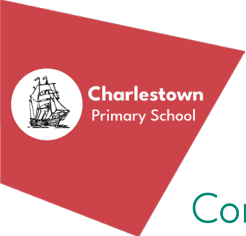




Charlestown
Primary School

Annual **Governance Impact Report**

2023/24



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Introduction

This report serves as a means for the Local Governing Body (LGB) of Charlestown 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:

- Culture- Establish clear school values with all stakeholder
- Improve staff morale
- Improve attendance and outcomes of disadvantaged pupils
- The teaching of early reading needs to be of a consistently high quality
- Establish an agreed pedagogy for teaching reading beyond phonics
- Raising outcomes in writing
- Mathematics- effective teaching of declarative facts
- Monitoring of the wider curriculum
- Establish consistent guiding principles of practice

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 Alana McGovern to the LGB when she started as Headteacher in January 2024. We also welcomed Jenni Oddy and Katie Lee Elkins to the LGB as Community and Staff Governor respectively in May.

We bid farewell to Rosie Granger in February and Rebecca Cave in March. Roxy Aitken stood down at the end of the academic year.

We end the year with 2 community vacancies that are currently being advertised. Strengthened community links mean we have had considerable interest and are confident that these will be filled with people that will complement our existing LGB at the start of the Autumn term.

Training and Network Groups

Across this academic year, our governors have undertaken training on effective governor monitoring, behaviour in schools and disadvantaged pupils, 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 able to effectively challenge and triangulate the information they are given regarding progress against development points.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Safeguarding
- SEND
- Early Reading
- Reading after phonics
- Maths
- EYFS
- Curriculum
- Disadvantaged pupils

The impact of this monitoring has been to triangulate progress against the school priorities and allow effective support and challenge.

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.

Our three development points were:

- Skills based recruitment following the resignation of a community and staff governor at the start of 2024.

Jenni Oddy and Katie Lee Elkins were appointed to these governor vacancies. Katie ensures there is a representative member of staff involved with LGB decisions and Jenni Oddy (a senior leader at Penrice Academy) strengthens community links and bring a wealth of educational experience.

- Training to ensure all governors are supported in undertaking their role and able to offer high quality challenge.

There is a strong training offer from Kernow Learning which supports all Governors.

- Having an in depth knowledge of the School Improvement Plan and creating a monitoring plan that links to the areas for development.

The LGB have spent time with the Deputy CEO, who leads on standards across our Trust, to fully understand the School Improvement Plan so that monitoring can be linked effectively.

School Priorities for 24/25

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

- Culture - Establish clear school values with all stakeholder
- Improve staff morale
- Improve attendance and outcomes of disadvantaged pupils
- The teaching of early reading needs to be of a consistently high quality
- Establish an agreed pedagogy for teaching reading beyond phonics
- Raising outcomes in writing
- Mathematics- effective teaching of declarative facts
- Monitoring of the wider curriculum
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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.