



Leedstown
Community
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 Leedstown Community 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:

- Further promote a culture in staff that every child can succeed.
- To make the implementation of the phonics scheme consistently strong.
- To further develop learning behaviours that allow children to remain fully engaged in the curriculum.
- To continue to develop an ambitious and exciting curriculum that builds on children's prior knowledge.
- To continue to ensure SEND provision is effective.
- To take every opportunity to deepen learning in mathematics.
- To ensure that the professional development programme appropriately prepares children for life in 21st century modern Britain.
- To continue to positively advantage deemed-disadvantaged pupils.

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 in Local Governing Board

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

We welcomed Hannah Bennett (Headteacher) after Easter, for the Summer term. Alison Downing became the Headteacher Designate at the end of the academic year.

We end the year with 3 vacancies (one Parent Governor, one Staff Governor and one Community Governor). These vacancies will be advertised in the Autumn term.

Training and Network Groups

Across this academic year, our governors have undertaken training on panels and attendance, in addition to the statutory safeguarding training that is required, 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 our new governors have been supported in being able to effectively challenge and triangulate the information they are given regarding progress against development points.

Monitoring, Challenge and Impact

Monitoring has been undertaken by the LGB in line with the School Improvement Plan, as agreed between the Trust and School leadership. The visits have been as follows:

- Safeguarding
- Attendance
- SEND
- Curriculum

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.
- Governors have been able to link with key members of staff who are driving improvements day to day.

We were delighted to welcome Ofsted into the school in March and were pleased to share examples of LGB minutes and monitoring. Governance was recognised as a strength.

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 that the LGB gave themselves were:

- To appoint to the Governor vacancies
- Continue to access training and network meetings
- Raise the profile of Governance

Across the year, the profile of Governance has been raised and training and network groups have been attended. The recruitment of governors will carry into the 25/26 academic year. The LGB is confident that community recruitment will be successful in 25/26 and look forward to developing further.

School Priorities for 25/26

The priorities for 25/26 are:

- Ensure that the school's and Trust's vision and values are embedded resulting in a positive culture.
- Ensure consistent, high-quality delivery of phonics across school, resulting in outcomes that are at least in line with national.
- Ensure that all pupils demonstrate positive learning behaviours, with 100% participation in all lessons.
- Ensure that the implementation of the curriculum has positive outcomes on all learners, resulting in children knowing and remembering more.
- Ensure that assessment is used effectively by teachers to inform teaching and learning to prevent curriculum dysfluency
- Ensure that SEND provision is highly effective and IPMs are fully implemented so that all pupils with SEND can access a full curriculum.
- Ensure that the maths curriculum allows for a range of opportunities for children to demonstrate their mathematical understanding
- Support subject leaders, so they are confident about the standards in their subjects, areas for development and effectively lead their subjects resulting in pupils knowing more and remembering more over time.

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.