



Foxhole
Learning
Academy

Annual **Governance Impact Report**

2024/25



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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 24/25

The priorities for this year have been:

- Securing strong attendance for all pupils
- Embed a culture of oracy throughout the school
- Improve standards in writing

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 said goodbye to the Chair of Governors – Andrew Blizzard in April. Jo Roberts kindly stepped up to be interim Chair across the Summer term.

We were delighted to welcome two parent Governors in April. Daniella Jeffries and Fee Brigs bring a parent perspective to the Board.

We end the academic year with one Community Governor vacancy.

Training and Network Groups

Across this academic year, our governors have undertaken statutory safeguarding training that is required. The newer governors have also been supported with a thorough induction so they are able to challenge leaders effectively. Our Governors have access to bespoke training sessions to support them in their roles.

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:

- Safeguarding
- SEND
- Writing
- Oracy
- Early Reading

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:

- Fill the Parent Governor vacancies
- Raise the profile of Governance at Foxhole Learning Academy
- Continue to access the LGB training offer to support current governors and any new appointments
- Succession planning for the Chair of Governors

The Parent Governor vacancies were filled, based on strong school and family links.

Clear link roles were allocated to all Governors with all monitoring linked to the school improvement plan, to ensure progress can be triangulated.

School Priorities for 25/26

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

- Ensure curriculum stretches beyond the expected standard and that KS1 pupils working at greater depth are recognised.
- Develop respectful and safe culture through understanding of personal space, appropriate touch, and consent.
- Enhance adaptive teaching strategies for all learners, including SEN and greater depth.
- Strengthen consistent high-quality teaching through embedding oracy strategies across all subjects, supported by CPD and StepLab.
- Raise attainment and progress through rigorous assessment use, narrowing gaps for disadvantaged, SEN, and greater depth.

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 reviewed in September 2025 and this will inform the governance priorities for 25/26.