

Mid Devon Local Advisory Committee (LAC)
Minutes of the meeting held via Microsoft Teams
Monday, 22 June 2026 at 5 pm

Name	Role/Type of Governor	School	
Joanna (Biddy) Hooper (JH)	Chair – Foundation Governor	Morchard Bishop/across the LAC	P
Bruce Abbott (BA)	Parent Governor – Vice Chair	Yeoford	P
Hannah Bancroft (AH)	Staff (Academy Head) Governor	Across the LAC	P
Mat Boulton (MB)	Parent Governor	Cheriton Bishop	Ap
Todd Chenore (TC)	Trustee Appointed Governor	Across the LAC	P
Catherine Cozens (CC)	Parent Governor	Morchard Bishop	P
Tom Woodley (TW)	Parent Governor	Tedburn St Mary	P
Hannah Strong (HS)	Staff Governor	Across the LAC	P
Pam Down (Clerk)	Clerk	Mid Devon LAC	P
Charlotte Roe (GP)	Governance Professional	Link Academy Trust	P
Matt Matthew (DCEO)	DCEO	Link Academy Trust	P
Rachael Sharpe (CEO)	CEO	Link Academy Trust	Ap

Present/Apologies/Absent

		ACTION
1	WELCOME AND APOLOGIES JH, Chair, welcomed everyone to the meeting, introducing the Trust's DCEO, Matt Matthew, in the absence of RS, CEO, who had sent her apologies. The Clerk advised apologies had been received from MB – approved .	
2	DECLARATIONS OF INTEREST: Nothing pertaining to the Agenda of this meeting.	
3	UPDATE FROM THE DCEO: The DCEO highlighted current discussion about the Sports Grant PP funding. Direction is awaited from the Government. All that is known so far is that they plan to move to a national delivery model which will cascade to a local delivery model. The Trust will seek to engage as soon as detail is published. A governor was aware that a forum had been set up by parents blaming the Link Academy Trust for the proposed change/withdrawal of funding, rather than recognising it was a Government initiative. The DCEO confirmed a Change.Org petition had been set up by a parent in one of the schools. The Trust had responded, advising it is not anything the Trust has control over, the Trust is in the same boat as everyone else as it is Government led and updates are awaited.	
4	APPROVAL OF THE MINUTES FROM THE PREVIOUS MEETING HELD ON 11 MAY 2026 The Minutes were approved and will be signed electronically by the Chair. The Minutes will be forwarded to HR to be uploaded onto the Trust website.	Chair/Clerk
5 5.1	MATTERS ARISING from 11.05.2026 (not covered elsewhere in the Agenda) Responses to the questions raised at LAC level had been circulated to governors: In response to the query re PTFA's working within a constitution/framework, the Chair had been surprised that it was mentioned it was the role of AHs to ensure they were happy with the function of the PTFA. The Chair remarked this would be quite an additional responsibility for any AH. The DCEO agreed to	DCEO to investigate a Trust-wide model where Chairs are

