



Queen
Elizabeth's
ACADEMY



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THE CHURCH
OF ENGLAND
Diocese of Southwell & Nottingham

**Notes and Action Record of the Queen Elizabeth's Academy
Local Academy Committee Summer 1 Business Meeting
Held on Thursday 2nd July 2026 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	Leave of absence
Louise Hart	LH	Appointed parent AC governor	
Angela Mitchell	AM	Staff AC governor	A
Dee Kerwick-Chrisp (Vice Chair of Governors)	DKC	Appointed AC governor	
Terrence Clay	TC	Appointed AC governor and QEA Endowed Trustee	
Lorraine Dennis	LD	Appointed parent governor	

In Attendance	Initials	Position	Absence
Caroline Saxelby	CS	Executive Principal	
Donna Percival	DP	Principal	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	
Ashley Blick	AB	Assistant Principal, teaching and learning	
Alice Hooton	AH	Assistant Principal, personal development	
Kayleigh Horner	KH	Assistant Principal, KS4, attendance	
Ceri Graham	CG	SEND CO	
Charlie Pyle	CP	Assistant Principal, KS3, behaviour	
Matt Watson	MW	Assistant Principal, curriculum and outcomes	

Quorum required	4	Governors present	6
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Action Record:

Agenda item / action ref	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward
QEA/33/2526	Summer 1	CoG to contact JE regarding LAC membership next year	JB	End Jul		C
QEA/33/2526	Summer 1	CoG to contact TC regarding LAC membership next year	JB	End Jul		C
QEA/37/2526	Summer 1	Share updated leadership and management link visit report with governors following meeting with Neil Holmes and Caroline Saxelby	JB/LP	2 weeks of meeting – 4/6/26		C
QEA/37/2526	Summer 1	Contact Lucy Spacey (Executive Principal and Trust-SEND lead) to clarify definitions in the SEND policy and feedback to governors	LP	2 weeks of meeting – 4/6/26		C
QEA/40/2526	Summer 1	Share response from Trustees to previous reports to Trustees from the LAC	LP	2 weeks of meeting – 4/6/26		C
QEA/40/2526	Summer 2	Check with Trust colleague if changes to Principal's safeguarding reporting to LACs will be made to incorporate changes in external landscape – Ofsted, KCSiE	LP	Sep		

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 / action record reference	Key points /summary of discussion	Action Required	Responsible Person	Timeline
QEA/42/2526 Welcome, apologies and prayer	<p>The Chair welcomed members of SLT to the meeting, who would be presenting on QEA priorities for next year.</p> <p>The Chair also welcomed AH, a new Trustee, attending as part of Trustee's commitment to attend all LACs at least once per academic year and to strengthen relationships between LACs and Trustees. AH will work with JB and LP to prepare report to Trustees following his attendance and observance of the meeting.</p> <p>Apologies were received and accepted from AM</p>			
QEA/43/2526 Declarations of Interest	There were no interests declared in relation to any items on the agenda. Governors confirmed that the previous declarations were correct.			
QEA/44/2526 Notes of previous meeting / action log	Notes of the previous meeting were received and accepted, and updates given for actions from the previous meeting (see above)			
QEA/45/2526 Governance Report	<p>The academy committee unanimously re-elected JB as Chair of Governors and DKC as Vice Chair of Governors. Under the new Scheme of Delegation, the term is now for 2 academic years.</p> <p>The academy committee unanimously voted to appoint LD to the LAC following an application process and observing the previous meeting.</p> <p>JB presented the governance self assessment document and governor skills survey results and thanked all governors for completing. It was noted that this gives a good evidence base of what the LAC is doing well, and where it may need to improve.</p> <p>JB will draft new LAC action plan for 2026/27 and will share for all governors to comment and contribute regarding the things the academy committee would like to work on and strengthen.</p>			

