

Falmouth

Primary Academy

Annual Governance Impact Report

2023/24

Kernow Learning

#AsOne

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Introduction

This report serves as a means for the Local Governing Body (LGB) of Falmouth Primary Academy to be transparent about its activities and outcomes throughout the academic year, showcasing how the LGB has fulfilled its responsibilities in line with the Kernow Learning scheme of delegation and the school's vision and values.

School Priorities 23/24

The priorities for this year have been:

- To raise attainment in writing across the school.
- To improve levels of attendance and reduce the number of children who are persistently absent.
- Strengthen the personal development programme for all children increasing their access to sport, music and culture.
- Strengthen SEN provision, ensuring the school is able to meet the needs of all pupils.

Purpose of Governance

Governance exists to provide strong strategic leadership to a Trust and school, ensuring accountability for its educational and financial performance.

There are four core functions of governance:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure it's money is well spent. (In Kernow Learning, this responsibility lies with Trustees overall, although local governors do ensure specific grant funding, such as pupil premium and sports premium, is used effectively.
- Ensure the voices of school stakeholders are heard.

Within Kernow Learning, the Trust Board is the employer and ultimately accountable for ensuring compliance with the core functions. Each Kernow Learning school has a Local Governing Board (LGB) that is delegated responsibility to monitor the “3 S’s” Standards, Safeguarding and Stakeholders.



Changes in Local Governing Board

Across this academic year, our LGB has seen the following changes:

We welcomed Lily Pridie to the LGB in January as a Parent Governor.

We bid farewell to Chris Camps in January.

At the end of the academic year Jacquie Scarborough stood down from the LGB and we thank her for her tireless commitment to strong governance across our school over her tenure.

Jess Mills who held an ex-officio role on the LGB by virtue of her role as Headteacher left at the end of the academic year. The LGB look forward to welcoming Hannah Stevens as the new headteacher from September 2024

We end the year with 1 parent and 2 community vacancies. The vacancies will be advertised at the start of the 24/25 academic year.

Training and Network Groups

All existing governors have benefitted from training from Kernow Learning and as a result of the self-evaluation, identified training through the National Governors Association, to enable us to confidently challenge and support the school to achieve best possible outcomes for the children. Safeguarding and Prevent training is up to date for all Governors. Governors also attended training on our Trusts Disadvantaged Pupils strategy

Governors have attended, and played an active part, in various Network Groups within Kernow Learning including SEND, Safeguarding and Chairs.

The impact of this has been that Governors are kept up to date with the latest challenges facing Education both within our Trust and Nationally. The training also gives support and guidance on how to be a critical friend to our school and ensures as Governors, we are aware of new initiatives and expectations.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Safeguarding
- SEND
- Attendance
- Handwriting
- Writing
- Early Years
- Oracy

- Community Engagement

The impact of this monitoring has been:

- It has enabled governors to triangulate aspects of the school improvement plan, to evidence progression and impact towards improving outcomes.
- Supporting at key whole school events, such as sports day, the summer Fayre and plays has raised the profile of school governance within our school community.
- Governors have been able to link with key members of staff who are driving improvements day to day.

Feedback to the Trust Board

At the end of all LGB meetings, we feedback to the Trust Board so they are aware of any potential risks and challenges, along with progress against the school Improvement Plan and notable successes.



Self Evaluation and Development Plan

Our LGB undertook a self-evaluation process at the start of this academic year. This then informed our Governance development plan.

Succession planning for the chair was the main development point and this has been progressed, with several members of the community identified. This will continue into 24/25, ensuring training and support is in place for any new appointments.

School Priorities for 24/25

The School's priorities for 24/25 will be:

- Strengthen Leadership of the school with the new Headteacher and Deputy Headteacher.
- Subject leaders to be experts in their subject implementation and impact at Falmouth with a clear rationale for intent.
- Increase attendance so that this is inline with National expectations and reduce the percentage of children classed as persistently absent
- Further raise the profile of STEM subjects and SMSC through active engagement with the PSQM and SMSC QM.
- Narrow attainment gaps between all pupils and any vulnerable groups.
- Further embed the implementation of Voice 21 and StepLab as mechanisms to improve Teaching and Learning and raise attainment.

The LGB will continue with a robust and carefully planned schedule of monitoring to ensure there is progress against these priorities.

The LGB self evaluation process will be repeated in September 2024 and this will inform the governance priorities for 24/25.