

Academy	King Harold Academy
Chair of Governors	Dick Brown
Date	18th October 2021

Governance at King Harold Academy within TKAT

King Harold Academy (KHA) 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 objectives which relate to the provision of education in its schools. As such, it is the Trust's 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 KHA's website.

Vision

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

Our vision is that KHA will be the school of choice in the local community. Our student-centred approach will support every child to ensure they believe, aspire and have the confidence and dedication to achieve their potential. This vision is under review as we move forward in our work with the new HT appointed from August 2021, but as governors and staff were involved in his appointment, we are convinced that he shares our vision.

It is important to note that the past 18 months has been traumatic for the school, and not just because of the covid pandemic. At Easter 2020 the HT resigned for personal reasons. A highly competent temporary HT was appointed to lead the school for Terms 5 and 6, and a new HT was appointed (with LGB participation) to start in September 2021. The LGB was too small during this period (2 parent governors, two appointed governors, 1 staff governor and the HT), but five new governors joined the LGB in September 2020. In August 2021 the HT resigned, again for personal reasons, and TKAT responded promptly by promoting the recently-appointed new DHT, Andrew Jones, to become Head of School, supported by an EHT (Jo Dibb). The governors have coped with all of these changes admirably, and have fully supported new appointees as they have taken steps to move the school forward, but this has been a difficult period for the LGB.

Organisation of LGB

KHA's LGB has 10 Governors, consisting of 2 parent, 1 member of staff (excluding Headteacher), 7 appointed, and 1 Headteacher.

There are currently 5 appointed governor vacancies

The Link Governors are:

- Dick Brown - Safeguarding/Looked after Children
- Dick Brown – Teaching & Learning
- - Disadvantaged
- - SEND
- - Health and Safety
- Conor Cotton - Careers advice and guidance

- – Outcomes
- – Equality, Diversity and Inclusion
- – Finance
- - Behaviour

The LGB is run without sub committees with the Full Governing Body meeting 6 times a year.

Impact of Covid on the work of the LGB

Throughout lockdown LGB meetings still took place but they were mainly held remotely. There have been fewer visits to the school than in a normal year; and very few were done in person due to the covid risks, but this gap has been supplemented by virtual visits and calls. As part of our role during lockdown, we have reviewed the school's risk assessments and monitored home learning and pupil welfare contact.

The LGB numbers have not been severely affected during 2020-2021: one governor has resigned due to covid-related; one governor had a baby in June 2021, so is (only temporarily) otherwise engaged. She has promised to re-start her governor work as soon as her sleep deprivation allows. And four of the five new governors we recruited in September 2020 are still with us, even though they have not yet visited the school.

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

All academy policies are reviewed periodically with an opportunity to challenge via the LGB meetings. There was a particular focus on the curriculum earlier this year with all governors speaking with teachers across numerous different subject areas. Armed with the policy and headteacher's vision we were able to challenge and test the understanding of a range of staff. We found that the curriculum map was very well understood at all levels.

Safeguarding policies are monitored through the LGB along with all other policies. It is also a focus of all visits where governors have reported back that policies are being followed, but during the covid period the LGB has relied for monitoring purposes on its link governor for safeguarding, DB.

Whilst face-to-face collaboration between schools has been challenging due to COVID restrictions, the opportunity to move to virtual meetings has actually increased collaboration in some cases with the head teacher regularly meeting with TKAT support in the form of the Executive HT, the Regional Director, and lead practitioners. On one particular visit the Head of MFL explained how she had been invited to participate in a national initiative to develop MFL provision.

Support Directors of Education to improve Academy outcomes

- The LGB has supported and challenged the implementation of the Trust's development plan: the CoG has been in close communication with the Regional Director (Natalie Willbourn) as the TKAT plan has been introduced, so that KHA is in line with other TKAT schools on developments such as curriculum change, the Reading Strategy, and ACE.
- Governors have supported and challenged the senior leaders at KHA around the content and implementation of the school action plan. For example, a key intent from the action plan is to 'Design, implement, develop and monitor a cohesive curriculum'. This was explored and challenged during visits by governors in Terms 3 and 4 of 2020-2021 and all staff have been able to articulate how they are contributing towards this aim.
- Supporting and challenging progress towards KHA's performance targets has been difficult

due to the pandemic. However, senior leaders have been able to explain how they are assessing performance of students which continues to improve.

- Through FGB meetings, governors have continued to monitor financial performance, remotely. The school still has a problem of in-year overspend, and has seen its substantial accumulated surplus shrink steadily towards zero. However, this is now being rectified due to tighter financial controls introduced by all three of the school's HT's over the past 18 months, by assiduous work from Sue Jinks (SBM) and by Steve Dickman (TKAT Finance Director) and by the benefit of higher student numbers each year. The LGB is now satisfied that the school is staffed in accordance with pupil numbers, and that it will be fully supported financially by TKAT to allow it to transition to a significantly higher level of performance in terms of student outcomes. The LGB has fully agreed with TKAT plans to allow short-term overspends where they are delivering the necessary extra capacity required to ensure rapid progress for the school.

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

The LGB has:

- contributed to the development and review of the staffing structure, by challenging, via FGBs, changes proposed by the HT to staffing such as the expansions necessary as the school's roll expands. These issues have also arisen at the annual Pay Committee meeting. In 2020 some cuts were necessary where overstaffing had been allowed to occur, and this process was continued with LGB support during 2020-2021.
- provided limited oversight of the college's performance management process because there has been so much turbulence in staffing, especially at the SLT level.

Equality Diversity and Inclusion

More by luck than judgement, we recruited five new governors in September 2020 who have created a much more diverse LGB which is also more representative of the local and school community.

We will also be introducing a new link governor for ED&I from late Autumn 2021 to raise awareness and challenge all aspects of the school through an equality, diversity and inclusion lens.

LGB Priorities for 2021-22

LGB priorities for 2021-22 are:

- 1) Support the senior leadership of the school to retain an OFSTED rating of 'Good'.
- 2) Ensuring literacy skills are developed across the whole of the curriculum.
- 3) Ensuring that the new curriculum map is fully embedded and that it is delivered by good or outstanding teaching.
- 4) Ensuring safeguarding for all students is the best it can be and specifically the support for the most vulnerable students.
- 5) Grow, learn and develop as an LGB to provide a greater depth of challenge and support to the school.
- 6) Improve engagement with the school and local community.

