



Upton Cross
Academy

Annual **Governance Impact Report**

2023/24

Kernow Learning

#AsOne

Contents

Introduction.....	2
School Priorities 23/24	2
Purpose of Governance	3
Changes in Local Governing Board.....	3
Training and Network Groups.....	4
Monitoring, Challenge and Impact	5
Feedback to the Trust Board	5
Self Evaluation and Development Plan.....	6
School Priorities for 24/25	6

Introduction

This report serves as a means for the Local Governing Body (LGB) of Upton Cross 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:

- Identify Curriculum Leads (Roles and responsibilities) and identify support/CPD opportunities from the Trust.
- Curriculum Development – Complete Curriculum documents and identify composites for all.
- Writing- Improve outcomes for all year groups.
- Governance – Secure Local Governing Board – New Chair of Governors in place and increase the number of governors to be effective.

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 Tina Fletcher, Jacky Bromley and Jayne Bulbeck to the LGB in May as Community Governors, knowing that Peter Woodward and Jacqueline Wray were intending to stand down at the end of the academic year. We also saw our staff Governor, Hannah Davies, go on maternity leave, with Caroline Hurst taking that role in the interim.

We end the year with one parent Governor vacancy, which will be advertised at the start of the 24/25 academic year.

Training and Network Groups

Across this academic year, our governors have undertaken statutory safeguarding training. New governors have also been supported with a thorough induction, so they are able to challenge leaders effectively.

There are Network groups for SEND and Safeguarding Governors as well as chairs and our LGB continue to be represented at these. They support our LGB with key legislative updates and allow the sharing of best practice with regards to governor monitoring.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Safeguarding
- SEND
- Data (predicted outcomes)
- National Testing

This monitoring, along with training, has enabled governors to triangulate aspects of the school improvement plan, to evidence progress and impact towards improving outcomes.

In addition to formal monitoring, the chair and headteacher met fortnightly and Governors attended school events, to raise the profile of Governance across the school community.

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:

- Governor succession planning for the end of the academic year, ensuring new Governors were recruited to allow a handover meeting.
- Induction to support new Governors.

These objectives have been met, however, the induction of new Governors will continue into the 24/25 academic year, to ensure that new Governors are fully supported.

School Priorities for 24/25

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

- Writing - Improve outcomes for all year groups (Cont. Year 2 of the Write Stuff)
- Step Lab (Coaching) - build on initial actions from Summer 2 2024
- Disadvantaged – Outcomes are inline with non-disadvantaged
- Oracy – Voice 21

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.