



Queen Elizabeth's
— ACADEMY —



Part of
Diverse Academies

THE CHURCH OF ENGLAND
Diocese of Southwell & Nottingham

**Notes and Action Record of the Queen Elizabeth's Academy
Local Academy Committee Autumn 2 meeting
Held on Thursday 13th November at 16.30 at Queen Elizabeth's Academy**

Membership	Initials	Governor category	Absence
Jo Bull (Chair of Governors)	JB	Appointed AC governor	
Elaine Twigger	ET	Appointed AC governor and QEA Endowed Trustee	
Julie Evans	JE	Appointed AC governor	
Louise Hart	LH	Appointed parent AC governor	
Angela Mitchell	AM	Staff AC governor	
Dee Kerwick-Chrisp (Vice Chair of Governors)	DKC	Appointed AC governor	A
Terrence Clay	TC	Appointed AC governor and QEA Endowed Trustee	A

In Attendance	Initials	Position	Absence
Caroline Saxelby	CS	Executive Principal	A
Donna Percival	DP	Principal	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	
Ceri Graham	CG	SENCO	
Ashley Blick	AB	Assistant Principal – Quality of Education	
Matt Watson	MW	Assistant Principal – Curriculum and Outcomes	
Kayleigh Horner	KH	Assistant Principal - Attendance	

Quorum required	4	Governors present	5
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Action Record:

Agenda item / action ref	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward

QEA/58/2425 QEA/69/2425	Summer 2	Queen Elizabeth's Endowed Trust Trustees to make a decision on funding for the Berlin trip. DP to update following the meeting in Oct/Nov?	DP/ET/TC		Significant financial support provided, Plus additional support for wellbeing garden please pass on thanks	C
QEA/04/2526	Autumn 1	Any governors wishing to change link roles or take responsibility for Careers to contact CoG	Governors	13/11/25		C
QEA/04/2526	Autumn 1	Governance Professional to confirm SLT and middle leader roles for each link governor area with the Principal, and circulate to governors	LP, DP	2/10/25		C
QEA/04/2526	Autumn 1	Governors with outstanding Code of Conduct and Declaration of interest returns to complete	JB,JE,DKC, TC	30/9/25	Small number outstanding	C/F
QEA/04/2526	Autumn 1	All governors to complete annual mandatory training via National College and send certificates to Governance Professional once complete	Governors	30/9/25	Small number outstanding	C/F

Notes of meeting:

Blue text = academy committee governor check and challenge

Green text = academy committee governor decision-making / approval

Q= Question from governors

A= Answer from senior leaders

Agenda item	Key points /summary of discussion	Action Required	Responsible Person	Timeline
QEA/10/2526 Welcome, apologies and prayer	<p>JB welcomed QEA staff in attendance to deliver governor training and development at this strategic LAC meeting:</p> <p>CG -SENCO AB – Head of English and AP Quality of Education MW – AP Curriculum and outcomes KH – Head of Year 11 and AP for Attendance</p> <p>Apologies were received and accepted from CS, DKC and TC.</p>			

	<p>DP led the academy committee in a prayer that was recently delivered at the recent Nottingham and Southwell Diocese Church School Leadership Conference where QEA invited to present. 3 students attended and spoke on the theme of hope and courageous advocacy, living hopeful lives not only for themselves but also others.</p> <p>Q – has there been any progress by the Diocese on the appointment of a Diocesan governor to the QEA academy committee?</p> <p>A – no further updates from the Diocese.</p>			
QEA/11/2526 Declarations of Interest	There were no declarations of interest for any items on the agenda.			
QEA/12/2526 Notes of previous meeting / action log	Notes of the previous meeting were received and accepted. Updates were provided for all actions from the previous meeting and the action log updated (see above).			
QEA/12/2526 Governor training and development	<p>JC reminded governors that this half-term’s meeting was an opportunity to look at key areas in more depth to build understanding of academy context and priorities.</p> <p>DP introduced the session, which focuses on:</p> <ul style="list-style-type: none"> • SEND Offer at QEA • SEND in the classroom • Adaptive teaching • Year 11 plan <p>SEND - CG</p> <p>Governors reviewed:</p> <p>SEND Information Report – statutory requirement, updated annually and published on academy website</p> <p>SEND local offer – Notts County Council website, all county-wide SEND provision published in one place.</p> <p>CG gave an overview of the following for governors:</p>			

