

| <b>Parent Councillors</b>                        | <b>Term of Office</b> | <b>Attendance</b> | <b>Maritime Appointed Councillors</b> | <b>Term of Office</b> | <b>Attendance</b> |
|--------------------------------------------------|-----------------------|-------------------|---------------------------------------|-----------------------|-------------------|
| Louise Morgan (LM)                               | 30/11/2025            | Apologies         | Andrew Cowley (AC) Chair              | 23/06/2026            | Present           |
| X2 Vacancies                                     |                       |                   | Chris Hill (CH)                       | 26/07/2028            | Apologies         |
| <b>Staff Councillors</b>                         |                       |                   | Lisa Tomkins (LT) Vice Chair          | 22/09/2027            | Present           |
| Omar Jennings (OJ)<br>Head Teacher               | Ongoing               | Present           | Sewedo Mautin (SM)                    | 28/01/2029            | Apologies         |
| X1 Vacancy                                       |                       |                   | Lauren Ramshaw (LR)                   | 08/12/2029            | Present           |
|                                                  |                       |                   | Jane Peters (JP)                      | 08/12/2029            | Present           |
| <b>In Attendance</b>                             |                       |                   | <b>Observers</b>                      |                       |                   |
| Sarah Phillipson<br>Governance Professional Lead |                       |                   | None                                  |                       |                   |

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.

|           | <b>Discussion Nightingale Primary School</b>                                                                                                                                                                                 |
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| <b>1.</b> | <b>Welcome, attendance and apologies:</b><br>As noted above.<br>Sewedo Mautin & Chris Hill sent their apologies, and these were accepted by the LAC.<br>The meeting was quorate.                                             |
| <b>2.</b> | <b>Declaration of Pecuniary and Non-Pecuniary Interests.</b><br>No changes to the previously disclosed Declaration of Interests and any matters relevant to the agenda.                                                      |
| <b>3.</b> | <b>BUSINESS ADMINISTRATION</b>                                                                                                                                                                                               |
|           | Annual update/Review of the Register of Interests/Governor Code of Conduct/GDPR/KCSIE:<br><a href="https://forms.gle/N1CDH6jh8guyvTTF7">https://forms.gle/N1CDH6jh8guyvTTF7</a><br><b>SM, CH &amp; JP have NOT completed</b> |
| <b>4.</b> | <b>CONSTITUTIONAL MATTERS</b>                                                                                                                                                                                                |

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|    | <p><u>Membership of the LAC – Resignations/new appointments or tenures due for renewal</u></p> <p>Jane Peters - Trust Appointed Councillor, Maritime HR has approved DBS</p> <p>Andy Clunie Wicks term of office not renewed</p> <p>X1 Staff Vacancy - HT is organising an election</p> <p>Louise Morgan, Parent Councillor, moving to Trust Appointed</p> <p>X2 Parent Vacancies - HT is organising an election</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5. | <b>MINUTES from the 19th November 2025</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|    | <p><b>Accuracy:</b></p> <p>The minutes were agreed as an accurate representation of the meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|    | <p><b>Matters Arising:</b></p> <p><i>Item 9 Action – The LAC to agree on dates with the school for monitoring 2025/26. COMPLETED</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 6. | <b>STRATEGIC OVERSIGHT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|    | <p><b>EDUCATION:</b></p> <p>Maritime LAC Heads Report Template - Issued to all HTs &amp; Chair with the DRAFT agenda</p> <p><u>Head Teacher's Report:</u></p> <p>The HT gave a school overview with key points noted below.</p> <p>TH HT presented his report that closely mirrored Ofsted's expectations and analytical lens, aligning with the Maritime LAC Heads Report template issued in advance. Rather than simply listing internal data, he structured his narrative around three-year averages and key indicators that Ofsted would focus on, including Pupil Premium, SEND, EAL, deprivation and mobility.</p> <p>The HT explained that the school sat significantly above national averages for Pupil Premium, SEND, and EAL, while deprivation was among the highest nationally, and mobility was a major structural challenge. He stressed that in some year groups, a large proportion of children, only 50 to 75% of pupils, had been at the school since Reception. Despite this, outcomes remained consistently above the national average, including for disadvantaged pupils, and evidence of strong teaching and learning and a robust, inclusive approach.</p> <p>The HT discussed the ISDR/inspection data in detail with the Councillors, showing three-year averages for reading, writing,</p> |

and maths combined, as well as separate data for disadvantaged pupils. He highlighted that disadvantaged pupils at the school significantly outperformed disadvantaged pupils nationally and, in many areas, even outperformed national figures for all pupils. In mathematics, three-year averages for disadvantaged pupils were particularly strong, well above the national average, and the school had consistently high performance in the multiplication tables check.

