

<b>Academy</b>	Cleeve Park School
<b>Chair of Governors</b>	Shiv Chowla
<b>Date</b>	October 2023

### **Governance at Cleeve Park School within TKAT**

Cleeve Park School 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 Academy's website.

### **Vision**

The LGB is responsible for ensuring that the Academy's long term vision reflects the needs of its community beyond current postholders.

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 11 Governors, consisting of 2 parents, 1 staff (excluding Headteacher), 6 appointed and 1 Headteacher.

There is currently 1 vacancy of an appointed Governor but the LGB recently discussed that we do not necessarily consider it vital to increase our numbers at present. We will assess in the middle of the 2023/24 school year if we think an additional appointment to the Board should be exercised.

The Link Governors are:

- Safeguarding/SEN: Sarah Butler
- Pupil Premium/ACE/Reading & Literacy: Mel Foreman
- Curriculum: Barin Yucemen
- Attendance and PSHE: Bill Ewing
- Health & Safety: Nicola Mayzes

- ED&I and post-16: Annie Wong
- Wellbeing: Andy Thompson
- Academic outcomes: All (collective LGB responsibility)

The LGB has the following Committee Structure

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

### Impact

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

**Summary: the LGB has found various mechanisms to actively represent and meet the community's needs.**

Contribute to the development, review and monitoring of Academy policies:

- The LGB reviews Academy policies and ensures their approval and implementation in a timely manner.

Ensure appropriate parent engagement, providing a point of contact for parents, carers and other members of the local community and ensuring their contribution is valued:

- The LGB reviewed the results of a number of stakeholder surveys executed by the school for parents, students and staff, respectively. The response rate was significant and feedback from parental responses has informed the school's development plan.
- LGB members are invited to all school prize giving ceremonies and seek to attend.
- LGB members were invited to, and given a summary of, Cleeve's inaugural Careers Expo, which welcomed over 80 advisors from 50 different companies. Feedback on this event was overwhelmingly positive and it contributed to evidence that the school is meeting the "Gatsby Benchmarks" in relation to careers.
- The LGB Chair and Headteacher actively manage enquiries from parents, including ensuring that the complaints procedure protocol is properly applied, where required.
- The LGB receives regular updates on the wider life of the school. For example, performing arts, music clubs, and an initiative to offer free boxing classes for students via the local authority.

Promote high standards of student behaviour:

- The LGB continues to review and discuss the behaviour policy in detail.
- Several Governors have sat on Permanent Exclusion Panels.
- The LGB supports the school's initiatives for improving behaviour, which include reviewing responsibilities of pastoral leads, rolling training of staff, a "Team Around the Child" internal meeting, and the use of the Internal Exclusion Room.
- The LGB receives detailed briefing on the school's behaviour initiatives and collects data on behaviour outcomes and trends. For example, negative behavioural points, exits from lessons, use of the Internal Exclusion Room and Fixed Term Exclusions. The data is also divided by year group to identify if there are particular cohorts with elevated incidences of poor behaviour. The LGB are satisfied that behavioural outcomes are improving significantly; and where data have shown an increase, this reflects higher standards around behaviour and improved enforcement.

Promote collaboration with other Academies in the Trust:

- The Headteacher is part of the Trust Wide School Improvement Team. Her focus is supporting another secondary mainstream school with a focus around Teaching & Learning.
- In her Executive Headteacher role, there is collaboration and support between Cleeve Park and Cleeve Meadow schools so that professional development and synergies are fostered.

Review and monitor attendance:

- The LGB regularly reviews attendance data and variations 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.

Ensure the highest standards of 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 visits the school to discuss, check and ensure that all relevant requirements (e.g. information keeping) were being met.
- As per the annual requirement, the full LGB receives safeguarding training in its first meeting of the school year.
- The LGB have been briefed on Prevent and reassured that the school is closely in touch with the local authority to understand their responsibilities, common themes and risk factors.
- The LGB are briefed on safeguarding training undertaken by the school's SLT and how insights/ideas are integrated into the school's core safeguarding approach to ensure it deploys best practice.

*Support Directors of Education to improve Academy outcomes*

**Summary: the LGB actively engages with the school's strategy and initiatives for improvements in academic outcomes. These have already demonstrated significant progress as shown in the school's 2023 KS4 results. The LGB uses Link Governor visits, LGB meetings and Immersion Days to actively check, challenge and ensure that the information being provided by the school is accurate.**

Support and challenge the implementation of Cleeve Park's development plan and progress toward performance targets:

- The Deputy Head regularly reports to the LGB on academic progress, including the results of mocks and other forms of intra-year assessment. The LGB receives detailed data on E&M pairs, A8 and P8, plus subject-level information for Y11 and Y13.
- The wider School Development Plan has been shared and discussed with the LGB - we have reviewed the RAG rating and will continue to monitor progress on a termly basis.
- The LGB supports the school's ongoing initiative to seek external marking for mock exams and encourage staff to mark national exams themselves. This should deliver 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.
- The LGB has been briefed on the methods by which Cleeve Park identify the bespoke requirements for different students based on their ability and aptitude. This includes the novel 'quadrant' approach to bucket students by ability and aptitude, identification of key 'marginal' students who are on the cusp between grades, work to support revision strategies and exam skills, letters of encouragement, interventions for higher achieving pupils, booster sessions before exams etc.

Monitor and assess the quality of teaching:

- The LGB is regularly briefed on the work of the Deputy Head who has responsibility for teaching and learning. The school has a clear vision for continuous professional development for all staff (including development of middle leaders), the ability to identify departments where further action is required, and coaching in place for all staff, but particularly those with development areas.
- The LGB regularly receive data on the quality of teaching and learning based on 'learning

walks' conducted by the SLT. These have shown ongoing improvement through the year, with a significant increase in the number of lessons judged to be good or better. This data is also available by subject and has allowed the school to identify where 'deep dives' are required to ensure further improvement.

