

Totnes Local Advisory Committee (LAC)

Meeting minutes

Thursday 27th November 2025 at 6pm

Held online via Microsoft 'Teams'

Attended:

Parent Governor: Nanya Coles (Broadhempston)

Foundation Governor- Kate Burch

In attendance:

DCEO- Matt Matthew – For item 5.

Minutes: Clerk to the Totnes and Moorland Hub- Nicol Bush

No	Item	ACTION
1.	Welcome and apologies Apologies were received and accepted from RS (CEO), CR, CL, LG, GP, KW and TC.	
2.	Declarations of interest There were no declarations brought to the meeting.	
3.	Approval of meeting minutes from 2nd October 2025 For approval: The part I minutes were approved as a true record and were signed accordingly.	
4.	Matters arising from 2nd October 2025 (not on the agenda) 4.1 Governors to review the responses to the questions raised at the previous LAC and confirm if any supplementary questions- There were no Minutes available at the time of the meeting- the Governors agreed to revisit this item at the next Totnes LAC meeting. 4.2 Clerk to confirm circulation of the Totnes Chair nominations letter to AHs and admin- The Clerk confirmed that nomination letters had gone out to all Totnes Hub schools' admin staff for circulation to parents and carers. <u>ACTION-</u> Clerk to add agenda item 4.1 responses to S&C questions to the Spring 1 LAC meeting.	CLERK
5.	CEO school review update (DCEO gave an update in the absence of the CEO) The DCEO reported that reviews of all 23 schools had been completed to strengthen understanding and reinforce the Trust's vision and values. Feedback was gathered on value for money, with emphasis on the Trust's role in serving schools. Due to significant funding constraints, efforts focused on improving cost effectiveness of central services. The DCEO confirmed that the Trust had carried out a comprehensive evaluation across key areas including finance, operations, governance, curriculum standards and safeguarding. This evaluation would inform the Trust's improvement plan. Staff feedback from the recent survey had been substantial and was being carefully analysed to shape future actions. The DCEO invited Governors to ask questions: The Governors asked Will the board receive a more detailed analysis of the staff survey findings along with an associated action plan, and if so, when can this be expected? The DCEO confirmed that this was being looked at by the Remuneration committee and findings would be shared when available. The meeting noted that communication had improved significantly, with the weekly CEO update highlighted as particularly helpful and Governors said they appreciated feeling more informed. The Clerk shared that she valued the CEO	

