

**Mid Devon Local Advisory Committee (LAC)**  
**Minutes of the meeting held via Microsoft Teams**  
**Monday, 11 May 2026 at 5 pm**

Name	Role/Type of Governor	School	
Joanna (Bidly) 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	Ap
Mat Boulton (MB)	Parent Governor	Cheriton Bishop	P item 5 to end
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	Ap
Hannah Strong	Staff Governor	Across the LAC	P
Pam Down (Clerk)	Clerk	Mid Devon LAC	P
Charlotte Roe (GP)	Governance Professional	Link Academy Trust	P
Rachael Sharpe (CEO)	CEO	Link Academy Trust	P items 1-5

Present/Apologies/Absent

		<b>ACTION</b>
<b>1</b>	<b>WELCOME AND APOLOGIES</b> JH, Chair, welcomed everyone to the meeting, introducing our new Staff Governor, Hannah Strong. Apologies received from TW due to childcare - <b>approved.</b>	
<b>2</b>	<b>DECLARATIONS OF INTEREST:</b> Nothing pertaining to the Agenda of this meeting.	
<b>3</b>	<b>UPDATE FROM THE CEO:</b> The CEO confirmed the restructure had finally concluded. She detailed the substantial savings made for this year and next resulting in the Trust being more financially secure. Looking further ahead, the fall in the birth rate and subsequent projected lower intake numbers, affects funding. This would continue to be monitored and reviewed. With much valued staff members moving on, the CEO outlined the current structure, which she will line manage. There are four Challenge Partners who are Academy Headteachers. They have capacity to coordinate, facilitate, collaborate and coach the other AHs in their clusters. This is not a 'top down' approach, but very much collaborating and supporting each other, particularly in terms of school improvement within the cluster model. In the Mid-Devon cluster, Hannah Bancroft expressed her interest and was successful in being named the Challenge Partner for Mid Devon and has already been doing a great job. The other Challenge Partners appointed are Pete Halford (East), Jack Pemberton (Totnes), Alex Waterman (Moorland). Alex Waterman is also currently the Director of Safeguarding. Alex gave an interesting presentation on her vision for her Challenge Partner role which included succession planning. Others in that cluster will be encouraged to step forward in order that Alex can step aside and focus on the Safeguarding role. She currently has the capacity to fulfil both roles; it has been looked at in detail together. Alex will continue to monitor this over the next year. There is also a Trust Inclusion Partner, Vicky Gillon, who will oversee the inclusion improvements across the Trust settings, supporting and collaborating with SENDCos across the schools. Alongside that, the Trust will be losing Sharon Lord, the RE, Worship and Christian Distinctiveness Lead. Discussions are taking place with another AH about potentially taking on a part of that role; overseeing, supporting, and connecting with the Diocese. The Trust has a really strong RE and Worship group of hub leaders who will continue to support. The restructure signifies	

