Foxhole
Learning
Academy

Annual
**Governance
Impact Report**
2023/24

Contents

Introduction

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

- Behaviour for learning
- Quality of teacher development
- Teaching and outcomes in phonics and reading after phonics
- Development of the maths curriculum to secure strong outcomes
- Development of strong local governance
- Provision for SEND
- Provision for pupils deemed to be disadvantaged

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 its money is well spent.
- 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 several changes:
We welcomed Lucy Crossly to the Staff Governor role in September and the Rebecca Burr as Community Governor in October. Andrew Blizzard joined as Community Governor and Chair in January and Jo Roberts was welcomed as a further Community Governor in May

We bid farewell to Sue Tym and Kelly Grigg in January, along with Alana McGovern when she began working for our Trust.

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

The ability to fill the community Governor vacancies has been testament to the strong community links that the school has.

Training and Network Groups

Across this academic year, our governors have undertaken training on disadvantaged pupils, in addition to the statutory safeguarding training that is required. The newer governors have also been supported with a thorough induction so they are able to challenge leaders effective.

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.

The impact of this has been that our new governors have been able to effectively challenge and triangulate the information they are given regarding progress against development points.

Monitoring, Challenge and Impact

The following governor monitoring has been undertaken this year:

- Attendance
- Safeguarding
- SEND

In addition to this, governors have spent time in school informally getting to know staff and pupils.

The impact of this monitoring has been to triangulate progress against the school priorities and allow effective support and challenge.

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 development points were:

- Establish clear roles and responsibilities for each member of the governing body
- Ensure robust monitoring by the governing body is aligned to the School Improvement Plan
- The governing body of Foxhole Learning Academy access and utilise all available training
- The governing body have a deep understanding the importance of oracy in Foxhole
- Explore and capitalise links within the wider community

Clear link roles were allocated to all Governors with all monitoring linked to the school improvement plan, to ensure progress can be triangulated. Governors have accessed the Kernow Learning training offer and found the sessions helpful for fulfilling their roles and have continued to recruit, based on strong community links.

The LGB were delighted to meet with the Lead Inspector during the May Ofsted inspection and evidence the strength of Governance at Foxhole and also across our wider Trust

School Priorities for 24/25

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

- Secure strong attendance for all pupils through robust systems and procedures aligned to our trust attendance strategy.
- Continue to develop the teaching of writing with a particular focus on spelling, grammar and handwriting.
- Continue to enhance and develop the quality of education through an instructional coaching model 'Step Lab'.
- Through the use of 'Voice 21', continue to develop and embed oracy to elevate learning throughout our school.
- Develop foundation subjects further with a focus on PE, music and computing.
- Review the personal development curriculum to ensure that it enables pupils to develop a secure understanding of different faiths and cultures to help prepare them for life in modern Britain.

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.