



St Newlyn East
Learning Academy

Annual **Governance Impact Report**

2024 - 25

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Kernow Learning

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Introduction

This report serves as a means for the Local Governing Body (LGB) of St Newlyn East 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:

Leadership

1. Improve the effectiveness of subject leadership by ensuring all subject leaders can confidently evaluate and drive improvements in their subjects.

Culture

2. Strengthen the use of outdoor learning, community engagement, and enrichment opportunities across the school.

Curriculum

3. To ensure consistent high-quality teaching, allowing our strong writing curriculum and strategies to be embedded across all classrooms and all subjects, supported by the use of CPD, StepLab, and oracy strategies.

Pedagogy

4. Enhance adaptive teaching strategies to meet the needs of All learners.

Outcomes

5. Improve writing outcomes, with a focus on increasing the percentage of pupils achieving greater depth.

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. (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

During this academic year, our LGB has experienced the following changes:

Janine Bisson joined as Community Governor and Chair of the LGB. Laura Massabo, Staff Governor, and Andrew Barnett, Community Governor, have given notice of resignation at the end of this academic year.

The staff vacancy will be filled by Vicki Stavrou after a process of nomination and the Community Governor position will be filled at the beginning of the 25/26 academic year, pending ratification by the Kernow Learning Board of Trustees. This will ensure that the St Newlyn East LGB has a full complement of members. We are actively seeking community governors, particularly those from outside of the direct school community, to join our board and assist with succession planning.

Training and Network Groups

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

Keeping Children Safe in Education – All Governors

Safeguarding Level 2 Training (Kernow Learning) in September – HE and JB, JH

Governors' roles during inspection – HE

Children in Care training – HE and JH

Early Reading – HE and JH

Attendance training – HE

Disadvantaged Pupil training – HE

Effective Governor Monitoring – JB

Safeguarding Network meetings – attended by JB

SEN network meetings – attended by EE

Trust Chairs network meetings – attended by JB

The impact of this has been that all the members of the LGB are able to work with the school towards delivery of the priorities for the 2024/ 2025 academic Year.

- Through training, networks and induction, all LGB members are aware of the importance of Keeping Children Safe in Education and their responsibility for discharging their duty. This has supported the school to work towards its highest priority of effective safeguarding. It has facilitated appropriate challenge and support around safeguarding issues such as attendance and behaviour.
- Attendance at effective monitoring training has ensured that all LGB members are appropriately skilled and confident to complete monitoring visits and therefore able to triangulate reports from the School Improvement team and Head teacher accounts with pupil conferencing and real time observations. This means that the LGB are not just assured, but reassured, that the school is working well towards its priorities, particularly for Maths and Oracy.
- Disadvantaged pupil training and regular attendance at the Safeguarding and SEN Networks has cemented the importance of delivering high quality education, having high aspirations and 'getting it right' for the North Star Children. This is something that is addressed in monitoring

visits and through challenge, particularly with reference to specific grant funding at LGB meetings.

- Through Chairs Networks and preparing for Inspection training, which supported the LGB with this year's OFSTED Inspection in November, the LGB has a good understanding of how the school can showcase its achievements and how the LGB members can influence this.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year in line with the 100 day School Improvement Plan and specifically looking at the work towards delivering the Key priorities:

Priority 1 – Safeguarding

- Termly safeguarding review and weekly catch up between Headteacher and Chair
- Attendance and how this is tracked and monitored
- Behaviour and safeguarding – coinciding with review by Trust Safeguarding lead
- Online safety

Priority 2 – Ensure that an effective monitor schedule is implemented.

- As a governing board, each governor has specific responsibilities for different areas of governance with key points.
- A timetable is devised to ensure that monitoring is distributed throughout the year and equally across the various areas of the school.
- Key governors are responsible for statutory areas such as safeguarding, attendance, and SEND.

Priority 3 – Supporting effective leadership

- Working with the headteacher and subject leads to ensure that subject leaders can effectively evaluate and drive improvements.
- Focus on ensuring the focus around children working as great depth.

Priority 4 – Ensuring that all children are fully supported to reach their potential

- Focus on young people with SEND
- PP students and tracking their attainment and use of funding
- Ensuring a focus on “North Star” Pupils and their outcomes.

The monitoring has led to the following outcomes:

- LGB members, especially those with educational backgrounds, have shared best practices.
- They have observed how school priorities are improving children's learning experiences and verified positive outcomes through meeting feedback.
- They have challenged the consistency of approaches and support for all students and how progress is evaluated and monitored.
- Monitoring has enabled them to compare reports from professionals, head teacher insights, and their own observations and student interviews.

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

At the beginning of this academic year, our Local Governing Body (LGB) conducted a self-evaluation process, which informed our Governance Development Plan. The identified development points are as follows:

- Ensure that the LGB has visibility within the school community to communicate the impact and progress of their work.
- Collaborate with the headteacher to recruit new governors to ensure effective succession planning.
- Incorporate staff wellbeing check-ins as a regular item during monitoring visits.
- Enhance oversight of long-term planning (over 3-5 years).
- Obtain comprehensive information on risk identification and mitigation strategies.

School Priorities for 25/26

The School's priorities for 25/26 will be something that the LGB will look forward to reviewing at the start of the academic year. They will be:

Leadership

1. Improve the effectiveness of subject leadership by ensuring all subject leaders can confidently evaluate and drive improvements in their subjects.

Culture

2. Strengthen the use of outdoor learning, community engagement, and enrichment opportunities across the school.

Curriculum

3. To ensure consistent high-quality teaching within our oracy based curriculum with a view to becoming an oracy centre of excellence.

Pedagogy

4. Enhance adaptive teaching strategies to meet the needs of All learners, particularly those with SEND.

Outcomes

5. Improve writing outcomes, with a focus on increasing the percentage of pupils achieving greater depth within KS2.

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.