	JB will be in contact with all governors regarding link governor roles for next year. It was noted that there may be some change to these so that they are aligned with Ofsted areas, or Assistant Principal responsibilities.			
QEA/46/2526 Principal's report	<p>Governors confirmed that they had received the safeguarding checklist in advance.</p> <p>Governors asked if there would be any changes in safeguarding reporting to the LAC next year e.g. on links between poor attendance and safeguarding, to fully incorporate all areas of the new Ofsted toolkit?</p> <p>Q – if Ofsted visited tomorrow, what would be the largest category of safeguarding concern they would see?</p> <p>A – mental health.</p> <ul style="list-style-type: none"> - DP acknowledged this could lead to questioning as to why the academy no longer employs a Counsellor. - It was confirmed that the previous model with one Counsellor was not sustainable or adding value when considering cost v numbers of students with need v numbers of students that could be seen at any one time. - The academy can demonstrate the quality of new offer and signposting to local specialist services and resources. - Directory of all local / county-wide services will be provided to all staff for start of new term, and will improve the quality and consistency of signposting and referrals from tutors <p>Q - Will the improved consistency in teaching and learning that is planned also help with student mental health?</p> <p>A – Yes, believe that it will.</p> <ul style="list-style-type: none"> - New approach will remove cognitive load and unclear expectations between different lessons, especially for those with additional needs. <p>Q - In relation to the 2 reports to the LADO relating to supply staff, what is responsibility of the recruitment agency?</p> <p>A – we disclose the referral to the agency and explain we will no longer be working with them.</p> <ul style="list-style-type: none"> - We provide them with full disclosure including all statements, but with student names redacted. - It was stressed that the internal cover team are good, and receive all of the same CPD as the teaching team. 	Check with Patrick Knight, Trust safeguarding lead if any changes too safeguarding reporting are being made in response to changes in the external environment.	LP	Sep 2026