The school did not contextualise away low outcomes referring to disadvantage, EAL, or SEND. Instead, the school contextualised the problem, identifying specific barriers for individual learners and groups and then planning support. Pupil progress meetings were structured around barriers to learning within a cohort, rather than around subgroups such as Pupil Premium or White British. Teachers were expected to consider which pupils needed to reach expected or higher standards by particular points in the year, and which strategies were needed in terms 2, 4 and 6.

The HT also explained that the school's narrative for suspensions was precise and defensible. Suspensions are not used for persistent low-level behaviour. Instead, suspensions are reserved for serious violence, especially towards adults and for overt racism or discrimination that targeted a protected characteristic and was carried out maliciously. He acknowledged that this stance sometimes overlapped with how Local Authorities responded to pupils with EHCPs, but stressed that suspensions were used to safeguard staff and to trigger appropriate external support where necessary.

In attendance, the school had moved from below to above the national average, attributing this to deliberate decisions, such as changing the length of the school year and working more closely with families with Persistent Absence issues. The HT also provided narrative explanations for cases where attendance remained a challenge, such as families in temporary accommodation who were determined to keep their children at the school due to community ties.

Ofsted would evaluate the school data, which is explicitly linked to the School Development Plan, with writing and attendance highlighted as ongoing priorities. He stated that he would share the ISDR deck and the accompanying dataset with Councillors to develop a secure narrative ready for Ofsted Inspection.

**Q - Suspensions nationally are often for persistent low-level behaviour, and is that what you have based your comparison on?**

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|           | <p>A - Yes, that is exactly what I have based it on. I have done my research, and nationally, a large proportion of suspensions are for persistent low-level behaviour. Our narrative on suspensions is very clear and distinct from that of many other schools.</p> <p><b>Q - Ofsted questioning about disadvantaged attainment and free school meals, can you issue anything formally?</b></p> <p>A – I will provide a clear written narrative on attendance and suspensions so you can use it as a crib sheet if inspectors ask you about it.</p> <p><b>Q - Is the school anticipating an Ofsted Inspection in this academic year?</b></p> <p>A - Yes, 100%. We are now within the window based on the publication date of the last report around March 2022. The school has been preparing for about a year and a half. Middle leaders are examining deep dives, case-sampling exercises, and are supported in understanding interventions and pupil data in detail. While we cannot say exactly when Ofsted will arrive, we are ready and would welcome the inspection.</p>                                                                                                                                                                                |
| <b>7.</b> | <b>COMPLIANCE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|           | <p><u>SAFEGUARDING and H&amp;S:</u><br/> <u>Head and Safeguarding Link Councillor to feedback on any points for consideration to the LAC:</u><br/> The HT and the Safeguarding Link Councillor provided a detailed update on safeguarding practice and broader welfare, including health and safety considerations.</p> <p>The HT reported that teaching assistants and teachers had been regularly trained in supporting children with complex and divergent needs, including those who could become violent when dysregulated. He described a particular pupil who required 2:1 adult support because of intense, violent outbursts when access to preferred activities was denied. The school has worked closely with the family to break a cycle of learned behaviour, where the child associated frustration with physical aggression due to experiences of physical discipline abroad. Recent teacher training sessions have focused on supporting children with complex needs within mainstream classrooms, rather than simply withdrawing them. He stressed that children with divergent needs were not a homogeneous group, and that staff needed ongoing professional development and reflective practice to adapt to different profiles of need.</p> |

The Safeguarding Link Councillor referred back to a previous external safeguarding review conducted by an external provider, which had identified areas for development. One of these was ensuring that all Councillors completed safeguarding training. The school would use a forthcoming INSET day on the 20th to deliver safeguarding training, and Councillors were invited to attend for a refresher. The Link Councillor noted that the HT and senior leaders routinely consult him on safeguarding issues, which he took as evidence that systems are functioning well and that escalation routes were understood.

The HT further discussed e-safety, drawing attention to a serious incident in which pupils had discovered they could use Google Slides as an unsupervised chat environment at home. Children, particularly those without phones, had created slide decks and used comment or text boxes to communicate, sometimes in unkind and inappropriate ways. The school treated this as a significant e-safety incident.

