



Upton Cross
Academy

Annual **Governance Impact Report**

2024/25

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Introduction

This report serves as a means for the Local Governing Body (LGB) of Upton Cross 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 24/25

The priorities for this year have been:

1. Writing - Improve outcomes for all year groups (Cont. Year 2 of the Write Stuff)
2. Step Lab (Coaching) - build on initial actions from Summer 2 2024.
3. Disadvantaged – Outcomes are in line with non-disadvantaged.
4. Oracy – Voice 21. To continue to embed Oracy techniques and strategies. Begin to build Oracy opportunities into all areas of the curriculum.
5. LGB – Continue to embed and support new governors in their roles. Monitoring taking place regularly and challenge part of the monitoring. Rapid knowledge of the school in preparation for Ofsted.

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 Local Governing Board

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

We welcomed Caroline Hodges in May as a Community Governors. At the end of the Summer term Jacky Bromley stepped down due to moving location. We also saw our staff Governor, Hannah Davies step down as she has left her role within the school, with Caroline Hurst taking that role.

We end the year with one Governor vacancy and plan to advertise the role in the Autumn Term.

Training and Network Groups

Across this academic year, our governors have undertaken statutory safeguarding training. New 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.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Safeguarding
- SEND
- Curriculum
- National Testing

This monitoring, along with training, has enabled governors to triangulate aspects of the school improvement plan, to evidence progress and impact towards improving outcomes.

In addition to formal monitoring, the co-chairs and headteacher met regularly and Governors attended school events, to raise the profile of Governance across the school community e.g. Christmas performance, school trips etc.

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:

- Appoint a permanent Chair.
- Recruit to the Parent Governor Vacancies and ensure they are supported through induction.
- New Governors to access Kernow Learning Governor Training and Trust Network Groups to ensure they are well supported in their roles.

These objectives have been met, however, the induction of new Governors will continue into the 25/26 academic year, to ensure that new Governors are fully supported. There continues to be a governor vacancy as one stepped down.

School Priorities for 25/26

The School's priorities for 25/26 will be:

1. Writing – Continue to improve outcomes for all year groups – basic transcription skills of writing, such as letter formation, punctuation and spelling.
2. To explore aspiration and inspiration for the pupils at Upton Cross.
3. Disadvantaged – Outcomes are in line with non-disadvantaged across all year groups.
4. Oracy - To continue to build oracy opportunities into all areas of the curriculum.
5. LGB – Continue to embed and support new governors in their roles. Monitoring taking place regularly and challenge part of the monitoring.

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 2025 and this will inform the governance priorities for 25/26.