

Moorland Local Advisory Committee (LAC)

Meeting minutes

Wednesday 1st October 2025 at 5.30pm

Held online via Microsoft 'Teams'

Attended:

Chair- Oliver Heathman
Parent Governors- Lynda Cooper (Hennock)
 Rosie Stamp (Ilstington)
 Charlotte Vicary-Ward (Bearnas)
 Anne-Marie Lewis (Wolborough)
Academy Headteacher- Kat Williams (Ilstington)

In attendance:

CEO- Rachael Sharpe
Governance Professional- Charlotte Roe

Minutes: Clerk to the Trust- Nicol Bush

No	Item	ACTION
1.	Welcome and apologies The Chair opened the meeting with a welcome to Governors, the new CEO Rachael Sharpe and the new parent Governor for Wolborough- Anne-Marie Lewis. Governors were invited to introduce themselves to the new members. Apologies were received and accepted from Robert Steemson and Richard Nutbeam.	
2.	Declarations of interest The Chair reminded Governors that the meeting and any associated paperwork were confidential until the minutes were approved.	
3.	Election of Chair and Vice-Chair The Chair and Vice Chair confirmed their continuation in their roles. Governors were invited to express interest in the future roles of Chair and Vice Chair to support succession planning.	
4.	Approval of meeting minutes from 25th June 2025 The minutes of the meeting were approved as a true record and were signed accordingly. ACTION- Clerk to forward the approved minutes to the HR for website publishing.	Clerk
5.	Matters arising from 25th June 2025 (not on the agenda) 5.1 Governors to review the responses to the questions raised at the previous LAC and confirm if any supplementary questions. There were no questions raised and therefore no comments made by Governors. 5.2 Governance professional to confirm discussion with the DCEO and new CEO around marketing. The Governance Professional confirmed that the CEO wanted to develop a process where a body of parents were used to sound out ideas and documents. 5.3 LAC Clerk to source any Governors able to help with marketing to support the Trust's promotional efforts. The meeting agreed it would be helpful to use the skills of those Governors with marketing expertise to support the Trusts marketing- The Clerk confirmed that a skills audit was on the next Clerk's meeting agenda and would be discussed at the next LAC meeting. ACTION- Clerk to update LAC Governors on the skills audit, following the Clerk's meeting on 04.11.25	Clerk

6.	<p>Clerk Update</p> <p>5.1 Appointments/nominations The Clerk informed the meeting of the vacancy for a Foundation Governor at Ilsington, she noted that SL was reaching out to the local community and parish for any interest. The Clerk informed the meeting that there had not been any interest for a Staff Governor, despite asking all Moorland AH's. The Governance professional requested the CEO ask AH's at the next AH meeting.</p> <p>5.2 Training - The Clerk reminded the meeting of the upcoming online training and informed Governors that recorded videos could be shared with those unable to attend.</p> <ul style="list-style-type: none"> • Exclusion Panel Training - 20th November 2025 at 1300 • Complaints - Prevention and Managing - 15th October 2025 at 1000 <p>5.2.1 Safeguarding training- The Clerk reminded Governors to send dates of the Safeguarding mop up training they had booked.</p> <p>5.2.2 Annual Compliance- The Clerk reminded governors to sign and send over their completed annual compliance forms.</p> <p>5.2.3 Annual Housekeeping- The Clerk informed the meeting that she would circulate the annual 'Housekeeping' Tasks, to remind Governors of actions needed to be completed.</p> <p><u>ACTION-</u> CEO to raise the vacancy for the role of staff governor at the next AH meeting.</p>	CEO
7.	<p>Terms of Reference (Circulated via email before the meeting) A Governor raised a query about section 6.2 of the Terms of reference document, which referred to reviewing action plans for each school. The Governance Professional clarified that action plans were relevant for Tier 3 schools only. The CEO added that these plans likely referred to the Academy School Improvement Plans (ASIPs), which every school should have. The Governor confirmed they had seen the ASIP annually but had not recognised the terminology used in the document. The CEO noted that if the reference was to Tier 3 plans, Chairs or their representatives could access them. The Governor said they were aware of the Tier 3 plan's existence and content through discussions but had never seen the actual document. It was suggested that if such plans were expected to be reviewed, the Trust should ensure they were shared with the relevant governors, as outlined in the terms of reference.</p>	
8.	<p>Standards and Curriculum Committee Focus: Analysis and evaluation of pupil outcomes and targets for the year <u>(Due to GDPR and confidentiality, please refer to visit notes for further information and clarification)</u> <i>Governors raised highlights from their reports. The following notes are taken from those reports:</i></p> <p>Ilsington</p> <ul style="list-style-type: none"> • <u>Year 6 SAT's results</u>-75% of pupils achieved the expected standard in reading, writing and maths. (88% for reading, 88% for maths, and 75% for writing) Pupils that achieved greater depth were 50% in reading, 12.5% in writing, and 25% in maths, with an overall greater depth figure of 12.5%. This was notably above the national average of 62%. • <u>Key Stage 1 SATs results</u> from summer 2025, which showed 100% in reading, 82% in maths, and 64% in writing, with an overall combined score of 64%. The AH (Academy Headteacher) noted this was a strong outcome given the cohort had been considered weak, with lingering effects from Covid. • The Year 4 multiplication check, the average score was 22.4, exceeding the Link Academy target of 20. • There were no Pupil Premium pupils in Year 6, so no comparison data was available. However, KW provided updates on SEND pupils across the SATs year groups. 	

