



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 1 meeting Held on Thursday 18th September 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	A
Louise Hart	LH	Appointed parent AC governor	
Angela Mitchell	AM	Staff AC governor	
Dee Kerwick-Chrisp	DKC	Appointed AC governor	
Terrence Clay	TC	Appointed AC governor and QEA Endowed Trustee	

In Attendance	Initials	Position	Absence
Caroline Saxelby	CS	Executive Principal	
Donna Percival	DP	Principal	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	

Quorum required	4	Governors present	6
------------------------	---	--------------------------	---

Action Record

Agenda item	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward
QEA/58/2425 QEA/69/2425	Summer 2 2024/25	Queen Elizabeth's Endowed Trust Trustees to consider if funding for the planned Berlin trip can be provided	DP/ET/TC		Application submitted to QEA Endowed Trust, meeting in October for a decision	CF

QEA/66/2425	Summer 2 2024/25	Any governors interested in the Vice Chair role to speak with the incoming Chair prior to the September academy committee meeting	Governors		Expressions of interest sought and received over the summer. Vice Chair of Governors appointment on Autumn 1 LAC agenda 17/9/2025 and DKC appointed for 1 year term from Sep 2025	Complete
QEA/70/2425	Summer 2 2024/25	Mrs Bull, as health and safety link governor, to follow up on any issues raised in the local health and safety committee minutes during link visits into the academy	JB		This will be an ongoing action throughout 2025/26. First health and safety link visit booked in with academy Business Manager	Complete/ ongoing
QEA/70/2425	Summer 2 2024/25	Ms Percival to look into optimum timings of staff, student and parent/carer surveys along with Trust colleagues, to maximise response rates	DP		Process reviewed. QEA will revert to paper surveys at all parents evenings and parental engagement events to maximise response rates	Complete

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/01/2526 Welcome, apologies and prayer	Apologies were received and accepted from JH. DP led a prayer relating to the one of the academy's core values of empathy.			
QEA/02/2526 Declarations of Interest	There were no declarations of interest for any items on the agenda.			
QEA/03/2526 Things to celebrate	Start of year:			

	<ul style="list-style-type: none"> - With 4 Year 7s yet to start (who will not be fully enrolled until they arrive at the academy), there are 180 new Year 7s at QEA - Good positive start, calm purposeful environment with children committed to their learning - Year 11s have had a great start to the year, the children are actively engaged in their learning, asking great questions and seeking out their subject teachers to ask for extra help - Intervention sessions have had high uptake already - DP gave thanks to all teaching staff for the best start of year in a number of years - Heads of Faculty overwhelmingly positive - Return rate for reading work and homework is more than 80% 			
<p>QEA/04/2526 Governance Report</p>	<p>Following an expression of interest process, DKC has expressed an interest in becoming Vice Chair of the academy committee.</p> <p>Academy committee governors unanimously voted for DKC to become Vice Chair of Governors and she was appointed for a one year term of office for the 2025/26 academic year.</p> <p>Link visit reports were received in relation to evaluating education and personal development. Governors had no questions.</p> <p>Link governor roles for 2025/26 were discussed and governors were asked to continue with their current areas of responsibility for 2025/26 unless they specifically wish to move to another area. The Careers role vacated by the former CoG also needs to be filled as this is a statutory area of governance.</p> <p>It was agreed to embed Pupil Premium (e.g. use and impact of funding, accessibility of opportunities, gaps in participation and outcomes, etc) in all link governor visits to maintain an oversight across all areas of the academy's provision.</p>	<p>Any governors wishing to change roles for 2025/26 or to take responsibility for the Careers link role to contact JB</p> <p>Governance Professional to confirm SLT and middle leader lead roles for each area with the Principal, update guidance, and circulate to governors</p>	<p>Governors</p> <p>LP/DP</p>	<p>Before next LAC mtg 13/11/2025</p> <p>Within 2 weeks of LAC mtg 2/10/2025</p>

