

Moorland Local Advisory Committee (LAC)

Meeting minutes: Wednesday 6th March 2024

Held online via Microsoft 'Teams'

Present:

Chair- Oliver Heathman (OH)

Governance Professional- Charlotte Roe (GP)

Academy Head- Alex Waterman (AW)

Parent Governors- Lynda Cooper (LC), Rosie Stamp (RS), Richard Nutbeam (RN)

Foundation Governor- Rev Gareth (RG).

LAC Clerk- Nicol Bush (NB)

Minutes- Nicol Bush

No	Item	Led By
1.	Welcome and apologies Apologies were received from EW, JG & RSt. The Chair opened the meeting by welcoming the new Parent Governor / Foundation Governor and gave the opportunity for the LAC Governors to introduce themselves and explain their roles.	
2.	Declarations of interest- There were none	
3.	Approval of meeting minutes from 24.01.24 The minutes were approved as a true record and would be signed by the chair and sent to HR for uploading to the Link Academy website.	Chair to sign the minutes and the clerk to send to HR for uploading to the website.
4.	Matters arising from 24.01.24 (not on the agenda) There were none.	
5.	<u>Clerk Update</u> 5.1 Vacancies Update- The Clerk explained that there was a current vacancy for Staff Governor with the LAC and the GP had started the recruitment process. 5.2 Training Update— The Clerk reminded the Governors to send any outstanding paperwork as soon as possible to update records. The Clerk also informed that the next Safeguarding level 2 Mop up training would be online at 2pm and 7pm on Thursday 9th May. 5.3 Clerk to Local Board Committee to update the governors on any local or national issues. The Clerk informed the LAC that Volunteers were needed for the Trust Exclusion Panel, explaining that the Trust's ETHOS was not to exclude children, but needed a pool of trained Governors ready for if there was an exclusion (Online training would be provided once numbers confirmed) the Clerk added that volunteers were also needed for SATs Invigilating for both	

	<p>the Governors schools and any other schools across the Trust if needed which would be 13th May-16th May 2024.</p> <p>The GP thanked Governors for completing and gave feedback from the survey results of the Local Governor Skills Audit, sharing that the 3 areas flagged were -risk management, engagement with stakeholders, which would be covered during the LAC meeting and Helping Governors to understand roles which was an area that needed more support with and would be covered in future LAC meetings.</p> <p>The Clerk reminded the LAC to complete and submit the Mid-Year LAC Survey as soon as possible.</p> <p>Governors were encouraged to send the Clerk a Bio/Photo to display at the schools, for visitors/parents to understand who the school Governor was and a little bit about them.</p> <p>5.4 Parental Engagement – The Clerk explained that there was a newly updated and condensed Governor’s handbook (with guidance from the DofE) one of the functions was Parent engagement, the Governors were informed that it would be helpful to the trustees to evidence the parent engagement during their visits and reflect into their visit note report.</p>	
6.	<p>Focus: A detailed analysis of nationally reported data on EYFS, Y1 Phonic check, Y4 multiplication check, KS1 SATS and KS2 SATS, SEND and PPG analysis Broad overview of other groups on their progress and expectations to targets Progress on the ASIP</p> <p>Ilswington- Looked at data from February Standards and Outcomes meeting: SATs data from years 2 and 6, plus Y1 phonics and EYFS:</p> <ul style="list-style-type: none"> • Y6 (KS2) -successful SAT’s testing so far, 2/8 won’t reach writing standard (1 being SEND and 1 Ukrainian) pool so small that data wouldn’t be published. • Y2 (KS1)- on track to achieve targets- 71% reading and writing and 89% maths. • Y1 phonics- good phonics support was in place, 71% would achieve (4 SEND would not) • EYFS- 11 would get good levels of development, 2 would not reach age related expectations. (please refer to Visit notes for clarification of other data) <p>Hennock-</p> <ul style="list-style-type: none"> • EYFS- 11x pupils; 9 on track to meet learning goals, 1x child new to the school with EHCP and 1x possible SEMH needs (provisional map in place) • KS1 SAT’s: 6x pupils were at ARE, 1 may not pass phonics check (potential SEN AH following that up) • Y4: 1x pupil may not be on track but staff working to provide extra support. • KS2: Reading picture likely to show 80% (8/10) at ARE, writing and Maths currently showed 60% (6/10) a knock-on trend from COVID still being unpicked. <p>SEND- High number of pupils at Hennock on the SEND register (18/61) SENCo was investigating with ITH to check whether criteria for inclusion was being applied consistently at the school/across the Trust to allow for meaningful data comparison.</p> <p>PPG- 1x PPG pupil in KS2 cohort, not ARE but receiving specific interventions related to funding. AH noted that 2024-25 allocation would be put towards central funding rather than allocated locally.</p> <p>Widcombe-Looked back on the data for 2022/23 and discussed the positive progress in all areas.</p> <ul style="list-style-type: none"> • KS2 (14 pupils, 1 EHCP)-R- 79% (GDS 43%) W- 71% (GDS 21%) 	

