

**Summary of discussions of the Local Academy Committee meeting
held on Monday 16th March at 5:30pm at Retford Oaks Academy**

Membership	Initials	Governor category	Absence
Mr A Knight Chair	AK	Appointed	
Mr D Cartwright	DC	Appointed	
Mrs P Bryn-Jones Vice	PBJ	Appointed	
Mr A Silcock	AS	Appointed	A
Mr J Purle	JP	Appointed	A
Dr Ann Harris	AH	Elected Parent	
Mrs Sarah Miles	SM	Elected Parent	
Mrs L Clough-Watson	LCW	Staff Governor	A
Miss Sophie Babu start date postponed	SB	Appointed	
Mrs J Wilson	JW	Appointed	

In Attendance	Initials	Position	Absence
Mrs H Widdup	HW	Executive Principal	A
Mr L Dickinson	LD	Principal	
Mr M James	MJ	Head of Post 16	
Mrs N Benson	NB	Governance Professional	
Mrs R Chambers	RC	Governance Professional	
Quorum required	5		6

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	Status
AC/02/2526	2526 - 1	Complete mandatory training modules on National College	ALL GOVS	30/09/2025	chased AS, AK, JP 26.11.25 chased AS, JP 02.02.26 AS and AK have completed mandatory refresher training, JP is still outstanding	I
AC/15/2526	2526 - 2	Review the trust policy and SEND information report and ensure they are accurate	LD	24/11/2025	LD has got confirmation from PK that the trust policy is correct and the document is now being amended by KA	C

AC/16/2526	2526 - 2	Share a detailed breakdown of how PP budget is spent with governors.	LD	08/12/2025	To be built into Spring - 2 agenda. It was agreed that this would carry forward into the summer training meeting given changes in staffing at ROA	C
AC/27/2526	2526 - 3	DC to prepare a statement if standing for another TOO and send it to NB to be shared with papers for Summer 1 meeting	DC	05/05/2026	NB confirmed requirements with DC	CF
AC/27/2526	2526 - 3	LD to investigate the buzzer in the student support rooms to see if it can be muffled.	LD	04/03/2026	LD confirmed that there isn't a muffling device as such however he has been told that they can put a sock (or something similar) over it	C
AC/29/2526	2526 - 3	LD to send the latest staff survey results out for review and comment.	LD	11/03/2026	Shared and discussed in this meeting AC/40/2526.	C
AC/29/2526	2526 - 3	LD to share the equivalent RE time allocation for all students.	LD	11/03/2026	LD shared the following: During Year 10 and Y11 students receive 80 hours of RE: 44 hours in year 10 and 36 hours in year 11 At post 16 it is over 44 hours	C
AC/29/2526	2526 - 3	HW to consider adding SEND to the risk register and clarify the approach to be taken.	HW	11/03/2026	HW sought clarity and responded that. A risk is something that has not already happened, an issue is something that is happening and is being addressed. The change of lead for SEND is happening and is being addressed, therefore it is an issue not a risk.	C

AC/29/2526	2526 - 3	Share the school calendar with the LAC	LD	11/03/2026	Shared with the documents for this meeting and stored in the governance portal under Academy Information.	C
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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	Action Required	Responsible Person	Timeline
AC/36/2526	<p>Apologies for absence No apologies for absence were received NB will contact AS and JP regarding nonattendance.</p> <p>JP has now missed 3 consecutive meetings and has failed to complete statutory training. AK with support from NB will write to JP regarding his future on the LAC.</p> <p>Introductions were made around the table for RC who will be taking over as governance professional from April.</p>	Prepare and issue a letter to JP regarding expectations of a governor.	NB / AK	23/03/26
AC/37/2526	<p>Declarations of Interest 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/38/2526	<p>Vision Mission Values The chair reminded all attendees to have the VMV in mind.</p>			
AC/39/2526	<p>Approve actions log dated 22nd February The Actions log from 22nd February was reviewed and approved and all outstanding and new actions were updated.</p>			

	<p>There was discussion around the response from HW in relation to AC/29/2526 – [HW to consider adding SEND to the risk register and clarify the approach to be taken.]</p> <p>AK, DC and PBJ shared concern that there is a risk of reputational damage to the academy by not having a stability around SEND / SENDCO. Post 16 remains on the risk register despite a plan being in place, however SEND is not considered a risk because a plan is in place.</p> <p>LD explained that with Post 16, the risk remains that there is no way of knowing the number of students until the beginning of September, however with regards SEND, KA is already actively dealing with it and a plan is in place.</p> <p>AK accepted that the educational professionals have advised that this is not a risk and requested a presentation from the academy / trust about the risk register.</p> <p>LD: SEND is on the AIP and KA is working on this.</p> <p>Q: Is KA fully supported to ensure it doesn't get too much for her? A: LD - we are building an inclusion team to include RS, JN, BW, AC to ensure a team approach. CG is still involved with the EHCPs.</p> <p>Q: Is KA still teaching as well? A: LD – KA has asked to keep teaching Y11, and CG is still picking up the EHCPs KA's teaching will reduce when Y11 leave. More capacity has been brought into the English department to free up some time.</p> <p>All minutes were approved from the last meeting.</p>			
AC/40/2526	<p>Training Post 16 Update - Matt James (MJ)</p>			

