

East Devon Local Advisory Committee (LAC)

Minutes: Tuesday 5th March 2024 @ 16.00



In attendance: Corinna Tigg (TG) Chair, Peter Halford (PH) EHT, Anne Pelosi (AP) AHT, Claire Appleby (CA), Claire Lister (CL) via teams, Robert Williams (RW) Charlotte Roe (CR) Governance Professional, Fran Mills (FM) Clerk

Minutes: Draft minutes from LAC 23.2.24 & S&C Meeting on 30.2.23 attached for ease of reference.

No	Item	Action
1.	Welcome and apologies: Martin Jacques & Louise Jacques	Chair
2.	Declarations of interest: None	Chair
3.	Approval of meeting minutes from 23rd January 2024. The minutes were approved.	Chair
4.	Matters arising from Minutes of LAC. All items were on the agenda	Chair
5.	<p>Clerk Update. Nothing to report will be styled NTR</p> <p>5.1 Appointments/nominations. NTR</p> <p>5.2 Training - Update on training. Results of the skills audit are now available Clerk to send with minutes.</p> <p>5.3 Clerk to Local Board Committee to update the governors on any local or national issues. NTR</p> <p>5.4 Significant changes within the Trust including key personnel. FM announced that Littleham School are to join Link Academy Trust and to become part of the East Devon LAC on 1.4.24. Littleham will be represented on the LAC by a staff governor, a parent governor & a foundation governor CR was asked to expand on what this would mean for the East Devon LAC. Governors will not be expected to visit other schools but to listen & challenge reports made by the school at meetings. A sharing of best practice will be positive for the children and supportive for the staff. As Chair of the LAC CT will need to have an over view of Standards and any issues within the school and this will come in time. PH stated that it was vital to retain the experience the current East Devon Governors bring to the role as Drakes approach their second inspection. CT stated that Littleham is also a Cof E School and the sharing of ethos activities will be helpful. It is expected that all schools will have an ethos group. The addition of Littleham school to the East Devon LAC will have no effect on parents of the existing schools.</p> <p>5.5 Parental Engagement – 3 Core Roles – Role 3 - the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement. PH & AP confirmed that both schools have PTFA groups and that parents are keen to be involved. The small numbers in each school mean that workload can fall on just a few which is a risk that both are aware of. Both schools are active in the community with Love my School events taking place in each school which were well attended. AP was particularly pleased that non parent residents of Otterton came along to show support 7 expertise. FM confirmed that this had been discussed within the Parish Council with Councillors keen to support the school and one councillor designated as liaison between the two groups.</p> <p>5.6 Risk Assessments: Risk assessments to be done regularly which feed into upgoing risk registers. CR confirmed that all risks should be included within the register to enable a plan to put Counter measures in place to alleviate risk impact.</p>	FM to action
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 RW & CL/AP reported a similar picture for both Otterton & Drakes Schools.</p>	

	<p>Small school with good community relationships which feeds into school values. Good progress across both school with no concerns. Quality first teaching good and is evidenced across both school. Areas of improvement as suggested by recent Ofsted reports are seen as helpful and inform actions for progress in both schools. Life in modern Britain is a focus. PH is working with the Bristol Diocese to seek opportunities to introduce real life diversity into the agenda. SIAM report at Drakes evidences activities within the school support the C of E School ethos. Children are working hard and teachers are doing a good job which is evidenced At home.</p> <p>Query: Are children happy with workload? No one is over whelmed. Children arrive happy.</p> <p>Otterton has particularly high level of send children which presents challenges. No Barriers in either school to progression & achievement. Frequent/daily assessment of progress ensures that all groups reach expected targets Rationale approach positive and working well. Relationships good throughout community.</p> <p>Query re children who sit above PP but can become lost. (In danger of not meeting expected targets) Keep up/ not catch up. Frequent assessments, targeting interventions, mile stone & targets help ensure this group stays on track. Keep up/ not catch up. Daily assessment, personalised teaching. Small, swift, actions can make a big difference.</p>	
7.	<p>School Updates: Governors to consider and discuss feedback on any issues/successes from their school visits or visit notes.</p> <ul style="list-style-type: none"> • Pupil workload: RW stated that from his own experience he believes the children are working hard but within their own capacity. He reports seeing happy faces at arrival. • Staff wellbeing and workload. Not discussed • Attendance D 94.5 /O 94.2 • Feedback on any parent forum meetings/parents' evenings/PTFA Love my school – parents at both schools come in to help. Community involvement excellent. PTFA in both schools. Good communication essential to parental involvement. Discussions taking place to try and improve involvement of more parents. • ASIP update. Good progress reported. CT queried what methods were used to ensure that children in danger of not meeting targets were kept on track. This is often the group that do not have SEND issues or fall into the PP group but fall short of those at the top level. CA reported that due to the size of the school and the relational approach to teaching the practice in both schools has been to assess this group very regularly and put in place immediate interventions if a child is struggling. CA also reported that this is best practice for teaching and especially for phonics and that she promotes this when she visits other schools. Keep up/ not catch up CT suggested that improvement in this group can positively impact achievement data. • Risk assessments/Accident book. AP & PH reported that risks are recorded and accident book to mitigate future issues. • Pre-school update. 5 pre-school children increase of 2 at Otterton. Pre-school children likely to attend school. A new Toddler group has been set up at Otterton & the group at Drakes continues with good attendance. Some children attend at both schools! • 	Governors/ Academy Head
8.	<p>Current Year's Trust Focus – Relational Approach Academy Head to feedback on relational approach practice across the LAC</p>	

