

Minutes of the Local Academy Council Meeting 19th November 2025 at 10.15 am

Parent Councillors	Term of Office	Attendance	Maritime Appointed Councillors	Term of Office	Attendance
Louise Morgan (LM)	30/11/2025	Present	Andrew Cowley (AC) Chair	23/06/2026	Present
X1 Vacancy			Chris Hill (CH)	26/07/2028	Present
Staff Councillors					
Omar Jennings (OJ) Head Teacher	Ongoing	Present	Lisa Tomkins (LT) Vice Chair	22/09/2027	Apologies
Andy Clunie-Wicks (ACW)	30/11/2025	Apologies	Sewedo Mautin (SM)	28/01/2029	Present
			Lauren Ramshaw (LR)	08/12/2029	Apologies
In Attendance			Observers		
Sarah Phillipson Governance Professional Lead			Jane Peters		
Lisa Risby Safeguarding update					

The quorum for a meeting of the LAC and any vote on any matter shall be the number of Councillors equal to half the total LAC membership rounded up to the nearest person. A Quorum shall be at least 3 Councillors.

	Discussion Nightingale Primary School
1.	Welcome, attendance and apologies: As noted above. Welcome & introductions to Jane Peters new Trust Appointed Councillor, invited to attend the LAC meeting as an observer. Andy Clunie-Wicks, Lisa Tomkins & Lauren Ramshaw sent their apologies, and these were accepted by the LAC. The meeting was quorate.
2.	Declaration of Pecuniary and Non-Pecuniary Interests. No changes to the previously disclosed Declaration of Interests and any matters relevant to the agenda.
3.	BUSINESS ADMINISTRATION
	Annual update/Review of the Register of Interests/Governor Code of Conduct/GDPR/KCSIE: https://forms.gle/N1CDH6jh8guyvTTF7

	SM, CH, LR, JP & ACW have NOT completed
4.	CONSTITUTIONAL MATTERS <u>Election of the Chair for recommendation to the appointment by the Trustees:</u> The LAC discussed the role of the Chair and agreed on the following: Nominations were received for: Andrew Cowley as Chair: Decision – Andrew Cowley is to be recommended to the Trustees by the LAC for the role of Chair. <u>Election Vice-Chair of the Local Academy Council:</u> Lisa Tomkins as Vice-Chair: Decision – The LAC members voted and agreed on Lisa Tomkins for the role of Vice-Chair. <u>Annual review of the Trust and Schools Ethos, values, and objectives:</u> Noted by the LAC - Trust vision, values statements and objectives as presented on the Trust website, including <i>"What it means to be Maritime "</i> <u>Annual review of the Governance Handbook and Trust Scheme of Delegation & BHAG Strategic Plan:</u> The Councillors noted the above document. SP explained that the document is divided into two sections: the leadership makeup, which covers all areas of accountability across the whole Trust, and the LAC-delegated responsibilities, with examples of what this entails. The aim was to bring clarity to the roles and accountability. <u>Membership of the LAC – Resignations/new appointments or tenures due for renewal</u> • Lauren Ramshaw - Trust Appointed Councillor, Maritime HR has approved DBS • Jane Peters - Trust Appointed Councillor, awaiting Maritime HR to authorise DBS • X1 Parent Vacancy - HT to confirm any nominees/date of the Parent Election
5.	MINUTES from the 20th May 2025 Accuracy:

	The minutes were agreed as an accurate representation of the meeting.
	Matters Arising: None
6.	STRATEGIC OVERSIGHT
	EDUCATION: Maritime LAC Heads Report Template - Issued to all HTs with the DRAFT agenda <u>Head Teacher's Report:</u> The HT gave a school overview with key points noted below. The HT provided a comprehensive overview of the school's context and demographics, including the total number of children on roll (over 210), with 45% eligible for Pupil Premium and approximately 48% classified as English as an Additional Language. Over 80% of children came from ethnic minority backgrounds, which presented specific challenges and opportunities for the school. He discussed issues of social, emotional, and health needs, noting two additional Education, Health and Care Plans in progress and identifying a consistent, high deprivation indicator, placing the school in the nation's top 10%. The Assistant Headteacher highlighted the ongoing strictness around holidays and absences, including the issuing of fixed penalty notices. The school continued to enforce a late club to improve punctuality, requiring late-arriving students to complete a detailed form detailing the causes of their lateness. School-wide attendance overall was strong relative to national benchmarks, though Persistent Absence issues were noted in specific cohorts. Q - Is copyright protection necessary for curriculum resources that have been developed in-house? A - Once something is written and there is a record of authorship, copyright exists automatically, but for resources considered for sharing or potential sale, watermarking or formal registration may be considered for added protection. <u>Review pupil data July 2025 findings/Progress and Attainment:</u> The HT provided a summary of the most recent pupil data from July 2025, including both forecast and actual outcomes. The whole year was expected to achieve approximately 65% in reading, writing, and maths, while Pupil Premium students

were forecast to reach 69%. Actual results from the previous year were notably high, 83% met the combined reading/writing goal (national: 62%), Pupil Premium children achieved 88%, and phonics results were 86% compared to the national 80%. Early learning goals were reached at 70% (slightly above the national average), and SATs results in SPaG (spelling, punctuation, and grammar) and maths were as high as 97%. The HT expressed confidence that this year's results would continue at a high standard and attributed the success to careful support, targeted interventions, and individualised tutoring, particularly for Pupil Premium children.

Pupil mobility remained a challenge, with around 20% of the school population classified as high mobility due to frequent student arrivals and departures, including many newly arrived from overseas. The HT described specific supports in place to help these students settle in and succeed, such as dual-language materials and additional tutoring.

The HT delivered an extensive overview of the school's early learning and reading strategies, demonstrating a holistic, research-driven approach. He emphasised the foundational significance of nurturing strong early language skills, noting the diverse backgrounds of pupils at the school, and that many children require additional support with language and literacy. To address these needs, the HT described the deployment of Early Talk Boost and Early Talk Boost Plus programs across key year groups. These interventions are designed to quickly identify and support children with delayed speech and language development, catching gaps early to minimise later impact. OJ highlighted that such programs were particularly prioritised in Years 2 and 5, which are considered high-profile classes due to both their increased emotional/behavioural needs and their pivotal age for literacy progress.

The HT detailed the use of Boxall profiles and nurture logs to assess social and emotional progress, directly linking these strategies to efforts in closing literacy and learning gaps. By supporting social skill development, the school aims to provide vulnerable children with the emotional security required to engage with early reading. An important tenet of the HTs approach is collaborative planning and ongoing professional development for staff. He described how teachers regularly plan together, especially in Key Stage 1, so that interventions could be more effectively tailored and best practice could be shared. OJ stressed the distinctiveness of the school's CPD model, rather than top-down, it is deeply practical and teacher-driven, with initiatives such as Doctor, Doctor, a structured, oral-writing model piloted and embedded through staff coaching and in-class modelling.

The Assistant Headteacher, in her safeguarding and pastoral role, underscored that these interventions were closely intertwined with attendance, behaviour, and emotional well-being. Citing that high-quality early intervention not only improved reading trajectories, but also enhanced self-esteem and family engagement. The school maintained a robust system for tracking each child's reading journey, early help involvement, and the effectiveness of interventions, enabling prompt adaptation where needed.

The collective message from the leadership team established that a proactive, nurturing, and multi-faceted approach to early learning and reading was now well-embedded in school practice. Emphasis was continually placed on both academic outcomes and the wellbeing factors that underpin children's capacity to succeed in literacy as they progressed through the school.

Q - What is the school's approach to professional development for teachers, specifically in early learning and reading?

A - Our CPD is collaborative and embedded in day-to-day teaching; teachers plan together and learn from one another. We pilot approaches, adjust them based on what works, and then roll them out with hands-on support rather than relying on one-off workshops or lectures.

Q - If a child continues to struggle despite initial interventions in language or reading, how is further support decided?

A - We closely track every child's response to interventions using both assessment data and teacher observations. If needed, we intensify support; this could mean more individualised or specialist input, further home-school engagement, or consulting SEND specialists to design a bespoke plan. The key decision is that no child is left unsupported if they are still struggling.

