



St Kew
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 Kew 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:

Leadership:

- *New curriculum leaders based on expertise in newly appointed staff*
- *Headteacher supporting leadership in another KL school*

Culture

- *School behaviour rules to be embedded*
- *School to review their values and align these with our Trust*
- *Increase levels of participation in class*

Curriculum

- *The composites of all curriculum subjects need to be sequenced so that curriculum planning does not lead to disfluency in pupils. Small step components are needed for all subjects to ensure children can know more and remember more in each curriculum area.*

Pedagogy

- *Consistent pedagogy to be embedded across the school*

Outcomes

- *Improve outcomes across the school*

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 to the Local Governing Board

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

No new Governors joined the LGB across the year, but we bid farewell to Sarah Lush Williams in April. Two new governors completed their first full year as governors and contributed substantially to the monitoring team of governors.

Rachel Murray 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 welcoming Rob Bradley to the LGB as the new headteacher from September 2024.

We end the year with a Parent and Staff Governor vacancy. These 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 Voice 21 (oracy), Disadvantaged Pupils and Safer recruitment.

Governors have also 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, with a specific focus on vulnerable groups
- Literacy
- Outdoor Learning
- Pupil Premium
- Sports Premium
- Maths
- EYFS
- RSHE
- Behaviour
- SATs

Governors were also delighted to support with the Year 6 London residential and enjoyed spending time with staff and pupils. This support allowed two of our smallest schools, within the Trust to take their Year 6 pupils on a residential trip to our capital – further enhancing their curriculum knowledge and relationships between pupils across our Trust.

The impact of monitoring and spending time in school 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, the PTA and residential 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.
- Governors have been able to stretch beyond and share their experience to benefit other schools within our Trust.

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

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:

- To have a clear understanding of the school's vision plans for the next 3-5 years
- To access and undertake quality training and development
- The LGB is the right size with proportionate membership roles
- The LGB are committed to collaboration and sharing of best practice.

Governors were successful in each of these areas and have had considerable impact supporting other governors across our Trust. Recruitment at the start of the 24/25 academic year will hopefully enable all of these objectives to be met ongoing?

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

School Priorities for 24/25

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

Culture:

Ensure behaviour for learning is consistently strong.

Reading:

Ensure that the teaching of early reading is strong and that teaching beyond phonics is high quality.

Maths:

Strengthen Maths teaching to ensure that children are secure in their declarative knowledge before they apply their skills to procedural and conditional learning.

Writing:

Ensure that the writing curriculum is linked to learning in reading and the wider curriculum and the pedagogy for teaching writing is used consistently across the school

EFYS:

Establish expectations for behaviour and ensure that GLD is at least in line with National

SEND:

Ensure that all pupils with SEND have appropriate adaptations to ensure they have access to an ambitious curriculum.

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