

Cirencester Kingshill School Governance Strategic Statement 2025 / 2026

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 in 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 pupils while maintaining effective financial management and ensure compliance with:

- the Trust's charitable objects

- regulatory, contractual and statutory requirements
- our funding agreement

along with fulfilling our strategic and statutory responsibility for safeguarding and special educational needs and disabilities (SEND) and, ensuring the promotion of pupil 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
- Committees: Resources, Impact, Staffing
- Panels: Pay Panel, Head Teachers Appraisal Panel and other Panels which may from time to time be required
- Key Aspect Link Trustees: (based on our overall Strategic Development priorities and statutory responsibilities). One or more Trustees cover each of the following:

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

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



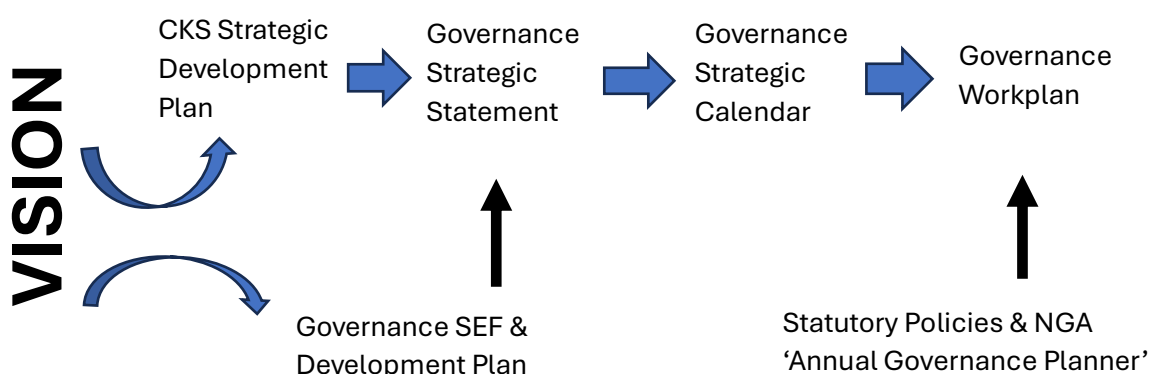
We follow the seven Nolan Principles of public life: honesty, openness, objectivity, accountability, selflessness, integrity, leadership. adhere

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,
- **Committees:** relevant 60 day plans/ reports/ presentations: Teaching and Learning, Curriculum and Assessment, Personal Development, Culture & Ethos, STEPs, Raising Aspiration, Unlocking Potential and Raising Aspirations
- **Individual Trustees:** Key Aspect Link Role, Board Chair’s 1:1 meetings with HeadTeacher, SLT 60 day plan presentations at start of each term.

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

How do 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?

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

Improving Governance:

OfSTED (May 2025) quote: “The school has worked with those responsible for governance to secure improvements in pupil’s experience of education” ...”However many of the changes that the school has made are recent and therefore are still being refined and embedded”

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. See

- Governance Priorities 2025/26
- Governance Development Plan & Trustee CPLD 2025/26

Both plans are aligned with the seven sections of the DfE’s Academy Trusts Governance Guidance (19th November 2025): Culture and Engagement, Governance of the Trust, Strategy, Non-executive leadership, Executive leadership, Accountability, Compliance and are informed by self and external review.

Agreed by the Board of Trustees January 2026 (to be reviewed October 2026)