

Wendron
C of E 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 Wendron C of E 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:

- To ensure we have consistent staff in place in all classes.
- To use coaching to develop teachers’ pedagogy (Steplab).
- To use oracy to improve standards across the curriculum especially in writing.
- To continue using RWI to ensure consistent high-level teaching and learning in early reading and to further develop reading across the school.
- To review the effectiveness of our maths curriculum.
- To continue to develop a broad and balanced curriculum with effective leadership in all subjects.
- To continue to develop our use of assessment to inform practice so that all pupils achieve.
- To continue to strengthen governance.

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 "4 S's" Standards, Safeguarding, Stakeholders and SIAMs.



Wendron
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Changes in Local Governing Board

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

We welcomed Tash Williams as the headteacher in September.

We also addressed the vacancies that we had through Parent and Community Governor appointments. Clare Atkins and Ben Harper were appointed as Foundation Governors in October. Stacey Boatman was appointed as Parent Governor in November and Charlotte Stillwell became a Community Governor in December.

Scott Wilson returned to the Local Governing Body in March on a short term basis, to support new Governors.

Training and Network Groups

Governors have benefitted from training from the Kernow Learning, The Diocese of Truro, the National Governors Association and other external agencies, to enable them to confidently challenge and support the school to achieve the best possible outcomes for the children.

As well as mandatory Safeguarding and Prevent Training, Governors have also undertaken training on Effective Monitoring, Attendance, Disadvantaged Children and E-Safety. Induction training has also been available and accessed by the newly appointed Governors.

Governors also attend various Network Groups within Kernow Learning including SEND, Safeguarding and Church Schools.

The impact of this has been that Governors are kept up to date with the latest challenges facing education both within our Trust and Nationally. The training is designed to give support and guidance on how to be a critical friend to our schools, allowing Governors to understand their roles so they can effectively hold our school to account.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Safeguarding
- Attendance
- SEND
- Curriculum
- Behaviour
- British Values

The impact of this monitoring has been:

- Monitoring key elements of the school improvement plan is enabling governors to see the impact of new strategies and triangulate the information received from the headteacher.
- Routine and systematic safeguarding monitoring ensures that a robust safeguarding culture is in place at Wendron C of E Primary School.
- Governors have strengthened relationships with key members of staff who are driving improvements day to day.
- Governors have continued to share their knowledge and skills by supporting other Trust Schools.
- Governors have supported at key whole school events, such as sports day, the Summer Fayre and school plays. The impact of this is it raises the profile of school governance within our community.

We were delighted to welcome Ofsted into the school in June. We are incredibly proud of the report and were glad to be able to meet with the lead inspector to show the strength of governance in our school and across our 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. The points for development were:

- Support and challenge leaders to provide the absolute best educational experiences for the pupils who attend the school, ensuring that all statutory duties and responsibilities are met. Also ensure that this all aligns with our School and Trust's vision, values and aims.
- Ensure that training is accessed by Governors to ensure they are well equipped to support the school on its development journey.
- Support school leaders in continuing to promote the school within the local and wider community and ensure that communication with all stakeholders is highly effective.

School Priorities for 25/26

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

1. **Strengthen governance and middle leadership** so that monitoring, evaluation, and accountability drive sustained improvement, with clear strategies for small cohorts and disadvantaged pupils.
2. **Sustain outstanding behaviour and culture** by embedding consistent routines (silent signals, smooth transitions), ensuring pupils can articulate Christian and British values, and developing spirituality across the curriculum.
3. **Secure progression in the Wendron Curriculum** as adaptations are made this year, ensuring recall, continuity, and an oracy-rich approach, with sharper focus on writing and maths.
4. **Sharpen pedagogy in maths reasoning and writing fluency**, embedding high-impact strategies through modelling, coaching, and CPD so practice is consistent across all classrooms.
5. **Raise outcomes in writing and maths** at KS1 and KS2 by targeting borderline and greater depth pupils, improving combined attainment above trust/national, and sustaining high attendance.

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.