EMMANUEL SCHOOLS FOUNDATION

Annual Summary of Actions & Achievements for the Local Governing Board of The King's Academy

2024-25

A Message from the Governing Board

This report outlines the work and impact of the Local Governing Board (LGB) at The King's Academy during the 2024–25 academic year. The LGB is made up of committed volunteers who work closely with school leaders to support and challenge all aspects of school life — ensuring that students are known, supported, and given every opportunity to succeed.

We are proud of the significant progress made this year across key priorities such as inclusion, behaviour, attendance, leadership, and curriculum development. The Board has been actively involved in reviewing performance data, shaping the strategic direction of the Academy, and strengthening the school's values and Christian ethos.

Our role is to provide oversight and informed challenge — supporting the Principal and leadership team to drive excellence, while remaining rooted in the mission and values of the Emmanuel Schools Foundation (ESF).

Further information about governance within the Foundation can be found here: https://esf-web.org.uk/governance/

Meet the governing board

Governor Name:	Role/Responsibility:
James Ruddock	Chairman – Monitoring: Leadership & Management and Community & Stakeholder
Deborah Child	Monitoring: Safeguarding and LAC
David Branson	Monitoring: Health & Safety
Kay Robinson	Monitoring: Careers and Sixth Form
Elizabeth Idowu	Monitoring: SEND
Kelly Rowney	Monitoring: TBC
Regular Attendees	
Mr Simon Reader	Principal
Dr Mark Pike	ESF CEO & Trustee
Mr Darren Warburton	ESF Finance Director
Miss Christine Taylor	ESF Company Secretary and Data Protection Officer

Key Achievements and Actions

Leadership, Direction and Strategy

- Governors supported a clear, values-led approach to leadership, with particular focus on strengthening student culture, ethos and wellbeing.
- Successfully recruited to all teaching roles for September 2025, reducing reliance on supply.
- School remains fully staffed going into the new year, with ongoing efforts to support staff wellbeing and retention.
- Governors approved a balanced budget for 2025–26, achieved despite sector challenges and staffing pressures, and noted improved financial forecasts for the years ahead.
- Progress was monitored on the Academy Development Plan, with key foci on improving attendance, behaviour, and outcomes.
- Governors endorsed the proposed changes to the school day, following an extensive consultation with parents, students and staff.

Attendance, Behaviour and Wellbeing

- Significant reduction in suspensions this year, reflecting the impact of improved staff presence, relational practice, and early intervention.
- Attendance has shown a sustained upward trend, particularly in Year 7. Persistent absence remains a challenge, particularly among FSM students and certain cohorts. Work continues to address this via targeted interventions and the development of a Late Tutor Room.

- Behaviour has improved, with more staff taking ownership during transitions and more students remaining in lessons.

SEND and Inclusion

- EHCP numbers have increased significantly (117 currently, expected to reach 125), well above the regional average.
- Governors supported a managed reduction in LSA provision with no redundancies, with efforts focused on fostering independence and shared support models.
- Introduction of a bespoke SEND tutor programme has proved successful.
- School's SEND provision recognised positively by a DfE policy advisor, with the school to be used as a case study.
- Governors supported ongoing work with the Local Authority to ensure suitable provision and appropriate referrals.

Curriculum, Teaching and Learning

- Professional development has remained a strong focus, including all-staff training and subject-specific reviews.
- Behaviour for learning and lesson climate improved, but passivity in some students remains a focus for 2025–26.
- Ongoing curriculum refinement in subjects like English, maths, MFL and history to ensure alignment between assessment and learning.
- Maths achievement has been a particular area of focus for both KS4 and KS3, with improvement strategies developed.

Student Outcomes

- Progress 8 for Year 11 remains below average but shows improvement compared to the previous year. Attendance and SEND factors continue to influence outcomes.
- Rehearsal data for Year 13 suggests improvement; second data set key to confirming this.
- Sixth Form numbers expected to be lower due to smaller Year 11 cohort. A targeted strategy to increase external recruitment is underway.
- Summer intervention, targeted support, and SEND-specific strategies have supported student achievement.

Careers, Enrichment and Stakeholder Engagement

- Careers provision has developed, though embedding Gatsby Benchmarks more deeply remains a priority. Work experience is expanding to two weeks.
- Student leadership and enrichment participation are growing, especially in Years 7 and 8.
- Governors noted positive stakeholder feedback from multiple parent surveys across year groups.
- Governors supported the relaunch of the school's ethos and values, with clear evidence of impact on student engagement and corridor conduct.

Safeguarding and Welfare

- School remains compliant with statutory safeguarding requirements. DSL and wider pastoral team trained to Level 3.
- Safeguarding incidents are logged consistently; school has engaged in multi-agency work to address threshold issues with the Local Authority.
- Governors raised concerns about social worker turnover and have made representations accordingly.

Effective and Strategic Governance

- Governors attended regular meetings, visits, and received reports aligned to key development priorities.
- Cycle of business and Governor Development Plan were reviewed and adopted.
- Governors played a key role in policy review, SEND oversight, stakeholder engagement, and challenge around data, exclusions, and funding.
- Board vacancies have been addressed, with new members appointed and further church representation being sought.

Looking Ahead

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As we look to 2025–26, the Local Governing Board remains fully committed to championing student outcomes, staff wellbeing, and an inclusive school culture that supports every learner. Our continued focus will include the ongoing improvement of attendance and the reduction of persistent absence, alongside the careful implementation of the revised school day and its impact on student engagement and behaviour. We will work closely with leaders to ensure that SEND provision remains responsive and well-resourced, with a strong emphasis on early identification and appropriate support. Sixth Form recruitment and curriculum flexibility will also be monitored, as we seek to provide high-quality pathways for all learners. Finally, we look forward to contributing to the next phase of school improvement planning, aligned with Trust-wide strategic priorities and underpinned by a shared commitment to excellence.

We are proud to be part of the Emmanuel Schools Foundation — a Trust shaped by hope, character and excellence — and we look forward to supporting The King's Academy through the next chapter of its journey.