



Governor-Parent Forum 2026

Governor-Parent Forum

2 June 2026

Agenda

- Who are the governors and what do they do?
- Governors' update
- Parent voice
- Q&A



Who are the Governors?

Foundation Governors



Kate Phillips
Chair of Governors
Bishop of Rochester appointment



Emma Watson
Diocesan Board of Education
appointment



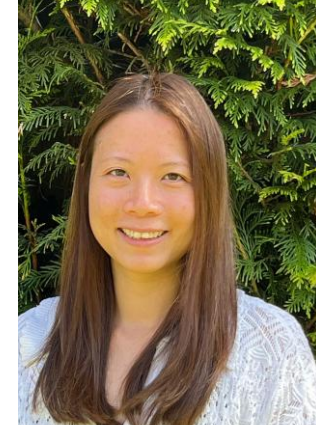
Andrew Carpenter
Diocesan Board of Education
appointment



Sophie-Ann Rebbettes
Ex officio, on behalf of the
Rector of St Nicholas



John Moulton
St Nicholas PCC appointment



Michelle Reid
St Nicholas PCC appointment

Vacancy
St Nicholas PCC appointment

Non-Foundation Governors



Philip Wood
Vice Chair of Governors
KCC appointment



Sharon Saunders & Hannah Pullen
Ex officio, Co-Headteachers



Rachel Hillary
Parent Governor, elected by parents

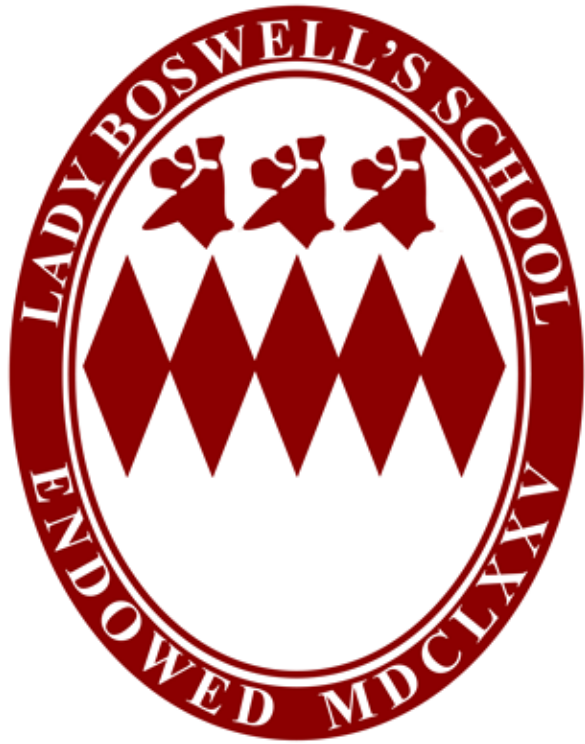


Jenny Bessey
Parent Governor, elected by parents



Naomi Hunt
Staff Governor, elected by staff

What do the Governors do?



Three core functions of Governing Body

1. **Ethos & Strategy**

To set vision, ethos and strategic direction

2. **Education**

To hold headteachers to account for educational performance

3. **Finance**

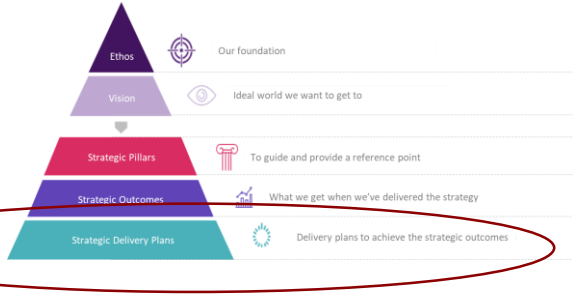
To oversee financial performance and ensure money is well spent

