



Constantine
Primary School

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 Constantine 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:

1. Strengthen leadership of the school by empowering Subject Leaders to be experts in their subjects and can are confident about the impact of the curriculum on outcomes.
2. Secure positive learning behaviours across the school and that behaviour management and teaching and learning expectations are of a consistently high standard.
3. To embed an adaptive curriculum and ensure that provision for SEND children is excellent and meets the needs of the learners providing high quality outcomes.
4. Further strengthen the implementation of the wider curriculum. Develop and implement an Oracy curriculum.
5. Continue to ensure consistency and high expectation through Quality First Teaching and effective catch up. High quality adaptive teaching is embedded across the school. Any gaps in children's knowledge and understanding is clearly identified and closed.
6. Further raise outcomes for all children including pupils with SEND and DP – so that these are inline and above National Expectations.

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 Rev'd Susie Templeton, Chris Fogelberg (community governor) and Hannah Bridges (parent governor) to the LGB. We bid farewell to Mark Lees (community governor), Charlotte Jane (staff governor).

We end the year with a staff and parent governor vacancy. The vacancies 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:

- LGB Chairs Meeting led by the CEO and Claire Collins -10.01.24 – Chair of LGB
- Safeguarding Governor Network meeting led by Lisa Farmer, Education & Standards Safeguarding Lead, 17.01.24- Chair of LGB
- Cornwall Council Training: Domestic Abuse and Sexual Violence Awareness- 02.04.2024- Chair of LGB
- Cornwall Council Training: Workplace health and safety- 03.04.2024 – Chair of LGB
- Cornwall Council Training: Equality and Diversity- 02.04.2024 – Chair of LGB
- Cornwall Council Training: Understanding Perspectives- 03.04.2024 – Chair of LGB
- Kernow Learning Governor Induction 05.06.24 – new governors Susie Templeton and Hannah Bridges
- Prevent 12.01.24- Headteacher
- RHSE Training, 25.01.2024- Chair of LGB
- Cornwall Council Training: Safeguarding in Cornwall- 02.04.2024- Chair of LGB
- Cornwall Council Training: Fire Safety- 03.04.2024 – Chair of LGB
- Cornwall Council Training: Information Governance (GDPR) - 03.04.2024 – Chair of LGB
- LGB Chairs Meeting led by the CEO and Claire Collins -24.04.24 – Chair of LGB
- LGB Clerks Development Day – 13.09.23, Clerk

Training on roles and responsibilities enables new governors to be clear about their role and provide more effective support and challenge to the headteacher from the get-go, this leads to a more balanced and supportive governance structure that fosters school improvement. Keeping up to date at the safeguarding governor network and remaining compliant with statutory training equips governors with the knowledge to ensure the school has robust policies and practices to protect pupils. This can lead to a safer school environment where children feel secure and supported. The impact of governor training overall means governors can ask more informed questions and hold the school leadership accountable, which ultimately benefits the children, staff and the wider school community.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Safeguarding
- SEND
- Standards in Reading

- Standards in Maths
- Standards of Behaviour and Attitudes to Learning
- Stakeholder Concerns / Complaints: Communication

The impact of governor monitoring overall is significant in ensuring that Constantine Primary School operates effectively, they test and look for themselves in school that what is being said in meetings is taking place in practice. Using this triangulation approach governors have a comprehensive understanding and assurance of safeguarding practices and are confident about the safety and wellbeing of children. This also applies to SEND and Teaching and Learning Standards.

Governors have tested that there are high expectations for SEND pupils in the school and there is an ambitious curriculum. They are also assured that pupils who are working below the standard expected for their age are being supported well to engage with the same learning as their peers.

Governors have been informed that significant work has been undertaken during the last 12 months to improve the curriculum, raise expectations across the school and improve the quality of teaching. Governor monitoring and challenge in meetings have tested this and Trust and school leaders confirm that this is having an impact on the outcomes achieved by pupils. Governors note that workbooks demonstrate this as well. They are well presented and progress from starting points is evident.

