

**The Kemnal Academies Trust - Impact Statement  
Academic Year 2021-22**



<b>School</b>	Cleeve Park School
<b>Chair of Governors</b>	Shiv Chowla
<b>Date</b>	October 2022

**Governance at Cleeve Park School within TKAT**

Cleeve Park 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 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 School's website.

**Vision**

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

Cleeve Park's vision statement is to:

- Provide strong leadership and governance at every level with effective teaching and high-quality learning resources across all subjects and year groups.
- Ensure a rich, engaging and inclusive curriculum with effective teaching and high-quality learning resources across all subjects and year groups.
- Regardless of their ability or personal circumstances, to ensure that all groups of pupils make at least good progress and diminish differences in their attainment.
- Ensure that pupils are well behaved, confident and respectful in a safe and secure environment.
- Ensure a high-quality workforce and prioritise accountability, staff retention, professional development and wellbeing.

**Organisation of LGB**

Cleeve Park School's LGB has 12 Governors, consisting of 2 parents, 1 member of staff (excluding Headteacher), 8 appointed, 1 Headteacher.

There is currently 1 vacancy for a Parent Governor and 1 vacancy for an Appointed Governor, both of which are in the process of being filled.

The Link Governor responsibilities are allocated as follows:

- Safeguarding/SEN: Jo Coughlan
- Pupil Premium/ACE/Literacy: Caroline Mapstone
- Attendance: Bill Ewing
- Health & safety: Nicola Mayzes
- Academic outcomes up to KS4: Daniel Hatley and Barin Yucemen
- Academic outcomes post-16 and careers: Andy Thompson
- Finance: Shiv Chowla

The LGB has the following Committee Structure

- Full Governing Body (twice per term)
- Pay Committee (annual)

### **Impact of Covid on the work of the LGB**

With the onset of Covid in March 2020, all LGB meetings at Cleeve Park were held remotely. But the unwinding of restrictions over 2021 meant that a more flexible approach became possible. For the 2021/22 academic year, the Cleeve Park LGB moved to a 'hybrid' approach, alternating between virtual and face-to-face meetings at the school. In October 2021 and May 2022, all Governors attended a full day in person at Cleeve Park School to immerse themselves in it, as well as having specific sessions for Link Governors.

### **Impact: Represent the School's local community and stakeholders by ensuring that the School's policies and practice meet the community's needs.**

#### *Safeguarding:*

At every LGB meeting, the Governors review the reported safeguarding incidents/figures and received assurance that the school had taken them seriously and acted appropriately. The relevant Link Governor has also visited the school to discuss, check and ensure that all relevant requirements (e.g. information keeping) were being met. Moreover, as per the annual requirement, the full LGB receives safeguarding training in its first meeting of the school year.

#### *Behaviour:*

The LGB has put particular focus on behaviour over the past year. First, reviewing and discussion the behaviour policy in detail. Second, several Governors have also sat on Permanent Exclusion Panels. Third, the LGB have received and discussed data on behavioural incidents, which shows a significant improvement between 2020 and 2022. The LGB supports the school's initiatives for improving behaviour, which include reviewing responsibilities of pastoral leads, rolling training of staff, a new "Team Around the Child" internal meeting, and the introduction of the Internal Exclusion Room.

#### *Covid and attendance:*

The LGB has also focussed on attendance, particularly in light of challenges associated with the knock-ons from Covid-19. With Covid fading, the LGB has closely monitored attendance figures given a "hangover" effect – attendance at Cleeve is lower than we would hope, albeit higher than the national average. The LGB also reviews how attendance varies between different cohorts (age groups, pupil premium etc.) A Link Governor is in place for attendance issues. The LGB also supports the school's initiatives on attendance, such as monitoring of specific students and wider communications to parents reminding them of the importance of good school attendance.

#### *Ofsted*

Some members of the LGB met with Ofsted inspectors in their late-2021 inspection of the school.

