



Mabe
Primary School

Annual **Governance Impact Report**

2024/25



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Introduction

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

The priorities for this year have been:

1. For a consistently high standard of teaching and learning in every class
2. For securing declarative and procedural understanding of number across the whole school
3. For writing standards (and attainment) to improve across the whole school

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 to the Local Governing Board

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

We welcomed Andy Watkins to the LGB as the permanent headteacher from September 2024.

Sarah Allen and Daniel Smedley then joined us as Parent and Community Governor respectively in October 2024.

With Scott Wilson's Community Governor position reaching the end of its term in August 2025, Helen Worthington was recruited to a Community Governor role at the end of the Summer term.

We end the year with no Governor vacancies but are always interested to hear from people in the community that would be keen to join us.

Training and Network Groups

All governors have benefitted from governor training from Kernow Learning and the National Governors Association, to enable them to confidently challenge and support the school to achieve best possible outcomes for the children.

Safeguarding and Prevent training has been undertaken by all Governors. Governors also attended training on Panels, disadvantaged children, early reading, effective monitoring, online safety, and early help. Governors also attend, and played an active part, in various Network Groups within Kernow Learning including SEND, Safeguarding and Chairs.

The impact of this has been Governors are kept up to date with the latest challenges facing Education both within our Trust and Nationally. The training also gives support and guidance on how to be a critical friend to our schools and ensures Governors are aware of new initiatives and expectations.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Safeguarding
- SEND
- Behaviour and Attitudes to Learning
- Curriculum
- Phonics and Early Reading
- Early Writing
- Values

The impact of this monitoring has been:

- It has enabled governors to triangulate aspects of the school improvement plan, to evidence progression and impact towards improving outcomes.
- Supporting at key whole school events, such as sports day, the summer Fayre and plays has raised the profile of school governance within our school community.

We welcomed Ofsted into school in December and were able to share our monitoring with them. They noted in their report *'The local governing body know the school well. This is because it makes regular checks on the school's work. It knows how the pupil premium funding is spent. This helps disadvantaged pupils to achieve well. Governors closely check pupils' attendance to ensure they attend regularly. They ensure that staff workload is also considered when changes are made'*.

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:

- Succession planning for the Chair
- Ensure there is Parent Governor representation
- Governor recruitment and supporting new Governors with induction

We have been successful with each of these development points.

School Priorities for 25/26

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

- For attendance to be improved significantly particularly with those deemed persistently absent.
- For improved behaviour built on 'Being Respectful' to be at the heart of all we do.
- For end of KS2 reading to be improved significantly with a focus on the consistent implementation of T4R.
- For attainment in Maths to improve throughout the school.

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 25/26.