



Trenance
Learning 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 Trenance Learning 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:

- To embed and enhance curriculum units, ensuring knowledge progresses from EYFS to Year 2
- To enhance the schools engagement with parents to increase overall satisfaction
- To increase pupils outcomes in writing from GLD (72%) through to end of KS1 (71%)
- To ensure incremental coaching is well implemented and impacts positively on high quality teaching and that all teachers have access to training and personal development at every stage of their career.

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 Lisa Mann to the LGB as a new Community Governor in September 2023. We also welcome Amie Bradshaw to the LGB as a new Community Member in July 2024.

We bid farewell to Mark Lees. Val Collinson announced her resignation in the LGB Summer 2024 meeting as Community Member and Chair, Val agreed to remain as Community Governor and Chair until the end of the academic year 2023/2024.

Training and Network Groups

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

- Prevent
- RSHE
- Safeguarding Tier 2
- Disadvantaged Pupils
- Safer recruitment
- Governor Induction
- School training at the beginning of LGB meetings in Oracy, Adventures in Literacy and Safeguarding.

The impact of this has been:

- 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
- New Governors are introduced to their role and know what is expected of them
- 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 of the school.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Termly monitoring of EYFS has taken place to look at Adventures in Literacy, including writing. Numeracy and PHSE have also been monitored.
- Safeguarding across the school (Including drop in chats and information exchanges)
- SEND
- Analysis of parent surveys and informal discussions with parents at school events
- Writing in KS1
- Disadvantaged pupils

The impact of this monitoring has been:

- There is a close liaison between the Designated Safeguarding Lead and the Safeguarding Governor. Information about the Safeguarding audit carried out by Lisa Farmer was able to be shared.
- The SEND Governor identified the considerable speech and language needs of the school and suggested additional support. This helped to ensure that the Speech and Language specialist is available four times each term.
- The EYFS Governor noted the quality and amount of Maths resources that could be improved. New resources had been ordered as a result of this observation.

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.

The three Development points are:

1. To respond to training inputs at LGB meetings
2. To be reflective about the impact Governors have after monitoring visits and “drop ins”
3. Governors impact, comments, challenges about standards to be noted and recorded at LGB meetings.

Progress, successes and challenges.

1. One of our Governors fed back to the board after the Disadvantaged training by Matt Middlemore, which led to questions about the affordability of school camp for these children. The reassuring response was that any family part of Project 100, could use these funds to fund camp. Also a payment system had been set up to allow small amounts of money to be paid over quite a long period of time before camp. Lastly, sleeping bags and mats were available to borrow so that disadvantaged families did not have to buy them.
2. Governors are already beginning to comment reflectively about the impact of their monitoring visits. The Oracy Governor has met staff responsible for this area alongside children and has fed back to the board about his findings. The Safeguarding Governor always feeds back about her visits and can now see how important her inputs are, as an external voice.
3. In LGB meetings this year, the following challenges were raised by Governors and responded to by the school and recorded in the LGB meeting minutes:
 - The financial implications of the Oracy accreditation and raising the profile with parents
 - The ongoing standards in writing following a visit from a member of the RWInc. team
 - The new curriculum – how it has been embedded and what the positive outcomes have been
 - Questions were asked about the low standard of writing on entry to EYFS and how this will affect the GLD at the end of the year.

This has been a success, as the minutes clearly show how Governors are responded to in relation to their questions about Standards. We still need to encourage more reflection by Governors and support them in giving voice to the impact they have as a Governor.

School Priorities for 24/25

The school priorities for 24/25 are:

- Increase the number of children achieving GLD
- Enhance the foundation curriculum offers for each subject
- Increase the number of children achieving EXS in Writing at KS1



The LGB will continue with a robust and carefully planned schedule of monitoring to ensure there is progress against these priorities. The full monitoring plan for 2024/2025 will be finalised ready for the first meeting of 2024/2025.

The LGB self evaluation process will be repeated in September 2024 and this will inform the governance priorities for 24/25. However, the focus will remain on the following: