



## Kingsbury Green Primary School Governors' Impact Statement for 2019-2020 & Priorities for 2020-21

As the Board of Governors of KGPS, we have prepared the statement below, which sets out our activities and the impact we have had in the previous years, and sets our intentions and areas of monitoring for the forthcoming year.

We hope you will find this statement useful, and we would welcome comments or questions you have (see information at the end of the statement on how to send these).

### Our role

The Board of Governors at KGPS aims to not only fulfill all statutory requirements for governance set out by the Government and the Local Authority. Our aim is also to support and challenge KGPS to fulfill its ambitious vision for all pupils, which is described in the schools [Ethos, Vision & Mission Statement](#).

The school's vision is to become a world-class school, and aims to achieve that using the core ingredients of Empathy, Agility & Hard work. The KGPS governing board was involved in forming this vision, and continues to be committed to it.

According to the Governance Handbook 2019, published by the Department of Education, the following are the core roles of the governors:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

In short, the Governors' role is to be a "critical friend" of the KGPS leadership – to support and challenge in strategic school matters, including strategic planning.

### Our governance structure

#### Overview

We meet as a full Board five times during each school year. In 2019-20, we continued not to have individual committees, but rather to use a Circle Governing model, in which we met to discuss all matters collectively, with individual governors being responsible for the Key Strategic Priorities set first by Head Teacher Laura Wynne and then by her successor, Head Teacher Reena Shah.

The impact of this structure was that all governors gain knowledge of all areas of strengths and areas for improvement within the school. This enables us to provide ongoing feedback to the Head Teacher and the Senior Leadership Team (SLT) – praise for good practice and raising potential areas of concern that are identified.

For the year 2020-21 and beyond, we have moved to a committee structure. We have a Full Governing Board and two additional committees: Pupils, Curriculum and Standards committee and Finance, Premises & Resources committee. Furthermore, Governors will take on specific monitoring roles and will visit the school each term to understand their area. This will help to deepen the knowledge of governors of a particular area of the school thereby making visits to the school and dialogue with staff more focused and effective.





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### Members

The following were the members of the full Board for 2019-20, along with their attendance for meetings in the year:

Name	Category of Governor	Attendance %
Sharon Archer (SA)	Parent	86%
Samir Patel (SP)	Parent	100%
Pamela Sarayah (PS)	Parent	71%
Kevin Alderton (KA)	Parent	86%
Sanjana Karnani (SK)	Local Authority	75%
Reena Shah (RS)	Headteacher	100%
Asharner Duncan (AD)	Staff (Teacher)	100%
Nathan Jenkins (NJ) <b>V Chair</b>	Co-opted	100%
Olivia Allison (OA)	Co-opted	100%
Micah Smith (MS)	Co-opted	100%
Eileen Dunne (ED)	Co-opted	57%
Josh Coplee (JC)	Co-opted	71%

### Joiners & Leavers during 2019-2020

We appointed Sanjana Karnani as the Local Authority Governor midyear.

We had one Governor (co-opted) leave during the year.

### Vacancies

We currently have two vacancies for co-opted Governors.

### Visits

The Board conducts at least one visit to the school in each term. The school visit was cancelled while the school was shut for COVID-19, but Governors continued to liaise with the SLT and HT in relation to important matters. The Governors also carried out special training in the areas of Safeguarding and curriculum.

## Governors' 2019-20 Priorities and Monitoring

As part of their regular business, the Governors focused on the following aspects of the School Improvement Plan (SiP) in their visits and in meetings:

- Quality of leadership and management at all levels creates coherence and consistency across the school so that pupils benefit from effective teaching across the curriculum and consistent expectations in their personal development and behaviour
- Quality of teaching, learning and assessment of reading improves further so that progress for all children is at least good and in many cases very good
- Refine and embed a knowledge rich curriculum so that children can talk and write about their learning at depth and to a range of audiences
- Align and embed PHSE curriculum to complement and deepen children's understanding of school values and personal responsibility



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- Improve the breadth and offer of the curriculum so that "Understanding of the World" has a direct positive impact on Oracy, Reading, Writing and mathematics achievement.

During visits Governors primarily focused on hearing about the school's approaches to maths, English and writing, and then visiting the classroom to talk to students and teachers about the curriculum in practice.

In addition to that, certain Governors were responsible for monitoring Safeguarding, Health & Safety, and SEND provision. This meant that they regularly visited the school to understand and ask questions on those provisions by the school. In particular, Safeguarding was a major focus for the school this year, with Ms Shah undertaking a full review of the Safeguarding processes. The Safeguarding Governor also received training and visited the school to understand the functioning of these processes, and all Governors participated in an in-person training provided by Brent.