	<ul style="list-style-type: none"> • SEND Codes (K and I) • Numbers of students on SEND (73 children) and monitoring registers (121 children) <p>Q – who carries out monitoring?</p> <p>A - HLTA receives referrals from teaching staff and carries out observations in class. Short-term interventions may be put in place. SEND team meet and review every child on the monitoring register at start and end of every half term, work collaboratively with teaching staff around impact of strategies and interventions used. Children may come off of monitoring if e.g. a reading intervention has led to increase in reading age and ongoing support not required, or move to the SEND register.</p> <ul style="list-style-type: none"> • Numbers of student with ECHPs (12 children) <p>Governors noted that:</p> <ul style="list-style-type: none"> - ECHPs do not come with any additional funding to meet the students’ needs in Nottinghamshire, all additional funding has to be applied for on a case-by-case, needs-led basis - ECHPs follow the child from Primary and can last up to the age of 25 <ul style="list-style-type: none"> • Funding <p>Governors noted that:</p> <ul style="list-style-type: none"> - funding bids have to show how much support children are already are getting in addition to, and different from, their peers age to access the curriculum and complete work and has to exceed nominal amount of £6000 - Additional Family Needs (AFN) funding applications/allocations at Family SENCO level once per year - Higher Level Needs (HLN) – 3 application points per year - Exceptional Needs Funding can be applied for above and beyond this <ul style="list-style-type: none"> • TAs <ul style="list-style-type: none"> - QEA follows Education Endowment Foundation evidence and guidance - Majority of TA timetable is in classroom as part of quality first teaching principles - All TAs attached to a faculty - All TAs have specialisms e.g. autism, subject specific, so constantly learning and developing how best to support children’s needs in different areas 			
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	<ul style="list-style-type: none"> • Additional interventions outside of the classroom - delivered before and after school so as not to miss curriculum • Enrichment clubs - designed to meet and support a need e.g. Darts – for dexterity to improve handwriting • CPD for SEND delivered every half term • Provision Map – accessible to all staff so can see interventions each child receives. Helpful for reviewing impact. • Student Passport – Written by key staff alongside the child, so children can make sure their needs are known and communicated to all teaching staff. Widely shared. <p>Q – what will make the biggest impact for children with SEND? A – TAs in class has the biggest impact. Small group interventions are useful, but modelling and scaffolding within the classroom leads to greatest improvements. Also gives opportunity to build strong relationships between TA and students.</p> <p>Q- How many TAs does QEA have? A - 7 TAs, not all full-time.</p> <p>Q – Do children have to be on the SEND register to access exam access arrangements? A – access arrangements have changed this year, evidence needed to qualify for additional time, scribe, etc is more robust</p> <p>Some helpful changes however are that some supports such as reading pens, timers will now be accessible to more students.</p> <p>Adaptive teaching AB gave an update on how adaptive teaching is delivered at QEA for the benefit of all students.</p> <p>Staff CPD delivered on adaptive teaching for all. Keeping up not catching up approach. Crosses over with curriculum planning and is embedded at curriculum and lesson by lesson level.</p> <p>Classroom companion implemented consistently for all classes this academic year, building on previous pockets of good practice.</p>			
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	<p>All staff have developed classroom companion for the classes they teach, including library staff. Include photo of each child, SEND needs and adaptations, pupil passports, reading ages, EAL status, attendance, assessment results, seating plans, teacher notes and observations for each child, and are 'live' documents constantly being updated.</p> <p>Heads of Faculty share knowledge and ideas of what is working well across subjects, not just within their own faculty</p> <p>AB shared physical examples with the governors.</p> <p>Q - Brilliant piece of work and is clear that teaching staff know the children. Does this help with QA and with collaboration?</p> <p>A – Yes and helps with consistent ongoing TA collaboration e.g. teachers decide and show where will TAs be placed within the seating plan, which can be changed based on need.</p> <p>Q - Do supply staff have access?</p> <p>A – yes but with less detail. QEA use team of internal cover staff, who also access academy CPD on adaptive teaching and do often know the children.</p> <p>Q – Do next year’s teacher have access to prior year’s Classroom Companion to see what has already worked / not worked?</p> <p>A – not necessarily but will look into this. Balance to be struck between teacher autonomy and being too prescriptive. Class teachers do receive all the children’s prior year assessment data and other information when deciding how to organise their classrooms and deliver teaching.</p> <p>Year 11 plan</p> <p>MW gave governors an update on the plans to improve Year 11 outcomes.</p> <p>A number of strategies are being used, some not mentioned in this year’s plan as are already embedded in faculty practice e.g.</p> <ul style="list-style-type: none"> • Walking talking mocks • Core subject teachers as Year 11 tutors, with groups based on June mock exams and identified areas of need. This gives extra time in the week during tutor time for additional maths / English support. 			
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Q – were students informed of the change?

