

# Kenningtons Primary Academy

## Governors' End of Year Report 2024/2025



### THE GOVERNING BODY

The Kenningtons Primary Academy Governing Body consists of a group of volunteers from staff, parents and the local community. They come from a variety of backgrounds – some from education, while others bring skills from finance and banking, insurance, business including communications, marketing and transport management and the civil service. Details of the Governing Body membership can be found on the school's website.

The Governing Body has collective accountability and responsibility for the school and ensures there is compliance with regulatory, contractual and statutory requirements.

Through the following three core functions, the Governing Body provides:

- **Strategic leadership:** The Governing Body defines the school's vision for high quality and inclusive education. It also sets and promotes the school's culture and strategy.
- **Accountability and assurance:** The Governing Body must have robust and effective oversight of the school's operations and performance. That includes the provision of education and pupil welfare. It oversees and ensures appropriate use of funding and effective financial performance. It also has responsibility to keep the school's estate safe and well maintained.
- **Engagement:** The Governing Body has strategic oversight of the school's relationship with stakeholders including parents and its community.

Governors work hard with the Headteacher and other members of staff to ensure that the children's education at Kenningtons is of the highest standard possible and provides them with a wide range of experiences and opportunities. Governors carry out their roles through:

- Attending full governing body and committee meetings
- Carrying out monitoring visits
- Reviewing data, reports and audits

**Governors' Code of Conduct:** It is important that the Governing Body works to the highest standards of conduct. As governors we acknowledge and accept that there are expectations and commitments required from us to carry out our duties and responsibilities properly. Therefore each year, we all agree to abide by a Code of Conduct which sets out the purpose of the Governing Body and describes the appropriate relationship between governors and the leadership team at the school. You will find ours on the school's website.

#### INTERESTED IN JOINING THE GOVERNING BODY? NEW GOVERNOR WANTED

We will be looking to recruit a Parent Governor. You do not have to have any previous experience in education, just a willingness to get involved and be able to commit some time each term to the school. If you are interested, you can contact the school or look out for more information in September.

Governors do not have to be a parent or carer of a child at the school. We are always keen to hear from anyone who is interested in the role of a school governor. If you know of someone, they can contact the school – we would like to hear from them.

## THE WORK OF THE GOVERNING BODY 2024-2025

### MEETINGS HELD

Governors meet regularly either as a full Governing Body or as smaller committees. This year we have held the following meetings:

- 4 full Governing Body meetings plus our AGM
- 3 finance, audit and risk and premises committee meetings
- 2 pupil, admissions and curriculum committee meetings
- 1 personnel and pay committee meeting

### ISSUES DISCUSSED AND DECISIONS MADE

The Governing Body discuss many issues and make decisions affecting all aspects of school life - all focussed around the core functions of the Governing Body. Amongst issues discussed and decisions made this year, were:

#### **PUPIL MATTERS AND STANDARDS**

- The KS2 results from summer 2024 plus the school's own data on pupils' attainment and progress in all year groups in each term.
- Provision of SEND and the outcomes for SEND pupils.
- Admissions: Admissions policies for both the school (Reception to Year 6) and the Nursery. Note that Reception is full for September 2025.
- The standard of teaching and the support and continuous professional development teachers receive.
- The School Improvement Plan: There was focus on embedding the curriculum in lessons and its effective delivery to pupils. Assessment procedures for subjects have been developed and implemented.
- Reviewing an external audit on safeguarding and child protection.
- Monitoring how the pupil premium and sports premium grant are spent.
- Reviewing the results of parent and pupil surveys.
- Reviewing internal reports on Safeguarding, SEND, Behaviour and Attendance.
- Governors undertook training in safeguarding and child protection

#### **FINANCE AND AUDIT**

- Setting and agreeing the budget for 2025/2026.
- Agreeing a three year budget forecast .
- The school's budget is managed on a day to day basis by the Headteacher and the Business Manager. The Governing Body monitors the budget and spending throughout the year.
- Finances continue to be a challenge. Annual government funding is still not enough to cover all the school's costs and expenditure for the year. We believe it is right to continue to use our funds to provide an excellent education and experiences for all our pupils. Therefore for 2025/2026 the budget will again have to be set by utilising some of our funds from our reserve. We will continue to carefully monitor the budget during the next year.

