

**Summary of discussions of the Local Academy Committee meeting
held on Thursday 19th March at 5:00pm at Walton Academy**

Membership	Initial	Governor category	Absence
Mr J Horsfield	JH	Parent Governor	
Mr D Morgan	DM	Appointed Governor	A
Mrs L Purcell	LP	Appointed Governor	
Mrs K Hardy (Chair)	KH	Appointed Governor	
Mrs A Bellett	AB	Appointed Governor	

In Attendance	Initials	Position	Absence
Mrs C Saxelby	CS	Executive Principal	
Mrs J Leonard	JL	Principal	
Mr M Hoad	MH	Vice Principal	
Mrs N Benson	NB	Governance Professional	

Quorum	3	Governor's present	4
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Outstanding Actions Log

C = Complete **CF** = Carried forward **I** = Incomplete (carried forward more than once)

Agenda item	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward
AC/05/2526	2526 - 1	LP will support WA in reaching out to alumni network as potential governors	LP	06/11/2025	Work on this action has started and will be developed further following the next governors mid term meeting.	ongoing
AC/05/2526	2526 - 1	DM will discuss inviting P16 representatives to attend the LAC meetings	DM	06/11/2025	DM – this has been agreed in principal LC is looking to select candidates, initially with an observing brief.	CF

AC/16/2526	2526 - 2	TB to Email the link to the accessibility client to AB.	TB	27/11/2025	JL – Amendments need to be made following a website audit, once updated this will be shared.	CF
AC/20/2526	2526 - 2	All to review the action plan, provide updates on their areas and consider another meeting to drive this forward.	All Govs	22/01/2026	Action plan meeting has been held, however progress has been slow. LAC agreed to shift focus to recruitment of governors. Action closed – new actions created	C
AC/28/2526	2526 - 3	Arrange for a card for Alison from the LAC at Walton	KH	05/02/2026	Complete	C
AC/28/2526	2526 - 3	Share option to contribute to leaving gift for Alison	NB	29/01/2026	email sent to all governors 26/01/26 Complete	C
AC/28/2526	2526 - 3	Pass on best wishes from Walton LAC to Alison	NB	29/01/2026	Complete	C
AC/38/2526	2526 - 4	Develop and share the recruitment plan - Place an advert onto REACH volunteering, investigate other platforms such as Inspire for the Future, use the flyers to target parents	NB	21/05/2026		NEW
AC/38/2526	2526 - 4	Make arrangements with JL to send out the letter that KH has put together with parents (focus on year 8).	NB	21/05/2026		NEW
AC/38/2526	2526 - 4	Investigate use of LinkedIn to target alumni as potential governors.	LP	21/05/2026		NEW
AC/41/2526	2526 - 4	JH to share his latest link report with NB	JH	16/04/2026		NEW

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
AC/35/2526	Apologies for absence Apologies received from DM were accepted.
AC/36/2526	Declaration of interests There were no changes to declarations of interest made at the start of the year and no declarations in relation to the agenda.
AC/37/2526	Vision Mission Values (VMV) <ul style="list-style-type: none">- KH shared that she has been very impressed with the work that SB and the school are doing in terms of EDI, cultural awareness and behaviours. The work with boys around progressive masculinity was handled exceptionally well by the male teachers.- MH shared that the same organisation returned to work with Y9 (having already worked with Y10 and Y11) and the work will be followed through by staff.- JL said the school show Matilda has been a huge success, the quality of the production that the staff and students put on is incredible, feedback has been very positive. – what makes it so special is that there is a team of young people that are also part of the production and creative team. The set is so good that it could be used in a professional setting. The technical side is also being run by the post 16 arts award students. <p>Q: Have you ever considered inviting local theatres to come and view the performances A: there are local connections, the Box Clever group have set up residence at Walton. Box Clever are also bringing representatives from arts council England with them when they come in next week</p> <p>Q: Is it just Post 16 A: The current performance has students from year 7 to year 13.</p>
AC/38/2526	Review of Action Log The action log was reviewed, and all outstanding actions have been updated. <ul style="list-style-type: none">- LP has attended an NGA event and will have something ready to share soon regarding developing networks and alumni contacts. This action is ongoing.- TB will share the accessibility client with AB when the work is complete, this action has been carried forward.