	<p>M- 79% (GDS 36%)</p> <ul style="list-style-type: none"> Phonics (9 pupils in cohort)- 77% EYFS (13 pupils)-77% <p><u>Wolborough-</u></p> <ul style="list-style-type: none"> Writing was identified as an area below national throughout the school. Low attendance was having an impact on attainment of pivotal children. Staff shortages had restricted some interventions from taking place. <p>A Governor asked, “<i>How had the parent community accepted the move to the Link Academy?</i>” RN answered there had been a mixed response from parents, some commenting that the local communications were stronger than the central communications, the Chair responded that they would raise at the S&C meeting.</p> <p><u>Bearnes-</u></p> <ul style="list-style-type: none"> Data indicated attainment was still not in line with national data, but improvements were being made rapidly. Writing remained the area which caused most concern (Targets had been set) SLT had been investigating where the gaps were across core subjects and had been working with teachers to address them. Focus on keep up, not catch up. Good progress in phonics and EYFS. 	
7.	<p>School Updates</p> <ul style="list-style-type: none"> PAN (to include pupils joined/left) Pupil workload Staff wellbeing and workload Attendance Suspensions and permanent exclusions Feedback on any parent forum meetings/parents’ evenings/PTFA ASIP update Risk assessments/Accident book Pre-school update <p><u>Widcombe-</u></p> <p>ASIP- Good progress was being made, increased focus on the schools CPD calendar, planning a year in advance and linking to areas of ASIP.</p> <p>Safeguarding- An area to focus on with the children was their understanding of radicalisation.</p> <p>Relational approach- Barrier was getting all staff to attend sessions. Many staff were part time and had other commitments outside of school.</p> <p>Attendance- 93% Difficulties surround emotional based school avoidance which the school had some cases of. Increase of children moving to the school from elective home education added a layer of complexity to attendance.</p> <p>Parent Engagement-Parent consultations/Parents evening was completed last week, PTA focusing on improving the adventure playground.</p> <p><u>Hennock-</u></p> <p>ASIP- showed clear progress towards priority goals e.g. interventions to support early reading and phonics, which was added to the ASIP in 2024.</p> <p>AH noted a strong alignment between Hennock’s ASIP and the ATSIP, including the trust-wide focus on writing for 24’-25’.</p> <p>Safeguarding- New Deputy Designated Safeguarding Lead- managing things thoroughly.</p>	

Staff workload and wellbeing- Staff changes continued to have a knock-on impact, new 0.6 YR Teacher and AH had altered the TA timetable to provide more stable support in EYFS.

Feedback on Parents Forum- Parents had voiced concerns about the quality of school lunches around taste and preparation.

Ilington-

Attendance- 96%- Improving- AH stopped a number of children leaving early due to tutoring etc.

Pupil Wellbeing- AH main concern was a high needs KS1 child required 2:1 adult support on an hour rotational basis with safety concerns around other children and staff.

EHCP had been granted but the current arrangement of 2 hours a day/ 5 days a week (with 1 full day at Inspire Intervention Buckfastleigh) would remain due to safety concerns, AH was committed to avoiding exclusion and had continued to provide £200/week funding to provide 1:1 provision.

ASIP- Cultural diversity continued to be a focus- currently RAG (Red, Amber, Green) was at Amber/Green.

Relational approach continued to evolve- currently Amber, Metacognition and Oracy- were at green and Amber, evidenced in weekly SWAY newsletter.

Christian distinctiveness was an area of improvement- AH training to be a facilitator for the Trust.

Parent Engagement- Parents seemed happy- PTA survey was sent, upcoming parents evening 18th March, Governor suggested AH running 1:1 sessions for parents wanting to further discuss issues (AH arranging)

General stats: 8 PP children- all making progress, 13 SEND pupils in school.

Moretonhampstead- (Awaiting Visit notes)

Wolborough-

Safeguarding- There continued to be a high level of safeguarding need.

Attendance- 92.2% this included data from SEND pupils on a reduced timetable, AH noted that attendance was a significant priority for Wolborough.

Preschool- increase of children; 21 on a role compared with this time last year was 18.

