

**Summary of discussions of the Local Academy Committee meeting
held on Thursday 22nd January at 07:30am at Walton Academy**

Membership	Initials	Governor category	Absence
Mr J Horsfield	JH	Parent Governor	A
Mr D Morgan	DM	Appointed Governor	
Mrs L Purcell	LP	Appointed Governor	A
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	3
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Outstanding Actions Log

C	= Complete	CF	= Carried forward	I	= Incomplete (carried forward more than once)
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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.	CF
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/12/2526	2526 - 2	Formally write to LC accepting her resignation and thanking her for her commitment to the role.	NB	27/11/2025	Letter sent 15/12/25	C
AC/15/2526	2526 - 2	Schedule session on behaviours and attitudes	NB / KD	22/01/2026	This session will be delivered as part of the governor training within the March meeting - Spring 2	C
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/17/2526	2526 - 2	Contact governors individually for outstanding mandatory training completion.	NB	19/12/2025	All outstanding training has been completed.	C
AC/19/2526	2526 - 2	Write up H&S link visit report and share with NB	JH	05/12/2025	H&S report shared with NB 19/01/26, another meeting scheduled end Feb	C
AC/19/2526	2526 - 2	Write up P16 link visit report and share with NB	DM	05/12/2025	P16 report shared with NB 15/01/26	C
AC/19/2526	2526 - 2	Reschedule safeguarding link meeting and SCR visit.	AB	05/12/2025	SCR link meeting held on 20/01/26 and report shared. Further Safeguarding meeting scheduled for 03/02/26	C
AC/19/2526	2526 - 2	KH to book some time with MH and SB to redefine the definition of the link role for PD	KH	05/12/2025	Meeting scheduled 9 th Feb	C
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	Discussion is ongoing around the action plan, and a meeting will be scheduled before the next LAC to drive this forward	CF

Q = Question from Governors

A = Answer from senior leaders

Agenda item	Key points / Summary	Action Required	Responsible Person	Timeline
AC/24/2526	<p>Apologies for absence Apologies were received and accepted from LP and JH.</p>			
AC/25/2526	<p>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.</p>			
AC/26/2526	<p>Vision Mission Values (VMV) NB thanked DM for stepping in at very short notice to support with a GDC (Governors Discipline Committee) meeting at the academy in December.</p> <p>KH said well done to MH on the ‘staff go strictly’ event at the end of the autumn term.</p> <p>KH commended the work that Mrs Emerald is doing adding that Mrs Emerald is doing a super job.</p> <p>CS shared that she had been given lovely feedback about the students from someone who had been involved with the event at Newark showground in which the Walton students won the engineering prize last term.</p>			
AC/27/2526	<p>Review of Action Log Action log was reviewed and all outstanding actions have been updated.</p>			

<p>AC/28/2526</p>	<p>Governance Report The GP report was reviewed and updated. All statutory documentation and training complete for all LAC members.</p> <p>The Governors Action Plan is a work in progress, and the governors have committed to moving this forward during the spring term. A separate meeting will be scheduled in the coming weeks.</p> <p>The LAC wanted to ensure that they pass on best wishes to Alison upon hearing about her leaving the trust. [ACTIONS NB & KH]</p> <p>KH has a link visit booked in with SB in the next couple of weeks.</p>	<p>Arrange for a card for Alison from the LAC at Walton</p> <p>Share option to contribute to leaving gift for Alison</p> <p>Pass on best wishes from Walton LAC to Alison</p>	<p>KH</p> <p>NB</p> <p>NB</p>	<p>05/02/26</p> <p>29/01/26</p> <p>29/01/26</p>
<p>AC/29/2526</p>	<p>Governance Strategy / Scheme of delegation All reflected upon the 7 Nolan principals</p> <ul style="list-style-type: none"> - Selflessness - Integrity - Objectivity - Accountability - Openness - Honesty - Leadership <p>All governors confirmed they had reviewed the Scheme of Delegation update delivered by Alison Elway and agreed it was a good clear description. DM confirmed the key changes had been discussed in more detail at the trustees / chairs / vice chairs meeting last term.</p> <p><i>Q: Can staff provide the opportunity for governors to practice how to articulate their answer to an Ofsted inspector, for example What are the strengths and challenges at WA.</i></p>			

