



St Columb Minor
Academy

Annual **Governance Impact Report**

2024/25

Kernow Learning

#AsOne

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Introduction

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

Writing

- Writing attainment is at national or better at every stage of development and assessment, in particular to strengthen further in KS1.

Mathematics

- Pupils are highly numerate. They can confidently recall number and multiplication facts to automaticity.
- Pupil attainment in KS2 mathematics is at least in line or above national. Leaders to address the KS 1 legacy of curriculum dysfluency.

Disadvantaged pupil strategy

- The disadvantaged strategy is forensic in approach. It supports the vision that all pupils will enjoy a life of choice and opportunity.
- Relationships with families are strong.

Behaviour as curriculum

- Behaviour for learning is not yet consistently strong. Although, improved a small minority of pupils do not yet have intrinsic motivation to succeed.

Wider Curriculum

- Leaders to monitor closely and make any appropriate adaptations to the renewed components of the curriculum.

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 the Local Governing Board

We had many changes to the LGB personnel in 23/24. This has remained stable in 24/25. We end the year with no vacancies. However, we are always succession planning and welcome any interest from our community in joining the LGB.

Training and Network Groups

Across this academic year, our governors have engaged in a range of key training opportunities to strengthen their knowledge and expertise:

- Disadvantaged Pupils
- Child Protection Training
- Tier 2 Safeguarding
- Prevent
- RSHE Training
- Governor Monitoring and Challenge
- Governor Induction

In addition, the Clerk has participated in Clerk Development Training, alongside Prevent and Tier 2 Safeguarding training.

The impact of this investment in training has been clear in several areas:

- **Increased challenge in LGB meetings** – governors are more confident in asking probing questions, ensuring greater accountability.
- **Stronger knowledge of safeguarding processes and procedures** – enabling governors to provide effective oversight and assurance.
- **Challenge through the lens of disadvantaged pupils** – ensuring equity remains central to decision-making.
- **A strong and visible voice of the LGB within our community** – reinforcing trust and transparency with parents and stakeholders.
- **Strengthened links with our two town secondary schools** – supporting smoother transitions and collaborative working across phases.

Together, these elements contribute to a more dynamic, responsive, and accountable governance structure that is well-placed to support the school's ongoing improvement journey.

Governors also attend, and play an active part, in various Network Groups within Kernow Learning including the SEND, Safeguarding and Chairs Network. The impact of this has been Governors are kept up to date with the latest challenges facing Education both within our Trust and Nationally.

Monitoring, Challenge and Impact

Over the course of this year, governors have undertaken monitoring in the following key areas:

- Ethos and culture
- Parents' evenings
- Standards and staff CPD
- Safeguarding
- SEND

The impact of this monitoring has been clear and significant:

- Governors have developed a strong understanding of the school's context and challenges.
- They have seen first-hand the positive effect of the school's core habits and the successful embedding of the oracy curriculum.
- Governors are well-informed about the impact of pedagogy in mathematics, reading, and writing.
- Through observing teacher coaching and CPD delivery, they understand how staff are supported to improve practice.

- There has been a significant improvement in pupil outcomes at St Columb Minor over the last 20 months- with outcomes above the national benchmarks at every age and stage. Governors not only understand the factors behind this success but also recognise how their monitoring and challenge has contributed to 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.

We set the following objectives:

- LGB members to work with leaders to implement a clear monitoring plan, linked to school priorities
- LGB member to ensure high quality monitoring and challenge in LGB meetings and on monitoring reports.

These objectives will continue into next academic year to ensure we a highly effective LGB that live out the critical friend role. The training offer from our Trust has enabled targeted training to enable Governors to effectively support and challenge in equal measure.

School Priorities for 25/26

St Columb Minor School Priorities 2025 2026	
Leadership	• The learning environment, building and outside spaces are safe, tidy and purposeful. Classroom displays and resources actively support pupils to learn. • Leaders ensure all teachers are teachers of SEND. All classrooms, learning and activities are adapted to ensure that learners with SEND can access the same ambitious curriculum. Teachers review provision regularly and relationships with SEND families are strong.
Culture	• Behaviour for learning is strong with children showing intrinsic motivation to learn, pride in their learning and respectful behaviours in and outside of the classrooms • Classroom routines and transitions are seamless and well-rehearsed. Adults and pupils know what to do, when. • Playtime and lunchtime incidents are infrequent. When they do occur, these are dealt with by our robust and clear policy and system. • Behaviour is respectful and children show that they are ready, respectful and safe at all times. Bullying, physical behaviours and name calling are infrequent. When they do

occur, leaders and staff use the behaviour and anti-bullying policy to follow our process and systems and educate our pupils so that they understand the impact of their actions.	
Curriculum	• The curriculum is ambitious. All teachers know what to teach, when. Curriculum texts and genres have been refined and shaped from feedback. • Each curriculum subject has concise and impactful knowledge organisers. • Each curriculum subject has an agreed pedagogy and resources to support retrieval practice- so that pupils know more and remember more, • Leaders monitor the implementation of the curriculum. There is a robust and systematic monitoring and feedback schedule in place. Leaders are agile in their response to challenges in implementation.
Pedagogy	• Our core habits are fully implemented in every classroom and by every member of staff • Every teacher has a coaching entitlement supported by the use of Step Lab and expert coaches • 90% of coaching cycles are complete every term.
Outcomes	• Sustain outcomes that remain consistently above the national benchmark at every age and stage. • Implement an effective reading assessment as a diagnostic tool • Improve the percentage of KS2 pupils achieving the expected standard in reading. • Increase the proportion of pupils achieving Greater Depth Standard (GDS) at the end of KS2.

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