



St Columb Minor
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 St Columb Minor 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:

Relationships and Community

- Strong relationships between families and school secure good outcomes for all pupils.
- There is a sense of belonging – all stakeholders feel they belong to the school community.
- The school has high presence in the community and is the anchor in the community. Pupils have broad and varied enrichment opportunities that align to the curriculum.

Reading

- Attainment is high in reading at KS1. Leaders prioritise reading – ensuring pupils are reading with increased fluency and comprehension.
- Attainment in KS2 reading is high. High quality texts drive the curriculum and build schema across subjects

Writing

- Writing attainment is at national or better at every stage of development and assessment (GLD, KS1 and KS2)
- Pupils can spell in line with age related expectations. This is shown in their independent writing across all curriculum areas.

Mathematics

- Pupils are highly numerate. They can confidently recall number and multiplication facts to automaticity.
- Pupil attainment in number (GLD) KS1 and KS2 mathematics is at least in line or above national

Teaching and Learning

- There are clear, simple core habits and teaching protocols in place. These are embedded as part of daily practice.

Disadvantaged pupil strategy

- The disadvantaged strategy is forensic in approach. It supports the vision that all pupils will enjoy a life of choice and opportunity.
- Relationships with families are strong.

Behaviour as curriculum

- Behaviour for learning is strong.
- Pupils have intrinsic motivation to succeed.

SEND

- All pupils with SEND have appropriate adaptations to ensure they have access to an ambitious curriculum.
- Strong relationships with families underpin the provision.

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 the Local Governing Board

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

We welcomed Carly Barber (Chair of Governors), Holly Lewis (Community Governor), Rosanna Penrose (Community Governor) and Zoe Rees Oliver (Parent Governor) to the LGB.

We bid farewell to Carol Wint, Julie Elsworth, Jo Coumbe, Lisa Taper

We end the year with no vacancies. However, we are always succession planning and welcome any interest from our community in joining the LGB.

Training and Network Groups

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

- Disadvantaged Pupils
- Child Protection Training
- Tier 2 Safeguarding
- Prevent
- RSHE training
- Governor Monitoring and Challenge
- Governor Induction

The Clerk has been on clerk development training and has also undertaken Prevent and Safeguarding Tier 2 training.

The impact of this has been notable in several key areas:

1. Increased Levels of Challenge in LGB Meetings:
 - There have been higher levels of challenge during Local Governing Body (LGB) meetings. Members are actively engaging with critical topics, leading to more rigorous discussions and scrutiny.
2. Pertinent Questions on Safeguarding and Curriculum:
 - Governors are raising pertinent questions concerning safeguarding and curriculum, ensuring these critical areas are thoroughly reviewed and maintained to high standards.
3. High-Quality Minutes:
 - The minutes of the meetings are of high quality, capturing the contributions and discussions of members accurately. This not only aids in transparency but also provides a detailed record for future reference.
4. Effective Fulfilment of the Critical Friend Role:

- Governors are effectively fulfilling their role as a critical friend, providing constructive feedback and support while challenging the school's leadership to strive for continuous improvement.

These elements contribute to a more dynamic, responsive, and accountable governance structure

Governors also attend, and play an active part, in various Network Groups within Kernow Learning including the SEND, Safeguarding and Chairs Network. The impact of this has been Governors are kept up to date with the latest challenges facing Education both within our Trust and Nationally.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Ethos and culture
- Parents Evening
- Standards
- Safeguarding
- SATS
- SEND

The impact of this monitoring has been:

Members of the Local Governing Body (LGB) possess a sound understanding of the school's challenges and context. They have observed the positive impact resulting from the adoption of new pedagogical approaches to teaching reading and across the wider curriculum.

Additionally, the governors are aware of the impact of the new mathematics curriculum, along with the implementation of our core teacher habits- to ensure consistent delivery.

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.

We set the following objectives:

- Skills based recruitment to ensure effective monitoring
- Training of new governors

These objectives have been met and we have quickly developed a highly effective LGB from strong community links. The training offer from our Trust has enabled targeted training to enable Governors to effectively support and challenge in equal measure.

School Priorities for 24/25

Relationships and Community

- Strong relationships between families and school secure good outcomes for all pupils.
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Curriculum development

- Subject leader use monitoring to inform CPD and to QA standards across their subjects
- The curriculum is broken down into key components- assessment is used to adapt future planning

Teaching and Learning

- There are clear, simple core habits and teaching protocols in place. These are embedded as part of daily practice.

Disadvantaged pupil strategy

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- Strong relationships with families underpin the provision

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.