

**Summary of discussions of the Local Academy Committee meeting
Tuxford Primary Academy
ACM (4)
held on Monday, 9 March 2026
1:00 pm – 2:30 pm**

Membership	Initials	Governor Category	Absence	In Attendance	Initials	Position	Absence
Mrs S Jackson	SJ	Chair of Governors		Mr G Letton	GL	Executive Principal	A
Mr T White	TW	Vice Chair of Governors		Mrs T Blacknell	TL	Principal	
Mrs E Rew	ER	Appointed Governor		Mrs S Baines	SB	Governance Professional	
2 x Parent Vacancies				Ms N Ashton	NA	Early Years	
1x AG vacancy				Ms C Johnstone	CJ	Oracy	
				Mr L Farndale-James	LFJ	Catering Manager DA	

Quorate	2	Present	3
----------------	---	----------------	---

Outstanding Action Log

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

Agenda item	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Status
-------------	-------------	-----------------	--------------------	----------	--------	--------

Q = Question from Governors
A = Answer from senior leaders

Agenda Item	Key points / Summary	Action Required	Responsible person	Timeline
	Welcome			

	<p>The Chair welcomed all to the meeting. Confirming the meeting would take a training format with presentations on:</p> <ul style="list-style-type: none"> ▪ Early Years ▪ Oracy ▪ School food standards and the wider DfE guidance 			
AC/47/2526	<p>Apologies for absence Apologies received and accepted from Mr G Letton due to work commitment.</p>			
AC/48/2526	<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/49/2526	<p>Oracy Presentation Current Oracy priorities and developments Delivered by Carla Johnstone Oracy related to the AIP Objective 2</p> <p>Q: What is the school doing to develop oracy, and how is it embedded across the curriculum? A: The school is implementing a Voice 21–aligned approach that ensures oracy is intentionally taught across the curriculum. Strategies include structured speaking and listening activities, use of stem sentences, partner talk routines, and expectations such as facing a partner when speaking. In Reception, picture prompts are used to stimulate paired discussion before sharing with the whole group. Provision is delivered deliberately with attention to groupings, pupil dynamics, and reducing dominant voices.</p>			

	<p>Q: Do pupils receive dedicated oracy sessions?</p> <p>A: At present, oracy is taught through specific planned activities within lessons rather than standalone sessions. Staff identify moments where explicit instruction in talk is needed and deliver it deliberately. The school recognises this is an evolving area and is continuing to strengthen consistency.</p> <p>Q: How is oracy provision being used to narrow attainment gaps?</p> <p>A: Oracy provides structured opportunities for all pupils to take part in talk—especially those with SEND, who benefit from activities free from the demands of reading and writing. This explicit teaching of spoken language supports inclusion, builds confidence, and allows every child to have a voice. Rich discussions help develop reasoning, vocabulary, and understanding, contributing to closing gaps in attainment.</p> <p>Q: Are we seeing improvements in other key areas as a result of oracy teaching (e.g., reading, wellbeing)?</p> <p>A: Early evidence shows positive impact in several areas, particularly in confidence, emotional regulation, and reduced anxiety around participation. Key Stage 2 pupils are demonstrating stronger oracy skills, though consistency across the school is still developing. Behavioural disruption at a whole-class level has reduced, suggesting improved engagement. Staff enthusiasm and collaborative practice are also contributing to improvements.</p> <p>Q: How are less confident staff being supported to deliver oracy effectively?</p> <p>A: Staff receive differentiated CPD aligned to a teacher benchmark framework with various development pathways. They have access to the</p>			
--	---	--	--	--