	investigate this further across the Trust, with a view to possibly rolling out a model to be shared where the Chair would be responsible for the functioning of the PTFA. The importance of a good relationship between the PTFA/school/AH and the local community was noted and clear guidelines would support this. ▪ Boundaries/fencing: The risks are recorded on the Risk Registers but this is considered an operational site-specific matter to be managed by each school, with appropriate oversight. The Chair highlighted the need for this to be reviewed Trust-wide in the longer term to work towards a more permanent resolution. ▪ Absence insurance: The DCEO confirmed receipt of one quote. A meeting with the provider will be arranged to look in detail at the terms and conditions. If it is decided to invest in absence insurance, it would be a Trust-wide policy.	responsible for the functioning of PTFAs. Update to follow
6	CLERK UPDATE	
6.1	Vacancies/appointments: a) Foundation Governor – from September 2026: An expression of interest had been received from one person which had been shared with governors. The Clerk had spoken with the person, including confirming all LAC meetings are held on Mondays at 5 pm. The Chair will make contact as soon as possible reiterating the request the Foundation Governor attends Ethos Group meetings that are held on Thursdays. There is not capacity to change either of these meeting days as the LAC meetings fit into the wider cycle of business with other Committees and the Ethos Group meetings have been set on Thursdays to accommodate members, including external support from the local churches. Due to the timing of advertising this post/circulation of local magazines and newsletter, it had been agreed to set the deadline for response as 1 July 2026. The Clerk will update the potential candidate. If there is more than one expression of interest, an election would be necessary. If there is no more interest, the recruitment process will be actioned. b) Parent Governor Vacancy at Cheriton Bishop: There had been no response before the initial deadline which was then extended. The Clerk had followed this up with the AH and Administrator suggesting that in addition to advertising, speaking to interested parents may be useful to explain more about the role and encourage people to self-nominate. A governor from another school knew of a parent who may be interested in the role. The governor asked whether that would be a possibility. The DCEO and Clerk advised it would not be ideal as the role involves being hands-on, having an ear to the ground and knowing what's happening within the school from a parental point of view. However, if there was no interest from the school, the Clerk believed it may be possible, working collaboratively, but the rules would need to be checked with the Governance Professional. The Staff Governor offered to flag the vacancy up at Cheriton Bishop with a view to direct contact being made in a bid to encourage and fill this role. She was thanked for her support with this. c) Mid Devon LAC Chair Vacancy from September 2026: The Clerk had sought nominations, advising that Parent Governors are not eligible for this role. The Vice Chair had advised that whilst he would take on the role, he did not want to relinquish his Parent Governor role as he had formed good relationships with staff, parents and the children and had also supported across other LAC schools. Todd Chenore acknowledged filling the vacancy fell on him in his role as Trustee Appointed Governor. His reticence was due to his unfamiliarity with British primary schools. He confirmed he would be happy to Chair a meeting, but he was not an education expert in any way so would not be able to show the aplomb of our current Chair. The Chair responded she believed he would be great; she reads/follows the agenda and asks others for comment and she was confident TC will be more than able to do the same. The Clerk thanked TC for outlining his position via email. A vote took place – with unanimous agreement that TC would be elected as Chair from 01.09.2026. There had been no self-nomination received for the role of Vice Chair but Bruce Abbott confirmed he would be happy to continue for another year. This was unanimously agreed. All governors and the clerk thanked TC and BA for their willingness to serve by filling these roles.	1.7.26 – deadline for Foundation Gov nominations. Clerk to follow up after this date. Parent Governor vacancy continuing to be advertised. Staff governor to flag up the vacancy and encourage direct contact with parents. Clerk to complete the necessary paperwork with HR / DES

6.2	Training: a) Training target from September 2026: A reminder that all governors are asked to complete two training sessions per academic year. The GP will advise whether DES and Diocese course providers would be able to record/share training with Governors. The Clerk agreed to cut and paste training opportunities as outlined in the Governance Alert and the DES termly checklists. Information about any in-house governor training will be available in the Autumn Term. b) Annual L2 Safeguarding training will be required from September 2026. Training will be available online although some governors have previously chosen to attend face-to-face training at their school's September Inset day. It was suggested governors liaise with their AHs (or any LAC AH) if this is their preference.	GP to ask DES/Diocese training providers to record/share sessions to make them accessible. Clerk to highlight training opportunities with governors. Governors asked to email the Clerk with details of any training undertaken.
6.3	Local or national issues: Covered within the Agenda.	
6.4	Significant changes within the Trust: The DCEO advised that after eleven years, he will be leaving the Trust for personal reasons and will be taking up a new post at a single academy trust close to his home from September 2026. He stated he had enjoyed his time with the Trust and wished it ongoing success. Governors congratulated the DCEO and wished him well in his new appointment. <i>The Chair asked whether his role will be filled.</i> The DCEO confirmed the role will be covered on an interim basis initially whilst longer term plans are mapped out.	
7	FOCUS: OVERVIEW OF CURRICULUM Enrichment curriculum and participation in wider opportunities including our SEND children Once again, governors were thanked for providing visit reports from each of their schools. Maths – data analysis. At our previous LAC meeting, it had been identified (item 7, Minutes 11.05.26) that three Mid Devon LAC schools had low attainment/gaps in Maths and it was noted work was being developed to close the gaps and re-teach the foundations and further embed the foundational skills. <i>Governors had asked if this was specific to our LAC, across the Trust, or nationally.</i> The Chair had raised this at the S&C Committee meeting. The S&C were aware but stated that any schools identifying this as a target area would need to put appropriate actions in place to develop practice. The reports highlight the majority of schools felt positive about the curriculum. Enrichment curriculum: Lots of events, strong links with the community and positive things happening. <i>A governor referred to a report in one of the schools where it was stated that KAPOW had been bought for every subject and it seemed to be successful. What did it replace and how was it measured to be more successful?</i> The AH replied that cost was a deciding factor; it was cheaper than the PSHE curriculum that was in place previously. However, with KAPOW, everything is available in one place so it makes it more straightforward for the teachers to deliver without using lots of different platforms. They get very familiar with it and are able to adapt it to the children in their class. The AH believed she had inherited a curriculum which some staff said was passive and without enquiry and did not sit well with the School's values or encourage curiosity. Engagement had appeared low. The AH acknowledged it was difficult quantifying success or providing hard data. Teacher voice stated children were engaging better, including sharing information they had read or learned about at home. The AH evidenced it with an example: the older children had enjoyed studying WW2 before Christmas. Whilst on a recent residential in London the itinerary had included a visit to the Royal Imperial War Museum. The AH was blown away by how much the children had remembered. They asked the guide a lot of questions, including some about WW1. Their curiosity and engagement evidences learning behaviours are much stronger with the new curriculum – asking questions and finding out information for themselves. There are no longer worksheets in their books; they are well presented. These are some of the factors against which the AH had measured success.	