	<p>MJ introduced himself and shared his presentation with the committee. He has been focussing on internal recruitment.</p> <ul style="list-style-type: none"> • Y11 students given a week taster of post 16 • Y11 options have been around (27 first choices, 18 second choices, not an option 71) • SLT are meeting individually with Y11 to get a feel for what they want to do and ensure they are on the right pathway for them • Next round will be the ‘sales pitch’ to students • Current 6th form coming in to speak with Y11 to resolve common misconceptions <p><i>Q: Are we losing a lot to Elizabethan?</i> A: MJ - mostly it’s New College. LD much of the time it’s the courses on offer elsewhere that results in loss of students, for example ROA have lost a number Geography A level students due to lack of security in the teaching of the subject. Once secure at GCSE then the Geography A level will be offered again.</p> <p><i>Q: Are parents targeted directly in the promotion of post 16?</i> A: Parental phone-calls will be part of the follow up to students.</p> <p>MJ: Externally there have been 16 applications. MJ will be going into local academies that don’t have their own 6th forms to talk to students and attend parents’ evenings to sell the 6th form at ROA.</p> <p><i>Q: Could you offer the taster days to externals?</i> A: we are looking at doing this as an evening event</p> <p><i>Q: What about after they have finished their exams?</i> A: This may be difficult after exams given many students will ‘switch off’ but it can be considered.</p>			
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	<p>MJ: Marketing will be delivered using social media to sell the academy further via Instagram etc. The value of completing an EPQ is also being shared with students. MJ is attending Y11 assemblies every Monday.</p> <p><i>Q: Do all students do the EPQ?</i> A: Around 50% are completing the EPQ this time.</p> <p>MJ: A Newsletter will be going out to parents regarding the Post 16 offer. With highlights from the STEM fair from last week to be shared. Retford Times have done a feature on the Baker boys to get more exposure into the local community to show the range on offer.</p> <p><i>Q: Parents have expressed that they wish they could come into school to understand what is being shared with students at the careers and post 16 events. Do you do an open day for parents as well as students?</i> A: Yes, there's an open day and a bespoke 6th form event.</p> <p><i>Q: Parents may be interested to know what they can offer their children as advice for their future, is there support from school?</i> A: A careers newsletter to parents is being put together.</p> <p>MJ: Fairfield's have been in to talk to students about degree apprenticeships that are available to students.</p> <p>LD: JW has taken this on now and attended Unifrog training last week to identify what is out there for students, getting the right information together to share with students and families.</p> <p>MJ: Retention is another area being worked on, ensuring that students stay until the end of year 13. Looking at careers information, year 12 work experience, year 13 exam preparation etc.</p>			
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	<p><i>Q: Could you consider a team building trip for students at the start of post 16 to encourage the sense of belonging?</i> A: This is something that is offered later into the Post 16 journey, LD agreed this was a good suggestion that could be developed further.</p> <p><i>Q: Can any patterns be identified in terms of the students that decide not to stay on?</i> A: LD - There is no pattern as such, anecdotally academic highflyers tend to go elsewhere, MJ – there are courses that are offered elsewhere that ROA offer but aren't as well advertised and other establishments include extra-curricular options such as a football team for example</p> <p><i>Q: Is transport a barrier?</i> A: some children will be closer to New College and to North Notts College for example. The New College bus is very reasonable in price.</p> <p><i>Q: Do we lose any to TA?</i> A: No not really, we have done in the past but not so much now.</p> <p>MJ: The excitement of going to a new place is difficult to counter but we are tackling this with the 'we know you and we know how to support you' approach as opposed to being an unknown face in a new place.</p> <p><i>Q: Is the proportion of PP / FSM that stay on relative?</i> A: As the numbers are so low it is difficult to measure and track.</p> <p><i>Q: Is there anything with AI that can be applied?</i> A: We have to be careful but MJ is working with AW on this</p> <p><i>Q: How come New College get so heavily subsidised on transport and how does this relate to ROA?</i> A: We receive an amount per child into the 6th form, the New College have a more cost-effective offer due to having full class sizes and being solely a 6th form</p>			
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	<p>college. Compare this to much smaller classes where the teacher still needs to be paid etc.</p> <p>MJ was thanked for his presentation and left the meeting at 18:21</p> <p><u>Progress against targeted outcomes</u></p> <p>LD: The second round of mock exams have been completed but the data is not currently available to share as not all marking is complete.</p> <p>LD shared that all data indicates an upward trajectory across all subjects with vast improvements seen in Maths and English, Science and the Other category with the overall average grade having moved from 3.5 to 3.8</p> <p>This improvement is as a result of better teaching and learning and removing courses that were not as well suited to our students.</p> <p>It is also important to note that the current year 11 contains a high number of school refusers and many at alternative provision or alternative curriculum, most of whom will not complete a full suite of GCSEs. Work is ongoing with these students to encourage them through English, maths and science where possible.</p> <p><i>Q: Has all the content been taught now this year?</i> A: No, some are almost there but others are not. QA from trial exams has allowed shaping of what to work on in lessons moving towards the exams with deliberate purpose.</p> <p><i>Q: When do you start to offer after school revision?</i> A: This is already on offer</p> <p><i>Q: Is attendance good?</i> A: It is good but some students do struggle to access after school to ensure they catch their buses home.</p>			
