



St Francis
CofE Primary School

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 Francis C of E Primary School 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:

- Establish the new leadership structure of the school with an executive leadership team and senior leadership team, which will include the new to role Operational SENCo.
- Ensure all staff have the highest expectations for all children, regardless of any disadvantage. This includes standards of learning, presentation, behaviour and attendance. Through raising expectation, attainment will rise.
- Robustly implement the Kernow Learning attendance policy and procedure to ensure attendance is high and that all stakeholders are invested in strong attendance.
- Implement strategies for further developing children’s rapid recall of declarative knowledge in Maths. Computing curriculum to be completed and implemented through staff CPD. Develop a curriculum for Oracy.
- Ensure effective implementation of the pedagogy for the reading curriculum – early reading and beyond phonics, to include school environment and developing our children as lifelong readers. Continue to embed the ‘Journey to Independence’ pedagogical approach.
- Raise outcomes for all children – SEND, PP, GD – so these are inline and above National Expectations in all year groups.

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 “4 S’s” Standards, Safeguarding, Stakeholders and SIAMs.





Changes in Local Governing Board

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

We welcomed Rev David Baylor and Katie Reynolds to the LGB and we bid farewell to Sharon Bullock and Christina Hourigan.

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

All governors have benefitted from training from Kernow Learning, Truro Diocese and the National Governors Association, to enable them to confidently challenge and support the school to achieve best possible outcomes for the children.

This included training on Safeguarding, PREVENT and SIAMs. Governors also attended training on Arts, culture and creativity, improving your school and curriculum, Cyber Security, Data protection in education, Kernow Learning's disadvantaged strategy, Holding to Account, How to Fulfil the Governance Role, Monitoring performance data and targets, Oracy21, Preparing for inspection, Online safety, Positive approaches to challenging behaviour, Pupil Premium, Safeguarding for Governance, and Strategy (living your values, reaching your vision, managing risk).

Governors also attend, and played an active part, in various Network Groups within Kernow Learning including SEND, Safeguarding and the Church Schools Networks and also Workshops with Truro Diocese.

The impact of this has been Governors are kept up to date with the latest challenges facing education both within our Trust and Nationally. The training also gives support and guidance on how to be a critical friend to our schools and ensures Governors are aware of new initiatives and expectations.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

Chrissy Hourigan and Jemma Hughes:

- 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.

Sharon Bullock and Katie Kershaw:

- 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.

Vicky Peters:

- Review of Progress on 100 Day Action Plan.

Liz Goldsmith:

- Attendance. Focus on ensuring pupils have high levels of attendance plus closing the gap between attendance of all pupils and disadvantaged.

Scott Wilson:

- Disadvantaged. Focus on ensuring all pupils make excellent rates of progress to improve attainment outcomes.
- Monitoring of annual SATs and other tests.
- Monitoring of the most recent Stakeholders survey.

Katie Reynolds:

- Monitoring on the compliance of the Website.

Geoffrey Bennett & David Baylor:

- SIAMS Monitoring
- How does the school's theologically rooted vision enable pupils and adults to flourish?
- How does the curriculum reflect the school's theologically rooted Christian vision?
- How is collective worship enabling pupils and adults to flourish spiritually?

This year we were delighted to welcome Lee Moscato, Director of Education at Truro Diocese to our School to look at our provision. In Lee's report it was stated that "Provision is strong at St Francis in many areas and Governors see that a core role for them is maintaining. They do this through challenge

and support and at present, this is seen in monitoring of worship. Governance is supported by the trust and lots of support is gained through the church school network on the governance of C of E schools”.

The impact of Governor 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 has 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.
- Governors have been able to stretch beyond and share their experience to benefit other schools within 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:

- 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.
- Working with Trust leaders to ensure that a robust safeguarding culture remains firmly in place.
- Placing emphasis on training and development of the LGB, to ensure the board's skills set is as extensive as possible.

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:

- Strengthen leadership at all levels to embed lesson pedagogy, oracy and vocabulary.
- Positively advantage disadvantaged learners to enable all pupils to flourish spiritually, academically and emotionally.
- Strengthen attainment through consistently embedding our agreed pedagogical approach across the whole curriculum.
- Strengthen our Christian distinctiveness enabling our whole community to live life in all its fullness.

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.