



Trevisker
Primary School

Annual **Governance Impact Report**

2024/25

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Introduction

This report serves as a means for the Local Governing Body (LGB) of Trevisker 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 24/25

The priorities for this year have been:

- Curriculum: To secure a rich text led curriculum across all subjects that strengthens pupils' vocabulary and enriches their knowledge and experiences.
- Outcomes: Targeted support for every child who needs it with specific focus on identified pupils (DP) to ensure all pupils achieve outcomes.
- 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 bid farewell to Steve Hood

We end the year with a few vacancies and we would like to recruit 2 or more to strengthen the skill diversity. The vacancies will be advertised at the start of the 25/26 academic year.

Training and Network Groups

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

L3 Safeguarding/DSL training

Safer Recruitment

Prevent

Safeguarding L2 update

KCSIE 2024 update

Childre in Care

Disadvantaged Pupils

E Safety

Online safety

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 Natalie Green

Safeguarding has been carried out by Nicola Soden

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

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

The chair also visits regularly for informal meetings with Jules 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, especially as we are within our OFSTED window

From having these visit mornings and informal Heads catch up, we were able to confidently talk with the OFSTED inspector, even being able to challenge him on a few points, showing him how strong the governance is at Trevisker

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.

Our main priority this year was to focus on being OFSTED ready. We encourage all governors to undertake as much CPD they can, which is offered through KL, and also encourage them to ask questions at each LGB, and gave enough time during our visit mornings to help with anything. We also have an WhatsApp group to enable quick updates and reminders.

Our visit mornings are focused around the school priorities and change as needed

We have an open door policy at Trevisker and encourage all LGB members to visit the school whenever they can

School Priorities for 25/26

The School's priorities for 25/26 will be:

1. To improve subject leader knowledge and leadership in the rework of the mixed age class curriculum whilst strengthening the curriculum further
2. To improve the view and value of being part of the Kernow Learning Trust with stakeholders
3. To prioritise a strong start in the EYFS
4. To continue to strengthen statutory outcomes further across all key stages, with a particular focus on spelling and grammar



The LGB will continue with a robust and carefully planned schedule of monitoring to ensure there is progress against these priorities.

LGB self evaluation process will be reviewed in September 2025, and this will inform the governance priorities for 25/26.