	<p>JB reminded all governors of the requirement to carry out one link visit for each area per term.</p> <p>Code of Conduct and Declarations of Interest were discussed and JB reminded governors to complete if they had not already done so.</p> <p>Mandatory training was discussed and all governors reminded to complete by the deadline.</p> <p>The new LAC meeting cycle, agenda items, approach to governor training and development, minutes and reporting to Trustees were discussed. Topics suggested for strategy and governor development meetings include Pupil Premium, SEND White Paper, new Ofsted inspection framework.</p> <p>JB advised that one of her priorities for the year as Chair of Governors is to continue to grow and strengthen the academy committee. Some work will be carried out to engage with local businesses who have supported the academy with careers fairs, mock interviews, etc to increase awareness and interest in becoming a governor.</p>	<p>Governors with outstanding Code of Conduct and Declaration of Interests returns to complete</p> <p>All governors to complete mandatory training via National College and send certificates to the Governance Professional once complete.</p>	<p>JB, JE, DKC, TC</p> <p>All governors</p>	<p>30/9/2025</p> <p>30/9/2025</p>
QEA/05/2526 Minutes of last meeting	Minutes of the previous meeting were received and accepted.			
QEA/06/2526 Matters arising / Action log	The Action log was discussed and updates provided for all actions from the previous meeting.			
THA/07/2526	GCSE exam results			

<p>Principal's Report</p>	<p>Governors highlighted the year on year improvements that have been achieved and asked DP to thank all the staff involved.</p> <p>DP acknowledged the improvements but advised overall results for the academy are not where they need to be.</p> <p>Q – What is being put in place to achieve further improvements in outcomes?</p> <p>A – Exam results meetings between SLT and all Heads of Faculty, to look at what went well, and what actions are needed to improve</p> <p>DP confident that Heads of Faculty have a good sense of direction and priorities, such as:</p> <ul style="list-style-type: none"> - Looking closely at outcomes v target for all children, as well as the overall proportions achieving 4+ grades - Looking closely at vocational subject outcomes and seeking to improve in these subjects - Classroom observations to look at quality of teaching and levels of progress being made - All teachers own achievement to target and progress data, and are responsible for ensuring progress for their students <p>Q - Are vocational subject outcomes being hindered by the abilities of the children that take these subjects, or by the quality teaching in these areas?</p> <p>A – We need to dispel the myth that vocational subjects are an easier option, as this is not the case, and high academic standards are needed.</p> <p>Vocational courses can be up to 60% coursework / 40% exam. Need to focus on coursework being 'above target' and not 'at target' for all children. Regular internal marking and moderation to take place.</p>			
---------------------------	---	--	--	--

	<p>All teachers asked to ensure final coursework submission in February half term of Year 11, to allow sufficient time for exam preparation.</p> <p>Q – What impact will this have on pace of teaching the curriculum content?</p> <p>A – Will affect pace, and how the content is delivered. Teachers will break down the curriculum into smatter parts, children will understand the expectations.</p> <p>Every mark counts - don't want to students to focus on coursework at the expense of the exam, need to succeed in both elements.</p> <p>Aswell as SLT meetings with Heads of Faculty, vocational-only subject meetings with staff delivering in these areas introduced, to ensure enough SLT focus is given to improving outcomes in these subject areas. Teachers of vocational subjects have been sharing good practice and working together as a team.</p> <p>Q – How are higher achieving children performing against target?</p> <p>A – High achieving students, particularly high achieving boys, performed extremely well. Overall numbers achieving 7+ grades are not as high as we would like. This is why we will focus on individual achievement against target grades and not just achieving 4+, so more able students continue to be stretched. Quality assurance and learning walks with the Principal and Executive Principal will continue.</p> <p>New report format now includes aspirational KS4 targets in all subject areas. In lower year groups the children will not be achieving this yet, and the focus will be on working toward each individual target over the next few years. All children will know and own their targets, as well as the teaching staff.</p> <p>Q – What are you most pleased with? Where there any surprises?</p>			
--	---	--	--	--

	<p>A – pleased with the determination and levels of resilience from the children, even when exam papers were extremely challenging. We recognise that not all perform well compared to national standards, but have supported all students in the way best for them, adaptations and access arrangements worked well and enabled students to access and take the exams.</p> <p>A re-mark of English Language went from a Grade 7 to a 9. AQA English has had high numbers of re-grading nationally.</p> <p>The English curriculum content and marking scheme was discussed.</p>			
	<p>2025/26 AIP</p> <p>QEA is moving into year 2 of delivery of the AIP.</p> <p>DP acknowledged that the gap between SEND and non-SEND attainment and outcomes has widened.</p> <p>The AIP objective on adaptive teaching has been re-worked slightly.</p> <p>Adaptive teaching has been a focus through staff CPD, and ensuring all teachers receive information on the needs of their pupils e.g. pupil passports, seating plans, etc so that they can plan their lessons and ensure adaptations take place wherever they are needed.</p> <p>AIR is taking place on 9 November and will include assessment and feedback on adaptive teaching.</p> <p>DP gave an update on the approach to Year 7 transition:</p> <ul style="list-style-type: none"> - Data shared from primary schools indicate that the Year 7 cohort has the lowest levels of SEND and highest attendance rates across the academy. - All children have initially been placed in mixed ability sets 			