Q - How do early learning and reading strategies link with safeguarding and broader school priorities?

A - Early intervention is fundamental for safeguarding because children who feel secure and understood are far more likely to re-engage with learning and remain present at school. We treat emotional, social, and literacy progress as interconnected, monitoring each child's holistic development and responding with appropriate support as soon as any issues arise.

SDP Priorities Update:

The HT gave an update on the School Development Plans priorities for the term. The school was consolidating teaching consistency, particularly following the appointment of new and returning teachers in Years 1 and 4. A highlighted initiative was the ongoing integration and evolution of the Doctor, Doctor model, particularly within English across all year groups. Staff continued to integrate oracy techniques, such as the Kagan Structures, and writing strategies that gradually shifted responsibility to students as they built stronger skills.

The HT elaborated on the school's move away from traditional action plans toward more collaborative curriculum meetings each half-term, where subject progression maps were reviewed comprehensively across year groups (e.g., term-long deep dives into geography or history), thereby embedding ongoing reflection and improvement into day-to-day practice. Consistent, research-informed CPD was emphasised, with teachers collaborating closely, especially in Key Stage 1, to ensure effective lesson delivery and curriculum progression.

Share Sports Premium Report – Including confirmation upload of online documentation to the DfE (new requirement):

The HT confirmed that the Sports Premium report had been completed and uploaded to the DfE's new online system, as required. The new reporting format was significantly different and more challenging to use than previous versions, requiring the completion of multiple boxes that made conveying narrative impact difficult. This format was dictated by DfE policy rather than local preference. The LAC noted its statutory responsibilities to monitor the use and reporting of the Sports Premium. The Sports Premium funding for the last year totalled £17,950 and supported a significant increase in sports participation, including hosting multiple tournaments in benchball, football, and cricket, renting external venues, and ensuring nearly every pupil in Years 4, 5, and 6 could participate on a team, especially in football. The HT also addressed a recent decline in swimming outcomes, attributing this to earlier changes in provision. The school planned to reinstate swimming lessons for Years 4 and 6 to address this. Overall, he noted that nearly 70% of pupils had participated in at least one extracurricular activity during the year, and the school was committed to further broadening and deepening these opportunities.

	<u>Review the SEND Information Report and ensure it is on the school website:</u> The HT stated the SEND Information Report has been reviewed and is on the school website, noted by the LAC. The Assistant Headteacher and the HT detailed the specific needs within the school, including the number of EHCPs, high SEMH needs, and targeted interventions for SEND pupils, such as nurture sessions and additional support for children facing barriers to attendance. The school has clear strategies for identifying and meeting SEND needs, including ongoing review and adaptation of teaching and support practices. The Assistant Headteacher also described challenges and strategies for parental engagement in SEND provision, as well as the specific impacts of housing instability and mental health concerns. <u>Ensure the Pupil Premium Strategic Plan has been shared and updated on the school website by 31st December 2025:</u> The HTs stated that the school's Pupil Premium strategy and documentation are compliant and in line with statutory timelines. The commitment to targeted support and data-driven intervention for Pupil Premium and vulnerable students was reiterated as a key element of the school. The Pupil Premium Strategic Plan is on the school website, noted by the LAC. The HT noted the strategic plan for Pupil Premium funding, emphasising targeted support and holistic approaches. Funds were allocated for Early Talk Boost, Speech and Language Therapy programs, precision teaching, and both in- and out-of-school tutoring, especially for the most disadvantaged or new arrivals. The school prioritises tracking and measuring the impact of interventions, utilising assessment tools and ongoing teacher observation to refine approaches. Enrichment opportunities were subsidised to ensure access, though take-up for some activities had declined due to broader financial hardship in the community. The HT also explained the school's philosophy of avoiding a purely label-based approach to support, instead focusing on the actual needs of every vulnerable child, regardless of whether they meet formal Pupil Premium eligibility criteria.
7.	COMPLIANCE
	<u>SAFEGUARDING and H&S:</u> <u>Head and Safeguarding Link Councillor to feedback on any points for consideration to the LAC:</u> The Assistant Headteacher stated that safeguarding is a multi-layered responsibility and reported on both current casework and the structural systems in place. At the time of the meeting, no students were currently subject to Child Protection Plans. The school noted a decrease in children classified as Children in Need, now at 5, with these cases having

transitioned from more intensive intervention. Early Help referrals had been initiated and closed recently, demonstrating ongoing collaboration with local support agencies.

