Summary of discussions of the Local Academy Committee meeting
Tuxford Primary Academy
ACM (1)
held on Monday, 28 September 2026
1:00 pm – 3:00 pm

Membership	Initials	Governor Category	Absence
Mrs S Jackson	SJ	Chair of Governors	
Mr T White	TW	Vice Chair of Governors	
Mrs E Rew	ER	Appointed Governor	
2 x Parent Vacancies			
1x AG vacancy			

In Attendance	Initials	Position	Absence
Mrs T Blacknell	TL	Principal	
Mrs S Baines	SB	Governance Professional	

Quorate	2	Present	3	

Outstanding Action log						
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

AC/01/26/27	**Welcome** The Chair welcomed all to the meeting, it was noted governors had visited the year 1 toilet and classroom refurbishment at the commencement of the meeting.			
AC/02/26/27	**Apologies for absence** There were no apologies received			
AC/03/26/27	**Declarations of Interest** Governors were urged to complete the declarations of interest and code of conduct for 2026/27 as a matter of urgency. There were no direct or indirect declarations of interest for this meeting.			
AC/04/26/27	**Agenda item AC/09/26/27** Training - KCSIE safeguarding webinar and local response The agenda item was taken out of order **Q: How many staff have completed Team Teach training, and is this considered sufficient?** **A:** Currently, only three staff members have completed Level 2 Team Teach training. The Trust's preferred position is that all staff receive at least Level 1 de-escalation training to strengthen preventative approaches and reduce the need for physical intervention. **Q: How are incidents involving restraint or positive handling monitored?** **A:** Incidents are recorded on MyConcern and reported to the Trust. This ensures oversight, monitoring, and appropriate review of any use of force or restraint. **Q: What support is available for staff involved in restraint incidents?** **A:** Governors discussed the emotional impact restraint incidents can have on staff.			

	Support may include discussions with leaders and access to professional support, such as educational psychology services, where appropriate. **Q: Does the Local Authority provide support in more significant cases?** **A:** This was raised as a discussion point. The academy works with external agencies where necessary and can access specialist advice and support depending on the circumstances of the case. **Q: What role does the Educational Psychologist play in supporting staff?** **A:** The Educational Psychologist can visit the school and speak with staff following challenging incidents, helping staff reflect on situations and supporting their wellbeing. **Q: Does the academy receive intelligence from external agencies about local risks?** **A:** The academy receives information through various channels, including counter-terrorism briefings and safeguarding networks. Information tends to provide a broader picture from areas such as Nottingham and Mansfield rather than highly localised intelligence for Retford and Tuxford. **Q: What happens when information is received from the police or other agencies?** **A:** Any information received is recorded on MyConcern. The Designated Safeguarding Lead (DSL) then undertakes appropriate welfare checks and monitors the student concerned to ensure any safeguarding risks are managed effectively. **Q: How does the academy ensure that any use of force is reasonable and proportionate?** **A:** Staff consider the full context of the situation before intervening. The use of force is only considered when necessary to maintain the safety of the child, other pupils, or			

	staff. Decisions are based on a thorough understanding of the circumstances and assessed risk. **Q: What training has been undertaken to support mental health needs?** **A:** A member of staff has completed mental health first aid training for adults, and mental health training for supporting children has also been undertaken by a member of staff.			

AC/05/26/27	**Governance report**
	• Declarations of Interest 26-27
	• Code of Conduct 26-27
	• Confirmation of training for governors to complete
	  • GDPR (National College)
	  • Cyber Security (National College)
	  • Allergies (National College)
	  • Safeguarding webinar (see agenda item 7)
	  • KCSIE – all read part 2 and safeguarding link governor read part 5.
	  • Recruitment			

AC/06/26/27	**Notes of the meeting 13 July 2026 and Action log** 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.			
AC/07/26/27	**Matters arising** **Actions outstanding** **AC/85/2526** • Phonics detailed analysis SEND and Non-SEND • detailed breakdown multiplication table results • Circulate headlines for SATs results	Principal delivered headlines during the meeting.		

	AC/91/2526 Recruitment • A lengthy discussion took place regarding recruitment and different routes will be explored in 2026/27. • It was decided recruitment would be a priority on the governor action plan for 2026/27.		All	26/27
AC/08/26/27	• **SEND Report** **SEND Provision and Data** **Q: Does the report reflect SEND data across the whole school?** **A:** The data presented relates to the percentage of pupils identified as having SEND across the academy. **Q: What is meant by "Triple SSS" within the report?** **A:** This refers to the EHCP Panel operated by the local authority, which considers requests and provision relating to Education, Health and Care Plans. **Q: How effective are external agencies in supporting SEND pupils?** **A:** Governors noted positively the introduction of external speech and language therapy support across the family of schools, which is expected to enhance provision for pupils requiring specialist intervention. **Inclusion and Attendance** **Q: What support structures are currently in place to improve inclusion and attendance?** **A:** The academy continues to utilise the AIR and Hive provision, alongside coordinated work from the Inclusion Team, Attendance Lead, SENDCo and Pupil Premium Lead.			