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	<p>LD: there are strategies to encourage students such as money off the prom and trips to Alton towers for example, bespoke timetables are offered to some students and others have the opportunity to sit exams at home.</p> <p><i>Q: Could the trust be asked for funding as part of the support needed?</i> A: Yes, but it is important to be careful with this approach.</p> <p>LD: QEA have a very strong SENDCO who is collaborating with KA to support her and the students.</p> <p><i>Q: Should there be a SEND collaboration group across the trust like the safeguarding group where the strategic lead has regular meetings with the SENDCOs?</i> A: HW and LS are leading on a SEND group within the trust.</p> <p>LD: The whole of this half term has been focussed on inclusion. Learning walks, this week have had a focus on young carers, and we are looking at inclusion from every angle to track vulnerable children in terms of enrichment and extra-curricular</p> <p><i>Q: Are the English and maths threshold figures just English language?</i> A: the measure takes the best score of the 2 English subjects</p> <p><i>Q: Is this the right approach given that English language is the measure that matters in terms of college, university and careers?</i> A: English language outperforms English literature in general.</p> <p><i>Q: How does the split between English language and literature work?</i> A: 3 periods language, 2 periods literature</p>			
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	<p>Staff survey</p> <p>This year, all staff were asked to complete the staff survey to provide a more accurate and representative picture. There were some negative responses, and leadership is working to support those individuals. Compared with last year, there has been a stronger focus on gathering a full set of views and acting on them.</p> <ul style="list-style-type: none"> - Staff aspirations have been identified. - CPD opportunities are being shared more widely. - Unprofessional behaviour has been challenged where necessary. <p>Q: <i>Can you give me an example of unprofessional behaviour?</i></p> <p>A:</p> <ul style="list-style-type: none"> - Use of poor or inappropriate language - Speaking to students disrespectfully - Failing to promote aspiration among students - Talking negatively about colleagues. <p>Poor performance has been addressed, and staff have been offered support and CPD as part of this process. Expectations are now clearer.</p> <p>All duties are currently carried out by staff with leadership contracts.</p> <p>Q: <i>Should senior leaders be more present?</i></p> <p>A: There are only five senior leaders, whom and are visible during key times.</p> <p>Staff are expected to:</p> <ul style="list-style-type: none"> - Stand on their doors, - Meet and greet students, - Monitor their corridors during transitions. <p>The behaviour response system recognises that not all children can be responded to in the same way. The behaviour pathway must be taken into account, and some staff may not yet fully understand this.</p>			
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	<p>Q: What about following through with behaviour consequences?</p> <p>A:</p> <ul style="list-style-type: none"> - If a child is removed from class, a restorative meeting should take place. - Heads of Year track disruptions, but it is the responsibility of teachers to log incidents. - A disruptive behaviour pathway is now in place. - Teachers are encouraged to seek support from their middle leaders. <p>Messages relating to expectations, behaviour, and consistency are delivered by LD to all middle leaders to ensure alignment across the school.</p> <ul style="list-style-type: none"> - More time is being invested in supporting individual departments. - Weekly consistency messages are shared via the Monday staff bulletin. - The marking/homework policy has been simplified, with an increased focus on live marking. - A role flowchart has been introduced to clarify responsibilities. - Staff are supported to attend their own children's events when possible. <p>Despite some challenges, the majority of staff report feeling happy.</p>			
<p>AC/41/2526</p>	<p>Link visits</p> <p>There have been no link visits since the last meeting.</p> <p>LD invited PBJ to come in and see AC about attendance.</p> <p>A confidential discussion was held about the very sad unexpected passing of a student from the academy. All relevant safeguarding checks have been investigated and the school has done everything that should have been done.</p> <p>The school community are being well supported during this period.</p>			

AC/42/2526	<p>Governance Action Plan</p> <p>The action plan was discussed in terms of moving it forwards and it was agreed that it would be included as an agenda item at the start of the next meeting.</p> <p><i>Q: How can governors access details about school events if they are not a parent and on weduc?</i></p> <p>A: LD agreed to look into how best to communicate academy and parent events to governors. [ACTION - LD]</p>	LD to put Jacqui in touch with the right person to keep up to speed with what events are going on at the academy and when governors would be welcome to attend.	LD	27/03/26
AC/43/2526	<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 and names removed. - There had been no Equality Act implications. 			
AC/44/2526	<p>Next meeting</p> <p>Monday 18th May at 5:30 pm at Retford Oaks Academy</p> <p>Meeting closed at 7:20pm</p>			

Signed by Chair	Date
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