- Reviewing the annual report from our auditors and reports from our external provider, who carry out checks on our internal accounting systems.
- Reviewing the audit on GDPR.

#### **PREMISES**

- Health and Safety – reports on health and safety were received and reviewed.

#### **PERSONNEL MATTERS**

- Headteacher performance management.
- Agreeing pay awards for teachers and all other staff.
- Agreeing staffing levels and structures. The school is fully staffed for September 2025

#### **MONITORING VISITS**

This year Governors carried out visits on EYFS, SEND, Assessments, Standards, Book Scrutiny, Health and Safety

### **PUPILS' ACHIEVEMENT 2024-2025**

Here are the headline results from this summer's SATs and assessments.

<b>Key Stage 2 SATs:</b>	<b>% of pupils reaching expected standard</b>	
	<b>Kenningtons 2025</b>	<b>National 2025</b>
Reading	92%	75%
Writing	94%	72%
Maths	94%	74%
Reading/Writing/Maths combined	88%	62%
<b>Key Stage 1 Year 1 Phonics:</b>	<b>% of pupils reaching expected standard</b>	
	<b>Kenningtons 2025</b>	<b>National 2025</b>
	84%	81%
<b>Early Years - End of Reception Assessment:</b>	<b>% of pupils reaching a good level of development</b>	
	<b>Kenningtons 2025</b>	
	68%	

These are impressive results. KS2 SATs results are considerably above national. There are no progress scores as this year's Year 6 pupils did not take KS1 SATs 4 years ago due to Covid, but the school's own data shows that children at Kenningtons do make progress. Monster Phonics (the school's KS1 chosen phonics scheme) continues to produce excellent results in KS1 phonics.

Please note: Your own your child's assessments will be in their end of year report.

## OFSTED

The Ofsted inspection in February 2025 resulted in Kenningtons Academy being graded *'Outstanding in all areas'*. The report captures what this school is all about – striving to give children the highest standard of education possible combined with great experiences and opportunities.

Here are some of the quotes from the report:

*'Pupils are happy and safe and benefit from a rich range of opportunities' 'They become mature confident young people'*

*'Behaviour is exemplary'*

*'Pupils demonstrate excellent attitudes to their learning'*

*'The provision for pupils' wider development is exceptional' 'They gain a sense of responsibility and develop as leaders'*

*'The value to have high standards for excellent achievement is realised through the school's rich, broad and balanced curriculum''*

The school's Core Values is a thread running throughout the Ofsted report.

*'Outstanding in all areas'* does not mean that the school will stand still - it is not the end game. The report validates what the school is doing and gives the school the confidence to improve provision further for pupils - to give them the primary education that each child deserves.

## SEND

*'Pupils with SEND achieve well'* – Ofsted February 2025

Our SEND provision continues to evolve and meet the needs of children here at Kenningtons, with the delivery of positive outcomes. The SENCO, teaching staff and support staff have been implementing enhanced Individual Support Plans which are embedded across the school – this gives personalised provision and targets for SEND children and facilitates easier monitoring of progress throughout the year. We continue to offer multiple spaces across the school for one to one learning time such as the NEST, Fledgling and Oasis rooms whilst also ensuring as much as possible that all children spend time learning and developing together in class.

Five of our support staff have now completed specialist training which will help to reinforce our outstanding SEND provision moving forward. We have successfully run a pilot neurodiversity course which was well received by all who attended.

Against a backdrop of budget challenges, we are impressed by the high level of provision we continue to offer children at Kenningtons. This will set them up as best as possible for their lives beyond the school, and as a Governing Body we will maintain our desire for the best outcomes for all children.