In response, the HT:

- Spent considerable time over half term analysing usage and parental reports.
- Asked the IT provider EduThing to disable or restrict Google Slides, Docs and related tools outside school hours.
- Sought a quote for HomeSafe filtering to provide safer out-of-hours controls.
- The police were involved and delivered a session to pupils on online safety, image-sharing, and potential criminal consequences.
- Reinforced with pupils that inappropriate online behaviour was taken seriously and that apparently creative workarounds could still breach expectations.

The HT noted that the incident had also been discussed with contacts from Google's EdTech ecosystem, who had not previously anticipated this particular misuse of Google Slides as a chat platform. The school's feedback contributed to wider consideration of how such functions could be more easily disabled out of hours at the system level.

**Q: Is there anything to change in handling serious violent behaviour from pupils with complex needs, especially when suspensions have been involved?**

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|           | <p>A - Our approach remains the same. We suspend only where there is serious violence, particularly against adults, and combine that with very close work with parents and external agencies. In the case of the child we discussed, the suspension was used to protect staff and to draw in additional support, but the main focus is on breaking the learned cycle of behaviour and providing intensive 2:1 support.</p> <p><u>Check that the school has published a procedure for Whistleblowing:</u></p> <p>The LAC noted that the school has published a Whistleblowing procedure, which is shared with staff. Whistleblowing is covered under the Trust's policy, and the school website links directly to the Maritime Trust's Whistleblowing Policy in the policies section.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>8.</b> | <b>POLICIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|           | <p><u>School Policies for review and agreement by the LAC:</u></p> <ul style="list-style-type: none"> <li>• Critical Incident Policy (Lockdown procedure) ONGOING</li> </ul> <p><b>Deferred to the next meeting</b></p> <p>The HT acknowledged that while the policy existed, the topic of critical incidents and lockdowns continued to cause him particular anxiety, partly because of high-profile incidents in other countries and in the UK, including references to events in Canada and Scotland. The school site was relatively secure, but it was recognised that unauthorised entry by individuals climbing fences, as had occurred at another school, remained difficult to eliminate entirely. Physical measures such as barbed wire were dismissed as impractical and not necessarily effective. The HT focused on reviewing the policy itself and, more importantly, on ensuring staff understood and could enact it in real time.</p> <p>The HT stated that he would revisit the lockdown procedure, revise elements where necessary, and make it a standing item in staff briefings. The LAC discussed the importance of not just having the policy on paper but of practising the routine and refreshing staff awareness over time.</p> <p>A separate question was raised about whether the Critical Incident Policy should appear on the school website, as publishing the full policy might be misinterpreted by parents or cause undue alarm. SP confirmed no requirement to publish the policy online.</p> |

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|           | <p><b>Decision - The HT would re-examine the Critical Incident Policy in light of recent incidents elsewhere and report back to the LAC on any changes.</b></p> <ul style="list-style-type: none"> <li>• School Uniform Policy – Approved</li> </ul> <p>The HT confirmed that the scheduled annual review in February 2026 had been completed and that no substantive changes were proposed. He noted that there had been some discussion about possibly moving away from the current PE shirts, largely driven by cost-of-living concerns for families. The school is very fond of the existing PE shirts and is not yet convinced that a change is necessary or proportionate. The matter might continue to be considered informally, but there was no formal proposal to alter the policy.</p> <p><b>Decision – The Councillors noted and agreed the School Uniform Policy</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>9.</b> | <p><b>EFFECTIVE GOVERNANCE</b></p> <p><u>REVIEW (MONITORING):</u><br/> Share any Local Academy Council review visits/meetings reports/invite comment/discussion on any matters arising:</p> <p>The LAC discussed recent monitoring visits and how these supported their understanding of inclusion and of disadvantaged pupils' experiences. The Chair described a day spent at school with an external colleague, examining practice through an Ofsted-style lens on inclusion and disadvantage. He reported that during this visit, the focus was on a group of disadvantaged pupils and found it reaffirming that, in classrooms, there was no visible differentiation that marked those pupils out. Their work, relationships with peers and staff, and emotional and social development indicated that earlier difficulties had been well addressed. He contrasted this with other settings where SEND tables or colour-coded books visually separated pupils with additional needs.</p> <p>The HT added that during a recent IXL visit, hosting staff from other schools, seeing Nightingale's approach to maths, had repeatedly asked where the SEND pupils were. He explained that this reaction arose because SEND pupils were fully integrated into class activities. In maths, for example, children who needed extra support worked on the same concept as their peers, with adult assistance, rather than being placed on a fundamentally different curriculum. In upper-year groups, pupils might use IXL with targeted adult support, while others worked independently, but they were not visually segregated. These accounts underscored a shared governance understanding that the school's inclusive practice was embedded and</p> |

observable, supporting the narrative the HT had provided in his report.

