

King Charles Church of England School - Local Governing Body Governor Impact Statement 2022/23

Executive Summary

The Local Governing Body (LGB) continues to demonstrate its success and effectiveness in its core activities and responsibilities:

- **Ensuring clarity of vision, ethos and strategic direction.**
- **Holding the headteacher to account for the educational performance of the school.**
- **Overseeing the financial performance of the school and making sure its money is well spent.**

The above have been explicitly evidenced through the **School Improvement Visit** conducted in May 2023, which noted that:

*Local governors have a **sound understanding of the school's strengths and weaknesses**. They **have excellent working knowledge of their obligations under the equalities act 2010**. LGB monitoring visits are **planned carefully alongside the priorities of the 100-day plan**. There is **good evidence of challenge against the priorities from LGB members with detailed impact summaries that feedback into LGB meetings**.*

The LGB has been recognised for its **exemplary practice** in a number of areas, including:

- Instrumental involvement in the recruitment of, and support for, the new Special Educational Needs Co-ordinator (SENDCo)
- Influencing good practice on how Kernow Learning policies are structured, monitored and reviewed
- Communicating and amplifying the work of the LGB and Kernow Learning Trust to the school community.

Our impact - Meeting our priorities for 2022/2023

The following details how our priorities for 2022/23 have been met, what the impact has been, and how we are preparing for the forthcoming academic year.

<p>➤ Ensure that Ofsted action points are responded to and can be clearly evidenced within the School.</p>	
<p>Impact – so what?</p>	<p>LGB monitoring confirmed that sequencing of knowledge and use of declarative knowledge has been ‘fine-tuned’ across the curriculum. In particular, mathematics has developed and adopted a robust frame of work to support teachers in the clear and consistent delivery of lessons, using and ‘I do’ (teacher-led); ‘we do’ (learner-focussed); ‘you do’ (learner-led) approach. Careful work has gone into using appropriate resources for guided reading, which articulate with ‘Big Questions’ and forthcoming topics; widening vocabulary and supporting key knowledge across the curriculum.</p> <p>Other areas of monitoring included Computing, which demonstrated an increasing confidence in how to support delivery of this subject area as part of the wider SHINE Curriculum. The LGB noted several areas of good practice, including robust awareness of E-Safety as part of all sessions involving ICT, and undertaking needs analysis surveys of pupils and staff to tailor support accordingly.</p>
<p>Reflection - What next?</p>	<p>LGB will continue to monitor the new frames of work and track pupil progress through available assessment data, particularly across Mathematics, Writing, and Guided Reading. A further consideration will be how supply teachers/support staff experience these frames of work in terms of their ease and effectiveness in class, as well as pupil feedback via School Parliament and School Council.</p> <p>A further focus for the School and the LGB will be considering how to facilitate pupils’ holistic understanding of how subjects/disciplines relate to each other, across the curriculum.</p>
<p>➤ Review the School’s Vision statement, such that it reflects the changing life and direction of the School, including its place in a new Trust, how it wishes to harness technology, make greater links with the community and prepare our pupils for life as citizens in the 21st century.</p>	
<p>Impact - so what?</p>	<p>The LGB and Headteacher have planned to review and revise the Vision Statement, which will be shared in the Autumn term.</p> <p>This will be monitored by the LGB to ensure it reflects the school’s Christian Distinctiveness and the changes to the Statutory Inspection of Anglican and Methodist Schools (SIAMs) framework.</p>