	<p>Modules undertaken across both schools. Approach has been in place at both schools for some time. Excellent for new staff and those that have not been previously involved.</p> <p>Boundaries & expectations have not changed and it is believed are needed for security.</p>	
9.	<p>Standards and Curriculum Trustees Meeting</p> <ul style="list-style-type: none"> • Response to draft minutes (please be aware the minutes are draft and remain confidential until approved) • Feedback on any issues raised from local board Chairs in S&C Meeting. No queries or concerns were raised. • Items from LAC/Reports to be raised/shared at S&C: Keep up/ not catch up. <i>Methods used to ensure that children in danger of not meeting targets are kept on track. This is often the group that do not have SEND issues sit slightly above the PP group but fall short of those at the top level.</i> <i>CA reported that due to the size of the school and the relational approach to teaching the practice in both schools has been to assess this group very regularly and put in place immediate interventions if a child is struggling. CA also reported that this is best practice for teaching all subjects and especially for phonics and that she promotes this when she visits other schools.</i> <i>CT suggested that improvement in this group can positively impact achievement data.</i> Toddler Group <i>attendance at Drakes remains high which it is hoped will feed through to registration at pre-school and school in due course. A new Toddler group has also been opened at Otterton and attendance has started well. Numbers in the pre-school at Otterton have risen by 50%</i> 	Chair/ Governance Professional
10.	<p>Next S&C Focus: Provision and impact for SEND</p> <ul style="list-style-type: none"> ○ Oversight of pupil premium strategies and their impact. Noted by all ○ RW & CL to book visits before the next meeting. 	RW & CL action.
11.	<p>Feedback from Ethos Committees and Community Groups</p> <p>MJ has attended an Otterton Ethos Group meeting and has prepared a report which will be circulated. MJ also met with Emma Cocker the school lead for RE which she felt was helpful.</p> <p>PH suggested that by becoming part of the Ethos groups foundation Governors would continue to have first- hand involvement in individual schools.</p>	AP to circulate report
12.	<p>Evaluation of governance impact: Review performance and value of the meeting - to summarise the effectiveness of the meeting and how this will positively impact on our pupils, staff and Trust. Governors to consider during the meeting where their understanding/decisions have had an impact and share a sentence.</p> <p>RW stated that his belief that Drakes is a happy school with excellent learning opportunities is confirmed by his visits to PH.</p> <p>CL Said the meeting had increased understanding of how schools are working. Information on the relational approach was also helpful. CL also stated that discussions at Otterton regarding opportunities for parental involvement were encouraging.</p> <p>All Governors found CR's input into how the addition of Littleham school would affect the board very helpful & reassuring.</p> <p>CT suggested that this addition would strengthen the LAC and that sharing best practice would benefit all children & staff.</p> <p>CR suggested that governors should remain curious about the schools and practices. 'Curious' seen as more supportive than challenging.</p>	Chair

The meeting ended at 17.20