The HT and LAC discussed planning future visits and ensuring ongoing engagement ahead of the Ofsted window. The HT suggested that at the next LAC meeting in term 6, Councillors should also come into school earlier in the day, around 09:30, for a walk-around monitoring visit. He proposed that this visit coincide with key assessment activities, such as the Multiplication Tables Check and phonics assessments, so that Councillors could see testing processes in action, alongside normal teaching and learning. He emphasised that this would give Councillors a clear view of how much progress pupils had made since the start of the year, particularly in maths and writing. He linked this to earlier discussions about monitoring and Ofsted, noting that inspectors often ask whether Councillors have recently observed teaching and learning themselves rather than just read about it.

The HT noted in response to the Chair's previous requests that the school had prepared a calendar of key events for the rest of the year. He intended to share this with the LAC via their usual systems and choose dates for learning journey assemblies and other significant events. Learning journey assemblies were described as parent-attended events where pupils in a year group presented and celebrated their learning from terms 1 to 4.

### Community Engagement:

Consider the Community Engagement Plan and any updates:

The HT presented a Class Dojo as a central tool for communication and engagement with parents and the wider community, showing examples from a single week, which included:

- A bake sale
- World Book Day dress-up and parade
- An upcoming book sale
- Tea and Talk sessions for families of neurodivergent or SEND children
- Work on Panel meetings and other school events.
- Promotion of local community events in the wider area (e.g. Eltham)

ClassDojo allowed the school to share photos, updates, and information in near real time and highlighted the platform's

built-in translation feature, which made communication more accessible for EAL families. Parents and Councillors with personal experience of the school's Dojo feed reinforced its value. A Councillor commented that Dojo provided both school and community level information, helping families access opportunities beyond the school site. Another Councillor commented that their relative's school did not offer anything comparable and, as a result, they felt less connected.

In light of this, the HT proposed adding LAC members to Class Dojo as a specific Councillor group. Councillors would be able to see the whole-school story without being directly contactable by parents. When needed, the HT could deliberately loop a Councillor into a parent conversation in Dojo, such as if a parent specifically requested to speak to a Councillor. The LAC expressed enthusiasm about this idea, seeing it as a way to stay continuously informed rather than relying solely on meeting papers.

SP confirmed that many schools still relied heavily on static newsletters, and commented that this more dynamic, outward-facing approach was both innovative and powerful for engagement.

#### Chairs Update

The Chair confirmed that the Governance Conference had been mentioned at a Chairs & Vice Chairs meeting, and the CEO urged their Councillors to respond via a link. SP anticipated that Ofsted and inclusion would feature at the upcoming Governance Conference, but she did not want to design a conference that failed to meet Councillors' needs. SP encouraged all Councillors to complete the questionnaire, indicating that she would otherwise have to rely on her own assumptions and general patterns from other Trusts.

#### **Post meeting note:**

Governance Conference 2025/26:



**SAVE THE DATE!**

 Maritime Academy Trust

Join us for our first

**Governance Conference**

**26th June** | Dartford Rugby Club  
DA2 6PD • 9am - 12pm

- ✓ Ofsted update
- ✓ Trust structure and its committees
- ✓ SEND White Paper
- ✓ Networking meeting with other LACs
- ✓ How to effectively monitor

**More details to follow!**

**SAVE THE DATE!**

**26th June** | Dartford Rugby Club  
DA2 6PD • 9am - 12pm

Questionnaire feedback form is on 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\\_bPhAik84E5o11eu0EoLXZeHQAqOFg/viewform?usp=dialog](https://docs.google.com/forms/d/e/1FAIpQLSe_oddkhxDn543LBV1_bPhAik84E5o11eu0EoLXZeHQAqOFg/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<br>SP Virtual via Zoom                                                                                       | Wednesday | 19/11/2025 | 10:15 | 12:15  |
| Nightingale LAC Meeting                                                                                                                                      | In school<br>SP Virtual via Zoom                                                                                       | Thursday  | 05/03/2026 | 10:15 | 12:15  |
| Nightingale LAC Meeting                                                                                                                                      | In school<br>SP Virtual via Zoom                                                                                       | Wednesday | 10/06/2026 | 10:15 | 12:15  |
| Nightingale LAC Meeting<br>Term 6<br>Schedule a meeting to discuss SDP plans, and consider a date after the SAT results for a more comprehensive discussion? | <b>(In-School SDP 2026/27)<br/>LAC &amp; HT to agree date - Other Schools can collaborate and meet together in Hub</b> |           |            |       |        |

The meeting closed at 12 pm.