

## **Annual Governance Statement for the Governing Body of Kea School Autumn 2024**

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of the Governing Body of Kea School are:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding the headteacher to account for the educational performance of the school and its pupils.
3. Overseeing the financial performance of the school and making sure its money is well spent.

### **About Our School**

The school is situated on the outskirts of Truro near the village of Playing Place. There are 203 children on roll and there are 7 classes. The 31 staff include the headteacher, teachers, teaching assistants and office staff. A number of these members of staff are part time. The school has a caring and supportive ethos, and the academic and personal development of each child is the main priority. The school retained its grading as Good in the inspection of Summer 2024. The complimentary report can be found on the website.

### **Governing Body Constitution**

The governing body is made up of two staff governors (including the headteacher), two elected parent governors, one local authority governor and six co-opted governors. Co-opted governors are appointed by the governing body and are people who, in the opinion of the governing body, have the skills required to contribute to the effective governance and success of the school. On our governing body, the co-opted governors are members of the local community.

### **Attendance**

Governors' attendance at meetings is good. Both committee meetings and full governing body meetings are well attended. You will be able to see the full list of governors on the school website and in the governors' newsletters throughout the academic year.

### **Governing Body Structure**

The full governing body meets twice each term, and we also have a Resources Committee that meets once each term. The Resources Committee is made up of five governors who oversee the budget, staff pay and appointments, and the running of the premises under the PFI contract. The headteacher sits on this committee. Full governing body meetings are minuted by our clerk and committee meetings are minuted by the school administrator. Minutes are available from the school office on request.

## **Effectiveness and Impact of The Governing Body**

Kea offers a broad and rich curriculum, and each governor has a specific responsibility within the school that relates to the school development plan. Governors consider the intentions of the curriculum, how it is implemented and the impact it has on the pupils. We monitor our “vulnerable groups” of children and have discussed how the Pupil Premium Grant is being spent by the school and what impact this has on their outcomes. Governors are responsible for overseeing the maintenance and development of the school premises and make decisions about how the school should use the budget. There is a health and safety governor who conducts termly checks of the premises and supplies a written report to the governing body. Another important role for governors is ensuring the safety and well-being of the children and we have a nominated governor for safeguarding who supports school leaders and monitors the impact of safeguarding policies and procedures.

## **Governance Action Plan/Monitoring Key Objectives for 24/25**

To be read in conjunction with the school development plan.

- All teaching to be at least ‘good ’with a high proportion of ‘outstanding’ teaching throughout the school.
- To ensure clear and consistently presented overviews for each subject ensuring full National Curriculum coverage.
- Continue to raise standards throughout the school, across all subjects, maximise progress for all children (particularly boys and more able children). To consider where catch up is required and ensure provision is in place to do so.
- Increased inclusion for all pupils. To enhance staff confidence in teaching topics with links to mental health. Ensure provision in place in all classes for personal, social and emotional (PSE) support. Additionally, ensuring provision for pupils with SEND is reflected through the entire curriculum.
- Environmental awareness and climate changes crisis. Enabling the children to have a greater awareness of the crisis, their impact and how they can make changes. A governor has been assigned to this objective.

Governors continue to monitor standards and policies are regularly updated. Regular observations and visits by governors take place and reports are maintained on the website.

**Contact Us**

We always welcome suggestions, feedback and ideas from parents. You can contact the chair of governors, Jan Allen, via the school office.