	<p>updates as an effective channel for sharing messages widely, such as the recent call for staff governors, which reduced the need for separate emails to academy heads. The DCEO acknowledged the commitment and effort of local advisory committees and individuals, stating that their contribution was greatly appreciated.</p>	
6.	<p>Clerk Update 6.1 Appointments/nominations The Clerk advised the meeting of the following:</p> <ul style="list-style-type: none"> • Letters had been sent out to parents and carers in the recent school newsletters, to recruit for Parent Governors at Diptford as well as for a Chair for the Totnes LAC. • Sharon Lord had continued her efforts to recruit Foundation governors for Diptford and Harbertonford. The Clerk noted that the CEO would also raise the matter at the upcoming Academy Head meeting to seek further support from heads in recruitment. • Trustees were looking to recruit a Sustainability Governor to monitor how each school was doing. She reported that sustainability strategy was to appear as a standing item on future LAC agenda. The meeting agreed due to the absence of most Governors, to revisit this item at the next Spring 1 LAC meeting. <p>6.2 Training</p> <ul style="list-style-type: none"> • Exclusion panel training online - The Clerk informed the meeting about the recent Exclusion Panel training and invited any Governors that would like a copy of the PowerPoint slides to contact her. <p>A Governor raised that it would be useful for all training presentations/recordings and powerpoints, to be added to a “training” folder in the LAC sharepoint.</p> <p>6.3 Clerk to Local Board Committee to update the governors on any local or national issues</p> <ul style="list-style-type: none"> • Governance Audit- The Clerk reported that, in the coming weeks, Clerks would be circulating a Governance Audit Form. She explained that the form would include a series of questions designed to help the Trust and the Governance Team gather valuable information about governors’ skills and expertise. The aim was to create pools of governors who could support specific areas such as Marketing and Communications, Content Editing, AI, and IT. She noted that this initiative would enable the Trust to better utilise the strengths within the governance community and enhance collaboration across the Trust. <p><u>ACTION-</u></p> <ul style="list-style-type: none"> • Clerk to add request for a Sustainability governor onto the spring 1 LAC agenda, where it could be discussed further. • Clerk to create a new folder in the LAC sharepoint for training files. 	CLERK
7.	<p>Standards and Curriculum Committee Focus: Personal Development/Wellbeing – Relationship Education, PHSE & RHSE <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>Broadhempston- PSHE had transitioned from Jigsaw to KPOW, which teachers found more accessible. Monitoring included pupil voice twice yearly, and RHSE was planned mainly for the summer term. Wellbeing and discrimination incidents were limited, with pupils encouraged to speak to trusted adults. Staff modelled openness, and CPOMS was used for consistent incident logging and communication. The staff survey was completed across the trust, and teachers hoped changes would follow.</p> <p>Sparkwell- PSHE lessons were scheduled before lunch to allow reflection time. Pupil voice questions were context specific, such as online safety scenarios. CPD monitoring informed staff meetings and ongoing monitoring, with termly safeguarding training delivered by the Trust. Additional training included emotional support, Kiva, emotional logic, and Lego therapy for targeted staff. It was noted that sharing the PSHE curriculum with parents could be improved, and plans were in place to update the school website with an overview alongside existing statements and letters regarding RSE.</p> <p>Landscape- The school moved from Jigsaw to KAPOW this term. KAPOW was considered more adaptive, offering ready-made materials that could be tailored, and was £400 cheaper annually. Reviews were scheduled at the end of each term during staff meetings. A monitoring schedule was in place, with Landscape and Broadhempston conducting monitoring simultaneously, including pupil voice and feedback to staff. No issues were reported regarding covered topics. Children felt safe and knew they could speak to a trusted adult. Relationships with parents were positive, and staff communicated effectively, supported by consistent CPOMS recording. Previous CPOMS issues had been resolved, and modules ensured safeguarding leads had appropriate access. Pupil voice was gathered annually during subject monitoring.</p>	
8.	<p>Standards and Curriculum Committee Focus: New OfSTED Framework (Due to GDPR and confidentiality, please refer to visit notes for further information and clarification)</p> <p><i>Governors raised highlights from their reports. The following notes are taken from those reports:</i></p> <p>Broadhempston- The Governor confirmed that a new format linked to the Ofsted report card framework would be introduced and rewritten shortly. Inclusion and OAIP would be key areas for reflection within the ASIP. The head stated that data remained consistent and that behaviour and personal development would carry over into the new framework. Staffing updates included maternity leave. The format had last been updated in September 2024 when the AH came into post, but it was noted that the ASIP was used more frequently in school.</p> <p>Landscape- The SEF was updated in September 2025 and remained current for SIAMS requirements. The SIAMS SEF was also up to date. Areas for development were linked to the ASIP and subject lead action plans. The head was confident that both SEF documents accurately reflected the school and could discuss all areas. The SEF had been updated with Ofsted outcomes and targets, including ASIP next steps. A re-write might be required under new Ofsted guidance, but content was expected to remain broadly consistent.</p>	
9.	<p>Standards and Curriculum Committee Focus: Christian distinctiveness/SIAMS (For CofE Schools) with a learning walk. Governors of schools that are not CofE – Vision and Values (Due to GDPR and confidentiality, please refer to visit notes for further information and clarification)</p> <p><i>Governors raised highlights from their reports. The following notes are taken from those reports:</i></p> <p>Broadhempston- A learning walk took place where children were participating in wake up shake up, which happened every Friday. Displays were clear and uncluttered, with information and photos well presented. Picture News was used to prompt discussion on current topics and protected characteristics, supporting relational approaches and conversations at home. Vision and values were prominently displayed, enabling ambassadors to share these with prospective parents. Classroom displays were purposeful and linked to learning objectives.</p>	