	Q: How are vulnerable pupils being supported through these arrangements? **A:** Support is provided through a multi-disciplinary approach involving attendance, SEND, safeguarding and pupil premium leads to ensure barriers to learning are identified and addressed promptly. **Staffing Updates** **Q: What impact has the recent staffing turnover had on academy operations?** **A:** Several staffing changes have taken place, including the departure of the Family Support Adviser and other key staff. The academy has secured interim support from colleagues across the trust to maintain service provision. **Q: Are the days worked by the Family Support Advisers fixed?** **A:** Currently there is flexibility in the arrangements, although the academy intends to establish fixed working patterns moving forward. **Q: What effect have staffing changes had on capacity within the academy?** **A:** Leaders reported that capacity remains a challenge. Additional training and support arrangements are being implemented to mitigate the impact of staff departures. **Q: What measures are being taken to strengthen safeguarding capacity?** **A:** Staff members have received DSL training and further development is underway to ensure safeguarding responsibilities continue to be effectively discharged. **Q: What recruitment activity is currently underway?** **A:** Recruitment is ongoing for a Year 4 teaching post following a resignation. Trust-wide			

	support is also being provided to oversee recruitment processes for administrative roles. **Q: Are there any staffing successes to note?** **A:** An Early Years teacher has been successfully appointed to support Reception provision. **Safeguarding and Vulnerable Pupils** **Q: Who holds strategic responsibility for vulnerable children across the academy?** **A:** Chris Berry is the Strategic Lead for Vulnerable Children **Q: Which groups of pupils are included within this remit?** **A:** The role includes oversight of safeguarding, pupil premium pupils, children in need and looked-after children (LAC).			
AC/09/26/27	**SATs** **SATs and KS2 Outcomes** **Q: Why were KS2 results lower than in 2025?** **A:** Leaders explained that this was a different cohort with a higher proportion of FSM pupils. **Q: How does the academy's FSM percentage compare nationally?** **A:** The academy's FSM rate was 49%, compared to a national average of around 28-29%.			

	Q: Is attainment data available for FSM and non-FSM pupils separately? **A:** Yes, this breakdown was included in the data shared with governors **Q: What does FSM6 mean?** **A:** Pupils who have been eligible for FSM at any point in the last six years. **Q: Were pupils streamed in previous years?** **A:** Leaders explained that variations in provision were often due to factors such as medical needs or part-time timetables. **Q: How are targets now being set?** **A:** The academy now sets both an aspirational and an achievable target. **Early Years** **Q: Can the improvement in GLD outcomes be maintained?** **A:** Leaders are confident it can be sustained through qualified staff and strong provision. **Q: What has contributed to improved EYFS outcomes?** **A:** Reception classes are teacher-led and supported by appropriately qualified staff. **Q: Which areas have improved most?** **A:** Leaders highlighted improvements linked to curriculum development and understanding of the world. **Q: How will leaders narrow attainment gaps for FSM pupils?** **A:** Leaders will continue to monitor progress and provide targeted support.			

	Q: How will governors monitor progress towards targets? **A:** Regular progress updates and data reports will be provided. **Q: What evidence will show that EYFS improvements are sustainable?** **A:** Governors will review future outcomes, progress data, and quality assurance evidence. The chair thanked the principal for the documentation which was very useful.			
AC/10/26/27	**Agree link visits for Autumn term** The chair asked governor colleagues to arrange link governor visits as listed below : reports to be available in Autumn 26 and spring 27. ▪ Safeguarding - ER ▪ SEND - EW ▪ Careers Health & Safety – Allergies			
AC/11/26/27	**Anything the LAC wish to share with the Trustees** ▪ Governors were very impressed with the refurbishment of the year one toilets, classroom and the library. ▪ Governors were disappointed the school no longer uses Voice 2, due to the cost.			
AC/12/26/27	**Determination of confidentiality** Governors considered whether anything discussed during the meeting should be deemed as confidential. It was resolved:			

	There were no confidential discussions			
AC/13/26/27	**Equalities Act Consideration** Governors considered equality across the academy community, and it was agreed that it had been discussed/considered in agenda items: AC/01/26/27 AC/07/26/27 AC/09/26/27			
AC/14/26/27	**Date and time of next meeting:** Monday, 9th November 2026 – Business 1:00 – 3:00 pm Meeting closed at 15:23			

Signed by Chair Susan Jackson **Approved as a true record for circulation**	**Date** 9/11/2026

Trust Mission Vision Values are outlined below:

- Our vision - To inspire. To raise aspiration. To create brighter tomorrows.
- Our mission - We nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we make a difference in our diverse communities, and in the lives of those who learn with us and work with us.
- Our values - We empower, We respect, We care