



# Annual **Governance Impact Report**

2023/24

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## Introduction

This report serves as a means for the Local Governing Body (LGB) of Beacon Academy to be transparent about its activities and outcomes throughout the academic year, highlighting 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:

### Priority 1

#### *Quality of Education*

Standards are above the national average.

Continue to increase attainment at every stage, including greater depth, by accelerating progress, through the setting of aspirational targets.

### Priority 2

#### *Quality of Education*

There is a culture of high ambition so that all children can and will achieve.

Children with SEND and those deemed to be disadvantaged achieve their targets through excellent teaching, meeting each individual need.

### Priority 3

#### *Behaviour & Attitudes*

Behaviour and in school relationships are excellent.

Every child in school, on time, every day, learning ready. Swift and effective action is taken to ensure attendance is above the national average.

### Priority 4

#### *Leadership & Management*

All leaders are relentless in the pursuit of excellence, rooted in strong pedagogical knowledge.

All leaders impact on improving outcomes of learners and ensure a consistency of provision across the school in all curriculum areas.

## 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 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 Liz Proctor to the LGB.

We end the year with one 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:

- Effective Monitoring
- Preparing for Inspection
- Disadvantaged Pupils Governor training
- Safeguarding Level 2 for two governors  
Governors have also looked at the NGA training modules in particular
- Safer Recruitment
- Equality and Diversity inclusion
- Progress and Attainment – using data
- Environmental Sustainability

The impact of this has been that we have further developed the knowledge and expertise of the governing body members, so we are better able to carry out our responsibilities as governors.

## Monitoring, Challenge, and Impact

The following governor monitoring has been undertaken this year:

- **Safeguarding**  
SCR check, met with DSL/safeguarding officer, discussed procedures and school case load
- **Stakeholder Questionnaires**  
Actions and next steps
- Priority 1  
**Quality of Education**  
Target setting across the school and progress of target year groups & those receiving additional support
- Priority 1  
**Quality of Education in the Early Years**  
Making a strong start in nursery and reception. Baseline assessment outcomes
- Priority 2  
**Quality of Education – Disadvantaged pupils**  
Beacon disadvantaged strategy
- Priority 4  
Quality of Education  
Progress of curriculum work and subject leadership - KH
- **SEND**  
Quality of education in the ARB – progress toward the planned expansion.
- Priority 1  
**Quality of Education**  
Progress across the autumn term, impact of interventions and targeted support – 100-day plan
- Priority 1  
**Quality of education in Early Years**  
impact of the nursery and reception curriculum
- Priority 2  
**Quality of Education – SEND**  
Adapted teaching across the curriculum
- Priority 3  
**Behaviours & Attitudes**  
Impact of behaviour and relationships, curriculum, and behaviour for learning across the school
- **SEND**  
Progress of children with SEND compared to their peers. Effective use of resources within the classroom
- Priority 1  
**Quality of education**  
Progress towards target setting this academic in each phase across the school. Focus on disadvantaged children and impact of PP funding
- Priority 2  
**Quality of education – SEND**

Review of predicted end of year outcomes for SEND children. Lesson visits ensuring children are receiving high quality support in all curriculum areas across the school.

- Priority 3

**Behaviour and Attitudes**

Impact of attendance strategy across the year and improvements in PA and punctuality.

- Priority 4

**Quality of education**

Impact of subject leadership across the school



The impact of this monitoring has been that we

- made sure that the school policies have been, appropriately reviewed and scrutinised before implementation.
- Continued to recruit new governors, so that our local governing body is representative of the school and wider community.
- Continued to develop a structured programme, to monitor the school. This has enabled us to develop strong relationships between the LGB and school staff so that governors are able to make informed decisions and ensure that staff are both supported and held accountable for their actions.

Examples of the impact of these visits include – the careful monitoring the implementation of our curriculum plan, seeking to ensure we can see evidence of the implementation of these plans and more importantly understand the impact on Reading, Writing and Mathematics across the school.

- Continually monitored data on pupil progress and achievements. We have held detailed discussions with senior leaders on actions to raise standards.

- Helped to make sure that the school has robust systems and procedures for child protection and safeguarding.
- Reviewed the use of Pupil Premium funding to make sure that it has the highest impact on the achievements of those pupils entitled to be supported by it.

## 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.

Three areas that the LGB want to improve

- To have an input in and an understanding of the school SEF
- Training and development of all governors in particular areas highlighted on the Annual Governance Plan
- To monitor the impact of attendance strategies across all year groups

Outcomes:

- We have attended set Inset days at the start of the autumn term to review and understand the results achieved and how key priorities have been arrived at. These are evidenced in the HT reports including the 100 day school improvement plan. Visits to subject leaders about their progress is reported back to the main LGB meetings during the year. Before the half term this year we as governors intend to have an extra meeting to look at the results achieved so we hit the ground running at the start of the new term.
- Members of the LGB are required to complete statutory training (e.g. Safeguarding GDPR etc) while encouraged to maximise their training opportunities provided by NGA learning modules. Together with those specific areas provided by our Trust such as preparation for Ofsted. New governors receive an introduction which is run over 3 sessions.
- Here we have received updates from the HT report along with detailed explanation for reasons for absences. Details also include how many penalty notices have been issued. Governors responsible for attendance have monitored this area closely and discussed strategies put in place. One of the adjustments we are planning for next year is to have a link governor responsible for attendance in order to cut down on overlap during monitoring visits. There will be a new template for monitoring introduced by our Trust's lead for safeguarding and this should provide us with a better overview of this important area.

## School Priorities for 24/25

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

1. Standards continue to be above the national average
  - a) Continue to use models of instructional coaching to enhance approaches to teaching and learning.
  - b) Continue the deliberate teaching of oracy to allow children to confidently articulate their knowledge across the curriculum.
2. All children access high quality inclusive teaching  
All staff to further develop adaptive strategies to provide all children with the opportunity to experience success in every lesson.
3. Attendance is at least in line with the national average  
Continue to improve attendance by working with our families to ensure fewer absences and increased punctuality.
4. Our Shine Brightly curriculum schema is rich and well connected  
All leaders ensure relevant skills and knowledge are built upon in a logical way.  
Links in learning are recognised as children retain, recall and apply knowledge as they move through the school.
5. Teaching and learning across the EYFS continues to be outstanding.  
Expert staff provide a high-quality early education to ensure all children and families get the best start in life, setting the foundations for later success.

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.



