

Academy	Kemnal Technology College
Chair of Governors	Dick Brown
Date	18th October 2021

Governance at Kemnal Technology College within TKAT

Kemnal Technology College (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 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 a 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 KTC's website.

Vision

The LGB is responsible for ensuring that KTC's long term vision reflects the needs of its community beyond current postholders and is in line with TKAT's vision and values.

Our vision is that KTC will be the school of choice in the local community. Our student-centred approach will support every child to ensure they believe, aspire and have the confidence and dedication to achieve their potential.

Organisation of LGB

KTC's LGB has 10 Governors, consisting of 1 parent, 1 member of staff (excluding Headteacher), 7 appointed, and 1 Headteacher.

There are currently 5 appointed governor vacancies

The Link Governors are:

- Dick Brown - Safeguarding/Looked after Children
- Dick Brown – Teaching & Learning
- Carlos Hood - Disadvantaged
- Carlos Hood – SEND and Reading
- Tony Thistleton - Health and Safety
- Dick Brown - Careers advice and guidance
- DB – Outcomes
- DB – Equality, Diversity and Inclusion
- DB – Finance
- CH - Behaviour

The LGB is run without sub committees with the Full Governing Body meeting 6 times a year.

Impact of Covid on the work of the LGB

Throughout lockdown LGB meetings still took place but they were all held remotely. There have been fewer visits to the school than in a normal year; none were done in person due to the covid risks, but this gap has been supplemented by virtual visits and calls. As part of our role during lockdown, we

have reviewed the school's risk assessments and monitored home learning and pupil welfare contact. The Chair of Governors was interviewed as part of the Ofsted inspection in **January 2021. ?** The LGB numbers have been severely affected during 2020-2021: one governor was taken into intensive care due to covid; one governor resigned due to covid stresses within her family; one governor was seriously ill and in hospital as the pandemic broke, and his contribution has been negligible; three new governors who joined the LGB in Term 1 of 2020-2021 have drifted away, largely because of having had no physical contact with the school at all since they started; on a brighter note, one governor had a baby in August 2021, so is (only temporarily) otherwise engaged.

Represent the Academy's local community and stakeholders by ensuring that the Academy's policies and practice meet the community's needs.

All academy policies are reviewed periodically with an opportunity to challenge via the LGB meetings. There was a particular focus on the curriculum earlier this year with all governors speaking with teachers across numerous different subject areas. Armed with the policy and headteacher's vision we were able to challenge and test the understanding of a range of staff. We found that the curriculum map was very well understood at all levels.

Safeguarding policies are monitored through the LGB along with all other policies. It is also a focus of all visits where governors have reported back that policies are being followed.

Whilst face-to-face collaboration between schools has been challenging due to COVID restrictions, the opportunity to move to virtual meetings has actually increased collaboration in some cases with the head teacher regularly meeting with local peers. On one particular visit the Head of Maths explained how she had collaborated with other TKAT schools when developing 'Maths Mastery'.

Support Directors of Education to improve Academy outcomes

- Supported and challenged the implementation of the Trust's development plan: the CoG has been in close communication with the Regional Director (Matt Batchelor) as the TKAT plan has been introduced, so that KTC is in line or ahead of other TKAT schools on developments such as curriculum change and ACE.
- Governors have supported and challenged the senior leaders at KTC around the content and implementation of the school action plan. For example, a key intent from the action plan is that 'Students' literacy skills are developed across the whole curriculum'. This has been challenged by governors on visits and all staff have been able to articulate how they are contributing towards this aim.
- Supporting and challenging progress towards KTC's performance targets has been difficult due to the pandemic. However, senior leaders have been able to explain how they are assessing performance of students which continues to improve. The LGB also gained significant assurance from the recent OFSTED visit which commended the leadership of the school and confirmed our beliefs that the school is very much heading in the right direction.
- Through FGB meetings, governors have continued to monitor financial performance, remotely. The school still has a significant historical debt. However, this is now being repaid due to tighter financial controls and the benefit of higher student numbers each year. Concerns were raised by governors around whether this was to the detriment of the current students. However, we were satisfied this was not the case as all key performance indicators were continuing to improve. Also, further assurance was gained through conversations with teachers on virtual governor visits. On the whole teachers felt they had the equipment and resources they needed.

Support the Senior Leadership Team to ensure staffing is efficient and effective

The LGB has:

- contributed to the development and review of the staffing structure, by challenging, via FGBs, changes proposed by the HT to staffing such as the expansions necessary as the school's roll expands. These issues have also arisen at the annual Pay Committee meeting.
- provided oversight of the college's performance management process mainly by participating in the HT's PMR and target-setting (from which most of the targets for other staff flow).

Equality Diversity and Inclusion

The top ED&I priority for the LGB for the coming year is to ensure we proactively recruit a more diverse LGB which is representative of the local and school community.

We will also be introducing a new link governor for ED&I from late Autumn 2021 to raise awareness and challenge all aspects of the school through an equality, diversity and inclusion lens.

LGB Priorities for 2021-22

LGB priorities for 2021-22 are:

- 1) Support the senior leadership of the school to achieve an OFSTED rating of 'Good'
- 2) Ensuring literacy skills are developed across the whole of the curriculum
- 3) Ensuring safeguarding for all students is the best it can be and specifically the support for the most vulnerable students
- 4) Grow, learn and develop as an LGB to provide a greater depth of challenge and support to the school
- 5) Improve engagement with the school and local community