Core Functions of Governing Body

1. Ethos & Strategy – to set vision, ethos and strategic direction



School Improvement Plan 2025-26



Strategic Pillars

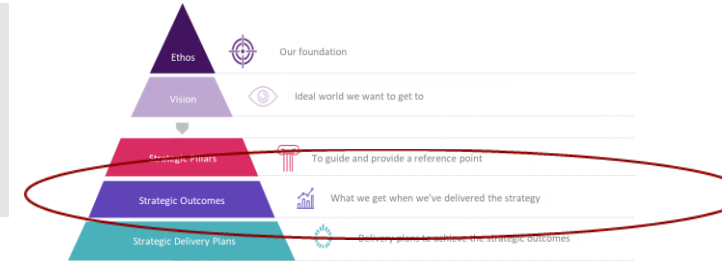
Strategic Delivery Plans

- 1 Ethos**
A clear Christian ethos underpinning all aspects of school life
- 2 Education**
An outstanding education provided to all pupils
- 3 Staff**
Recruitment, development and retention of an excellent staff team
- 4 Finance**
Strong financial position sustained through robust resource management
- 5 Wellbeing**
Supporting positive wellbeing amongst all members of the school community

| EXPLORE | PREPARE | DELIVER | EMBED |
|---|---|--|---|
| | <ul style="list-style-type: none"> Prepare a Climate Action Plan that sets out the School's journey to net zero. | <ul style="list-style-type: none"> Ensure that the school's 350th Celebrations are marked in a way that further embeds the schools' Christian Ethos Deliver enhanced safeguarding training to all stakeholders, including Anti-Racism training and training in Adverse Childhood Experiences. | <ul style="list-style-type: none"> Embed our approach to spirituality in policy and practice Ensure all stakeholders understand how the story of Lady Boswell links to our bible story of The Good Samaritan. Embed the new 'other faiths' elements of our RE curriculum |
| <ul style="list-style-type: none"> Conduct a thorough review of our writing approaches, referencing the DfE's Writing Framework research | <ul style="list-style-type: none"> Prepare the Computing schemes for 2026/7 Prepare a PHSE curriculum that embeds the school's approaches to wellbeing, including Thrive. Prepare an action plan for the long term further development of writing at Lady Boswell's | <ul style="list-style-type: none"> Continue to build on last year's curriculum development in foundation subjects, including: adjustments to planning where necessary, identification of curriculum efficiencies and ensuring that there are opportunities for extended writing in foundation subjects. Continue to build SEND capacity through further CPD in high incidence SEND and adaptive teaching for all staff. Further develop English curriculum through a clear focus on consistently achieving the highest standards in writing. Further develop the maths curriculum through a review of manipulatives in KS2, review of meeting the needs of our most able learners and ensuring the Mastering Number project is maximised in each year group. Strengthen the use of Solo Taxonomy and Hexagonal Thinking as an assessment tool, with all staff clear on the cognitive progressions to support the identification of those children working at Greater Depth. Raise the profile of Golden Threads within the foundation subject curriculum Extend Beautiful Thinking from the EYFS into Year 1 task design and further develop the use of the outdoor area. Further improve the school's Online Safety curriculum offer to ensure that it meets the demands of the school's unique environment. Formally review the school's homework policy, with particular attention to online homework. Introduce Task Design within the Science Curriculum | <ul style="list-style-type: none"> Use a range of monitoring and development strategies to ensure changes in all curriculum areas are embedded Embed the new Science Curriculum Further strengthen the links between EYFS and Year 1 through improved continuous provision. Embed adaptive teaching to support children with SEND in mathematics Arbor as an assessment analysis tool Embed whole school pupil voice mechanisms, including beyond the curriculum. |
| <ul style="list-style-type: none"> Explore the effective use of AI in schools and develop a clear strategy for the use of AI at Lady Boswell's | <ul style="list-style-type: none"> Review our current appraisal system for teachers | <ul style="list-style-type: none"> Conduct our biannual workload reduction review & continue to focus on the reduction of administrative workload for teaching staff. Implement the new appraisal system for support staff. Expand the developmental observation approach to involve TAs Ensure that we have a systematic approach to identifying subject knowledge of teachers and TAs in all subject areas. Ensure clear policies are in place for new workplace initiatives relating to health and safety of staff. | <ul style="list-style-type: none"> Embed the role of Family Support Worker and Thrive family practitioner Embed the role of Sports Enrichment Lead |
| <ul style="list-style-type: none"> Continue to explore increased revenue streams to support financial stability. | <ul style="list-style-type: none"> Plan for LCVAP funded projects to maintain and enhance the school environment. | <ul style="list-style-type: none"> Ensure PAN is reached and maintained in all year groups through a range of strategies. Maximise opportunities within the Community of Schools model for SEND funding. | <ul style="list-style-type: none"> Embed Arbor in all school functions, particularly regarding clubs and Orchard provision. |
| <ul style="list-style-type: none"> Explore development opportunities for outdoor play | | <ul style="list-style-type: none"> Roll out Thrive to final stage through Curriculum and whole school processes. Implement CPD on regulation strategies Deliver annual staff wellbeing training – with a specific focus on menopause awareness. Work with external organisation 'Smartphone Free Childhood' to ensure that all stakeholders are aware of the impact of smartphone use on pupil mental health. | <ul style="list-style-type: none"> Embed the role of FSW as part of our wellbeing offer Embed a clear strategy for lunchtime nurture Embed a process for parental wellbeing signposting |