	<p>school's Oracy Champion for modelling, coaching, and guidance. An open-door culture enables peer learning, and ongoing training continues through sessions led by Carla and Tracey. The school notes that development in this area cannot be rushed and is building capacity steadily.</p> <p>Q: Is there a minimum expected standard for oracy teaching across the school?</p> <p>A: Yes. The school uses a teacher benchmark to define expectations and developmental pathways. These standards ensure consistent practice while allowing staff to progress at an appropriate pace.</p> <p>Q: What is the long-term aim of our oracy work?</p> <p>A: The school aims to equip pupils with the confidence, communication skills, and reasoning abilities needed for future learning and life. By embedding high-quality talk across the curriculum, the school seeks to create a culture where pupils learn from each other, and teachers continue to refine practice through shared expertise. It must be noted the skill cannot be rushed.</p>			
<p>AC/50/2526</p>	<p>Early years presentation Priorities and developments in Early Years Natalie Ashton-Marsh</p> <p>Q: How well does the school meet Early Years statutory requirements?</p> <p>A: The school meets statutory requirements well across learning and development, safeguarding, welfare and assessment. Provision is compliant, well-embedded and regularly monitored, with clear evidence of impact on children's outcomes.</p>			

	<p>Q: How does the Early Years curriculum drive development? A: The curriculum is intentional and well sequenced, with a strong focus on communication and language, attendance and early writing. High-quality adult interaction and purposeful continuous provision drive children’s development.</p> <p>Q. How do we measure progress in Early Years? A: Progress is measured through daily observation, assessment against the Early Learning Goals, monitoring of adult-child interactions and analysis of end-of-year data to evaluate impact over time.</p> <p>Q: How are disadvantaged and SEND children supported in Early Years? A: Disadvantaged and SEND children receive targeted support through increased adult interaction, language interventions such as ShREC, fine and gross motor interventions, and close monitoring of attendance and progress.</p> <p>Q: How do we self-evaluate Early Years provision? A: The academy uses ongoing observation, assessment data and reflective practice to evaluate provision. This informs the action plan and ensures strengths are built on and gaps are addressed.</p> <p>Q: What are the key strengths of Early Years provision? A: Strengths include a strong focus on oracy, well-planned CPD, purposeful continuous provision, improving parental engagement and a clear action plan aligned with school priorities.</p> <p>Q: What are the main areas for development?</p>			
--	--	--	--	--

	<p>A: Key areas include embedding ShREC consistently, improving attendance for all children, and continuing to raise writing outcomes, particularly for boys and vulnerable groups.</p> <p>Q: What are the current concerns in Early Years?</p> <p>A: Attendance remains a concern for some children, alongside ensuring consistent implementation of initiatives and supporting children with delayed language and communication needs.</p> <p>Q. How are we addressing attendance in Early Years?</p> <p>A: We have planned attendance-focused events, celebrate attendance weekly, engage in regular conversations with parents and track patterns to identify and support children at risk of persistent absence.</p> <p>Q: What impact do we expect to see?</p> <p>A: We expect improved communication and language outcomes, better attendance, stronger writing attainment by the end of Reception, and improved outcomes for vulnerable groups.</p>			
<p>AC/51/2526</p>	<p>School Food Standards and wider DfE guidance</p> <p>Lee Farndale-James</p> <ul style="list-style-type: none"> the key points governors need to know from the School Food Standards and wider DfE guidance how we meet these expectations at TPA <p>recent developments, improvements and upcoming priorities from a catering perspective</p> <p>Food Standards</p> <p>Q: How are we ensuring we meet the mandatory food-based standards?</p>			