	<p>A: JL described the system that has been embedded to support staff and governors in preparation for Ofsted which is being reviewed and amended in line with the Education Inspection Framework (EIF). Staff know the academy well and this is designed to ensure consistency in language and support everyone to have the confidence to articulate their responses. This covers all areas of Ofsted. The process should be finished towards the end of the spring term. There are around 80 questions in blocks of 10 which will be summarised into individual pages per block. There will also be lesson context sheets covering questions that might be asked during a walkaround which are currently being used in the QA cycle</p> <p>As part of this process governors can have access to all areas on the pages – most importantly leadership and governance. All areas covered will be regularly discussed in the LAC meetings.</p> <p><i>Q: Does the trust have an Ofsted inspector within the staff?</i> A: Cat Summers, Chief Education Officer, is an inspector and is taking us through the inspection framework. JL – The Head of KGGS (Kesteven and Grantham Girls School) is an Ofsted inspector and has his first inspection soon and will share helpful hints and tips. CS - Bolsover Academy is a good example of a report card in the new format. You can view their report here . They received expected standard and have a similar demographic to Walton</p> <p><i>Q: Who is involved in the AIR process?</i> A: Neil Holmes, Cat Summers, Sally Truseler, Patrick Knight, Dave Cotton, Pat Evans</p>			
AC/30/2526	<p>Principals report Autumn term evaluation of AIP <i>Q: What do the initials mean next to the objectives in the AIP</i></p>			