Core Functions of Governing Body

2. Education – to hold headteachers to account for educational performance



| KS2 SATs | School 2025 | Kent (LA) 2025 (tbc) | National 2025 | School 2024 | Kent (LA) 2024 | National 2024 |
|---|-------------|----------------------|---------------|-------------|----------------|---------------|
| Reading/Writing/Maths combined – Expected % | 84 | 61 | 62 | 86 | 62 | 61 |
| Reading – Expected % | 91 | 75 | 75 | 95 | 76 | 74 |
| Writing – Expected % | 92 | 73 | 72 | 91 | 74 | 72 |
| Maths – Expected % | 91 | 71 | 74 | 89 | 71 | 73 |
| SPAG – Expected % | 95 | 69 | 73 | 89 | 69 | 72 |
| Reading/Writing/Maths combined – Greater Depth % | 16 | 9 | 8 | 25 | 8 | 8 |
| Greater Depth Reading % | 72 | 35 | 33 | 61 | 31 | 29 |
| Greater Depth Writing % | 25 | 15 | 13 | 34 | 15 | 13 |
| Greater Depth Maths % | 42 | 25 | 26 | 53 | 23 | 24 |
| Greater Depth SPAG % | 45 | 25 | 29 | 56 | 28 | 32 |

| | 2023 | 2024 | 2025 | 3-year average |
|---|--------------|-----------------|--------------|----------------|
| RWM expected standard | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| RWM higher standard | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| Reading expected standard | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| Reading higher standard | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| Writing expected standard | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| Writing greater depth | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| Maths expected standard | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| Maths higher standard | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| EGPS expected standard | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| EGPS higher standard | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| Year 4 MTC score | Above (sig+) | Above (sig+) | Above (sig+) | Above (sig+) |
| Phonics expected standard | Above (sig+) | Above (non-sig) | Above (sig+) | Above (sig+) |

Core Functions of Governing Body

3. Finance - to oversee financial performance and ensure money is well spent

2025-26

Income £ 2,907,176

75% from Kent County Council - directly linked to pupil numbers

25% balance:

Higher Needs Funding

Pupil Premium

Other Grants

Lettings

Orchard

Donations: PTA

Charitable Fund

Individual

Lady Margaret Boswell's Trust

Expenditure Allocation

81% Salaries & related costs

8% Learning resources

2% Utilities - energy, rates, water etc

3% Universal Free School Meals

3% Buildings, cleaning & ground maintenance

2% Professional services

1% Capital projects

2025 Parent / Carer Survey

- Completion rate (110) in line with previous years.
 - About a third of children represented.
- Feedback positive:
 - All questions had more than 70% positive responses.
 - Over half of the questions had around 90% or more positive responses.