	<p>quite a culture change. There will no longer be a group of individuals/directors who tell the AHs where areas of improvement are. The role of Director of Safeguarding is still in place, but other roles will be referred to as a lead or a partner. Induction training has begun with an AHs' day together last week, including an external key note speaker talking about what it's like to belong to a trust as an AH, an AH in a cluster and a leader within individual schools and expectations around that. This was well received by the AHs. The CEO was able to spend time talking with AHs and listening to some great ideas, including AHs within a cluster who realised they had the same class structure so could look at the curriculum together. There had been a similar meeting with SENDCos, discussing the responsibilities of a SENDCo, AH and the Trust Inclusion Partner. That was also well received with several SENDCos already collaborating. As a result of the restructuring, there are just three schools within the Trust with a deficit; all the remaining school's budgets are looking much more positive; a big improvement from last September. The three schools and AHs are being supported as they work with the Trust.</p> <p>The Chair commented positively on upskilling of existing staff and making best use of their expertise within the structure.</p> <p>The CEO added she was aware there had been lots of conversations and questions across the Trust regarding what things will look like, particularly from a workload viewpoint. The CEO referred to a document she had written which may help – the GP was asked to circulate it. The CEO had taken on board feedback with AHs. As there were so many directors/visits, AHs felt overloaded with varying subject reviews resulting in lots of subsequent actions which did not always align with what the AHs believed was the key school improvement priority for their setting. This will be stripped back, with quality assurance still being actioned but within each cluster; upskilling AHs to go into each other's schools and share good practice. There are initial plans to bring in external support for a limited visits per annum. The new MIS system (after initial setup) will reduce workload significantly, providing a central point for placing data so that it can be accessed live by the teachers and relevant staff. Currently, AHs are asked from various sources to supply data – meaning the relevant teacher has to supply the information numerous times. A detailed assessment and feedback timetable will be drafted for the year and staff will input their data into the central system. The staff governor remarked this would be great as she has already sent phonics data eight times this year! She commented on the benefit of inputting data just once herself, therefore reducing the potential for error within a trail of emails. The CEO advised a working party had looked at various systems and gone through a tender process. She was unable to name the chosen system due to a cooling off period. It is hoped this will go live in September. The AHs believe the new system will significantly reduce their workload. The Chair commented this sounds very positive. The GP added that governor visit templates will align with the dates which should make everything run more effectively. The CEO was thanked for the update.</p>	<p><b>GP to circulate document written by the CEO re the new structure and how it will look in terms of workload</b></p>
<p><b>4</b></p>	<p><b>APPROVAL OF THE MINUTES FROM THE PREVIOUS MEETING HELD ON 09 MARCH 2026</b> The Minutes were <b>approved</b> (a typo will be corrected) and will be signed electronically by the Chair. The Minutes will be forwarded to HR to be uploaded onto the Trust website.</p>	<p><b>Chair/Clerk</b></p>
<p><b>5</b> <b>5.1</b></p>	<p><b>MATTERS ARISING from 09.03.2026 (not covered elsewhere in the Agenda)</b></p> <ul style="list-style-type: none"> <li>▪ Governors to review the responses to the questions raised at the previous LAC and confirm if there are any supplementary questions (email previously circulated).</li> <li>▪ The Governor who had raised the concern about lack of security for staff around temporary contracts was pleased to confirm this had been resolved. The governor thanked the CEO for the outcome.</li> <li>▪ The Governor who had asked about arrangements to comply with the latest allergy training had the question answered: The DoS will create a training resource as part of the annual September compliance training.</li> <li>▪ The answer to a question regarding homework strategies across the Trust, raised by a different LAC, was noted.</li> </ul>	

