



Annual **Governance Impact Report**

2024/25



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Introduction

This report serves as a means for the Local Governing Body (LGB) of Sky Primary and Eden Project Nursery 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:

1. Continue to strengthen the leadership of the school, in collaboration with Kernow Learning school improvement, drawing upon Trust specialists, and training opportunities. Our reading culture is highly visible in learning environments and through children's reading habits.
2. Further strengthen implementation of the wider curriculum (national curriculum from Year 1 onwards); ensuring assessment practices lead to improved outcomes for all children.
3. Raise further outcomes for all children – SEND, PP, AA – so that these are at least in line, and above, national expectations.
4. Continue to strengthen our approach to attendance. So that, we have minimum 'lost learning' time. Following the Kernow Learning habit of all children at school every day, on time, learning ready.
5. Continue to ensure consistency and high expectations through quality first teaching.

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 to the Local Governing Board

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

We welcome Reverend Penny Leach as Chair of Governors on 1st September 2024.

Zena Walker resigned her role of Parent Governor in September at which point we advertised the vacancy. Rebecca Oliver applied and was appointed in November.

We end the year with no vacancies. However, we are always succession planning and welcome any interest from our community in joining the LGB.

Training and Network Groups

Across this academic year, our governors have undertaken training on effective governor monitoring, attendance, children in care and disadvantaged children, in addition to the statutory safeguarding training that is required. New governors have also been supported with a thorough induction, 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 governors have been able to effectively challenge and triangulate the information they are given regarding progress against development points.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Safeguarding
- SEND
- Disadvantaged Children
- Pupil Voice (Curriculum)
- Oracy and Learning Beyond the Classroom
- Early Reading
- Sustainability

In addition, the Chair regularly meets with the Headteacher to look at progress against the School Priorities and speak with staff and children.

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

Governors have supported at key whole school events, such as sports day, the Summer Fayre and plays, which has raised the profile of school governance within our school 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.

We set the following objectives:

- Recruit / support a parent and community governor.
- Gain a deep understanding of the school improvement priorities
- LGB has knowledge of the Oracy Framework and Disadvantaged Pupil Strategy and how these are interlinked
- Explore & capitalise links within the wider community (thereby improving communication with the wider community – particularly in context of school relocation).
- Climate and Sustainability plan and LGB Lead

All of these objectives have been met, with Brett Marsh taking the climate and sustainability link Governor role.

School Priorities for 25/26

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

1. Ensure accuracy in handwriting and punctuation, from the earliest years – identify gaps and address as they occur so children write accurately and confidently across the curriculum
2. Our oracy led culture is at the heart of all learning environments, with a key focus on building vocabulary
3. Further strengthen implementation of the wider curriculum (national curriculum from Year 3 onwards); ensuring assessment practices lead to improved outcomes for all children.
4. Further strengthen all outcomes for children specifically through reading and focused texts – SEND, DDA, GDS
5. Continue to ensure consistency and high expectations through quality first teaching and enhanced experiences, learning beyond the classroom and continuing our Kernow Learning rigorous approach to



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.