	<p>A: When compiling menus, I consult the school food standards guidance and ensure that all criteria are met. This includes, when costing out, portion sizes, amount of different fruits and vegetables per week, desserts/puddings having fruit within them and we use a salad bar and yoghurt to supplement the meals (due to what can be perceived as small portions) We predominantly use a fresh food ethos- with the majority of our food home made within our academies- This is an area where I am actively looking to expand on. We also use an external catering support system, Duke fields Food Services, who we have regular audits conducted by and this has helped me to highlight any shortcomings we have within our catering operations while also ensuring we are compliant with our Catering Practices- The last audit, completed in June of 2025 was 96%.</p> <p>Q: Do we monitor what children are eating across the entire school day?</p> <p>A: This can prove difficult- we have taken the wrap-around care within my remit (of sorts) and put out guidance around this and have limited what catering we offer to move in line with the school food standards- This is a work in progress,</p> <p>Q: How do we manage with keeping food options suitable and compliant, against (I imagine!) shrinking budgets? -</p> <p>A: Budgets within School Catering is very limited. We have a £2.61 allocation from the government. We try to ensure that we achieve a 50% profit margin on the food we supply to try and cover all the costs of the food, equipment and staff wages including oncost to the trust. This is a mammoth task, but we are about at breakeven. But with annual increases in national minimum wage and food inflation. In 2026 so far food inflation sits at 3.6% slightly down from 4.5% in 2025. But with issues in the world, I can see this increasing again due to transport costs</p>			
--	--	--	--	--

	<p>and cost of fuel etc. All we can do is try to provide the best food we can for our students at a price which is fair to both paying parents and FSM allocation</p> <p>Q: What is the wider school approach to healthy eating/lifestyles</p> <p>This is something we need to look at as a trust. But what I can say, after 3 years in this role and years previously in education sector, it is challenging to promote health eating as a whole. I believe, but is only my opinion, that the covid pandemic has not helped our younger students as many times during the various lockdowns, easy food and snacks have become common place, and many students will not eat food that isn't processed or easily recognisable</p>			
AC/52/2526	<p>Safeguarding Culture & Compliance</p> <p>The principal gave an update:</p> <ul style="list-style-type: none"> ▪ Some racist comments within one year group had been noted which were not appropriate. This was being addressed with the pupils via via the curriculum, circle time, conversations etc. ▪ It was highlighted that there had been some concerns about shoplifting within the community.” This was being addressed via PSHE lessons and conversations within the school. 			
AC/53/2526	<p>Notes of the meeting 12 January 2026 and Action log</p> <p>The action log was approved by governors as a true record of the meeting. Notes were proposed as a true record by Mr White and second by Mrs Rew. The Chair signed the action log.</p>			
AC/54/2526	<p>Matters arising</p> <p>AC/37/2526 LA safeguarding audit</p> <p>Action: Trust Safeguarding Lead to consult IT to identify an alternative solution if Senso is not suitable</p> <p>Item now complete</p>			

	Action: GP to upload governor training on central log - SCR Item now complete			
AC/55/2526	Link governor visits Young voices – 11.02.26 – SJ Planned visits ▪ Oracy Liz Rew			
AC/56/2526	Update governance action plan Ongoing			
AC/57/2526	How has the LAC held senior leaders to account Questions on presentations: ▪ Oracy ▪ Early Years ▪ Food standards			
AC/58/2526	Complete Report to Trustees ▪ The committee were delighted to see the email received from the Secretary of State for Education recognising TPA's outcomes for disadvantaged pupils in Y6 last year, placing the academy "among the very best nationally". The committee offered congratulations to all staff who have worked towards these results with the 2025 Y6 cohort during their time at the academy. ▪ Excellent presentations on - Oracy - Early Years - School Meals Standards			
AC/59/2526	How have VMV of Trust/Equality been upheld It was agreed that the VMV of the Trust & Equality has been upheld.			
AC/60/2526	Determine Confidentiality Governors considered whether anything discussed during the meeting should be deemed as confidential. It was resolved:			

	<ul style="list-style-type: none"> - Any confidential items discussed have been recorded separately. There had been no Equality Act implications 			
AC/61/2526	<p>Any other business</p> <p>The principal stated the Trust standards committee are scheduled to visit TPA on 19th March 2026 10 – 12 noon. All governors are welcome to attend</p>			
AC/62/2526	<p>Date of the next meeting</p> <p>27 April 2026 1 pm</p> <p>Meeting finished at 15:15</p>			
<p>Signed by Chair <i>S Jackson</i></p> <p>Approved as a true record for circulation</p>		<p>Date 27 April 2026</p>		