



Leedstown
Community
Primary School

Annual **Governance Impact Report**

2023/24

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Introduction

This report serves as a means for the Local Governing Body (LGB) of Leedstown Community Primary School 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 support high morale amongst staff in the school, promoting the vision and values of the school and Trust.
- To implement a consistently strong phonics scheme.
- To see a high standard of learning behaviour, with children engaged in a well thought out curriculum.
- To see a sharp thinking behind reading texts that drive other areas of the curriculum.
- To ensure SEND provision is effective and that all SEND children are accessing the curriculum fully.
- To strengthen the maths curriculum with a focus on key facts that children need to know at each stage.
- To better develop the professional development programme.
- For leaders to improve persistent absence figures.
- To ensure that all staff are aware of how they can support disadvantaged pupils in overcoming their barriers to learning.

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 its money is well spent.
- 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 Rob Argall (Headteacher), Adam Williams (Parent Governor) and Melany Mugford Community Governor to the LGB.

We bid farewell to Rob Newlands, Sue Jones, Tania Findlay and Sarah Gallaway.

We end the year with 3 vacancies (one Parent Governor, one Staff Governor and one Community Governor). These vacancies will be advertised in the Autumn term.

Training and Network Groups

Across this academic year, our governors have undertaken training on effective governor monitoring, in addition to the statutory safeguarding training that is required. The newer governors have also been supported with a thorough induction so they are able to challenge leaders effectively.

There are Network groups for SEND and Safeguarding Governors as well as chairs and our LGB continue to be represented at these. They support our LGB with key legislative updates and allow the sharing of best practice with regards to governor monitoring.

The impact of this has been that our new governors have been supported in being able to effectively challenge and triangulate the information they are given regarding progress against development points.

Monitoring, Challenge and Impact

Monitoring has been undertaken by the LGB in line with the School Improvement Plan, as agreed between the Trust and School leadership. The visits have been as follows:

- Safeguarding
- Attendance
- SEND
- Curriculum
- Oracy
- National Testing

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.

The three development points that the LGB gave themselves were:

- To ensure that all new governors complete an induction so they are supported into their roles
- Look at succession planning for longer serving Governors
- Develop the relationship between the new headteacher and relatively new LGB.

Across the year, inductions have been completed. Governors have also spent time undertaking training and getting to know the school and its leaders through monitoring visits. The LGB is confident that community recruitment will be successful in 24/25 and look forward to developing further.

School Priorities for 24/25

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

- Further promote a culture in staff that every child can succeed.
- To make the implementation of the phonics scheme consistently strong.
- To further develop learning behaviours that allow children to remain fully engaged in the curriculum.
- To continue to develop an ambitious and exciting curriculum that builds on children's prior knowledge.
- To continue to ensure SEND provision is effective.
- To take every opportunity to deepen learning in mathematics.
- To ensure that the professional development programme appropriately prepares children for life in 21st century modern Britain.
- To continue to positively advantage deemed-disadvantaged pupils.

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.