Support the Ofsted process:

- The LGB is regularly updated on the school's expectations regarding future Ofsted visits. The school has emphasised to the LGB that they are highly prepared for Ofsted visits and would welcome one at the earliest possible opportunity.
- In the most recent Ofsted inspection in May 2023, two LGB members spoke to the Ofsted inspector, addressing a wide range of issues.
- The LGB actively discussed the findings of the Ofsted visit, and the implications for the School's Improvement Plan.

Have oversight of the budget ensuring the priorities meet the need of the school community and that expenditure is within its budget:

- The LGB receives regular operational updates in relation to the school's budget. Despite national challenges around school funding, we have been reassured that the budget is being used carefully. Where cost adjustments are required to offset unexpected expenditures, the school have been transparent with the LGB about their proposals.

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

**Summary: despite a challenging environment for recruitment and pay, the LGB continues to support the school's staffing and judges it to be effective at present.**

Contribute to the development and review of the staffing structure:

- The Headteacher 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 arisen.
- The structure of Cleeve Park's SLT has evolved over the past year, and the Headteacher has consulted the LGB on her proposals and sought challenge before proceeding.
- The LGB have regularly discussed the status around teacher strikes and plans the school has in place to minimise the impact of any disruption on teaching and learning; the LGB have been satisfied that the school has mitigated disruption to the greatest extent possible and in a way that has carefully maintained the relationship between SLT, wider staff and parents.

Assess and encourage the wellbeing of staff:

- During our twice yearly Immersion Days, the LGB spoke to several members of staff to get personal perspectives on how the school was performing and their own wellbeing. The staff have emphasised their passion in contributing to the school's current upswing in standards, outcomes and momentum.

Be involved in key staffing appointments:

- Governors were invited to be part of the appointment process for the new Raising Standards Role, by reviewing presentations to explain what Progress 8 and Attainment 8 mean.

Have oversight of the Academy's performance management process:

- Parent Governors have taken an important role in providing direct feedback to the school on the performance of specific departments, both positive and developmental.
- LGB members are represented on the school's Pay Committee, providing challenge and advice, with a view to recognising staff performance appropriately.

Headteacher's Performance Management:

- The Chair of the LGB actively participated in the performance management process for the Headteacher, alongside the TKAT Director in 2022 Q4.
- The LGB has been briefed about the mentoring/coaching arrangement that the Headteacher has from another Head from an outstanding school – this is providing benefits to Cleeve by

providing external (non-TKAT) challenge to the school's performance.

### Equality Diversity and Inclusion

The school has regularly reported to the LGB on ED&I and now has a designated staff lead and Link Governor.

- The school prioritises 'anti-racism', as distinct from being 'non-racist', emphasising activism.
- Cleeve Park is working towards an anti-racism award over the next 2 years with Leeds Beckett University.
- Staff have undertaken CPD training on 'Getting comfortable with being uncomfortable'. Further training is planned and, ultimately, once per term whole staff ED&I CPD will be delivered.
- Cleeve Park has three ED&I working groups in relation to, respectively, staff, students and parents.

### Other areas of Impact

- The Chair and Head actively communicated during the RAAC episode to clarify the situation, actions being taken by the school, and to ensure that these were communicated appropriately with parents and the wider LGB.
- The Chair of Governors received presentations on economics from a range of sixth form students, who had all been reading a book "*Can't We Just Print More Money?*"
- The Chair Governors delivered presentations on the role of the Bank of England to separate assemblies for Years 7, 8 and 9.
- Members of the LGB took part in an aspiration day where they spoke about their experiences of Higher/Further education and how this helped their career paths.
- Members of the LGB took part in a series of mock interviews for KS3 students, to help them to prepare for future career opportunities.

### LGB Priorities for 2023-24

**The LGB's priority is to ensure the school makes good on its Development Plan ahead of an Ofsted inspection before July 2024.** Namely:

- Quality of education: improve outcomes across KS3&4, and ensure high quality teaching.
- Behaviour and attitudes: focus on student independence (reading and oracy), behaviour and attendance.
- Personal development: high quality PSHE lessons, celebration of diversity and improved extra-curricular offering.
- Leadership and management: more preparation of middle leaders for future senior leadership roles and a narrower gap for Pupil Premium students.
- Post-16: improve outcomes at KS5 and ensure 90% of students secure destinations of their choice.

### Comment from Director of Education

The LGB are an active governing body with clear and committed interest in all aspects of the school's life. They pay regular visits and support the school with its offer of a wide range of events and performances.

This is very much appreciated by the school community and leaders. The regular immersion days allow the governing body access to a range of staff and students that further supports the check and challenge they provide at meetings.

The Chair and Executive Headteacher work closely together to reflect on parent views and rare

concerns are quickly dealt with.

The LGB supports with adherence to school and Trust policies and checks and challenges appropriately on all school metrics from attendance to outcomes.

I would like to take this opportunity to thank the LGB for their support of the school and to the Chair in particular for his support of my work with the school community.

Natalie Willbourn

January 2024

#### **Comment from Link Trustee**

Thank you for taking the time to prepare such an interesting report of the past year. It is clear that the LGB at Cleeve Park is making a real impact. I was very interested to read about the aspiration days and the interview practice which I am sure makes a big difference to the pupils at the school. Cleeve Park has had an excellent year and we are all very much hoping that Ofsted will agree. Thank you to all on the LGB for your commitment and support for Cleeve Park, and I look forward to hearing about the school's further progress over the coming year.

Gaenor Bagley, Chair of Trustees