<p>QEA/47/2526 Training and development</p>	<p>DP gave a recap of the current academy improvement plan (AIP). Governors noted this was a 2 year plan from 2024-2026 to allow the academy a longer timeframe to implement and embed the improvements needed, and to ensure that this focused on longer-term strategic priorities rather than short term operational initiatives.</p> <p>Summer term updates were provided on the current AIP objectives. Some highlights included:</p> <ul style="list-style-type: none"> - Much better understanding of ‘micro-populations’ within the academy, and any barriers to learning eg PP, EAL, SEND - Vulnerable children register introduced - High quality CPD on adaptive teaching delivered by CG - Consistent Classroom Companion and seating plans fully embedded and owned by staff. Regular QA by DP who has confidence that all teaching staff continually adapt and update – staff know the children and how to support them so much better - Continued implementation of Voice 21. Not all schools in the Trust use Voice 21, but the academy is committed to this. - Scaffolding implemented consistently and will be RAG rated green this year. Next year need staff to step off and let children develop more independence, not all will need the same degree of scaffolding - Reading strategy is becoming self sufficient. Dedicated reading lessons in the curriculum for Years 7-8 will next year extend to Year 9, in addition to reading for pleasure during tutor time. Very good feedback from Pat Evans, literacy lead for the Trust - DfE RISE project – DP has feedback to the DfE how valuable the work and partnering with local schools has been - SEND attendance gaps – huge progress made and gaps narrowing, but figures skewed by small number of EHCP students - PP attendance gaps remain <p>Discussion took place on attendance data. The academy did not close in the heatwave and attendance was massively impacted, with whole school attendance as low as 50% on some days. Also saw an impact on the days following England football matches in the World Cup. It was explained that the full datasets will be presented to governors in due course to show the impact.</p> <p>2026/27 AIP Ambition is to now move back to a 1 year planning cycle, with sharper implementation.</p>			
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	<p>Improvements in outcomes will continue to be the focus for the academy. Governors noted that DfE look at proportions of 4+ passes at GCSE, whilst Ofsted focus on proportion of students achieving 5+.</p> <p>3 strategic objectives will sit underneath the overall aim, each led by SLT as strategic leads:</p> <ol style="list-style-type: none"> 1. teaching and learning strategy – led by AB, MW, CG 2. relaunch attendance strategy including a focus on reducing PA – led by KH 3. behaviour strategy including focus on consistency and high expectations – led by CP <p><u>Objective 1: teaching and learning strategy</u></p> <p>AB outlined the academy's revised teaching and learning strategy, centred around a consistent lesson structure and the new "321 Strive" approach.</p> <p>Staff and students will share clear behaviours/habits and there will be a consistent approach to pedagogy eg during all 'I do' activities students to listen; all 'we do' / recall activities on mini whiteboards; 'all you' do activities in workbooks.</p> <p>The approach is intended to ensure that students experience consistent classroom practice regardless of teacher or subject.</p> <p>MW gave an update on the new approach to QA of teaching and learning, advising that previous CPD around the 'you do' portion of lessons led to questions from staff and so there has been further refinement of approach, with clearer expectations for all.</p> <p>MW outlined a new quality assurance process and showed academy committee governors a short MS Form which will be used to quickly and easily record what is observed in lessons and provide clearer evidence regarding implementation across departments.</p> <p>This will be used for subject teachers, tutors and MSI. It was stressed that subject and year group will be captured but not individual staff.</p> <p>There have been some questions on the new approach to QA from staff, but all positive.</p> <p>Q – Pupil Progress system: how far do you think embedding of this has improved outcomes and what else needs to be done?</p> <p>A – The system is fully embedded at Key Stage 4, although further work is required at Key Stage 3.</p>			
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	<p>Additional assessment information needs to be added to provide a richer picture of student progress and predicted outcomes.</p> <p>Governors noted that the system has helped identify areas for improvement and target interventions more effectively.</p> <p>Q - Consistency of the new approach is fantastic. Is it possible to implement all stages and still have an intangible good ‘feeling’ in the lesson / classroom?</p> <p>A – student voice will be key to understanding if it is working, and this will be triangulated with other data.</p> <ul style="list-style-type: none"> - QA and learning walks do not replace formal observation, but provides a quick snapshot. - Data will show us show if new approach is being implemented as intended - if outcomes are still not improving, may lead to further questions and areas to explore such as is the curriculum right? Is further training on adaptive teaching needed? <p>Q – How will the new approach work for supply staff?</p> <p>A – Internal cover staff will have received the same training and will be familiar with academy expectations.</p> <ul style="list-style-type: none"> - The academy is also exploring ways to provide external supply staff with key information, including access to seating plans and relevant student support information such as Pupil Passports. - SLT site walking presence may increased so we can be sharper in feeding back. - Quality and consistency of cover lessons in our control. <p><u>Objective 2: re-launch attendance strategy</u></p> <p>KH presented the attendance strategy for 2026/27.</p> <ul style="list-style-type: none"> - Governors were pleased to hear that persistent absence had reduced significantly, from 50% to 20% of all students. - Governors saw the intervention arc, with targeted interventions that are escalated depending on the levels of absence. - All interventions are now recorded through the MyAcademy app to support evaluation of impact – this is QA’ed fortnightly by SLT, and issues or inconsistency passed to Heads of Year to follow up. - The academy is using attendance data and the interventions data to identify trends and determine which interventions are most effective. 			