	<ul style="list-style-type: none"> • The current Year 1 cohort was particularly challenging, especially in terms of Personal, Social and Emotional Development (PSED), aligning with the Academy's focus on early years. The school was working to improve tracking in Reception, as data had previously not been scrutinised as regularly as in other year groups. • Key barriers included challenging behaviour in some year groups and among certain pupils, as well as staffing being stretched very thinly. <p>Hennock</p> <ul style="list-style-type: none"> • 2024-25 data was good. • KS2 outcomes improved on predictions and on 2023-24 results • Reading 89%; 11% at greater depth [GD] • Writing 67% • Maths 89%; 11% at GD • Combined RWM 67% • Writing would be staying on the ASIP as a priority. 	
9.	<p>Standards and Curriculum Committee Focus: Academy Improvement Planning/CPD Plan <u>(Due to GDPR and confidentiality, please refer to visit notes for further information and clarification)</u></p> <p><i>Governors raised highlights from their reports. The following notes are taken from those reports:</i></p> <p>Illington</p> <ul style="list-style-type: none"> • An update was given on the power planning day, during which AH's were introduced to the Trust's strategic priorities. Early Years was highlighted as a key focus and subsequently prioritised in the schools ASIP, with the reception cohort already demonstrating strong outcomes. • The upcoming SIAMS inspection placed Christian distinctiveness at the forefront, with emphasis on embedding spirituality, enhancing community engagement, and strengthening partnerships with schools in Zimbabwe and Zambia. • Writing was a key focus in the ASIP, with efforts to increase greater depth and support borderline pupils. Free CPD resources from Ilsham Hub were used. Improvements were noted in many year groups, but lower attainment remained an issue in younger cohorts. Writing had been carried over for some pupils in Years 5 and 6; Year 4 writing was stronger. <p>Hennock</p> <ul style="list-style-type: none"> • The schools ASIP was still in development, as the AH, was continuing to familiarise himself with the school. While top-line priorities had been identified, specific targets were yet to be finalised. • The AH acknowledged that following a period of upheaval, it was important to prioritise where time and resources were directed. Immediate focus had been placed on whole-school curriculum provision, with reading already reviewed and maths next in line. • Monitoring activity across the school had also increased. Other areas, such as sustainability, were expected to be developed later in the academic year or during the summer term. Overall, the school was receiving good curriculum support. • SEND provision was discussed in detail. Becky Humphries (Sendco) was currently covering SEND for half a day per week, with her time ring-fenced and based on site. Her experience and familiarity with many families had contributed to the arrangement working well. It was noted that SEND need at Hennock was significant, and efforts were being made to reduce the number of provision maps and increase OAIP (Ordinarily Available Inclusive Provision), aiming for stronger baseline inclusion. 	
10.	<p>Standards and Curriculum Committee Focus: British Values and preparing for life in modern Britain <u>(Due to GDPR and confidentiality, please refer to visit notes for further information and clarification)</u></p>	

