



St Columb Major
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 St Columb Major 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:

- Curriculum: To secure a rich curriculum across all subjects which strengthens pupils' vocabulary and builds on prior knowledge to enable pupils to make links between all areas of learning.
- Outcome: Targeted support for every child who needs it with specific focus on identified pupils (DD) to ensure all pupils achieve outcomes.
- Pedagogy: To secure consistency in implementation in every class.

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 change:

We welcomed our new staff governor Rosie Rowe Best. She has brought many years of teaching experience and a different perspective to our LGB.

We end the year with no Governor vacancies.

Training and Network Groups

Across this academic year, our governors have benefitted from training from the Kernow Learning to enable them to confidently challenge and support the school to achieve the best possible outcomes for the children.

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

- Attendance
- Child in Care
- Governor monitoring visits
- Safeguarding Level 2
- Safer recruitment and Prevent
- Online Safety
- NGA orientation session

Governors also attend various Network Groups within Kernow Learning including SEND and Safeguarding. Governors also have access to training via Smart log.

The impact of this has been:

- Governors are kept up to date with the latest challenges facing education both within our Trust and Nationally.
- 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.
- 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.

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 monitoring has been undertaken across the year:

- Safeguarding: Focus on S157, Child Protection Policy & procedures in place, PREVENT and managing allegations.
- Safeguarding: Focus on Behaviour and Attendance, and strategies in place to support.
- Safeguarding: Focus on exclusions and bullying.
- SEND: Focus on Transition, Attendance and how the school is supporting pupils with additional needs. How were their needs assessed and what resources were used and how was information shared/ sought.
- Standards: Deemed to be disadvantaged to ensure progress is being made and accelerated.
- Curriculum Monitoring: Science, Relationship & Sex Education, Maths, Reading & Phonics and Early Years.
- Statutory testing monitoring visit.

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 St Columb Major Academy.
- 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 Harvest Festival, Carol Services, Sports day, Lantern Parade, Fundraising events like bingo evenings, the Summer Fayre and music concerts. The impact of this is it raises the profile of school governance within our community. Governors have also supported outside school visits to see the impact and opportunities provided for all children.

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.

- **Growth and succession planning** – Governors regularly review the skills and composition of the governing body to ensure it remains effective and diverse. A skills audit is used to identify gaps and inform targeted recruitment. Governors support succession planning by mentoring new members, identifying future leaders within the board, and ensuring key roles such as Chair and committee leads are sustainably filled. Ongoing training and development strengthen governance capacity and continuity.
- **Continue to strength visibility in the school and with all stakeholders** - Support school leaders to continue to promote the school within the local and wider community and ensure that communication with all stakeholders is highly effective. This includes regular newsletter contributions and attendance at school functions and events.
- **Hold the headteacher to account for Quality of Education and check it is impactful for each child** - Governors hold the headteacher to account for the quality of education by reviewing pupil progress data, monitoring the School Improvement Plan, and carrying out focused visits linked to curriculum priorities. Through questioning in meetings, pupil voice, and engagement with staff and leaders, governors ensure that education is effective and impactful for all pupils, including vulnerable groups. Their challenge and oversight contribute to ongoing improvements in teaching, learning, and outcomes.
- **Know how school is promoting British Values through the curriculum and ask questions about this.** - Governors monitor how British Values are embedded across the curriculum by reviewing curriculum plans, speaking with subject leaders and pupils, and asking questions during visits and meetings. They ensure these values—democracy, the rule of law, individual liberty, and mutual respect and tolerance—are actively promoted through assemblies, PSHE, and wider school life. Governors seek evidence of impact on pupils' understanding and behaviour.

School Priorities for 25/26

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

- To ensure we have consistent staff and implementation in place in all classes.
- To use coaching to develop teachers' pedagogy (Steplab).
- To continue to use oracy to improve standards across the curriculum especially in writing.
- To continue to develop a broad and balanced curriculum with effective leadership in all subjects when embedding a rolling curriculum to meet needs of mixed age year groups.
- To continue to develop our use of assessment to inform practice so that all pupils achieve.
- To strengthen the standards of writing with improved transcription: spelling and handwriting.

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.