Common points of concern in the comments related to:

- Use of screen-based homework
- Mobile phone use
- School lunches
- Continued stretch for more able students

Summary of School Improvement Priorities for 2025/26



| | EXPLORE | PREPARE | DELIVER | EMBED |
|---|--|--|--|---|
| Ethos <small>Ensuring the school's ethos underpins all aspects of school life</small> | | <ul style="list-style-type: none"> • Prepare a Climate Action Plan that sets out the School's journey to net zero. | <ul style="list-style-type: none"> • Ensure that the school's 350th Celebrations are marked in a way that further embeds the schools' Christian Ethos • Deliver enhanced safeguarding training to all stakeholders, including Anti-Racism training and training in Adverse Childhood Experiences. | <ul style="list-style-type: none"> • Embed our approach to spirituality in policy and practice • Ensure all stakeholders understand how the story of Lady Boswell links to our bible story of The Good Samaritan. • Embed the new 'other faiths' elements of our RE curriculum |
| Education <small>Ensuring the school's curriculum is provided to all pupils</small> | <ul style="list-style-type: none"> • Conduct a thorough review of our writing approaches, referencing the DFE's Writing Framework research | <ul style="list-style-type: none"> • Prepare the Computing schemes for 2026/7 • Prepare a PHSE curriculum that embeds the school's approaches to wellbeing, including Thrive. • Prepare an action plan for the long term further development of writing at Lady Boswell's | <ul style="list-style-type: none"> • Continue to build on last year's curriculum development in foundation subjects, including: adjustments to planning where necessary, identification of curriculum efficiencies and ensuring that there are opportunities for extended writing in foundation subjects. • Continue to build SEND capacity through further CPD in high incidence SEND and adaptive teaching for all staff. • Further develop English curriculum through a clear focus on consistently achieving the highest standards in writing. • Further develop the maths curriculum through a review of manipulatives in KS2, review of meeting the needs of our most able learners and ensuring the Mastering Number project is maximised in each year group. • Strengthen the use of Solo Taxonomy and Hexagonal Thinking as an assessment tool, with all staff clear on the cognitive progressions to support the identification of those children working at Greater Depth. • Raise the profile of Golden Threads within the foundation subject curriculum • Extend Beautiful Thinking from the EYFS into Year 1 task design and further develop the use of the outdoor area. • Further improve the school's Online Safety curriculum offer to ensure that it meets the demands of the school's unique environment. • Formally review the school's homework policy, with particular attention to online homework. • Introduce Task Design within the Science Curriculum | <ul style="list-style-type: none"> • Use a range of monitoring and development strategies to ensure changes in all curriculum areas are embedded • Embed the new Science Curriculum • Further strengthen the links between EYFS and Year 1 through improved continuous provision. • Embed adaptive teaching to support children with SEND in mathematics • Arbor as an assessment analysis tool • Embed whole school pupil voice mechanisms, including beyond the curriculum. |
| Staff <small>Ensuring the development and retention of an excellent staff team</small> | <ul style="list-style-type: none"> • Explore the effective use of AI in schools and develop a clear strategy for the use of AI at Lady Boswell's | <ul style="list-style-type: none"> • Review our current appraisal system for teachers | <ul style="list-style-type: none"> • Conduct our biannual workload reduction review & continue to focus on the reduction of administrative workload for teaching staff. • Implement the new appraisal system for support staff. • Expand the developmental observation approach to involve TAs • Ensure that we have a systematic approach to identifying subject knowledge of teachers and TAs in all subject areas. • Ensure clear policies are in place for new workplace initiatives relating to health and safety of staff. • Ensure PAN is reached and maintained in all year groups through a range of strategies. • Maximise opportunities within the Community of Schools model for SEND funding. | <ul style="list-style-type: none"> • Embed the role of Family Support Worker and Thrive family practitioner • Embed the role of Sports Enrichment Lead |
| Finance <small>Ensuring the school's financial resources are managed through robust resource management</small> | <ul style="list-style-type: none"> • Continue to explore increased revenue streams to support financial stability. | <ul style="list-style-type: none"> • Plan for LCVAP funded projects to maintain and enhance the school environment. | | |
| Wellbeing <small>Ensuring the wellbeing of the members of the school community</small> | <ul style="list-style-type: none"> • Explore development opportunities for outdoor play | | <ul style="list-style-type: none"> • Roll out Thrive to final stage through Curriculum and whole school processes. • Implement CPD on regulation strategies • Deliver annual staff wellbeing training – with a specific focus on menopause awareness. • Work with external organisation 'Smartphone Free Childhood' to ensure that all stakeholders are aware of the impact of smartphone use on pupil mental health. | <ul style="list-style-type: none"> • Embed the role of FSW as part of our wellbeing offer • Embed a clear strategy for lunchtime nurture • Embed a process for parental wellbeing signposting |

There were many insights and suggestions, which were reviewed and considered by the Senior Leadership Team.

