



Our Role

As a LGB we reflect and discuss in detail, the year which has just gone. By doing this we are able to make changes and improvements to our role. We look closely at feedback from pupils, staff, Governors, parents, the challenge partner and from external inspections. The results are analysed and fed into the new school improvement plan for the following year.

We strive for continual effectiveness and improvement in the following ways –

- We ensure we have clarity of vision, ethos and know what we want to do
- We hold the head teacher to account to ensure the extremely high educational performance and achievements of the school continue
- We ensure that the finances of the school are appropriately spent and managed.

How we do this

Through our six formal meetings a year, we have reported back about monitoring visits, challenged the school, where appropriate and been challenged ourselves with Safeguarding scenarios. We have a robust monitoring timetable, closely linked to the School Improvement Plan. We are well trained, with continual updates, particularly with regards to Safeguarding and Prevent. We also have some face to face training from Emma French the Trust Safeguarding lead.

We have had many informal opportunities to monitor the school in action and be involved in school life. Governors have attended the Christmas lunch, parent meetings, "Book Look" sessions and been on school visits with staff and children.

We are a very well informed LGB. Communications between the LGB and the school are very strong. Every Week we receive a "Five Things Friday," which ensures that each member of the Body knows exactly about the key things happening in school. Weekly drop in chats between the Head Teacher and the Chair of Governors is another valuable communication channel.

Everything we do and the impact we have had can be seen through our 3 S's -

- **Safeguarding**
- **Standards**
- **Stakeholders**

Safeguarding

This is a hugely important part of our role and it is the responsibility of everyone on the LGB to monitor Safeguarding at Trenance. This is what we do and how we do it –

- We ensure all aspects of "Keeping Children Safe in School" are met
- We have evidence that the chronology of safeguarding records is exemplary, as this was verified externally in a recent court case. The child has been kept safe as a result.
- "My Concern" allows Governors to track incidents
- Safeguarding and Prevent training is continually updated, both by the school and Kernow Learning Trust



- Bite sized scenarios at LGB meetings, keep us updated about real life safeguarding situations which can occur and keep us “aware”
- We know the Equalities Act is fully implemented in school, through our half termly monitoring visits and “drop ins”
- Every monitoring report from Governors visits, includes a Safeguarding section
- Governors talk to all staff about their knowledge of Safeguarding in school
- An external Safeguarding Review by Lee Moscato, Sharon Redman and Andy Watkins was carried out and the school was judged to be safe in all areas
- Our Safeguarding Governor has a huge amount of knowledge and works very closely with Tash Williams the Inclusion lead and DSL
- Our SEND Governor, on a visit to school, noticed a number of children coming in late. As a result of this the LGB now monitor lateness and the school have flagged it up as a priority

Standards

Through our half termly monitoring visits, discussions about data with the Head Teacher and Kernow Learning Standards Team, the LGB is able to challenge and has had an impact in the following ways -

- We can verify that the curriculum is broad, balanced, rich, exciting and motivates every child in the school
- Governors who go on school visits, report back about the value and importance of these visits and the valuable contribution they make to the curriculum, the children's understanding of their immediate environment, Cornish culture and the wider world
- One monitoring visit by a Governor who did a “Book Look,” recommended the re-introduction of pens for Y2 pupils. This is now fully integrated into the curriculum
- Another visit to EYFS, when looking at writing, resulted in a change of pencils for children, as their pencil grip and physical development improved throughout the year
- The regular “Book Look” carried out by Governors allows us to monitor the presentation skills of pupils and to ensure the marking policy is followed
- Governors talk to children about their work, which means we can challenge them, their learning and monitor their oracy skills
- We monitor the Tutoring groups which have been taking place before and after school since September. We have had verbal feedback from class teachers that the children attending have made good progress, but would now like written data



- During LGB meetings we ask challenging questions about the progress of the 100 Day Plan
- Curriculum Teams, who attend LGB meetings to give short informative presentations about their subject, respond immediately to any questions from the Body. Eg" When all Oracy 21 targets are met, what are your next steps?" - from an input by 2 members of staff about Oracy across the school.

Stakeholders

As an LGB, we ensure we have feedback from all children in school, from families, all staff and from within the community. Our newly appointed Stakeholder governor will ensure communication with these groups.

- Our monitoring visits allow us to see happy, motivated, communicative **children** who love coming to school. We know this because they tell us when we talk to them and they tell us what they love about school –Beach School, reading and Plan Do Review, are a few examples.
- Behaviour throughout the school is outstanding. We observe this when we carry out Learning Walks with the Head Teacher and curriculum leaders and during termly visits and “drop ins”
- Children tell us they feel safe in school and they know who they can go to if they need to talk
- Children are given responsibilities – being a school council member, being a playground buddy, which as Governors we can see supports their well-being
- **Parents** and **families** strongly support the school, which we know because we scrutinise parent surveys. Our Stakeholder Governor goes through them in depth with the Head Teacher
- Governors talk to parents informally on the playground and during parent evenings and the response from them is whole heartedly positive
- Community Governors feedback any concerns about the school directly to the Head Teacher
- The LGB prioritise monitoring the wellbeing of all **staff** during formal and informal monitoring visits
- The Stakeholder Governor will ensure **all** staff have the opportunity to feedback about their role in school Eg The caretaker and all kitchen and lunchtime staff.

The Strengths of the LGB

- We give 100% support to the school
- We challenge effectively



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- We have an excellent range of skills across the LGB –The **Safeguarding Governor** is an inspector in the police, an ex-Ofsted inspector is our curriculum and **Standards Governor**, a Deputy Head is our **SEND Governor**, the Deputy Mayor of Newquay is our **Stakeholder Governor**, an ex- EYFS leader is the **EYFS Governor** and our **Parent Governor** is closely involved with our parents and the community.
- We understand the ethos and vision of the school and support the Head Teacher and Leadership Team unreservedly
- We believe it is a privilege to be a member of Trenance Learning Academy Governing Body

Our Priorities for the Year to Come 2023-2024

- To monitor the "Adventures in Literacy" part of the curriculum and note it's impact on Standards and particularly writing
- The LGB will work with Kernow Learning Trust Board to support and challenge leaders to continue to provide an outstanding education for each and every pupil at Trenance
- To continue to monitor attendance and lateness
- To use the extra time, generated by the reduction in the number of formal LGB meetings, to spend more time in school
- Ensure success planning for Chair of Governors
- To ensure that all Stakeholders have a voice, particularly kitchen and lunch time staff, admin staff and the newly appointed caretaker of the school

Trenance Learning Academy is an outstanding school and we believe the school, with the support of the LGB, prepares our children to become outstanding citizens of the future.

Best Wishes,

Val Collinson,
Chair of the Local Governing Body.