Governors raised highlights from their reports. The following notes are taken from those reports:

Illington

- British values had been a strong focus in the previous year. While the school already had a clear vision, motto, and set of values, the AH acknowledged that adding British values could feel overwhelming for pupils, although there was significant overlap- *Picture News* was used to support this work, with weekly updates and visual displays seen by governors. British values were also regularly addressed in assemblies.
- Examples included the current voting for House Captains and curriculum links, such as the Year 5 and 6 study of Ancient Greece, which connected to the concept of democracy.
- Additional examples of values in action included PE Hub activities like cross-country day and Body Language sessions, which promoted resilience and teamwork.
- The AH also brought a wide range of visitors into school, such as a publisher for World Book Day, to help foster a love of learning among pupils.

Hennock

- It was noted that while pupils may not always recognise the terminology, they did understand the underlying concepts. The AH for Hennock confirmed that this could be further developed by making vocabulary and connections more explicit, for example through assemblies and other activities throughout the year.

11.

Feedback from Ethos Committees and Community Groups

11.1 Feedback from Ethos Committees

It was noted that the issue of recruiting a Foundation Governor for Illington continued to be a challenge.

Despite numerous expressions of interest over the past year, each potential candidate had withdrawn prior to their first meeting. This matter had been raised consistently, including at the recent governor's meeting. KW reported that further efforts were being made to address the vacancy. A new letter was being circulated via the parish and the church, and outreach was being extended to pre-school parents in the hope of identifying a suitable candidate.

KW said she attended a SIAMS course the previous week, during which the terminology surrounding "courageous advocacy" was discussed. It was noted that the language was being revised to improve clarity, particularly for children, many of whom did not understand the term. The course highlighted the importance of adapting vocabulary to ensure accessibility and comprehension. It was also observed that the school's website did not explicitly mention "courageous advocacy". However, an AI-based review of the site indicated that, although the term was absent, the content demonstrated various examples of advocacy in practice. This approach to website monitoring was considered useful and informative.

A Governor requested clarification on the term "courageous advocacy". It was explained as the act of standing up for what is right and taking meaningful action to make a positive difference, such as supporting charitable causes or advocating for others. The school had adopted an inclusive approach, encouraging all pupils to participate regardless of faith. As a Church of England school, the ethos was invitational, allowing pupils to engage with faith-based elements if they wished, without obligation.

A Governor asked KW for examples of how the school explored "courageous advocacy" with the pupils. KW explained that examples included pupil-led charity events, such as entrepreneurial stalls where children raised funds for both the PTFA and a charity of their choice. Pupils had also organised activities for Red Nose Day as part of their PSHE curriculum, promoting independence and initiative. Additionally, the school maintained international links with Nyamba School in Zambia and Tree of Hope in Zimbabwe, helping pupils develop global awareness and respond to Ofsted feedback on preparing for life in modern Britain.