Reflection - What next?	<p>The LGB will analyse, and reflect upon, responses from pupils and their families.</p> <p>The Christian values and ethos, distinctive to King Charles, will be reflected in the LGB's offer to support other Kernow Learning LGBs and schools in their governing duties and responsibilities.</p>
<p>➤ Deepen inclusive practices within the school and its governance structures, such that the School community is able provide an equitable experience for its staff and pupils, and cultivate a sense of belonging for all its key stake-holders.</p>	
Impact - so what?	<p>The LGB has reviewed and revised policies relating equality, diversity and inclusivity – including the English as Additional Language Policy.</p> <p>The LGB has been actively involved in supporting families of SEND pupils, including the organisation of 'SEND Coffee Mornings' for families to come and talk/seek information and support in a safe and relaxed environment. These are also opportunities for the school to learn how it might better support families and raise awareness for non-SEND pupils and stakeholders.</p>
Reflection - What next?	<p>The LGB recognises that inclusive practices should be threaded throughout all aspects of the school's work, and that it is an opportunity for continuous reflection and development, where we learn with, and from, each other. As such, it is understood that all LGB priorities and activities will seek to address, and respond to, the need for diversity and inclusivity.</p> <p>The LGB is aware that Cornwall is not necessarily representative of a number of groups and, as such, must work harder to ensure that multiple voices and views are considered and reflected in its provision. It is envisaged that synchronous online conferencing/communications might enable exposure to greater diversity if in-person visits are logistically challenging. Forging relationships with local community networks and groups will also be important in achieving this work.</p> <p>The LGB intends to involve the Pupil Voice more regularly and explicitly in their planning and activity; this will be a standing item on meeting agendas moving forwards, in which pupil 'members of parliament' are invited to parts of the meeting.</p>
<p>➤ Support the appointment, and induction, of new governors, which will include a review and redistribution of areas of responsibility within the LGB, including the design and implementation of a professional development review process for governors.</p>	
Impact - so what?	<p>The LGB has an established membership, which includes an experienced and long-standing Chair of Governors, a Foundation Governor, and two Parent Governors (who have now been in-post for two successive years). Additionally, the LGB has welcomed a newly appointed Staff Governor, with discipline expertise in Religious Education (whilst she is leaving at the end of this academic year, the skills she has brought have been incredibly valuable). We will invite nominations for a new staff Governor in September. We also have welcomed a new Community Governor, with a proven track-record in learning and teaching</p>

	<p>in children’s education in Cornwall. The LGB continues to be served and administered by an experienced and highly qualified Clerk.</p> <p>In addition to mandatory training in Safeguarding, Prevent Duty, Equality, Diversity and Inclusivity, Governors have participated in SIAMS training and met with subject specialists within Kernow Learning Trust to deepen their own knowledge of the curriculum.</p> <p>The LGB has made efficient and effective use of their time and expertise in co-ordinating whole school monitoring days; undertaking team monitoring activities across multiple areas; holding termly meetings within the working day to accommodate the School Parliament/Council and other members of the school team. This team working has enabled the sharing of good practice and expertise across the main areas of responsibility, thus strengthening the LGB’s collective skills and knowledge.</p>
<p>Reflection - What next?</p>	<p>The LGB is yet to make use of a formal self-evaluation and professional development tool to support its ongoing training needs and next steps. It is anticipated that this will be forthcoming in the next academic year and will help the LGB to work more strategically in the future.</p> <p>The LGB intends to share and disseminate good practice by offering mentoring to other LGBs within the Trust.</p>
<p>➤ Develop the leadership of, and support for, SEND co-ordinators and governors, with an additional focus on meeting the needs, and regulatory requirements, for Children in Care (CiC).</p>	
<p>Impact - so what?</p>	<p>The LGB took an active and instrumental role in the appointment of, and transition arrangements for, the new SEND Co-ordinator.</p> <p>The SEND Governor has strengthened their own understanding of the operations and strategy of SEN within the school through 1:1 meetings and attending monitoring days/Trust network events.</p> <p>The Safeguarding Governor continues to keep abreast of contextual safeguarding. Furthermore, the school has taken steps to ensure that data relating to disadvantaged pupils is recorded and tracked; helping the school to better meet the needs of these pupils.</p>
<p>Reflection - What next?</p>	<p>The LGB will continue to support the SENDCo and the Senior Leadership Team in their Safeguarding duties. Some of this work will come under the auspices of the leadership changes taking place for 2023/24.</p> <p>The LGB will monitor how the more granular data on SEND and Disadvantaged Pupils informs provision and interventions for pupils.</p> <p>The LGB will take a role in supporting families of these pupils, through coffee mornings, workshops, and other networking opportunities for sharing good practice.</p>

Looking ahead | Priorities for 2023/24

- To support the **leadership transition**, including the newly appointed Headteacher and Executive Headteacher.
- To monitor the **implementation and impact of actions arising from the School Improvement Reviews**, with a particular focus on Mathematics, Guided Reading, Writing, and sequencing within the curriculum.
- To monitor, and report on, the effectiveness of **Learning Passports** for SEND Pupils, and how these documents support families, teachers, peers, and transition into secondary school.
- To monitor the impact of the school's **attendance strategy**, including how this is used to support SEND and Disadvantaged Pupils.
- To monitor the impact of the **behavioural strategies and interventions** used in school, including the Zones of Regulation, Marvellous Manners, STAR Listening, SHAPE Speaking.
- To monitor the use and impact of the **Creativity Hub** over the next academic year.
- To establish the **Pupil Voice** as an integral part of LGB meetings, planning, and monitoring activities.

Mrs Karen Bond
Chair of Governors