Governors also monitor and support the school's use of budget funds. This includes a rigorous review by a team of Governors of the budget, asking questions on year-on-year variances and differences of actual against budget. In 2019-20, it went beyond these statutory duties: a team of Governors worked with the school to brainstorm additional ideas for how to raise the profile of the school, so that it could raise additional funds through better use of the facilities, for example through events and rentals. Many ideas were generated for this in cooperation with the school, and KGPS continues to focus on this.

### Governors' Response to the COVID-19 Pandemic

The Head Teacher, SLT and Governing Board faced unprecedented challenges last year due to the COVID-19 pandemic beginning in March. The school adapted quickly to provide online and home work for students following this, including active outreach to parents to ensure that all pupils were able to access learning materials and receive any additional support the school was able to provide. The school as continued a face-to-face provision for children of key workers and others.

The Chair and Vice-Chair of Governors spoke on a weekly or fortnightly basis with the Head teacher regarding all ongoing matters related to the COVID-19 response. All Governing Board meetings took place on Zoom, which was praised by Governors for allowing more timely question and answer session and an organised discussion format.

Additional Governor meetings were added to the schedule to allow the Board to ask questions about the COVID-19 response and in particular on reopening for the 2020-21 year. These were well attended, showing the importance of the issue to the Governors and the commitment on all sides to support and challenge the school's plans.

The impact of all of this engagement was to ensure that the school as prepared and ready as possible with both its response in 2019-20 and also with the preparations for 2020-21.

### Head Teacher's Appraisal & New Head Teacher Appointment

The Governing Board carries out the Head Teacher Appraisal annually. The Governors on the appraisal panel have undertaken Head Teacher's Appraisal Training, and with expert assistance from an independent educational advisor through the Local Authority, the appraisal is carried out. The appraisal process allows us to look closely at the performance of the Head Teacher, have discussions about areas of strengths and where necessary, areas for development. This role has also included working with the Head Teacher to identify how the Board can support in obtaining more professional development so that the HT can continue to grow and improve in the role – as well as the wider SLT.

This year, the Governing Board also had the critical function on leading the recruitment process for the new Head Teacher, as Laura Wynne left during the course of the year. We were very happy to be able to work with the Local Authority and the Brent Schools Partnership to select Reena Shah as the new Head Teacher.



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### Priorities for 2020-2021

The Governors anticipate that, in the 2020-21 year, the school will continue to face many challenging matters, in particular as the school responds to the changing environment due to the ongoing COVID-19 pandemic, in addition to ongoing budget challenges that persist. In addition to this, working with the new Ofsted framework – aimed at ensuring that pupils are prepared as well as possible for the future – is an additional challenge. It is, however, also an opportunity for KGPS, with its Outstanding features in behaviour and development.

At the same, the school's leadership and staff remain committed to continually improving the teaching and opportunities provided to pupils at the school, and in helping them to recover and flourish with their social and academic development during these challenging times.

The following are the areas the Governors will be monitoring in the course of the year (based on the School Improvement Plan):

1. Leadership: develop the knowledge, skills and capabilities of new middle leaders to ensure compliance and consistency with school values/ethos, policies and procedures.
2. Increase governor knowledge and understanding so that the GB contributes effectively towards the school's strategic priorities.
3. Teaching, learning and assessment: reading at Greater Depth across the school; Writing at greater Depth across the school.
4. Increased understanding of teacher assessment methodology leading to improved procedures for assessment.
5. Achievement of SEN 'K' pupils in reading, writing and maths following the Covid-19 disruption
6. To ensure that the curriculum at KGPS embodies rigour and high standards; is engaging and has a positive impact on children's learning – children 'know more' and 'remember more'.
7. Personal Development and achievement of pupils with SEMH needs.
8. Quality of Maths education in EY and KS1; fluency & achievement at GDS in maths.

We will be visiting the school and/or participating in virtual monitoring via Zoom or other online facilities to monitor the progress of these and other core matters at KGPS. We believe the school has developed a rigorous and flexible curriculum that will give the students the best chance possible to develop in these difficult times, and we will continue to support and challenge KGPS in these important matters.

In closing, we would like to thank especially Reena Shah, her Senior Leadership Team, and all the teaching and support staff for their dedication and hard work throughout the year, which makes it possible to achieve the academic and social results for the pupils, and to prepare pupils for their life beyond KGPS.

### How You Can Contact Us

By phone: Phone the school office on 0208 204 6423 and leave a message. Your message will be forwarded to Olivia Allison, the Chair of Governors.

By e-mail: Send your e-mail to: [office1@kgreen.brent.sch.uk](mailto:office1@kgreen.brent.sch.uk) Your e-mail will be forwarded to Olivia Allison, the Chair of Governors.

By post: Send correspondence, for the attention of the 'Chair of Governors', to the school address at:

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