	<i>The governor asked in an imaginary world, with a limitless budget, would you still buy KAPOW?, The AH stated that with a limitless budget (allowing her much more time capacity) she would write her own curriculum bespoke to her school. Being a reading school, she would buy in lots of quality text. Without that luxury, the AH, answered 'yes'. She is not a fan of schemes but likes this one and how it sequences the curriculum well in mixed stage classes. KAPOW has been a godsend this year with so much staff absence. Supply teachers have been able to use it to support and drive the curriculum forward without losing momentum.</i> <i>Another governor added there had been a lot of positive feedback from 'open classrooms' where, periodically, parents are invited in to look at the children's work.</i>	
8	FOCUS: REVIEW OF ATTENDANCE FOR THE ACADEMIC YEAR Attendance data compared to Trust and national target Attendance within this LAC is good, all within or above the National average. There was nothing concerning with schools being on top of issuing penalty notices where necessary and supporting persistent absentees.	
9	FOCUS: BEHAVIOUR AND RELATIONAL APPROACH - Overview of impact of behaviour policy and practice, impact of relational approach, and interventions - Exclusions and suspensions Overall, behaviour and the relational approach seemed to be really well embedded. Lots of time had been dedicated to training new staff. Reports confirm that the core elements are routinely revisited. One school reported persistent disruptive behaviour and another school reported children that need extra support. It is up to each school to adapt, providing the relational approach is upheld. One school reported 'the relational approach is at the heart of how staff understand and manage behaviour within the school. Staff have developed their understanding of behaviour to know that, while the fundamentals of relational approach provide the foundation, behaviour is complex and so several additional skills and techniques tie into the overall 'positive behaviour' style enacted.' <i>A governor noted one school had mentioned 'the same children needing correction' and the 'need to find solutions that mean the same disruptive behaviour is not constantly repeated'. The governor asked if there was any progress in finding a solution, or did anyone else have any answers? The Chair acknowledged this term can be particularly difficult for some children due to the lack of regular routine – school visits, residentials, end of year productions. For some children it contributes to the rise in disruptive behaviour. It is something to be looked at in September, to review what structures are in place for children who persistently go against behavioural expectation. The AH stated it was low level disruption; nothing serious. The older children are struggling with the values, particularly respect. On some occasions, parents do not respond well to telephone calls about their child's behaviour and defend the choice their child has made. It is harder to manage without back up from home. It will settle again in September.</i> <i>A governor asked how some children who had not embedded in the relational approach from the start were finding it. It was acknowledged the older children had not gone through the behaviour and relational approach from the beginning. This time of the year, Y6 children are ready to move on. Another teacher governor witnessed this every year; the teacher is very keen and enthusiastic on the subject of behaviour management. Y6 SATs have finished, they are in a class of mixed ages. Y5 pluck up their feathers in preparation to be Y6. Y6 have almost outgrown their environment and, added to that, the usual routine and structures are not there. For children with SEND and particular needs, the summer term is a disaster with trips, sports day – all fantastic, but has an impact on their behaviour. They have been held so well the previous two and half terms, where behaviour has improved, then they are thrown into an environment which is overwhelming. The pathways set in place for them to regulate in certain situations have been removed and they are out of the classroom in a field or on a trip. On top of that, the heat! The teacher noted and questioned why behaviour for non-SEND children had dipped. The teacher would love to research further.</i>	