Staff workload & wellbeing- The AH noted that the recent partnership with Bearnese was beginning to have a significant impact on workload, with staff in both school sharing skills and expertise.

ETHOS meeting- Needed recruitment for a parent and community member, meetings would be held ½ termly with monitoring.

Parent Engagement- Parents were invited into school for pancake races and dance show, supportive space in place, a group for parents to meet and support one another, facilitated by a staff member, PTA meetings had taken place.

Bearnese-

Safeguarding- There continued to be a high level of safeguarding need, the safeguarding team were having weekly meetings to address all concerns and track outcomes.

Attendance- 94.9%

Pre-school- At capacity.

Pupil Wellbeing- AH noted that she had been “blown away” by how happy and positive the children had been and felt there was a strong culture of prompting children’s well-being, the school had also provided access to an art therapist and therapy dog.

Parent Engagement- Parents had been encouraged to attend with additional sessions held to encourage as many parents as possible, Teacher sending out weekly SWAY newsletters.

8.	<p>Current Year's Trust Focus – Relational Approach</p> <p>AW gave a brief explanation of what the Relational approach was, mentioning that it was first piloted at Moretonhampstead and Harbertonford for a year and then launched across the Trust in September. AH's were working through a number of modules to ensure that all staff understood what it was. AW added that AH's were working at a pace that suited their school.</p> <p>The following questions were asked:</p> <p><i>"Was there a maintenance phase, what were the next steps beyond the modules?"</i></p> <p><i>"Had it worked at Moretonhampstead and had it gone down well with staff?"</i></p> <p><i>"Did it have a negative impact on resourcing staff within the schools?"</i></p> <p>AW explained that the process was ongoing, the long-term idea would be that pupils could regulate themselves, summarising that in short it was all about exploring the reason behind the behaviours and working through the reasons why. Adding that sometimes it can be challenging but that schools had dedicated staff to support the children.</p> <p>AW gave a case study example on how, at Moretonhampstead they had some great examples of pupils that could now self-regulate that couldn't before the Relational Approach.</p>	
9.	<p>Standards and Curriculum Trustees Meeting</p> <p>The GP fed back to the Governors that the trust had been build between the Trustees and the LACs, and that Trustees were very confident in the LAC Governors visit notes. The Trustees felt they had a good understanding on what was happening on the ground and that if there was a problem the LAC Governors would bring it to the Trustees attention.</p> <p>The Clerk informed the Governors that there would be an opportunity for other Governors to attend the S&C meetings if the Chair could not attend, but also to get a feel of how the meetings ran.</p>	
10.	<p>Next S&C Focus:</p> <ul style="list-style-type: none"> ○ Provision and impact for SEND ○ Oversight of pupil premium strategies and their impact <p>The Governors asked, <i>"Would there be any changes or questions added to the next summer 1 visit notes in line with the next focus?"</i> The GP responded that she would be having another look over the next lot of visit notes and the LAC Clerk would circulate.</p>	LAC Clerk to circulate any updated Summer 1 visit notes before the next visits.
11.	<p>Feedback from Ethos Committees and Community Groups</p> <p>SEG Focus: RE</p> <p>RG informed the Governors that information from the upcoming SEG would be provided at the next LAC meeting.</p> <p>The Chair added that the AH at Ilsington took an active role in the Christian distinctiveness of the school and should be a focus with the recruitment of the new AH.</p>	
12.	<p>Evaluation of governance impact</p> <p>The Governors discussed and agreed that they felt they had made an impact within the schools, adding that it was great to share school issues, which helped to recognise whether they were issues across the trust or just individual schools. The GP asked the Chair if it would be possible for them to follow up any questions that had been sent up to the S&C meetings via email to the LAC Governors to close the loop.</p>	The Char to follow up questions sent up to the S&C meetings via email to the LAC Governors.
13.	<p>Summary of questions from Governors to be raised at the S&C meeting:</p> <p>a) Questions relating to the focus.</p> <ul style="list-style-type: none"> • <i>PP funding for 2024-25' being allocated centrally rather than allocated locally?</i> 	

	<ul style="list-style-type: none"> • <i>How were the Trustees feeding back to the LAC hubs?</i> • <i>Clarity around SEND data as high numbers on SEND register.</i> • <i>Could LAC's have national attainment data?</i> <p>b) Questions relating to anything else.</p> <ul style="list-style-type: none"> • <i>Central Communications had not been as strong as Local school Communications.</i> • <i>Low intake of school dinners/catering issue.</i> • <i>End of the early finish?</i> <p>The meeting ended at 7pm.</p>	
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Signed as a true record by The Chair on