The Assistant Headteacher highlighted the rising complexities caused by housing instability, sharing an incident from that very morning in which several parents sought immediate support regarding housing issues. She explained that the school was working closely with these families, especially those facing mental health challenges or difficult circumstances such as single parenthood and new arrivals.

Furthermore, the Assistant Headteacher underscored the school's heightened vigilance in monitoring attendance for groups such as those with special educational needs or those from high-mobility backgrounds. She discussed the collaborative approach with teachers and school leaders, including regular safeguarding meetings, the use of National College training, and active encouragement for Councillors to complete the training for formal record-keeping.

The HT contextualised safeguarding within broader school priorities, referencing current and upcoming audits, such as a Safeguarding Audit scheduled for 02nd December 2025 and compliance with Keeping Children Safe in Education requirements. The school maintained an up-to-date record of all staff and Councillor training and induction. The HT and Assistant Headteacher both reinforced that safeguarding is not treated as a static checklist but as an ongoing practice embedded in every aspect of the school's culture.

Q - In the context of safeguarding, how do we ensure that non-traditional and mid-term arrivals are appropriately inducted and tracked?

A - Every new arrival, regardless of when they start, is included in our safeguarding reviews, and induction is fast-tracked. We liaise with their families from the outset and add them to all internal tracking systems and safeguarding databases without delay.

Safeguarding Annual Training & Update (Via Maritime Trust/School/Amy Eccles/Emma Pape Trust DSL)
The link to the Keeping Children Safe in Education 2025 document was shared with the Councillors.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Annual declaration of KCSIE training: Once completed, please fill in: <https://forms.gle/EqbYTC6Hsdpb497M9>

	A quick video on the updates to KCSIE 2025: https://drive.google.com/file/d/1OEcj3OQvp_ypxpQSzheTfXgLJehRPr_i/view?usp=drive_link
8.	POLICIES
	<u>School Policies for review and agreement by the LAC:</u> Equality Policy/Objectives statement - Updated version Review September 2025 - Approved <i>Not updated on iAM – School to please upload and issue a notification to SP</i>
9.	EFFECTIVE GOVERNANCE
	<u>REVIEW (MONITORING):</u> Appoint School Link Councillor Roles: - SEND – Lisa Tomkins - Safeguarding and Prevent – Andrew Cowley - Ring-fenced Grants – Chris Hill & Sewedo Mautin - EYFS – Louise Morgan - Relationships and sex education (RSE) and health education – Jane Peters <u>Share any Local Academy Council review visits/meetings reports/invite comment/discussion on any matters arising:</u> - Review the Local Academy Council Visits Policy and Procedures – Noted by the LAC. - Agree Governance/Monitoring Day Diary Dates based on SDP priorities for 2025/26 Action – The LAC to agree on dates with the school for monitoring 2025/26 SP explained that, in the context of Ofsted and internal governance, it was critical to formally record Councillor visits, monitoring reports, and peer review activities. She clarified that a simple emailed note or brief report describing what was covered during a visit would suffice. SP would ensure that all documents were stored centrally on Governor after receiving information from the school and Councillors, forming a robust triangulation. This is essential for Ofsted evidence and internal record-keeping.

The HT emphasised the importance of monitoring, noting that the school welcomes peer review and challenge to ensure continuous improvement, not simply box-ticking. The discussion also covered the value of having more challenging external reviewers and the role of Link Councillors in overseeing specific strands such as Pupil Premium, SEND, or Sports Premium.

The Chair offered future engagement or peer review opportunities and reinforced the impact of effective monitoring and challenge at the local level in raising standards and evidencing impact.

Q - In the new Ofsted framework, what should Councillors do differently compared to before?