	Some parents had questioned the relational approach stating it was not punitive enough: where were the consequences for children when behaviour did not meet expectation? It was also noted that systems are different in secondary education, where consequence of behaviour is met with detention. That presents a big change for the children. It was noted that one of the schools had only really started the relational approach in September so as the younger children progress throughout the school, it will be interesting to see the impact.	
10	FOCUS 4: ETHOS COMMITTEES AND COMMUNITY GROUPS	
10.1	<u>Ethos Group at Morchard Bishop CoE School – End of Year Report – June 2026</u> (previously circulated). The AH was thanked for providing the Report. The Foundation Governor stated preparation and work towards the SIAMS Inspection had been labour intensive, particularly for the AH and staff. Questions were invited.	
10.2	<i>A governor asked if the curriculum was tailored to the current context of the school?</i> The Foundation Governor advised that RE lessons had been specifically tailored to allow children to express their individuality. They answer questions broadly and present work in a non-prescriptive way with the onus on curiosity. As discussed and detailed in previous reports, a lot of work had been done on spirituality within RE but also throughout the school day, including extra-curricular activities. The cycles of worship have significantly improved with the AH providing clear agendas, with staff and children more involved in the planning - this contributes to the Christian Distinctiveness ethos. Progress continues to be embedded. From September, the Ethos Group will change slightly in membership, but it is a strong group. The AH added a pertinent point – the reason the school had been struggling in this area – there is no vicar. This has been the situation for about three years! The AH had recently attended a Diocese conference. A lot of schools/AHs had their church representative (vicar/priest) alongside them and what some of them were achieving, by working together in the community, was incredible. The AH was at a loss as to where to go to get answers regarding how the recruitment process was developing. The AH was aware some of the reason it was struggling was due to the Parish consisting of six churches. The Foundation Governor believed it was previously thirteen, perhaps now reduced to six? The AH recognised this did present limitation in terms of building community relations and flourishing. The Foundation Governor stated how supportive Chris is (Methodist Church youth and family worker, member of the Ethos Group and active within the school). She wondered whether he could be approached with a view to the school becoming more involved in what they were doing within the village community? This would be explored.	In the absence of a vicar, to explore the school becoming more involved with the Methodist Church/village community
11	STAFF FEEDBACK (to be reported to the Remuneration and People Committee)	
11.1	Staff Governor update – report on staff wellbeing across the LAC, including workload management and any emerging themes or concerns: Absence: The Chair reiterated the huge impact long term sickness had within schools. What could be done: what process could be adopted to manage this in a better way? The process followed at another Trust was outlined; including following the 'Managing Absence' Policy very strictly in terms of reaching trigger points and holding minuted meetings with senior staff as soon as they were reached. There was no straying from the Policy, with all staff being treated equally and clear limits regarding compassionate leave detailed and adhered to. The DCEO highlighted that in smaller schools, the impact of absent staff is felt even stronger. There is a policy in place, including reference to teaching and support staff regulations. At some point, consideration may be given to the Trust adopting a more bespoke policy and set of procedures. Staff Governor feedback update: The Staff Governor had received a lot more feedback this time. She had felt able to approach and speak with some staff in other schools at a collaborative sports event and a training day and begin to put faces to	