	The Governors noted that the discussion had been informative and helpful.	
12.	<p>Successes and Sharing of Good Practice</p> <p>The Governors discussed examples of good practice and positive contributions that could be shared within the Local Advisory Committee (LAC) or across the wider Trust.</p> <ul style="list-style-type: none"> • KW reported on the outstanding support provided by Will- Maintenance in relation to recent maintenance issues at the school. It was noted that his ongoing contributions have significantly reduced the need for external contractors, resulting in considerable cost savings. The CEO acknowledged the exceptional contribution of Will to the Trust and stated that, having seen his work firsthand, she found his performance to be phenomenal, his dedication, efficiency, and ability to manage a wide range of maintenance tasks across multiple sites were commended. • Claire Slee (Health and Safety), Richard Charly (Maths Lead), Claire Appleby (English Lead) and Sue Howard (HR) were recognised for their exceptional support and contributions, particularly in governance and operational matters. KW highlighted additional individuals, such as Penny Young from Bearnes , who had provided outstanding administrative support, especially in assisting the new school administrator. • NB- speaking in her capacity as a parent, shared positive feedback about the music provision at Ilsington. She noted that her children, including those in preschool, regularly came home singing and demonstrating what they had learned in music lessons with Pat. KW added that these sessions were funded with support from the PTFA, and Pat was also due to begin work at Hennock. <p>The Governors welcomed the sharing of these examples and agreed they reflected strong collaboration and commitment across the Trust. The Governance Professional noted that letters of thanks would be sent to those mentioned, acknowledging their efforts and celebrating the positive practice across schools.</p> <p><u>ACTION-</u> GP to send out letters of thanks to staff across the schools that were acknowledged by Governors and the AH, for their efforts and positive practices.</p>	GP
13.	<p>School Updates</p> <p>Ilsington</p> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- 75, lost 5 but gaining one new pupil soon, taking total to 76. • Feedback on any parent forum meetings/parents’ evenings/PTFA <p>Hennock</p> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- 38 • Pupil wellbeing- Pupils had returned to school positively and were generally coping well with the new classroom structure. Years 3 and 4 were being taught separately in the mornings and then joined Years 5 and 6 in the afternoons. The Year 3-4 group were being encouraged to develop their own identity within the new arrangement. • Staff wellbeing and workload- Please refer to the Hennock visit notes for further clarification. • Attendance- 97.8% • Feedback on any parent forum meetings/parents’ evenings/PTFA- The PTFA remained active and was currently planning the upcoming barn dance, which is expected to be the largest fundraiser of the year. It was noted that the PTFA was likely to make a significant financial contribution towards a planned playground refresh, for which architect plans had now been received. General parent sentiment was reported as positive. The return of forest school had been very well received by families. Wraparound care continued to be a complex area- the AH was aware of 	

	<p>the challenges and was working closely with parents on a case-by-case basis to ensure the school was meeting individual family needs.</p> <ul style="list-style-type: none"> • Pre-school update- Pre-school currently had one child in attendance. As a result, an integrated provision with EYFS was being offered. The pre-school had returned to the lower floor of the building, providing a dedicated space with easy access to outdoor learning opportunities. 	
14.	<p>Standards and Curriculum Trustees Meeting (Minutes circulated to Governors before the meeting) The minutes were acknowledged, and no comments were made. RS offered to attend the upcoming S&C meeting in the absence of the Chair and Vice Chair.</p>	
15.	<p>Next S&C Focus:</p> <ul style="list-style-type: none"> • Personal Development/Wellbeing – Relationship Education, PHSE & RHSE • SEF Overview – Academy Head’s overview of accuracy and effectiveness of their school self-evaluation • Christian distinctiveness/SIAMS <p>The Governance Professional advised the meeting of the amendments to the Autumn 2 Visit notes, due to the change of the OFSTED framework. There were no further comments.</p>	
16.	<p>Key Accountability Questions</p> <ol style="list-style-type: none"> 1. <i>Are children safe? Do they feel safe?</i> 2. <i>Are children attending? Are the places of education fit for purpose?</i> 3. <i>Are children achieving? Are we providing the opportunities and support they need to achieve</i> 4. <i>How are our staff feeling?</i> <ul style="list-style-type: none"> • It was noted that at one of the schools, instability in staffing had impacted pupil behaviour and emotional security. This had been identified at the end of the previous academic year and was being addressed through work to establish clearer boundaries and group identities. The disruption to friendship groups due to pupil departures had also contributed to a sense of instability, and the school was actively working to rebuild a sense of community. • A Governor raised concerns about staffing capacity at another school, particularly in relation to supporting pupils with more complex behavioural needs. There was uncertainty around whether the current structure would allow staff sufficient time and flexibility to help pupils regulate effectively, especially with the potential loss of support staff. • It was agreed that while staff generally felt safe, wellbeing remained a priority and should continue to be monitored and supported. 	
17.	<p>Summary of Questions to be raised at LAC level There were no questions raised at LAC level.</p>	
18.	<p>Summary of Questions to be raised at S&C level</p> <ul style="list-style-type: none"> • How is AI being use by staff within schools and the Link to support where it can around reduce staff workload, and what safeguards/training is in place to ensure its safe use particularly around pupil data. • Hennock- current challenges at the school to be discussed at S&C. • Marketing support needed at schools across the Trust. 	

The meeting ended at 7pm

Signed by the Chair of the Committee.....on 26th November 2025.