	<ul style="list-style-type: none"> - KH shared that the only focus for the action plan for the remainder of the summer term should be to recruit more governors. <p>[ACTION – NB] Place an advert onto REACH volunteering, investigate other platforms such as Inspire for the Future, Include the flyer to target parents</p> <p>[ACTION – NB] Plan with JL to send out the letter that KH has put together with parents (focus on year 8).</p> <p>[ACTION - LP] Investigate use of LinkedIn to target alumni as potential governors.</p>
AC/39/2526	<p>Training</p> <p>1. The new EIF – latest information for governors - <i>presentation</i></p> <ul style="list-style-type: none"> - Preparation for Ofsted aligns with the normal annual cycle, but additional time has been dedicated this year due to the new Education Inspection Framework (EIF). This is particularly important as WA is in the inspection window for the autumn term. - Each summer term, the academy completes a final evaluation of strengths, areas for development, and priorities as part of the Academy Improvement Plan (AIP). - The IDSR (Inspection Data Summary Report) is the main document Ofsted reviews before inspection and contains measurable outcome data. - Observations are drawn from both the QA cycle and day-to-day academy operations. - A Self-Audit is conducted at the beginning of the year against the inspection framework, using toolkit standards and evidence and this is developed collaboratively with leaders. - Confidence Questions are developed collaboratively based on likely Ofsted questioning which is informed by recent inspections, unions, and other contacts and sources. AI is also used to generate potential questions. - Area leaders are tasked with answering the questions which have been structured in the same way as the ‘areas on a page’ - Leader prepare evidence and RAG-rate their confidence in answering. Amber indicates ongoing work. - JL and MH should be green across all areas; other leaders aim for green in their own areas and work to fill wider gaps. <p>Areas on a page are then created.</p> <ul style="list-style-type: none"> - An ‘area on a page’ acts as a script for leaders, as an extension to the confidence questions. - Includes strengths, areas for development, how these are addressed, and where evidence can be seen. - A governor version is also produced to give LAC members a clear headline summary.

SEF (Self Evaluation Form)

- The SEF is generated by feeding all collected information into AI; leaders then refine and sense-check it. This supports consistency and saves time.
- An Ofsted dashboard has been developed and consolidates all data into a live, accessible platform, enabling forensic analysis around the current position, how it relates to national averages.
- Presented half-termly, with leaders presenting their own area to build confidence.
- Each leader is now responsible for delivering their own update for their area of the AIP (Academy Improvement Plan).

JL shared possible questions governors may be asked during an inspection and confirmed that in the summer term, governors will receive the full pack of all 'areas on a page'.

Copies of the [Governor Overview](#), [Behaviour & Attendance](#), and [Leadership & Governance](#) areas on a page were circulated to all attendees.

Governors welcomed the idea of identifying the strong standard.

Q: *Is there an opportunity to practise the articulation of responses (e.g., eye contact, body language, delivery) to ensure leaders feel confident in knowing the answers?*

A: Some practice is already done with leaders, and governors are welcome to join these opportunities.

It was clarified that there is no expectation that governors memorise all information and it is acceptable for governors to refer to notes when speaking with Ofsted. There is strength in saying, "*I don't know, but I do know who to ask.*"

Q: *Are we strong enough on parent feedback?*

A: Feedback is currently "as expected." Ofsted recognises that some parents will use surveys to raise general grievances. Any safeguarding concerns raised are flagged for follow-up.

- Surveys will now be conducted three times per year.
- Additional feedback is gathered at parents' evenings and events.
- Systems for gathering parent, staff, and student voice have been refined and now need time to embed.

