



Annual **Governance Impact Report**

2024/25

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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, 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:

Priority 1

Quality of Education

Standards continue to be above national average.

Continue to use models of instructional coaching to enhance approaches to teaching and learning.
continue to deliberate teaching of oracy to allow children to confidently articulate their knowledge across the curriculum.

Priority 2

Quality of Education

All children access high quality inclusive education.

All staff to further develop adaptive teaching strategies to provide all children with the opportunity to experience success in every lesson.

Priority 3

Behaviour and Attitudes

Attendance is a least in line with the national average

Continue to improve attendance by working with our families to ensure fewer absences and increased punctuality.

Priority 4

Leadership and management

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.

Priority 5

EYFS

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.

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 Government

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

We welcomed Liz Proctor and Gerry Curry to the LGB.

We end the year with no vacancies.

Training and Network Groups

Across this academic year, our governors have undertaken safeguarding training as well as a session on disadvantaged children. 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 governors have been able to offer effective 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

Progress of curriculum work and subject leadership

Investigation of the progress of pupil premium pupils and to talk through the different strategies which are in place.

Progress of curriculum work of subject leadership

SEND with Charlotte Collings

SEND with Kim Alway

Quality of Education of the school improvement plan

The impact of this monitoring has been

What have we done?	What impact have we achieved?
We have reviewed and monitored the School Development Plan at various stages throughout the year,	This results in constructive governor feedback and supports continual school development.
We have recruited two new governors to the LGB.	This has resulted in new perspectives on the Local Board,
We have undertaken visits across the school, working alongside the relevant Lead Teacher, to ensure continuous improvement.	The outcome of these visits has helped the school deliver high quality learning experiences. The visits result in strong interaction between governors and staff which helped identify areas for development.
We have appointed an attendance Lead Governor	This has helped to clarify the barriers to attendance and the steps we can take to improve attendance.
Governors have attended the relevant training events and passed on key learning points to their peers on the Governing Body.	This has ensured that the Governing Body remains up to date with current legislation and the direction of the Trust.

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.

- To continue to raise standards above the National Average.
- 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.

School Priorities for 25/26

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

1. Achievement
Sustain high standards that continue to be above the national average
Exceptional teaching, an enriching curriculum, and consistently high outcomes for all pupils are the foundation, not the ceiling, of our ambitions.
2. Inclusion
High quality inclusive teaching facilities children with SEND to make rapid progress
Our specialised provision provides exemplary learning experiences that are tailored to meet the diverse needs of all children who attend.
3. Attendance
Improvements in attendance continue to be demonstrable
Continue to embed a compassionate, multi-agency approach that systematically identifies, addresses, and removes individual and family-level barriers to attendance. Simultaneously strengthen Beacon's universal provision and sense of belonging for all.
4. Developing teaching and Curriculum
Our coaching culture challenges and develops all aspects of our practice
Training support, and accountability ensures our agreed pedagogical approaches are delivered with fidelity to maintain strong outcomes. Leaders at all levels drive outstanding teaching within their areas.
5. Developing teaching and Curriculum
Continue to systematically strengthen transcription skills
Our consistent, whole-school approach ensures that handwriting and spelling instruction is coherent and cumulatively taught through regular, explicit teaching and practice. All staff implement the strategies effectively.

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.