<p>6</p> <p>6.1</p> <p>6.2</p> <p>6.3</p>	<p><b>CLERK UPDATE</b></p> <p><b>Vacancies/appointments:</b></p> <p>a) <b>Parent Governor Vacancy at Cheriton Bishop:</b> This is currently being advertised with a self-nomination deadline of 18 May 2026. It is hoped an appointment from September will be made in time to allow the new governor to shadow our current Parent Governor before he steps down at the end of the academic year. There had been no response as yet but the Administrator is resending the vacancy information to parents and carers and the AH has been asked to flag it up and speak with parents/carers when possible.</p> <p>b) <b>Foundation Governor Vacancy at Morchard Bishop from September 2026:</b> Our current Foundation Governor and Chair advised she had been appointed to teach at Morchard Bishop which means she will be resigning from her governance posts at the end of the academic year. All congratulated the Chair on her appointment yet agreed the loss to our Mid Devon LAC will be significant as she is a great, experienced and active Governor and Chair. The Foundation Governor vacancy will be advertised across the LAC schools.</p> <p>c) <b>Mid Devon LAC Chair Vacancy from September 2026:</b> All were asked to consider self-nominating as Chair or Vice Chair and to let the Clerk know as soon as possible. This will be discussed, and hopefully appointments approved, at our June meeting in readiness for the new academic year.</p> <p><b>Training:</b></p> <p>a) A reminder about the training target from September 2026 – all governors to complete two training sessions per academic year. The GP is on training this week and will ask about the possibility of DES and Diocese course providers recording/sharing training with Governors. It had been agreed at our previous meeting this would be the best way for governors to access training – being able to pick it up at a suitable time between their other commitments.</p> <p>b) The GP and the Clerk had attended the <b>Summer Term Clerks’ Briefing</b> delivered by DES. A lot of useful updates had been discussed. The clerk highlighted the forthcoming consultation on food changes within schools. She encouraged governors to read the information about this within the <b>Summer 2026 Governance Checklist</b>, recently circulated, as there is already media discussion and parents/carers will probably be raising questions.</p> <p><i>The CEO advised she would be leaving the meeting, as planned. She did not intend being present for the duration of all LAC meetings as she believed governors have the opportunity to speak more freely. A governor responded that he was not bothered by her attendance and welcomed her being present. The CEO stated that was ultimately what she wants: to be able to talk openly as a collective to move things forward. The CEO commented it was lovely to have Hannah Strong on board as Staff Governor; she believed she would bring great insight to the Committee. MB, Parent Governor, joined the meeting during item 6.</i></p> <p><b>Update on any local or national issues:</b></p> <p>a) <b>Sustainability Strategy</b> (written within the Trust’s key objectives): TC, Mid Devon LAC Sustainability Governor, advised he had managed to speak to all but one school; either with the AH or a teacher. It had taken quite a while, and he is still gathering views. He had previously advised that only one company out of four contacted had responded to him regarding solar panels and that had been to advise the structure of buildings meant it would not be possible. On chasing another company, he had now had a more positive response, and it is hoped a site visit will be arranged. The AH at Morchard Bishop had mentioned that even if school roofs are pitched, there are other areas where solar panels could potentially be placed. The Parent Governor at Morchard Bishop added that coincidentally she had spoken to a contact at the school who would provide details of another company. During the meeting, this information was passed to TC. One of the AHs had enquired about the salary sacrifice scheme for the purchase of an electric vehicle. TC had sent a poll to the staff of the four Mid Devon LAC schools but very, very few were interested in this scheme. Most people drive a petrol car to work; there is one person who walks. It would be helpful if the Trust could somehow encourage walking or cycling to work</p>	<p><b>Clerk to advertise the Foundation Governor vacancy across the Mid Devon LAC schools</b></p> <p><b>Governors asked to self-nominate for the role of Chair or Vice Chair asap – to be agreed at our June meeting in readiness for Sept</b></p> <p><b>GP to ask DES/Diocese training providers to record/share sessions to make them accessible</b></p> <p><b>Governors asked to email the Clerk with details of any training undertaken</b></p>
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	<p>although the difficulties connected with this were acknowledged. On checking schools' websites, TC had been unable to find any mention of a sustainability plan. The GP asked the clerk to raise this as a LAC question to be investigated. The GP thanked TC for the exemplar work he had undertaken in this capacity. The Chair thanked TC for the update.</p> <p><b>b) Governor Audit Analysis</b> The GP had, sadly, received so few responses that she was not sure how to proceed, particularly as she did not want the people that had replied to feel unheard or that they had wasted their time. The GP will give thought to changing the way the audit is done to make it less time-consuming for governors to respond. Two governors suggested using Survey Monkey; it is easy to set up and for people to respond online. However, there is a number restriction to use it free</p> <p><b>c) Governor support for SATS:</b> Thanks to the Parent Governor who is supporting his own and another school with the SATs process each morning this week. The governor advised the first morning had gone smoothly. He commented on the lovely breakfast provided for Year 6 at Morchard Bishop.</p>	
7	<p><b>Focus 1 (in line with the Governor/AH visit report Summer 1) - Analysis and evaluation of pupil outcomes and targets for the year:</b></p> <ul style="list-style-type: none"> <li>• What is the data saying on the progress of the pupils in your school?</li> <li>• Are there any identifications of concerns or additional adaptations that might be needed that arose from the analysis?</li> <li>• Have any of the findings led to changes to the ASIP?</li> </ul> <p>Once again, governors were thanked for providing visit reports from each of their schools.</p> <p>Reports highlight strong predicated data, especially in line with previous years, which showed progress. Each of the reports showed a very good understanding from the AH and teachers regarding the children that were not going to reach ARE, and reasoning behind each statistic. The Chair invited questions or observations.</p> <p><i>A governor referred to reports from two schools mentioning:</i></p> <p><i>i) A 'group of low attaining children in maths' and</i></p> <p><i>ii) '69% of Y6 children reaching expected progress in maths'.</i></p> <p><i>The governor raised the question about whether this was something specific to our LAC, across the Trust, or nationally? The governor noted it was being acted on in both schools: 'lots of maths development happening to close the gaps and re-teach the foundations' and 'Year 6 maths has been addressed'.</i></p> <p><i>The Chair noted this was also highlighted at a third school, 'Maths will be an area that will probably feed into the ASIP' ... 'looking at ways to further embed the foundational skills of maths'.</i></p> <p><b>It was agreed this would be a question for the S&amp;C Committee/Trustees: It had been highlighted in three separate schools' visit reports that Maths is an area across the Trust where low attainment has been identified, together with development to close the gaps and re-teach the foundations/further embed the foundational skills of Maths. Is this specific to our LAC, across the Trust, or nationally? The Chair will verbally raise this question at tomorrow night's meeting.</b></p> <p>The Chair acknowledged there had been a change in the Maths curriculum and the massive amount of Maths content that is now expected to be covered and we are now seeing children who were part of that crossover coming through - they may not have had the benefit of learning all the foundation skills.</p>	<p><b>Q for S&amp;C: Chair to ask verbally at tomorrow's meeting</b></p>
8	<p><b>FOCUS 2: EYFS</b></p> <ul style="list-style-type: none"> <li>• What are the areas of strength and priorities for development within the school?</li> <li>• What is the feedback from pupils, staff and parents</li> <li>• Pupil outcomes including comparison with local and national and trends over time.</li> </ul> <p>Reports identified varying levels of strengths and areas for development.</p>	

