



St Agnes
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 Agnes 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:

- To change the approach when supporting children with SEN – promoting self-regulation and independence.
- To embed reading in geography, history and RE.
- To improve the intent and implementation of RE, computing and DT so that children know and remember more.
- SPAG – to improve outcomes in the KS2 GPS test and accuracy in writing across the school.
- To improve outcomes at the end of Y6 so that the current cohort are secondary school ready.



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

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

John Shears stood down as chair of governors and has moved to the role of community governor. We are immensely grateful to John for all his incredible work, drive and support over the last 8 years.

Lynn Carter has been nominated to take on the role of chair from September.

We welcomed Julia Dodson to the LGB during the academic year, and we will be joined by Katie Hotham in September. Both Julia and Katie are community governors.

Training and Network Groups

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

- Managing behaviour
- Special Needs provision
- Safeguarding and membership of the safeguarding network
- Monitoring learning
- Disadvantaged students

The impact of this has been a better understanding of the issues and the governors’ role in supporting and challenging the school. It enabled appropriate questions to be asked as well as providing the opportunity to thank and praise much of the excellent work underway in the school as highlighted by the successful monitoring reports and the head’s development day throughout the year.



Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

Lesson visits, pupil and teacher interviews and conversations and engagement with parents, as well as looking in a non-professional manner at pupil work, displays and a wide range of school activities. It is a learning experience that enables us to ask questions.

The impact of this monitoring has been to better understand school provision and the challenges faced. It enables the governors to engage in discussions with staff as well as providing us with relevant information when talking to parents. It prepared us well, not only for our Ofsted inspection interview but also for conversations with staff and especially the senior team when we can act as the critical friend. Thankfully we have rarely had to be very critical. Occasionally with our different background we can make suggestions and the school has welcomed these. We genuinely feel an important part of the school and readily accepted.

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

- To ensure as Governors we were aware of our role and how to enact it. The relationship with the school confirmed that this was the case.
- To effectively monitor the Improvement Plan priorities. Governors development through in-service enabled us to be stronger in our challenge and support role.
- To provide appropriate support for new and relatively inexperienced governors through working alongside them or directing them towards Trust provision. The team is stronger and confident now.

School Priorities for 25/26

The school's priorities for 25/26 are:

- Develop the impact of marking and feedback.
- To improve standards in writing across Key Stage 2
- To improve learning behaviours and tighten behaviour around transitions, e.g. lining up, travel around the school.
- To improve number fluency across the school.
- To raise attainment for children who are both 'working towards' and disadvantaged

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 autumn 2025 and this will inform the governance priorities for 25/26.