A – Yes letters sent home explaining rationale. Tutor groups will move again at beginning of December, following review of November mock results.

Focus 5 students:

5 students per faculty for targeted improvement. Focus is at the discretion of faculty e.g. can be increasing numbers of 4+, 5+, 7+ passes, focus on particular cohorts such as white working class boys.

Last year Focus 5 students all showed dramatic improvement, sometimes 2 grades.

Heads of Faculty feedback in middle leader team meetings on best practice and what is working for each student, so can be rolled out more widely as appropriate.

Learning Enquiry, closing PP gap:

Due to large PP cohort who underperform compared to their target grades, if QEA can significantly improve outcomes for PP students, will lead to improved outcomes overall.

Learning Enquiry is middle leader owned/led – all will have their own ideas of what to research, test and implement in their faculty for PP students.

November mock exams will provide a baseline position, March mocks will be the review point, after which findings will be written up.

Evidence-base to be used as learning to decide what strategies we will implement in lower year groups and subsequent Y11 cohorts.

Forensic review of ‘you do’ portion of PP students lesson time, assessing if they have opportunities to apply learning effectively throughout the day. Assessment of quality of ‘you do’. Student voice to be included.

Evidence-base to be used to launch staff CPD, so not just student needs-based but based on evidence of curriculum delivery.

	<p>SLT mentoring – short check ins with PP students. Heads of Faculty to feed in where appropriate.</p> <p>Pupil Progress data used to triangulate everything we do and assess evidence of impact.</p> <p>Q – Do you already have some idea of the outcomes of the enquiry but need evidence? A – have some ideas, but needs to be staff owned.</p> <p>Q – Is the SLT mentoring carried out sensitively? A – yes, students not aware of the reasons they are involved in this mentoring.</p> <p>Q – Do staff have confidence in using Pupil Progress? A – Yes, data-rich Pupil Progress reports are produced automatically rather than manually. Can see areas of strength and challenge at a glance. Improves quality of conversations with students and parents.</p> <p>Q - What actions are being taken to improve more vocational subject outcomes? A – Outcomes meetings with Heads of Faculty, DP, CS, MW at start of year to agree actions which are now being implemented, such as:</p> <ul style="list-style-type: none"> • Health and social care - looked at practice in other schools, established peer networks; have restructured the ordering of curriculum and coursework delivery • PE – week by week improvement plan; whole faculty buy-in • DT – week by week improvement plan; earlier submission of coursework • Whole academy decision - no mocks for vocational subjects in November to focus on coursework completion. <p>Q – Is use of AI a benefit or a problem for staff and students? A – all staff can use to e.g. produce and refine documents, but children do not see staff interacting / using AI as a matter of course and use is not encouraged.</p> <p>Q – What is the impact of AI on workload? A - Makes some tasks quicker and frees up time e.g summarising lengthy documents.</p> <p>In terms of student use, can be used for revision. Coursework moderation goes through AI checker – if more than 5% of a piece of work matches AI-generated content then the whole cohort is</p>			
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	moderated not just a sample and so provides assurance that AI is not being used and is the children's own work.			
QEA/13/2526 Determination of Confidentiality	Governors determined that there were no confidential discussions			
QEA/14/2526 Report to Trustees	A report will be submitted to Trustees following the meeting.			
QEA/15/2526 Date and time of next meeting	Thursday 15th January at 4.30pm			

Signed by Chair: J Bull	Date:
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