	<p>One school stated that ‘overall, the EYFS is strong’ with a well-organised environment and high-quality adult interaction to scaffold learning. Targeted interventions are regularly reviewed using SMART.</p> <p>A second school had identified in their SEF that ‘EY needs attention’ – it is the school’s ‘biggest target’. Alongside that, detailed actions are in place to ensure continuous provision is embedded.</p> <p>A third school predicts 80% GLD. Referring to the Pre-school, Ofsted 2026 stated, ‘children get off to a flying start’. Buildings and areas/restriction of inside space only in the winter months was an area of development.</p> <p>The fourth school identified communication and interaction had hot and cold spots – this had been addressed. There is quality first teaching by two highly skilled EYFS teachers. Provision had been developed throughout the year with more to build on but it is moving in the right direction.</p> <p><i>A governor referred to one of the reports noting that, ‘Play areas were functional but lacked inspiration and did not encourage independent learning’. The governor asked if this was due to over-enthusiastic decluttering or something else. It was confirmed the need for change had been identified and is being addressed with restructure changes being actioned.</i></p>	
<p><b>9</b></p>	<p><b>FOCUS 3: Attendance Overview</b></p> <ul style="list-style-type: none"> <li>• Spring term data and analysis (comparisons against Autumn Term)</li> <li>• Trends</li> <li>• Focus areas</li> </ul> <p>All reports noted strong attendance. Any area of concern is quickly addressed and strategies are in place to support children and parents. Two schools had needed to issue penalty notices. The frustration of a series of illnesses having an impact on otherwise meeting inspirational targets was voiced.</p>	
<p><b>10</b></p> <p><b>10.1</b></p> <p><b>10.2</b></p>	<p><b>FOCUS 4: ETHOS COMMITTEES AND COMMUNITY GROUPS</b></p> <p><b>Update on the Morchard Bishop SIAMS Inspection:</b> Governors congratulated the AH and team for the successful SIAMS Inspection Report (previously circulated). The hard work and persistence by the AH, Foundation Governor and RE lead teacher in forming a very effective and active Ethos Group, which monitors Christian Distinctiveness, was recognised in supporting the good outcome. The AH had acted quickly to develop and turn things around effectively with the support of Sharon Lord, the Trust’s RE and SIAMS Lead, Amber Griffiths, lead RE teacher, Chris Boyles, Methodist Youth Worker. The extremely positive SIAMs report highlighted the same targets identified by the AH (spirituality and curriculum) and praised RE teaching, the work on the vision and values and inclusivity.</p> <p><b><u>Ethos Group at Morchard Bishop CoE School - Minutes from 30.04.26</u></b> (previously circulated).</p> <p>The Chair invited questions.</p> <p><i>A governor asked if it was felt the RE curriculum at Mid Devon LAC schools is as good as it could be?</i></p> <p>The Chair/Foundation Governor answered ‘yes’. Amber Griffiths, Morchard Bishop’s RE Lead, who was instrumental and recognised in the recent SIAMs, is an active part of the Mid Devon RE hub. She has created forums for other schools in the Trust to join for various RE areas. They have not been particularly well attended so far so she is looking at other ways to develop training and get more people on board. She is very enthusiastic and works hard in that role.</p> <p><i>A governor asked if it was because it was an essentially Christian RE curriculum or, across the Trust, was it unbiased in terms of supporting a particular religious group or belief?</i></p>	