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	<p>Governors also heard about the academy's termly attendance rewards programme and potential partnerships with local businesses to provide prizes/rewards to encourage and recognise good attendance.</p> <p>Q – What is parental engagement like with regards to attendance interventions? A – Some parents are really supportive of the academy, others are not. Parents are routinely invited in to discuss with us once attendance concerns emerge, including Attendance Passport meetings for students who reach PA <90% attendance.</p> <p>Q – Do some parents not engage because of their own poor experience of school? A – Yes. In some cases, interventions are then then led by Heads of Year who know the children best, we work closely with families to identify barriers and effective engagement strategies.</p> <ul style="list-style-type: none"> - We aim to recognise and reward good behaviour and increases in attendance, and we do notify parents when improvements are seen, to build positive relationships. - 100% of staff need to be on board with logging all interventions and conversations with parents and students. <p>Q – In relation to the attendance arc, is there enough staff capacity to carry out the volume of home visits required? A – Home visits are prioritised for the highest-risk persistent absence cases and begin from the third day of absence for this cohort. Some students are also subject to external family support or enforcement processes.</p> <p>AH provided an update on staff development: Governors noted significant engagement with external CPD opportunities and the academy's ongoing commitment to developing Early Career Teachers and trainee teachers, all supported well at Trust level.</p> <p>Q – Please can you explain what is meant by ITEs? A – Initial Teacher Education students undertaking training placements within the academy. Trained mentors are in place in the academy to support their development It was noted that approximately half of all ITEs stay within the Trust.</p> <p>AH gave governors a week by week overview of the 2026/27 student personal development plan.</p>			
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	<p>The programme is planned to be interconnected and sequential, but is also dynamic and reactive to student need and local community issues eg rail safety.</p> <p>Governors heard plans to strengthen student leadership opportunities especially around equality and diversity initiatives and cultural awareness week; to improve mapping/tracking of student participation in extra curricular opportunities to see where there may be any gaps; and to continue embedding the Voice 21 programme to improve student oracy and enable them to be confident communicators with the ability to discuss and debate issues and learn to disagree respectfully.</p> <p>AH also outlined the CIAG offer for 2026/27:</p> <ul style="list-style-type: none"> - The approach will be to broadly maintain the current plan - The academy's latest Compass review showed all Gatsby benchmarks are at 100% except for SEND and vulnerable cohorts - All careers leads across the Trust have recently met to redesign the Careers offer from a SEND-first lens - The modern work experience offer will be achieved through opportunities in-school, as well as traditional work experience placements. <p><u>Objective 3 - Behaviour</u></p> <p>CP presented the academy's behaviour priorities for 2026/27.</p> <p>Governors noted continuing reductions in suspensions, permanent exclusions and behaviour points.</p> <p>Priorities next year will focus on further improving consistency, reducing internal truancy and strengthening staff confidence in de-escalation strategies.</p> <p>Operational changes to support positive behaviour that have already been introduced include:</p> <ul style="list-style-type: none"> - Changes to toilet block opening during lessons - Individualised plans for high-level persistent defiance - QA and CPD drop-ins for staff that may need advice and support <p>Q - The suspension and permanent exclusion figures are very positive. What has led to reduction in suspension and permanent exclusions this year?</p> <p>A – more strategic in focus.</p>			
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	<ul style="list-style-type: none"> - AP for the right students. - BED group introduced this year, with intensive support for high risk students. - More use of respite at other schools and isolation at QEA so students are in education rather than at home. <p>Discussion took place on staff focus on positive behaviours and recognition and CP described the rewards system in place.</p> <p>Governors noted that the graduated approach to rewards shows all students that success is possible for them; governors also praised the element of choice over what points can be spent on. Parent governor feedback was that incentives and rewards for good behaviour are really important to the children.</p> <p>Q - Are there other schools with reward systems that the academy can learn from? A – Yes, some systems include Dojo, Vivo. Some good ideas from partner schools will be feedback to SLT for consideration.</p> <p>Q – Are all Heads of Year now in place? A - Yes fully staffed including new members, with gradual implementation of non-teaching heads of year who can focus on pastoral support.</p> <p>Q – Has MSI provision changed this year and is it being used as an alternative to external suspension? A - Yes, where appropriate it is used to keep students in education rather than suspending them and sending them home with no access to education. Academy leaders monitor the effectiveness, and for those students regularly in MSI, we look for alternative approaches where the current strategy is not working.</p> <p>JB summed up and noted that consistency and culture appear to be key themes running through the school improvement work; and that the update on the 2026/27 priorities would be really helpful for the local academy committee to conduct their monitoring activities next year. Thanks were given to all SLT members for delivering the session.</p> <p>AOB <u>Diocesan governor vacancy on the LAC</u></p>			
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	<p>DP provided an update regarding the vacancy for a Diocesan governor, noting there is a potential expression of interest. It was agreed that DP would take some further advice from the Trust.</p> <p><u>Academy events</u> DP and all governors thanked ET for supporting 2 days of Year 10 mock interviews. ET commented positively on the quality of student responses and engagement throughout the process.</p> <p>All governors were invited to attend the academy awards event on 15th Jul 4.30pm</p> <p>Governors also heard positive feedback from Year 11 prom, DP praised the students for their tremendous behaviour.</p>			
QEA/48/2526 Determination of Confidentiality	Governors determined that there were no confidential discussions			
QEA/49/2526 Report to Trustees	A report on the local academy committee's activities will be submitted to Trustees following the meeting.			
QEA/50/2526 Date and time of next meeting	Thursday 24 th September at 4.30pm (please note date rearranged from 17 th September)			

The meeting closed at 6.48pm

Signed by Chair: J Bull	Date:
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