	<p>A: they are the initials of the leaders and action owners.</p> <p><i>Q: What is the Independent Study Policy and are parents aware of the change of policy around homework?</i></p> <p>A: Homework has been renamed to Independent Study. Building on the language around independence and giving ownership to the students. There changes being made to independent study are to ensure a more consistent approach across the faculties and applying best practice.</p> <p><i>Q: Where are the inconsistencies?</i></p> <p>A: This is a priority on the AIP because there was inconsistency in relation to the quality and purpose of independent study. The work done has been to review the homework being set to identify if it was supporting learning, recall and retention of knowledge and was it supporting staff. There are still inconsistencies e.g. English had some of the biggest inconsistencies. Faculties are building on this piece of work which started with years 7&8 in the summer and is now moving into year 9. Some faculties had more to do than others, the starting point will impact on how far they have come. The most important point is to ensure that students understand the purpose for being given the piece of work and see the value in completing it. This is not perfect yet but that's why it's a priority in the AIP.</p> <p><i>Q: Can you use this as an opportunity to showcase it is a positive change to parents to encourage parents to support from home?</i></p> <p>A: Currently we are reworking the opportunities parents have to come on site to look at what their child is doing. Moving from the 'meet the tutor' evening to a more structured session. For year 7 it will be at the start of the school journey to receive a presentation on the curriculum offer and this is an opportunity to set the stall out for independent learning. The model will be to have one for each year group.</p> <p><i>Q: Will the importance of attendance also be covered in these sessions?</i></p>			
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	<p>A: The importance of attendance will be covered at all opportunities. More focussed and targeted conversations will be built into the work that LO (Lori Owen) is doing around attendance.</p> <p><i>Q: Appreciating that it is early days, is there any internal data to suggest that the hard work is starting to make an impact?</i></p> <p>A: we are currently in the first data point cycle. However there has been positive anecdotal data from recent head of faculty and head of year days. These sessions begin with ‘What’s going well? & ‘what are you developing?’ This has highlighted improvements in KS3 feedback, and we are hoping the learning walks, AIR and QA over the coming weeks will provide more evidence of a positive impact. The AIR will be asked to look again at KS3 when they return in February.</p> <p>Progress against targeted outcomes – Year 11</p> <p><i>Q: What is the ‘All Marks Count’ strategy?</i></p> <p>A: The current year 11 have had the highest behaviour stats, lowest attendance and attitude has been a challenge. The group struggle with lack of exam stamina or capacity to sit and work for 2 hours. Staff are therefore trying to push the message that all marks count and success doesn’t have to be ten out of ten. Staff are approaching every activity by reminding students that ‘all marks count’. In every subject, at least once a week (once per lesson) a standardised slide will be displayed on screen with one exam question, the time allowed, maximum number of marks and the marks for success today.</p> <p><i>Q: Is there an opportunity for students to set their own score?</i></p> <p>A: In the longer term with younger students. This is a very new approach specifically focussed on the current year 11 and only started this week. If successful, it will be rolled out to all KS4, then possibly into KS3. The language and structure is already filtering down into KS3 through all lessons count, all attendance marks count etc.</p>			
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	<p>JL – We held a mock results day for the first time. It had a good motivational impact for the majority. Encouraging for those that did well and enabled constructive conversations around those that hadn't done so well assuring them there is time to get marks and you and teachers can work hard to do this. It was a powerful experience; we also went as far as collecting destinations data from them before they got their envelope and this has allowed LC (Lucy Cluley) to get more data around what to expect at P16.</p> <p><i>Q: Was this shared with parents?</i> A: It was shared with parents through LO's communication as Assistant Principal for Achievement, they were told about the mock results day and asked to prepare their children. It was also explained that tutor time has included reflection activities around mock results to encourage students to think about their own development and progress. They will get their data point in full next week and LO will be delivering a full academic assembly to ensure they understand the result and impact of attendance on achievement. We are also sending out letters for achievement to give students praise.</p> <p>Behaviour analysis <i>Q: There seem to be a lot more girls suspended than boys, has this been identified and what is being done about it?</i> A: This data has come off the Ofsted call sheet, we have reviewed and developed this through our new work around the EIF. When looking at the data this half term it has highlighted two key questions which I have asked leaders to consider:</p> <ol style="list-style-type: none"> 1. What are we doing for our girls? behaviour and attendance data shows our girls are lagging behind the boys. 2. Do we know what best practice is out there around PP and disadvantage? 			