11.2	names and engage in discussion, including sharing successes. As a result, she had received a number of emails, including positive feedback. She particularly wanted to share some lovely feedback about the AH representative present at this meeting. Praise had been received about HB being amazing in sorting out the Y5/6 residential and reducing so much pressure on staff. The trip had been successful with all having a wonderful time. The teacher had felt so well supported by the AH and absolutely loved working at the school. The Staff Governor had replied this had brought so much joy which is why she wanted to share it at this meeting. There had been a lot of gratitude expressed to MM, DCEO. Lots of people had been surprised he was leaving and had said how supportive he had been; they appreciated his straight-talking and clarity about where he stood. Staff had recognised the job of managing school budgets is not the easiest - he will be missed. A lot of staff are struggling with the impact of sickness as already mentioned. Morale becomes low when people do not feel valued for being there when others are not, and covering for them. Perhaps incentives need to be explored? The impact of long term sickness absence really has a massive impact on the wellbeing of staff and also on the children's learning. This is a big issue with a lot of staff finding the impact challenging their own mental health as they are being pulled in many directions without clarity or information about how long a staff member may be absent. This made longer term or more constructive planning more difficult. Lots of emails had been received about the sports funding change, recognising the unknown but lending support if needed as they really value the PE members of staff and what they provide for the children. The emails expressed frustration about the potential changes in the system and staff just wanted to help in any way possible. Evolve: the question had been raised about who is responsible for completing documentation – schools appear to do this differently. Teachers find this a big task whilst juggling so many other things. Everyone loved the collaborative events (ie multiskills). As budgets are so tight, someone had asked if we could look at linking schools in different ways. An example: Y3 meet up and teach each other about what they have been learning during the term – it's exciting yet a budget/cheaper trip than some alternatives. This would also have the advantage of allowing teaching and support staff to reach out and support each other – seemed a lovely idea. PTFAs – in addition to what had been discussed earlier (item 5.1): The Staff Governor believed the DCEO may already be aware of some issues. A substantial amount of money had been raised last year by a person/people for a specific reason yet the PTFA had refused the spending request (even though the person had been advised they could choose how the money would be spent). The question about who the money belongs to in such a situation was raised and what control is there within the PTFA? The DCEO was asked if the Trust schools' PTFA constitutions are generic/same across the Trust, or are they all different? Would the rules within the constitution provide clarity to support resolving the issues? The DCEO will investigate this and speak further with the Staff Governor to find out more. The Chair wondered whether it would be possible to adapt a document from a PTA/PTFA website which could be used across the Trust to clarify and avoid issues arising. The Chair commented there had never been so much feedback and it was appreciated. Another governor commented it was the best verbal, useful feedback received – he hoped it would continue. The Staff Governor was thanked for the efforts made in speaking with so many different staff. The Staff Governor advised she was enjoying her new role. Academy Head Report – update on the wellbeing of Academy Heads within the LAC: The first cluster meeting had taken place a couple of weeks ago at Tedburn St Mary.	LAC question DCEO to investigate current PTFA constitution documentation and review/amend if necessary to cascade to all Trust schools
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	It was positive and working arrangements moving forward from September were discussed, recognising collaboration is key. Some of the changes in the Trust in terms of procedures, systems and monitoring that we used to have in place will change. There will no longer be learning support challenge days but instead each cluster will work collaboratively in their hub. The premise is that good practice is shared and we lean on each for support and work out our common goals. All schools were starting to review their SEF (School Evaluation Form) and will continue work on this until the end of term and over the summer. In September, schools will look at the School Improvement Plan. There is now a much more robust system in place within the Trust and everyone seems on board. Everyone is working well together and it had been lovely to witness through the Inset and sports events that staff teams are mixing well together.	
12	SCHOOL UPDATES Governors to consider and discuss feedback on any issues/successes from their school visits or visit notes completed by the AH. • PAN (to include pupils joined/left) • Pupil wellbeing • Staff wellbeing and workload – <i>discussed at length throughout the meeting</i> • Feedback on any parent forum meetings/parents' evenings/PTFA/parental engagement – <i>feedback is mainly positive, including from people outside of the school community. Some negativity is being addressed.</i> • ASIP update – <i>currently being worked on by AHs</i> • Sustainability Strategy – <i>The Sustainability Governor advised he was still having difficulty contacting one of the AHs. He had contacted another solar agency, as reported previously, and they have asked questions regarding demand and phase. The governor had posed the question to AHs but had not had any response. The DCEO offered to provide the information.</i> • Pre-school update • Safeguarding (to be reported to the Board of Trustees) ▪ <i>There had been a couple of questions in relation to the new IT provider, including teething problems concerning filtering, etc. The provider is aware but, as yet, a solution has not been reached.</i> ▪ <i>A governor referred to a comment within one of the Reports relating to CPOMS and being 'Court ready': what exactly did that mean?</i> The AH advised this is a phrase used during CPOMS training. It is basically to ensure that anything that is put on CPOMS can be reliably read out in court. Text must not include an opinion; it needs to be factual. Training had also included GDPR awareness balanced with clarity. There are guidelines on terminology definition. • Buildings (if applicable, to be reported to F&GP) Boundaries/inadequate fencing ongoing - discussed in item 5. The visit reports had covered most of the above. There was nothing further to highlight.	Sustainability governor and DCEO to liaise to provide answers to the solar company
13	SUCCESSES AND SHARING OF GOOD PRACTICE This had been well covered throughout the meeting, particularly including the Staff Governor's feedback from various schools. Also, the AH highlighting how relationships between staff teams are developing by mixing together at collaborative events. One school had reported an excellent residential; the highlight of the year!	
14	STANDARDS AND CURRICULUM TRUSTEES' MEETING The draft minutes of the meeting held on 12 May 2026 had been circulated. The Chair provided a brief summary: ▪ Bromcom, the new MIS and data system - will be used for registers and attendance and also for data and reports. It is in its early stages but it is believed it will provide improved data measuring. ▪ Discussion about having a Trustee assigned to Christian Distinctiveness who will have an overarching view, particularly in view of Sharon Lord retiring ▪ Attainment discussion – how it is being measured	