A - We need to understand the new five-level judgment system and ensure our evidence, challenge, and self-reflection cover all 25 inspection areas, not just past criteria. We will benefit from Maritime CEO Nick Osborne's direct input on these changes in the Spring session.

Q - If a Councillor wants to be more involved in peer review or take on a specific link role, what is the process?

A - HT - Let me know your interest directly. Each Link Councillor or reviewer receives guidance, and there is flexibility to change or rotate roles to ensure both coverage and professional growth among Councillors. We want monitoring to be meaningful, not just assigned.

Q - What is the expected outcome of better LAC monitoring?

A - It is about having stronger, demonstrable, and more transparent evidence for both Ofsted and the LAC. Showcasing strategic challenge, self-reflection, and genuine partnership between Councillors and school leaders. It also directly supports continuous improvement and accountability.

The Chair updated the LAC on the recent CEO/Chairs & Vice Chairs meeting, which addressed Ofsted and informed of imminent inspections potentially within the current academic year. He explained that the CEO, a trained Ofsted inspector, had shared new developments on the Ofsted framework. The previous four categories of judgment had been replaced with five levels of comment across 25 areas, ranging from Urgent Improvement up to Exceptional.

The HT emphasised the school's commitment to ongoing, day-to-day readiness, stating that preparation for Ofsted was not about chasing our tail. Rather, the school focused on embedding good practice and self-evaluation, ensuring that strengths and areas for development were properly evidenced and available for inspection at any time.

Community Engagement:

Consider the Community Engagement Plan and any updates:

The HT explained that Community Engagement is a key part of the school's values and daily routines, shaping both everyday activities and long-term plans. The school has a strong focus on working closely with families, local groups, and the wider community. He shared examples of programs that help connect home and school, especially for families facing challenges such as language differences, frequent moves, or financial difficulties. Family engagement starts early, with support such as nurture programs, the Late Club, and targeted communication to help families whose children have trouble with attendance or punctuality. Parent interviews, direct meetings, and regular open communication help build trust, especially with SEND and high-need families. Cultural and enrichment activities, such as subsidised trips and after-school clubs, are important for building community connections.

The Assistant Headteacher noted the school's active support for families facing problems with housing, health, or wellbeing. She explained that the school quickly offers help when a crisis happens and works to build strong relationships with parents, encouraging open conversations and early support. A key part of the school's approach is giving students a voice. For example, a Year 6 pupil shared their story and attendance advice in letters sent to parents, which helped the child feel empowered and encouraged other families to get involved, creating a positive cycle of support.

Sports and extracurricular activities are also important for building community. The school hosts tournaments and sometimes rents outside venues to allow more children and families to take part and celebrate achievements together. These activities help the school connect with other local schools and community spaces. The school's efforts were recognised with a Super Kind School Award, an immensely proud moment for the school.

In summary, community engagement at the school includes direct support for families, giving students a voice, extracurricular activities, recognition programs, and building wider networks through events with other schools.

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	Governance Conference 2025/26: Questionnaire feedback form is on the Governor Hub, and below - What would Councillors like to be included in the event? Please click here: https://docs.google.com/forms/d/e/1FAIpQLSe_oddkhxDn543LBV1_bPhAik84E5o11eu0EoLXZeHQHAqOFg/viewform?usp=dialog
10.	ANY OTHER BUSINESS
	None
11.	Meeting Calendar as noted below:

Meeting Type	Meeting	Day	Date	Start	Finish
Nightingale LAC Meeting	In school SP Virtual via Zoom	Wednesday	19/11/2025	10:15	12:15
Nightingale LAC Meeting	In school SP Virtual via Zoom	Thursday	05/03/2026	10:30	12:15
Nightingale LAC Meeting	In school SP Virtual via Zoom	Wednesday	10/06/2026	10:30	12:15

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Nightingale LAC Meeting Term 6 Schedule a meeting to discuss SDP plans, and consider a date after the SAT results for a more comprehensive discussion?	(In-School SDP 2026/27) LAC & HT to agree date - Other Schools can collaborate and meet together in Hub				
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The meeting closed at 12 pm

Signed for Accuracy: (Chair/Vice-Chair)

Dated: