

## **Governance Strategic Statement 2024 / 2025**

### **Shaping Greater Futures**

We are committed to delivering excellent teaching and learning. Alongside this, we create opportunities for the development of each young person's character, equipping them with the qualities needed to successfully navigate their futures.

Strongly believing in the wider school experience, we endeavour to raise aspirations through a range of leadership opportunities across all year groups, creating extended opportunities to broaden knowledge and skills beyond the life in the classroom.

We support each and every student in unlocking their true potential. Through academic challenge, depth of experience and opportunities with the development of personal character, we are shaping greater futures for Kingshill students.

#### **Our Strategic Priorities are:**



**The purpose of governance** is to provide:

- strategic leadership
- accountability and assurance
- strategic engagement

As a Board we have collective accountability and strategic responsibility for the Trust. Our focus is to ensure the Trust delivers an excellent education to students while maintaining effective financial management and ensure compliance with:

- the Trust's charitable objects
- regulatory, contractual and statutory requirements
- our funding agreement

- fulfil our strategic and statutory responsibility for safeguarding and special educational needs and disabilities (SEND), ensuring the promotion of student welfare, and keeping our estates safe and well-maintained.

*\*(adapted from 'Academy Trust Governance Guidance' Oct 2024)*

### Our Trust Governance Structure:

- Members
- Board of Trustees
- Strategic Meetings: Headteacher, Chair and Vice-Chair
- Committees: Resources, Impact, and Staffing
- Panels: Pay Panel, Head Teachers Appraisal Panel and other panels which may, from time to time, be required.
- Key Aspect Link Trustees: One or more Trustees cover each of the below, based on our overall Strategic Development priorities and statutory responsibilities.

Priority	Key Aspect Link	Reports to
Intentional Character Development	STEPS, Raising Ambition & Creating Opportunity	Impact
	Personal Development including Careers & 14-19 Education	Impact
Culture and Ethos	Attendance	Impact
	Behaviours Culture	Impact
	Safeguarding (including Child Protection & Looked After Children)	Impact & Board
	Workload and Wellbeing	Staffing
High Ambition for All	Unlocking Potential	Impact
	CPLD	Staffing
Excellent Teaching and Learning	Curriculum, Teaching & Learning, Assessment	Impact
	Digital Strategy (including IT systems, E-Safety, GDPR, DPO)	Resources
	Health and Safety	Resources
	Pupil Premium and Equality	Impact & Board
	Special Needs (including disability), Learning Support, Reading.	Impact & Board

**How we work:** As Trustees we personally, and collectively, work within the school's culture, values, ethos as exemplified by our STEPS:



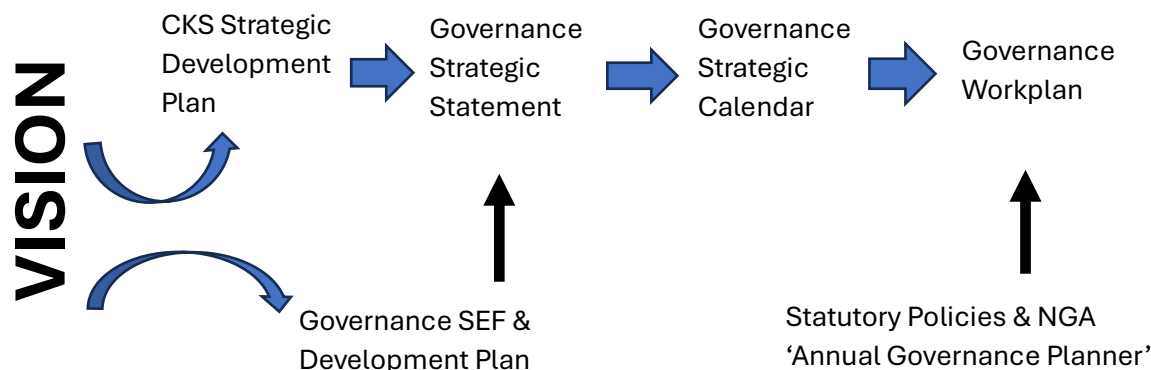
We follow the seven Nolan Principles of public life: honesty, openness, objectivity, accountability, selflessness, integrity, and leadership.

**Our Governance Structure enables us to** hold the school and its leaders to account through appropriate support and challenge.

- **Board:** Overall Strategic direction as outlined in the School Development Plan: Excellent Teaching and Learning, Intentional Character Development and High Ambition for All.
- **Strategic Panel:** Strategic direction
- **Committees:** Review of relevant 60-day plans, reports and presentations regarding: Teaching and Learning, Curriculum and Assessment, Personal Development, Culture & Ethos, STEPs, Raising Aspiration, Unlocking Potential and Creating Opportunity
- **Individual Trustees:** Key Aspect Link Trustees, Chair and/or Vice Chair 1:1 meetings with HT, Resources Chair 1:1 meetings with Business Manager.
- **Chair:** Meetings with Vice-Chair, Committee Chairs, External challenge partners, GCC – as and when needed and deemed appropriate.

To ensure clarity of delegation and decision-making at Board, Committee, Chair and Individual Trustee level the Board see the 'CKS Governance – delegation of responsibilities' (*based on the Governor Hub pro-forma*).

## How we manage our workload and ensure a focus on Strategic Priorities and Statutory Responsibilities.



**The Governance Workplan covers:** a) statutory & required activity along with best practice b) statutory policies c) Strategic Priorities d) Governance Development

### How do we triangulate what we are learning? Examples include:

- HT Report
- Reports, presentations etc
- Governor KPIs
- Data – access to a live Trustee Dashboard including trends and analysis
- Stakeholder voice and surveys
- School visits & Learning Walks
- Attendance at school events
- External reviews

### Improving Governance:

*Cirencester Kingshill School Ofsted Report (Nov 2020) stated: “Trustees and leaders do not have a clear enough vision for high-quality education. Trustees do not challenge leaders stringently enough. Leaders should ensure that trustees have the information they need in order to provide greater challenge so that students receive good quality education”*

As a Trustee Board **our strategic priority** is ensure that the Trust has a high performing governance structure where trustees and other non-executive leaders have the expertise to fulfil their functions effectively.

Significant work has been undertaken and is continuing covering Governance Development and Trustee CPLD, reference the following:

- Governance SEF 2024/25
- Governance Development Plan & Trustee CPLD 2024/25

Both plans are informed by self and external review and aligned with the seven sections of the DfE’s Academy Trust Governance Guidance (March 2024 – updated Oct 2024),

which are: Culture and Engagement, Governance of the Trust, Strategy, Non-executive leadership, Executive leadership, Accountability, Compliance.