	<p>Safeguarding information was visible in the office and at the school entrance. During the visit, most pupils were attending forest school.</p> <p>Sparkwell- School values of Respect, Responsibility, Creativity and Resilience were clearly embedded. Reception displays showcased children’s chosen work. Each class had a values chart used to recognise pupils demonstrating specific values. A review of the learning environment was planned. Pupils spoken to were able to articulate the school values, identify where they were displayed, and explain the charts. The Governor described the school as supportive, inclusive and friendly, noting help with friendships, support for autism, and reassurance when mistakes were made. One pupil shared that moving to Sparkwell had been life-changing and that the school listened to her family.</p> <p>Landscape- The school vision was based on Matthew 7:7, encouraging curiosity, perseverance and trust. The vision and values were embedded throughout school life, enabling children and adults to flourish. Pupil voice was strong, promoting advocacy and confidence. Personal development focused on growth mindset and resilience, supported by consistent messaging through the “windows, mirrors, doors” theme. Relationships and wellbeing indicators were positive, with low staff absence and turnover, and strong feedback from parents and visitors. Curriculum examples reflected the vision through social justice and environmental projects. The vision shaped relationships within the school and wider community, with pupils involved in local events and church partnerships.</p> <p>SIAMS inspection was due this academic year. The SEF was well underway, and Landscape was well prepared, having collaborated with Ilstington and received feedback from the Trust lead. Displays across the school reinforced the vision and values, including reflection areas, spirituality displays and child-friendly messaging in EYFS.</p>	
10.	<p>Feedback from Ethos Committees and Community Groups</p> <p>Questions were raised about how the Trust vision was being reflected in schools’ work and actions, including recent impact, examples of flourishing, what this looked like, how it was monitored, and whether the profile of the Trust vision had been raised. It was also asked if there was alignment between the trust vision and individual school visions.</p> <p>The Foundation Governor confirmed that the Trust vision was deeply embedded in the three schools discussed. Children understood the vision and were able to relate it to Bible stories and the school values. Harbertonford was highlighted for its impressive visual representation of the vision, including murals created by a local artist and a large tree display in the hall featuring the vision and values. These elements made the vision highly visible and impactful throughout the school. She noted that in all the schools, the Christian ethos and the link between vision and values were very clear.</p>	
11.	<p>Successes and Sharing of Good Practice</p> <p>Broadhempston shared positive news about making use of parents’ skills to support the school, which attracted media attention including coverage in local newspapers and on radio stations. The school also introduced a new active wear uniform to replace the traditional school uniform. This change aimed to resolve confusion around PE days, promote sustainability, and encourage movement. The redesign included a new logo and was expected to look smart once fully embedded.</p>	
12.	<p>School Updates <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>PAN (to include pupils joined/left)</p> <ul style="list-style-type: none"> • Broadhempston- 43 • Sparkwell- 95/105 • Landscape- 15 was PAN total number was 91 • Sparkwell- staff felt positive about the school's direction. 	

	<p>Attendance (Our attendance targets for the Trust are 96.5%, with an aspirational target of 98%)</p> <ul style="list-style-type: none"> • Broadhempston- 97.2% • Sparkwell- 95.3% • Landscope- 96.8% <p>Feedback on any parent forum meetings/parents' evenings/PTFA</p> <ul style="list-style-type: none"> • Broadhempston- Parents evening was well attended • Sparkwell- had a strong open-door policy • Landscope- Parents evenings held on 4th & 5th November – only a few non-attenders but staff were making appointments to catch up with these families <p>Pre-school update</p> <ul style="list-style-type: none"> • Sparkwell- approved for a future expansion <p>Safeguarding</p> <ul style="list-style-type: none"> • Landscope- F&M spot check undertaken Autumn 1 	
13.	<p>Standards and Curriculum Trustees Meeting The minutes were not available at the time of the meeting.</p>	
14.	<p>Next S&C Focus: Safeguarding Audit with a <u>LEARNING WALK</u> Mid-year attendance overview Parent and Community Engagement Curriculum Subject – EYFS The Chair shared the next S&C focus. The Clerk advised the meeting that the Spring 1 visit note had been updated, with the Safeguarding focus removed and added to the Spring 2 visit note. The Clerk said she would circulate the updated Spring 1 visit note as soon as it was available.</p>	
15.	<p>Reflection of the Autumn 2 Governor visit A Governor noted that visiting her school had been very valuable for building a strong working relationship with the headteacher. The visit provided an opportunity to experience the school environment when it was quieter, which gave a clearer sense of its atmosphere and allowed for more relaxed interactions with staff. Observing activities such as the younger class engaging in wake and shake was highlighted as a positive and enjoyable aspect of the visit.</p>	
16.	<p>Summary of Questions to be raised at LAC Level There were no questions raised.</p>	
17.	<p>Summary of Questions to be raised at S&C Level There were no questions raised.</p>	

The meeting ended at 7.10pm

Signed by the Chair of the Committee.....on 22nd January 2026