This governor monitoring combined with challenge during formal meetings of the LGB means that the Board have an excellent understanding of the strengths and areas for development for the school.

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.

Development Plan Objectives	Comments
Recruit a full complement of governors	Constantine Primary School did not have the right number of people around the table for the LGB to easily undertake its strategic functions, such as monitoring. Much of the workload was on the Chair of Governors who splits her time between Constantine Primary School and King Charles C of E Academy in addition to full time work commitments. Karen Bond is a highly experienced governance professional and a wonderful asset to Constantine Primary School's team but maintaining the level of scrutiny CPS deserves has been a challenge, particularly with the departure of Mark Lees. A key

	<p>development point therefore was to recruit more governors to ensure the LGB splits its responsibilities/monitoring more proportionately. The LGB has been successful with this objective and three new experienced governors have been appointed in the summer term.</p>
Continued training	<p>With new governors expected in the 23/24 academic year this objective was anticipated, although it was not until summer term that they were appointed. This objective will continue into the new academic year. There are NGA materials online for the governors to interact with, but the new governors are not yet aware of the support packages available in this area or signed up to the portal. Phil Wilkinson had not experienced a monitoring visit and so training was organised for him to shadow Mark Lees this year. Training was undertaken throughout 23/24 by the Chair, Charlotte Jane and Phil Wilkinson. As per statutory requirements Tier 2, Prevent and Safer Recruitment are all up to date.</p>
Hold leaders to account for the standards achieved and the broad and balanced curriculum provided for all pupils in all subjects.	<p>The Chair is experienced and challenges appropriately. She also supports the LGB, holding informal sessions in advance of LGB meetings to discuss lines of questioning and allow governors to ask questions regarding their role. Monitoring reports are of high quality and appropriate to the school improvement priorities. The Chair has been supported by the equally experienced Mark Lees with monitoring during 2023/24, but after his departure monitoring has primarily been undertaken by the Chair. This will hopefully change with the three new governors in place for 24/25.</p> <p>The aim is to upskill new governors to support with monitoring as soon as possible to keep the school improvement priorities high on the agenda and check progress against them. The school is pleased that the new governors are experienced and will be able to hit the ground running with this with some support.</p>
Support school leaders to continue to promote the school within the local and wider community and ensure that communication with all stakeholders is highly effective.	<p>The LGB agreed to hold an additional meeting in November 2023 to agree an approach to handling engagement/ communications. There appeared to be a lack of awareness about the good work that had happened to improve the school, it is one of the most improved schools in Kernow Learning but there was limited awareness of this. Some communication to teachers had at moments been inappropriate, occasionally bordering on vexatious during out of hours. The LGB wished to address this, both in support of staff wellbeing and to raise the profile of the school as the anchor of the community.</p> <p>The LGB feel that the balance of communication is right, it works well and is effective. Out of hours communication has reduced entirely. However, the messaging about how the Trust supports CPS has not</p>

	<p>landed (noting parent survey results). This objective will continue into 2024/25. The SLT will also ensure that they help all staff to provide feedback via the survey to improve on the response rate.</p>
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School Priorities for 24/25

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

1. Strengthen leadership of the school by empowering Subject Leaders to be experts in their subjects and can be confident about the impact of the curriculum on outcomes.
2. Secure positive learning behaviours across the school and that behaviour management and teaching and learning expectations are of a consistently high standard. Communication to all stakeholders to improve.
3. To embed an adaptive curriculum and ensure that provision for SEND children is excellent and meets the needs of the learners providing high quality outcomes.
4. Further strengthen the implementation of the wider curriculum. Develop and implement an Oracy curriculum
5. Continue to ensure consistency and high expectation through Quality First Teaching and effective catch up. High quality adaptive teaching is embedded across the school. Any gaps in children's knowledge and understanding is clearly identified and closed.
6. Further raise outcomes for all children including pupils with SEND and DP – so that these are at least inline and above National Expectations.

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.