### **Impact: Support Directors of Education to improve School outcomes**

Cleeve Park has set stretching multi-years targets for improving GCSE grades, seeking to bring them close to the national average. A wide set of initiatives have been put in place to deliver this improvement, including: curriculum refresh; additional tiering by ability to support higher-ability students meet their potential; targeted interventions for additional teaching/classes/homework; regular use of exam-type questions in the classroom; bespoke seating plans; use of GL tests from year 7 to forecast likely/potential GCSE grades several years ahead.

In terms of the LGB's role:

- Two Link Governors for academic outcomes during 2021/21 met with the relevant Deputy Head to discuss this strategy at length and understand/challenge what is envisaged.
- The Deputy Head regularly reports to the LGB on progress, including the results of mocks and other forms of intra-year assessment.
- The wider School Development Plan has been shared and discussed with the LGB, reviewed the RAG rating and will continue to monitor progress on a termly basis.
- The LGB discussed and supported the school's initiative to seek external marking for mock exams. This entailed a financial commitment but helped to ensure the effective benchmarking and prediction for Cleeve Park's results ahead of the summer 2022 exams. Some Cleeve Park staff also marked the national exams themselves, which combined with the external marking of mocks, means a longer-term benefit of increasing quality assurance and internal capability within Cleeve Park for future prediction and benchmarking.
- The LGB have received presentations by staff on strategies for specific subject areas and provided challenge, e.g. literacy and SEN. These strategies should complement and support the wider initiatives for improved academic outcomes.

In terms of impact, Cleeve Park in summer 2022 saw a significant improvement compared to the last "normal" assessment in 2019. For example, E&M 4+ increased from 38% to 58%. The 2022 outcomes sit below the current National Average. However, the academy targets put us on a 3 year (2024) flightpath to meet the national average and this year the school met or exceeded our incremental target from TKAT.

The improvement at the school was also reflected in TKAT upgrading Cleeve Park from "red" to "amber", which bodes very well for our target to upgrade the school in the next Ofsted inspection.

An important priority for the LGB will be to ensure the school retains the momentum it currently has on academic outcomes, and builds upon the progress to date.

#### **Impact: Support the Senior Leadership Team to ensure staffing is efficient and effective**

- Alex O'Donnell has updated the LGB regularly in her recruitment of staff positions since taking the role, including prompt alerts to Governors where staff have resigned and openings have occurred.
- The LGB have visited Cleeve Park on two 'immersion days' in 2021/22 and directly observed various lessons. In addition, the LGB spoke to several members of staff to get personal perspectives on how the school was performing. Two further immersion days are planned for 2022/23 school year.
- LGB members are represented on the school's Pay Committee, providing challenge and advice, with a view to recognising staff performance.
- Parent Governors have taken an important role in providing direct feedback to the school on the performance of specific departments, both positive and developmental.
- The LGB receives regular operational updates in relation to the school's budget. We have been reassured that the budget is being used carefully and that the school has deftly absorbed the additional impact of Covid-related expenditure.
- The LGB supported the school's initiative to seek external marking of mocks: as above, this was primarily to support the pursuit of improved academic outcomes but also helped to manage workloads on the staff, and hence their wellbeing.
- The Chair of Governors assisted Alex O'Donnell in the recruitment process for a new Deputy Head in October 2021 through assisting in the sifting of applications and meeting candidates.
- The Chair of Governors will liaise with TKAT as part of the Headteacher's performance assessment process in 2022 Q4.
- The LGB have welcomed the school's new initiative to provide awards to staff for: creativity, teamwork, commitment, performance and leadership.

### **Equality, Diversity and Inclusion**

The Cleeve Park LGB reviewed TKAT's proposed options for an equality, diversity and inclusion mission statement and chose "Every leader must seek out and understand their local challenges, looking for risk not comfort. They must be familiar with Trust's Equality, Diversity and Inclusion policies. Those challenges include staff, pupil and community experience."

The LGB have discussed the status of diversity and inclusion at the school, including the current status of the teaching staff in terms of both gender and ethnicity. The LGB will continue to monitor these statistics and, more generally, ensure that data around diversity and inclusion considerations continues to be collected by the school. For example, we will seek data on the diversity of applicants for positions advertised by the school and how GCSE and A-Level results vary by demographic groups.