Q: *Is anything extra needed for Year 11 parents?*

A: Engagement with Y11 parents has improved. Attendance at the Y9 options evening was strong, indicating better overall parental engagement.

AB commented that Ofsted feedback generally tends to come from those who feel very positively or very negatively—this is common.

2. Attendance and Behaviour

JL delivered a presentation focussing on attendance and behaviour.

- Governors need a strong understanding of the IDSR, which provides the context for the academy's performance.
- WA has a high percentage of disadvantaged pupils which is above Grantham, Lincolnshire local authority, and national averages.
- A Child in Need refers to a young person with social care involvement.
- IDACI data shows that the academy serves a ward in the 2nd centile of deprivation nationally, indicating very high levels of need.
- Given this context, WA is unlikely to mirror national averages; therefore, comparative data often reflects a more positive picture once contextualised.

Attendance and Behaviour Priorities

- Attendance and behaviour are the areas WA are grappling with the most as 'expected' or 'needs attention' with attendance being the greater concern.
- A presentation was shared with governors outlining Ofsted's approach to behaviour and attendance, supported by an "area on a page" document.

Q: What defines attendance?

A: Attendance is recorded session by session and there are 2 sessions per day. PA (Persistent Absence) is defined at 90% attendance or below. As students near the 90% threshold move up, PA figures should reduce. Focus is placed on winnable groups, those who can realistically improve, while still ensuring that severely PA pupils receive intensive individual support.

Governors praised the presentation and noted the value of the accompanying one-page profile highlighting that the storytelling clearly shows ongoing and active work in behaviour and attendance.

MH told the committee that there is strong evidence showing a correlation between attendance and achievement, especially for Pupil Premium students.

AC/40/2526	<p>Questions on AIR report</p> <p>JL explained that the format of the AIR will need to change to align with the new EIF. As part of the most recent AIR process, the Trust carried out a trial review focused on inclusion. Although the report is still in draft form, it highlighted the ongoing work with students and identified recurring development themes specifically around how data is transferred into classroom practice to ensure that identified students can effectively access their learning. This aligns closely with the academy's inclusion strategy.</p> <p>The final version of this report will be shared with governors once complete. Overall, the process was positive and provided a valuable sense check against the EIF.</p>
AC/41/2526	<p>Link governor visits and reports</p> <p>Governors confirmed that they had read the link visit reports shared.</p> <p>JH confirmed that he had completed a link visit with KB and will share the report with NB [ACTION – JH]</p>
AC/42/2526	<p>Government White Paper</p> <p>Quick read document shared with the pre-reading materials. Due to time constraints, there was no further discussion.</p>
AC/43/2526	<p>Update on approach to governance action plan</p> <p>Discussed out of order – AC/38/2526</p>
AC/44/2526	<p>Complete report to Trustees</p> <p>The report to trustees was completed with input from all attendees.</p> <ul style="list-style-type: none"> - Quality value and depth of information put together to share with governors was extremely good - Feedback on Matilda to be included - Update on the Action plan discussion and sole focus on recruitment to the LAC - Welcome back to Rhianne <p>Feedback from Trustees following November meeting:</p> <p>Trustees are encouraged by the innovative approaches reported to improve Year 11 outcomes, including the proactive KS3 work and mock results day, please keep us informed on how this progresses. It is good to know that the work put into link visits and reports are valued and are proving useful to the leaders within the academy. If you have any specific areas of good practice which you would like to share around these link visits please do let us know so that they can be communicated to other link governors across the trust.</p>

AC/45/2526	<p>Determine Confidentiality</p> <p>Governors considered whether anything discussed during the meeting should be deemed as confidential. It was resolved:</p> <ul style="list-style-type: none"> - Any confidential items discussed have been recorded separately. - There had been no Equality Act implications.
AC/46/2526	<p>Next meeting</p> <p>Thursday 21st May at Walton Academy at 7:30am</p> <p>Meeting closed at 18:29</p>

Signed by Chair: <i>Karin Hardy</i>	Date: 21.04.26
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