached by focusing on the present. KTC wants students to become resilient and see that learning is a voyage into the unknown and students need to have the confidence to learn from these experiences; and finally KTC wants students who are considerate to others as success comes through teamwork and through recognition of other people's talents.
- KTC's vision is to provide the foundations for outstanding outcomes.
- KTC's strategy is to follow an action plan to address the issues raised in the last Ofsted report to ensure that improvements and progress are made. This is monitored and evaluated by the Regional Executive Director of TKAT.

2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

- Outcomes
- Monitoring progress
- Performance management

It is impossible to judge LGB impact in all of these areas as outcomes in every relevant area have been compromised by the pandemic

3. Overseeing the financial performance of the school and making sure its money is well spent.

Budget Summary:

KTC Deficits (this year and medium-term)

In-year

Feb 2019 forecast
£790,900

Jul-2019-20 out-turn
£495,500

Cumulative forecast for 2022-23

Feb 2019
£3,117,400

October 2020
£926,000

Comment: This is an astonishing transformation in such a short time. Credit due to CC and Sandra Short; and to Steve Dickman and TKAT's support.

Local Governing Body effectiveness

KTC's LGB has a very strong set of governors who support SLT but are determined in asking challenging questions both at meetings and during visits, but once again, Covid 19 has made it extremely difficult to make an overall judgement on our effectiveness. Our strengths as a governing body are in finance (led by an academic economist who works for a large international bank), in our knowledge of DfE policy (led by a senior civil servant at the DfE), in Health and Safety (led by a parent governor who works full-time in this area for a large public sector organisation) in Safeguarding (led by an experienced chair), and in comprehensive secondary education generally (we have three ex-teachers on our board).

Future plans

- **Recruitment of four new governors, who will make our LGB more diverse and challenging**
- **Improve the quality and depth of governor visits**

Chair of Governors: Dick Brown

Date: 17.11.20