Aspris Children's Services

Kingsbrook School
Governance Procedure

Kingsbrook School

Southburgh

Thetford

Norfolk IP25 7TJ

31st August 2025

Review: 30th August 2026

Governance local procedure

1. Introduction

The aim of this local procedure is to support and challenge schools in order to ensure children and young people receive the best possible education.

2. ROLES, RESPONSIBILITIES AND IMPLEMENTATION

The Chief Executive Officer and Managing Director will promote a vision that enables

(a) the creation of a culture of high expectations and aspirations
(b) having the highest expectations for social behaviour among the pupils and staff
(c) the consistent application of policies and procedures
(d) pupils, parents and staff to be committed to the vision and ambition of leaders, managers and governors.

The area Operations Director will ensure

(a) the rigorous implementation of well-focused improvement plans
(b) the satisfaction of placing authorities
(c) the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe.

This includes the:

1. action taken following any serious incident
2. promotion of safe practices and a culture of safety, including e-safety
3. the school's use of performance management and effectiveness of strategies for improving teaching – this is demonstrated through:

i. the effectiveness of procedures for monitoring the quality of teaching and learning and the extent to which underperformance is tackled
ii. a strong link between performance management and appraisal and salary progression
iii. how well the Head of school and, where relevant, other senior staff are managing staff performance and using the staff budget to differentiate appropriately between high and low performers; however, inspectors should not consider or report on any individual's performance or on whether the school's evaluation of the quality of teaching of an individual is accurately reflected in that individual's progression on the salary spine
iv. the coherence and effectiveness of the programme of professional development, and the opportunities provided for promotion. Particular attention should be given to the extent to which professional development is based on the identified needs of staff and the needs of newly qualified teachers and teachers at an early stage of their career, and the involvement and impact of school leaders
v. the accuracy with which best practice is identified, modelled and shared
vi. Where teachers' performance is less than good, that this is rigorously managed and that appropriate training and support are provided. Where teachers' performance is good, this is recognised through the performance management process.

4. evaluation of leaders' and managers' use of alternative provision through taking account of:

i. how well the school identifies provision that matches pupils' needs and interests and enables them to gain appropriate knowledge and skills
ii. how well the school assesses the quality and safety of the provision
iii. how well the school monitors and evaluates pupils' progress, attendance and behaviour, and intervenes to support pupils where needed

5. support and challenge the Head of School and other senior leaders so that they are held to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety
6. solvency and probity
7. positive engagement with key stakeholders including placing authorities

The Regional Quality Improvement Lead will quality assure
the monitoring and evaluation of:

(a) the quality of teaching and the achievement and progress of all groups of pupils, relative to other schools nationally
(b) the performance of the school, including, if applicable, the school's sixth form and/or early years provision
(c) the satisfaction of pupils, parents and placing authorities.
(d) how effectively leaders use formative and summative assessment to ensure that pupils, teachers and parents know if pupils are achieving the expected standard or if they need to catch up including:
    i. assessment information, including test results, is used by leaders and governors to improve teaching and the curriculum
    ii. the accuracy of assessment through internal and external standardisation and moderation
    iii. schools approaches to moderate assessment for year groups and the end of key stages,
(e) how well the curriculum:
(f) meets paragraphs 2(1)–2(2)(i) of the independent school standards
(g) is broad and balanced and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain
(h) promotes high levels of achievement and good behaviour

Governance at Kingsbrook school will be assured by reports which follow agreed templates and half termly governance visits. It will be brought together by Governance meetings which will have an agreed agenda.

Governance will consists of:

1. Weekly Operation Director report
2. Termly quality assurance visits
3. Termly Governance meeting
4. Head of School peer mentoring