



**St Agnes**  
Academy

# Annual **Governance Impact Report**

2023/24

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## Introduction

This report serves as a means for the Local Governing Body (LGB) of St Agnes 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 continue to improve outcomes for disadvantaged students.
- To further raise pupil performance in writing.
- To maintain the rich school and extracurricular provision for all pupils.
- To ensure that the school's all-round performance leads to a successful Ofsted inspection outcome.

## 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. (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 Simon Dilly to the LGB.

We bid farewell with thanks for excellent service to Darren Shaw.

We end the year with one community governor vacancy. The vacancy will be advertised at the start of the 24/25 academic year.

## Training and Network Groups

Across this academic year, our governors have undertaken the following key training:

- Managing behaviour
- Special Needs provision
- Safeguarding and membership of the Safeguarding network
- Monitoring learning
- Disadvantaged students

The impact of this has been in all these areas a better understanding of the issues and the governors' role in supporting and challenging the school. It enables appropriate questions to be asked as well as providing the opportunity to thank and praise much of the excellent work underway in the school as highlighted by the 'outstanding' Ofsted judgment.

## Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

Lesson visits, pupil and teacher interviews and conversations and engagement with parents, as well as looking in a non-professional manner at pupil work, displays and a wide range of school activities. It is a learning experience that enables us to ask questions.

The impact of this monitoring has been to better understand school provision and the challenges faced. It enables the governors to engage in discussions with staff as well as providing us with relevant information when talking to parents. It prepared us well, not only for our Ofsted inspection interview but also for conversations with staff and especially the senior team when we can act as the critical friend. Thankfully we have rarely had to be very critical. Occasionally with our different background we can make suggestions and the school has welcomed these. We genuinely feel an important part of the school and readily accepted.

## 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

- To ensure as Governors we were aware of our role and how to enact it. The relationship with the school and the verbal feedback from the Lead Ofsted Inspector confirmed that this was the case
- To effectively monitor the Improvement Plan priorities. The initial SATs results show that the school has successfully improved in all areas and hopefully Governor development enabled us to be stronger in our challenge and support role.
- To provide appropriate support for new and relatively inexperienced governors through working alongside them or directing them towards Trust provision. The team is stronger and more confident now.

## School Priorities for 24/25

The school's priorities for 24/25 are currently being finalised but will include

- Managing a very challenging financial situation with a tight budget. This will mean adjustments to provision across the school and will need some creative thinking.
- Building on the success of the 'outstanding' Ofsted judgment though creatively looking at curricular provision and how to offer all pupils the broadest learning experience.
- Ensuring successful outcomes for all children will require extra emphasis on some cohorts and particularly Year 5 as they enter Year 6..

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.