



Annual Governance Impact Report

2023/24



Contents

Introduction.....	2
School Priorities 23/24	2
Purpose of Governance	3
Changes in Local Governing Board.....	3
Training and Network Groups.....	4
Monitoring, Challenge and Impact	5
Feedback to the Trust Board	5
Self Evaluation and Development Plan.....	6
School Priorities for 24/25	6

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 23/24

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.
2. Embed school vision, values and ethos across the growing school community. So that, learning behaviours and attendance are positive. Following the Kernow Learning habit of all children at school every day, on time, learning ready. Communication to all stakeholders to continue to develop.
3. Our reading culture is highly visible in learning environments and through children's reading habits.
4. Further strengthen implementation of the wider curriculum (national curriculum from Year 1 onwards); ensuring assessment practices lead to improved outcomes for all children.
5. Continue to ensure consistency and high expectations through quality first teaching.
6. Raise further outcomes for all children – SEND, PP, AA – so that these are at least in line, and above, national expectations.
7. Continue to strengthen our approach to attendance. So that, we have minimum 'lost learning' time.

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 welcomed Vicky Prince and Taryn Montgomery-Smith to the LGB as Community Governors. We bid farewell to Chris McQuillen-Wright at the end of the academic year, who has worked tirelessly to grow the LGB since it formed ahead of opening in September 2022. We welcome Reverend Penny Leach as our new Chair of Governors, starting from 1st September 2024, who is experienced in governance and keen to continue involvement and growth of our school family.

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 and RSHE, 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 new 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
- Attendance
- SEND
- EYFS
- 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 have 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.

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:

- Succession planning for the Chair
- Skills based recruitment to ensure effective monitoring
- Training of new governors

All of these objectives have been met. The Governors have also looked to strengthen their numbers to ensure the right people are around the table.

School Priorities for 24/25

The school's priorities for 24/25 will be:

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.

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 2024 and this will inform the governance priorities for 24/25.