



St Columb Major
Academy

Annual **Governance Impact Report**

2023/24

Kernow Learning

#AsOne

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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 23/24

The priorities for this year have been:

1. **Curriculum:** To secure a rich text led curriculum across all subjects that strengthens pupils’ vocabulary and enriches their knowledge and experiences.
2. **Outcomes:** Targeted support for every child who needs it with specific focus on identified pupils (DP) to ensure all pupils achieve outcomes.
3. **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 changes:

We welcomed Alison Shaw and Jess Poole to the LGB. Both governors have been teachers and have extensive experience and knowledge of education. This is strengthening our LGB and bringing additional skillsets to our LGB.

We bid farewell to James Jennings our chair of governors who has committed many years to our school. We thank James for all he has done for our school and the coaching and mentoring he has provided to our new Governors.

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:

- Panel Training
- Behaviour
- Governor monitoring visits
- Safeguarding Level 2
- Disadvantaged Pupils
- Safer recruitment and Prevent
- Online Safety
- Governor Induction

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

The impact of this has been:

- Governors are kept up to date with the latest challenges facing education both within our Trust and Nationally.
- For new Governors are introduced to their role and know what is expected of them.
- 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 Single Central record, training for staff, how pupils are taught about Safeguarding and how allegations are dealt with.
- Safeguarding: Focus on Behaviour and Attendance, and strategies in place to support.
- Safeguarding: Focus on exclusions and bullying.
- SEND: Focus on Communication with stakeholders, transition, clubs and extra curricular activities, and more able.
- SEND: Focus on Transition, Attendance and how the school is supporting pupils with additional needs. How was 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: This was an extremely detailed monitoring exercise to monitor an area of our school that was challenged at our last OFSTED and has been the focus of support from Kernow Learning.
- SATS Monitoring.

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 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.

- *Induction and ensuring* governors feel secure in their roles. Placing training and development of the LGB at the heart of this development work to ensure the board's skills set is working in support of the school is as extensive as possible.
- *Growth and succession planning* - Working with the Kernow Learning Trust Board, the LGB will support and challenge leaders to provide the absolute best educational experiences for the pupils who attend the school, ensuring that all statutory duties and responsibilities are met. Governors have a full understanding of the Trust's vision, values and aims.
- *Communication/Visibility* - 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 a Governors' termly newsletter and attendance at school functions and events.

School Priorities for 24/25

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

- To develop the new Chair of the LGB.
- To ensure we have consistent staff and implementation in place in all classes.
- To use coaching to develop teachers' pedagogy (Steplab).
- 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.
- To continue to develop our use of assessment to inform practice so that all pupils achieve.

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.