2025 Parent Survey Impact

Parent Voice Matters – examples of how we responded to last year’s parental survey feedback

| You said... | We did... |
|---|---|
| <p>Screen-based Homework – reduce the allocation of screen based homework</p> | <ul style="list-style-type: none"> ✓ Conducted a School-wide parental survey specifically focusing on homework and screen-based homework ✓ Reviewed inputs from all stakeholders – including staff and parents ✓ Conducted a cost / benefit analysis of non-screen based options ✓ Developed an interim approach that aimed to give parents the choice they were asking for this academic year ✓ Full alternative measures from September 2026 |
| <p>Mobile phone use – review the School’s role in reducing the impact of screen based childhoods</p> | <ul style="list-style-type: none"> ✓ Worked with Smartphone Free Childhood School Organisers to review current policy and identify the School’s role in supporting parents ✓ Worked with the wider Sevenoaks Partnership on a shared approach ✓ Conducted wider research and reading to inform our decision making ✓ Facilitated a talk for parents from a local expert on the risks of smartphone use in childhood ✓ Pledged to be smartphone free by September 2026 |
| <p>School lunches – concerns around the quality of School lunches</p> | <ul style="list-style-type: none"> ✓ Met with concerned parents to establish their viewpoints ✓ Wrote to parents to ‘myth-bust’ where concerns raised had already been addressed ✓ Met with local managers of our catering provider to express parental and school based concerns ✓ Wrote to parents setting out the steps taken by the school in conjunction with the catering provider to improve standards ✓ Staff sampling of the meals to provide clear feedback on quality |
| <p>Challenge for more able students – ensuring every child is stretched to their full potential</p> | <ul style="list-style-type: none"> ✓ Curriculum governors regular review of data to monitor impact of curriculum approaches for more able pupils – school data for greater depth (internal and external) and grammar school selection continues to be significantly above local and national averages. ✓ Engaged further with the Maths Hub to ensure best practice for broadening and deepening knowledge in mathematics ✓ Held developmental observations of teachers to ensure we are meeting the needs of all learners with a clear focus on ‘adaptive teaching’ ✓ INSET day allocated to our newly developed ACCESS curriculum to ensure a consistently very strong skill base in meeting the needs of all learners, including our high attaining cohorts ✓ Reviewed English curriculum, alongside the Subject Leader, with short, medium and long term improvements identified and implemented |

+ Introduction of Holiday Club

2026 Parent / Carer Survey: Ofsted Parent View results

- 202 responses – double previous years'
- 93% feel their children are **happy** at school (4% disagree)
 - Last year 98% agreed
- 95% think their children feel **safe** at school (3% disagree)
 - Last year 98% agreed
- 91% agree the school makes sure its **pupils are well-behaved** (4% disagree)
 - Last year 90% agreed
- 92% believe the school **communicates well** (5% disagree)
- 89% agree the school has the **child's best interests at heart** (6% disagree)
- 91% agree the school gives their children the right **support to enable them to learn well** (7% disagree)
- Of those (162) who have raised **concerns**, 89% think the school dealt with them properly (9% disagree)
 - Last year, 89% of 94 agreed
- 96% would **recommend** this school to another parent (4% disagree)
 - Last year 95% agreed

The feedback from this survey, along with learning from Governor, Staff, and Pupil surveys will be used to inform development of the 2026-27 School Improvement Plan.

Two low-scoring areas:

- Of those (25) who reported their child has been **bullied**, 44% agree the school dealt with it quickly and effectively; 48% disagree
 - Last year, 77% of 31 agreed
- Of those (35) who have children with **SEND**, 68% agree the school gives them the support they need to succeed; 22% disagree
 - Last year 81% of 16 agreed