



St Merryn
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 Merryn 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. Writing (following review & Trust Focus) - Curriculum
2. Reading - Curriculum
3. Oracy Focus (Trust & School focus) - Curriculum
4. Disadvantaged lens – monitoring – Outcomes/Leadership
5. Behaviour & Attitudes (to include new behaviour policies and attendance) – Culture/Pedagogy

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 Felicity Searle and Rebecca Miles to the LGB.

We bid farewell to Hannah Foden-Clarke

We end the year with 0 vacancies.

Training and Network Groups

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

All new governors have received the new governor induction training from the core team.

All Governors have up to date L2 Safeguarding training, E Safety Training, Prevent

Our Chair also has up to date safer recruitments training.

The impact of this has been that we all have the most up to date information, and are able to support our SLT and all staff effectively.

The chair is also able to help the SLT with the recruitment of new staff.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

SEND monitoring has been carried out this year by Leroy Chandler

Safeguarding has been carried out by Nicola Soden

We have had 3 governor mornings. These have been especially helpful to all our governors and thank Kyja and her team for the time they have given us to support this.

Each visit focus' on a current school improvement and these are discussed before we carry out our learning walk.

The chair also visits regularly for informal meetings with Kyja for school updates and support.

The impact of this monitoring has been that we are able to triangulate all the information we have been given and see then in practice.

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 had a few very new governors at the start of the academic year, and as such our original SEF was outdated. We have ensured that the new governors were able to attend any training sessions they could, and also received help and mentoring from Kyja, Nicola and Jane. We encouraged all new governors to ask questions at each LGB, and gave enough time during our visit mornings to help with any thing. We also have an WhatsApp group to enable quick updates and reminders. We have an open door policy at St Merryn and encourage all LGB members to visit the school whenever they can.

School Priorities for 24/25

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

1. Oracy across the Curriculum (strengthening)
 2. Reading – Early Reading Focus (Strengthening)
 3. Writing – T4W (Strengthening)
 4. Disadvantaged/SEN lens – Outcomes/Leadership
 5. Behaviour & Attitudes (to include attendance) – Culture/Pedagogy
- StepLab will be used as a tool to improve teaching and learning across all areas of the SIP*

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.