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	<p>The differences between SEND and disadvantaged groups and the non-SEND students is stark. There has been a lot of focus on boys over recent years as we've moved to co-ed. This hasn't been done consciously but maybe the impact of co-ed on the girls had not been thought about enough.</p> <p><i>Q: Year 9 seem to be particularly troublesome, is there a reason?</i> A: There are a group of girls in year 9 that are cycling around the system. I am now line managing the heads of year and this is allowing me to ensure they understand how to target the individuals.</p> <p><i>Q- Have you looked at data over time to identify a pattern due to hormonal changes potentially?</i> A: MH provided more context about the cohort explaining that you are not comparing equivalent cohorts of boys and girls. Walton has more higher prior attaining boys than girls. JL explained that Walton tends to get a lot of girls without resilience and confidence due to the nature of the other schools in the area with sporting facilities for example. MH added that anecdotal information indicates that more boys than girls are attending clubs.</p> <p><i>Q: Have you considered mindfulness / breathing exercises into lessons?</i> A: this is part of the work being done around 'reset' following breaks and lunchtimes but is not specific to breathing.</p> <p>Attendance There were no questions from LAC.</p> <p>Pupil wellbeing <i>Q: 85% of students feel safe which is very positive, how can the 15% that don't feel safe be overcome?</i> A: we take 85% as a positive and do a lot of work around surveys, setting them up in assemblies, talking through the questions to ensure that</p>			
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	<p>students understand what the questions mean. Students are then given specific time in tutor time to complete the questionnaire so that tutors can answer any questions and support them. KD (Kim Dolby) and SB (Sonia Byrne) then look at the analysis and will feed back to students in assemblies so that students see that their voices are listened to. This year we had 500 students complete the survey which is very positive. KD and SB are meeting to look at the questions where data isn't as strong to build in long term actions, some in the PD curriculum and some into the tutor program. Another piece of work is being looked at around PD to marry up more with the safeguarding curriculum and the local context. This survey is anonymous so staff can't see who the 15% are. If it were not anonymous, we would look at the names. There are some students that are disengaged with school and would answer negatively to all questions, unfortunately we can't go to that level with this survey. Will do it again in the summer to allow data to be compared to give a good comparison annually. When it is done again, we will need to have it 'not anonymised' this will enable safeguarding questions to be explored further.</p> <p><i>Q: Is this a Trust survey?</i> A: Yes</p> <p>LAC commented that 98% positives around culture of other backgrounds is a great result. JL is pleased with the positives that have come out of the survey. The safeguarding, pastoral, tutor and PD teams are being moved closer together to ensure trends are being seen and they are working as one.</p> <p>Staff wellbeing There were no questions on staff wellbeing.</p> <p>LAC comment – consider adding onsite parking to the workload charter as a positive.</p>			
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	<p>Risks</p> <p><i>Q: Are you receiving sufficient resources from the Trust to market the school, given the risk around pupil numbers?</i></p> <p>A: I have a meeting with the marketing team later today about this. The team do a really good job with marketing and the transition package etc. but the numbers are not on our side.</p> <p><i>Q: Strategically, is it the right decision to park the on-site AP (Alternative Provision), could having this potentially improve the PAN?</i></p> <p>A: It's not off the table but people planning needs to be done first and it will come back into the conversation toward the end of this academic year. There is a risk to the mainstream academy of having onsite AP. Whilst it would be benefit for some students and the school. Outwardly promoting that the school has this provision can put off parents of students that do not have additional needs or behavioural issues.</p> <p>AB – As the parent of year 6 child at the local primary, what has been on offer at Walton has encouraged her daughter to want to come. The offer is good, in particular the cheerleading was well publicised by the primaries.</p> <p>JL – We have seen impact from agencies that work with the primaries and with events supporting the transition offer. This work is having more impact with children and parents.</p> <p>MH – Unfortunately we are fighting a losing battle with the numbers. By 2030 there will be 300 fewer students per year group in Grantham. The Kings School, Priory Ruskin and KGGS will always be full so the drop in numbers is likely to be concentrated at West Grantham and Walton.</p> <p><i>Q: Can you clarify that the risk to numbers in Post 16 and year 7 are recorded as two different risks?</i></p> <p>A: Yes.</p>			
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	<p>Health & Safety <i>Q: The H&S risks described in the risk report were not mentioned in JH's latest link visit report, are they discussed?</i> A: JH's latest visit was a walkaround of immediate risks rather than inherent risk such as the age of the school. JH is also involved in the larger visits and will likely pick this up in his next meeting.</p> <p>Admissions No questions</p> <p>Compliance Nothing to report</p>			
AC/31/2526	<p>Safeguarding AB has a link meeting booked in for 3rd Feb with KD</p>			
AC/32/2526	<p>Complete report to Trustees The report to trustees was completed with input from all attendees.</p> <p>Feedback from Trustees following November meeting: Thank you for the programme of link activity undertaken to ensure scrutiny. We acknowledge the GDPR link reassignment and the valuable contribution of Anneka Bellet in SEND and safeguarding. Trustees were glad to hear of the feedback that documentation received in advance of the training session supported deeper questioning, understanding, and timing of training to support meetings.</p>			
AC/33/2526	<p>Determine Confidentiality 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/34/2526	Next meeting Thursday 19 th March at Walton Academy at 5pm In person meeting focussing on Behaviours & Attitudes and Attendance			

Signed by Chair: <i>Karin Hardy</i>	Date 27/01/2026
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