	- Maths – as per our last LAC meeting, the Chair had asked if this was going to be a target from September but as mentioned in item 7, if it is a target within the school, then the school needs to address it but it is not going to be something the Trust is planning to specifically provide support for at the moment. - Great presentation from the EYFS lead – support provided to schools throughout the year was highlighted. - Discussion about CPD within the Trust, the ECT focus and the links between schools. - Attendance – need for improvement identified, although attendance is good without our LAC. The Chair asked if anyone else would be able to attend the next S&C Committee meeting on 7 July 2026 at 5 pm as she had a prior commitment. TC was thanked for offering to attend. It was felt this would be a good introduction prior to becoming the LAC Chair and would provide an insight as to how the LACs feed into the S&C meetings. The Chair advised there is a section within the meeting when LAC Chairs are asked if they wish to contribute. This would be the time to raise anything significant from this meeting. The clerk will advise the Clerk to the Trustees that TC would be replacing JH.	The Clerk will advise the Clerk to the Trustees that TC will be our new Chair from Sept 26 and he will be attending the July meeting instead of JH.
15	NEXT S&C FOCUS: To be confirmed	Governance Professional
16	KEY ACCOUNTABILITY QUESTIONS: Assurance v Reassurance What reassurance had governors been able to evidence by talking to pupils/staff/learning walk/looking at books? - The curriculum had been discussed at length including ensuring children make progress and what that looks like. - Accountability re the purchase of KAPAW and how success was measured. - Discussed books and the improvement in their presentation (worksheet free) - Discussed feedback from staff across the LAC - Challenge of questions to the Ethos Group	
17	SUMMARY OF QUESTIONS TO BE RAISED AT LAC LEVEL (Governance Professional) PTFAs – is there a constitution or framework under which they operate? Consideration of a Trust-wide PTFA policy - The DCEO will investigate Absence insurance – an update will be provided following discussion re the terms and conditions within a received quote. Managing absence – the DCEO advised that any change to existing policy, including long term absence, would not be straightforward so would not be imminent. Sports Grant funding – to ensure updates are shared and plans for any change discussed Evolve – staff had asked who is responsible for operating this system as it seems to vary at different schools. Teachers had remarked on it being an onerous task.	The DCEO will investigate Update awaited following a meeting to discussion absence insurance T&Cs Ongoing LAC question
16	SUMMARY OF QUESTIONS TO BE RAISED AT S&C for Trustee consideration Nothing highlighted to be raised at the July S&C	
17	THANK YOUS AND GOODBYES! On behalf of the governors, the clerk thanked Mat Boulton, in his absence, for everything he had done in his role as Parent Governor at Cheriton Bishop Primary School. His knowledge and experience as a teacher, together with his reports, had been a very useful contribution to the LAC. This being her last meeting, the Chair remarked it had been a pleasure working together and she would miss everyone and thanked them for their support and wished them well.	

	On behalf of everyone, the clerk thanked the Chair, Joanna (Biddy) Hooper for the huge, longstanding role she had played within, initially, Morchard Bishop CE Primary School as a Maintained School Governor. She had been part of the process toward the School becoming an Academy and the transition to joining the Link Academy Trust. She had continued in her Foundation Governor role as the new LAC was formed and been a great bridge, particularly in the early days. She had brought a wealth of knowledge and expertise, which was supported by her teaching role. Biddy had been an excellent Chair. She had not been afraid to ask challenging questions, or to be asked challenging questions and had always answered with integrity and remained pleasant and calm. Biddy will be much missed by all on the LAC. Everyone agreed and wished her well in her new teaching role. Bruce Abbott added his thanks, advising he was glad in was not following in her footsteps as Chair!	
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The meeting closed at 6.15 pm

Signed as approved by the Chair, Todd Chenore *Todd Chenore* Date: 05 October 2026