



Trenance
Learning 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 Trenance Learning 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:

- Attendance procedures are robust and whole school attendance remains above 95%.
- The School Values flow through the curriculum and are embedded in wider community work.
- To improve writing outcomes at the end of KS1 and within the Early Learning Goals.
- Daily Practice and Coaching allow teachers to be the best practitioner that they can be.



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 bid farewell to Emma Fox (Safeguarding Governor), Jess Grady (Staff Governor) and Kay Walker (SEND Governor). Each Governor came with a wealth of experience in the sector and left a huge gap to fill. As first year of being Chair of Governors, Amie Bradshaw started the role with a drive to recruit new member of the LGB.

We welcomed Christian Cotton to the LGB as a new Staff Governor in September 2024. We also welcome Natasha De Freitas as a new Community Member in February 2025 who took the role of Safeguarding Governor. Ryan Hughes and Becky Howers also joined Trenance LGB as Parent Governors in January 2025. Ryan Hughes has accepted the role of SEND Governor and Becky Howers has accepted the role of Stakeholders Governor.

Training and Network Groups

Across this academic year, our governors have undertaken the following key training:

- Prevent
- Safeguarding Tier 2
- Disadvantaged Pupils
- Governor Induction
- Early Reading
- Effective Governor Monitoring
- Attendance

The impact of this has been:

- Governors are aware and informed about changes to the curriculum
- They understand the importance of keeping children safe and know what to look for when carrying out monitoring visits
- They know what to do if a child makes a disclosure to them during a school visit
- New Governors are introduced to their role and know what is expected of them
- Governors understand and have explained to them, by the school and through training, the importance of supporting disadvantaged pupils and their families which is a core principle of the school.



Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

Autumn Term

- SEND (September 2024 & November 2024)
- Whole Governor Monitoring Day (October 2024)
- Leadership & Management (November 2024)
- EYFS (December 2024)
- Safeguarding (December 2024)
- Attendance (December 2024)

Spring Term

- PSHE, Leadership & Management (March 2025)
- Safeguarding (March 2025)
- SEND (April 2025)
- Stakeholders (April 2025)

Summer Term

- Disadvantaged (May 2025)
- Attendance (May 2025)
- Safeguarding (June 2025)
- Safeguarding (June 2025)
- SEND (July 2025)

The impact of this monitoring has been:

- Over the course of the academic year, Leadership and Management monitoring has had a significant and positive impact. At the start of the year, the first report identified a key challenge which was the loss of the Safeguarding and Attendance Lead; this placed considerable additional pressure on the senior leadership team as they stepped in to cover these critical responsibilities. Governors responded with close monitoring, regular visits, and constructive challenge, ensuring that safeguarding and attendance remained a priority despite the staffing gap. This consistent support has contributed to keeping standards high. The latest monitoring report reflects this progress, with all areas reported as positive, highlighting the resilience of the leadership team and the effectiveness of Governor involvement.
- Midway through the academic year, there was a change in the SEND and Safeguarding Governor roles, following new recruitment of Governors, bringing a fresh perspective to monitoring activities. This transition has had a positive impact, as the new Governors have approached the roles with renewed focus and fresh eyes, identifying areas for development and raising thoughtful, constructive challenges. These contributions have added value to the school's ongoing outstanding work, prompting reflection and supporting the strengthening of existing processes in both SEND and safeguarding. The proactive engagement of the new Governors has helped ensure that these key areas remain robust and well monitored.
- Throughout the academic year, Governor monitoring has played a vital role in maintaining and enhancing the high standards of Trenance. Each visit has brought a unique focus, with



Governors raising different questions and challenges that prompt reflection and drive continuous improvement. This diversity of perspective ensures that no area is overlooked and that all aspects of Trenance's provision are rigorously scrutinised. The collaborative and supportive nature of this monitoring has helped to refine processes, address emerging issues promptly, and embed best practice across the board. As a result, Governor engagement continues to strengthen Trenance's position as an already outstanding school, committed to excellence and ongoing development.

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.

The three Development points are:

1. Training to ensure all governors are supported in undertaking their role and able to offer high quality challenge. Ensure full inductions are taking place for all new Governors.
2. Ensure monitoring is carried out throughout the year in accordance with the monitoring plan that links to the areas for development.
3. Recruitment of a Staff Governor, Community Governor and Parent Governor. Succession planning to replace Kay Walker when she resigns from her Parent Governor role.

Progress, successes and challenges.

1. This year, the successful implementation of a comprehensive induction programme for all new Governors has significantly enhanced their confidence and preparedness in their roles. The structured induction ensured that new Governors gained a clear understanding of their responsibilities, the school's strategic priorities, and governance procedures from the outset. In addition, the assignment of experienced mentors provided invaluable one to one support, enabling new Governors to ask questions, seek guidance, and build their knowledge in a supportive environment. As a result, new Governors have reported feeling well prepared, engaged, and empowered to contribute effectively to the Governing Board from an early stage.
2. Undertaking regular governor monitoring has proven to be a valuable and effective practice, strengthening the Governing Board's understanding of the school's progress and impact. The consistent monitoring has ensured that Governors remain closely informed about key areas such as teaching quality, pupil achievement, safeguarding, and wellbeing. Evidence from recent governor reports highlights the importance of this work, with detailed observations and constructive feedback confirming the school's ongoing development. These reports have also included positive comments reflecting this year's school successes, such as improvements in pupil outcomes, enriched curriculum experiences, and strong leadership. This regular engagement not only supports accountability but also fosters a collaborative relationship between Governors and school staff.
3. The LGB successfully recruited 6 new Governors in this Academic Year replacing Governors who came to the end of their term at Trenance. This could have been a challenge for Trenance and the LGB with a large proportion of the LGB being new to the role, however, with a stringent induction and training plan, the new Governors have flourished in their roles and are a valuable asset to the LGB.



School Priorities for 25/26:

The school priorities for 25/26 are:

- Increase the number of disadvantaged children achieving GLD
- Enhance Community Classroom provision and strengthen relationships with community partners
- Increase the number of disadvantaged children achieving EXS in Writing at KS1

The LGB will continue with a robust and carefully planned schedule of monitoring to ensure there is progress against these priorities. The full monitoring plan for 2025/2026 will be finalised ready for the first meeting of 2025/2026.

The LGB self evaluation process will be repeated in September 2025 and this will inform the governance priorities for 25/26.