	<p>- All have undergone testing for reading age, so that all staff know the ability levels of the children they are teaching, and so that additional interventions can be put in place where appropriate.</p> <p>Q – what is the academy’s approach to streaming/setting v mixed ability sets? A – We do stream in the 3 core subjects. Streaming depends on many external factors, and our Heads of Faculty determine which approach is right for the subject being taught and the needs of the cohort.</p> <p>QEA have tested different methods and assessed impact e.g. male/female-only groups, which resulted in boys outperforming the girls.</p> <p>Whatever the approach, it is important that setting is flexible and allows for movement in and out.</p> <p>Governors commented that quality first teaching will help every student to succeed regardless of the approach.</p> <p>Q – Are the children happy and want to be in school? A – yes, but attendance is always a challenge. Thanks to Kayleigh Horner for the attendance initiative work she is leading.</p> <p>Q – How confident is the Principal that the AIP objectives can be achieved? A – extremely confident, as these are largely bottom-up priorities identified by Heads of Faculty as areas for improvement. There is clear ownership and accountability for delivery in all areas.</p>			
	<p>SEND Governors welcomed receipt of the SEND profile for QEA within the Principal’s Report.</p>			

	<p>Q – Are there any reasons for Year 8 (last year’s Year 7 cohort in the report) having the highest proportion of students with SEND? A – No clear reason for the levels of need, but we are better at testing and identifying learning need much earlier now. We do identify more children needing reading support and interventions e.g. IDL, Fresh Start, to bring their reading age up to their chronological age and help them to access the curriculum.</p> <p>Q – Does the academy have the resources it needs to respond to the level of needs identified? A – No, but this is a national funding issue, and is not anything to do with our practice or approach within the academy or with the support from Trust. Our academy SENCO is extremely successful at bid writing and maximising funding for our children.</p>			
	<p>Safeguarding Governors acknowledged receipt of the updated safeguarding checklist for 2025/26.</p> <p>Q – What is CIN? A – Child in Need, this can be when a safeguarding referral to the LA has been assessed and has met the threshold for needing intervention. Child Protection (CP) is for a child at the most significant risk of harm and needing the highest level of social care intervention to keep them safe.</p> <p>DP reported that the safeguarding team is growing. DP will remain as DSL and Assistant Principals will now take on DDSL roles, taking the total in the academy to 5.</p>			
	<p>Stakeholder update</p> <p>Academy Risk Register Governors received the latest risk register and had no questions.</p> <p>2027/28 Admissions Appendix</p>			

	<p>Governors received the Admissions Appendix and noted there were no changes proposed to PAN, catchment area or oversubscription criteria.</p> <p>Q – Is the volume of new housing developments within the local area having any impact on applications and admissions to the academy?</p> <p>A – For the first time, the majority of the Year 7 cohort secured their place at QEA on the basis of living in the catchment area, rather than going down to other lower priority admission/over-subscription criteria, suggesting that this has had an impact.</p> <p>Governors determined the admissions arrangements for 2027/28 and approved the academy policy appendix.</p> <p>Parent/stakeholder engagement events</p> <p>DP advised governors of forthcoming events, all welcome and encouraged to attend:</p> <ul style="list-style-type: none"> - 23 September - DoE launch (QEA looking into delivering Silver award for next year) - 25 September - Year 5/6 Open Evening (over 500 tickets booked over 2 sittings) - 9 October - Year 7 meet the tutor evening - 16 October - Year 11 Parent’s evening (1 of 2 taking place throughout the year) <p>Governors to confirm attendance with DP.</p>			
	<p>AOB</p> <p>Q – Is there any update on building works to the pavilion?</p> <p>A – Works are currently in progress to make the pavilion safe and usable.</p>			
THA/07/2526	There were no confidential discussions			

Determination of Confidentiality				
THA/08/2526 Report to Trustees	A summary of the meeting notes and action record will be submitted to Trustees following the meeting.			
THA/09/2526 Date and time of next meeting	The meeting closed at 5:52pm Next meeting Thursday 13 th November at 4.30pm			

Signed by Chair: J Bull	Date: 26 th September 2025
--------------------------------	--