	<p>The Foundation Governor confirmed it was unbiased. It is more about RE and world views and encompasses all the main world religions and those with no faith; it does not focus on one area.</p> <p><i>A governor asked what recent developments there had been in relation to teaching and learning in RE?</i></p> <p>The Foundation Governor referred to the work being undertaken by Amber Griffiths as outlined above. She was unsure if the Kapaw curriculum used in Geography and History is being used within RE as yet. Children are definitely really enthusiastic about RE and are able to explain things very clearly when going through their books. The SIAMS Inspector had stated the teaching of RE was one of the best lessons she had observed and really praised the books seen which evidenced creative ways of recording their understanding in different areas. The glowing SIAMS report reflects the great method of teaching and learning.</p>	
<p><b>11</b></p> <p><b>11.1</b></p>	<p><b>STAFF FEEDBACK (to be reported to the Remuneration and People Committee)</b></p> <p><b>Staff Governor update – report on staff wellbeing across the LAC, including workload management and any emerging themes or concerns:</b> The new staff governor had sent an email to staff but had received very little response. She is going to re-think how she can communicate with staff in a better way. She believed the number of emails received by teachers (including CPOMS/Safeguarding, etc) means other priorities overtake. The staff governor will speak with her AH and the CEO, with a view to visiting other schools in person to speak with staff. She believes this would be a better way to really gauge people’s passion, for it to be more personal and enable staff to feel heard. She believes staff sometimes feel they are not being listened to if change is not made. The Staff Governor believed it important not to sit in negativity if there is seemingly being no change but rather to shift the feeling of things not progressing and adopt a more positive approach.</p> <p>Feedback she has received throughout the year includes increasing SEND need. At times, this has led to some children being physically aggressive to staff. Staff understand the need to avoid exclusion in these circumstances, as it is not always in the best interests of the child, but they are also very concerned about being harmed which affects their physical and mental wellbeing. It is a concerning issue which is often discussed by staff. Perhaps more clarity between behaviour and SEND would be helpful but she recognised everyone is feeling their way. Listening to what the CEO had said earlier, the Staff Governor believed that more clarity on the SEND pathway is being developed.</p> <p>Another area of concern is the fear, particularly regarding TAs, that should someone leave, does that mean everyone else will be stretched even further. The Staff Governor realised governors would already be aware of the areas she had raised. She also wanted to highlight the passion of teachers and the need to share positives.</p> <p>The Chair thanked the Staff Governor for being so proactive leading up to her first meeting – the perfect person for the role!</p> <p><i>A governor raised a question in reference to one school’s report: is there any improvement in relation to staff wellbeing when under pressure from staff absence and providing SEND support? Are things the same, better, worse – is there anything governors can do to help?</i> The Staff Governor stated it was hard to answer. At times, there is not enough opportunity to celebrate or sufficiently recognise success (ie a good Ofsted). There had been so many people visiting the school leading up to the Inspection with checklists in so many areas that it had become quite overwhelming. There had been huge issues with staff sickness absence which creates massive challenge. If one cog isn’t there, the whole system can break down when it is already low on the ground. This is the same nationwide. Staff were not cross or angry but exhausted at times. The Staff Governor promoted an attitude of being positive even through exhaustion as negativity makes it worse. There is a good team who really support each other, working extra to cover duties. This is hard on a longer-term basis. There is a real need for staff to feel valued and appreciated for taking on additional duties. Morale had improved</p>	

11.2	<p>Another really good point had been raised by a staff member: with the new structure, and with the AHs continuing to teach (a lot in smaller schools), who is monitoring them? Teachers are constantly doing CPD, given to them by AHs, but they are not observing each other teach very often. <b>The Chair asked for this useful question to be raised.</b></p> <p><b>Academy Head Report – update on the wellbeing of Academy Heads within the LAC:</b></p> <p>The Chair relayed a message from the AH, HB – due to a lorry blocking the road, she apologised for not being able to get back to provide an update. The Chair knew that HB had wanted to talk about the work done with the CEO. She was feeling very good about it and looking forward to positive change.</p>	LAC question
12	<p><b>SCHOOL UPDATES</b></p> <p>Governors to consider and discuss feedback on any issues/successes from their school visits or visit notes completed by the AH.</p> <ul style="list-style-type: none"> <li>• PAN (to include pupils joined/left) – <i>all schools have capacity to increase numbers</i></li> <li>• Pupil wellbeing – <i>good, lots of positive comments</i></li> <li>• Attendance (Trust target is 96.5% with an aspirational target of 98%) – <i>discussed in item 9</i></li> <li>• Suspensions and permanent exclusions - <i>none</i></li> <li>• Feedback on any parent forum meetings/parents' evenings/PTFA – <i>includes parents' evenings, parent volunteers, planned parent forums and a parental questionnaire. Feedback is mainly positive, including people outside of the school community. Some negativity is being addressed. <b>The GP will speak to the CEO re other schools within the Trust raising the same concerns in relation to PTFAs and framework (under F&amp;GP).</b></i></li> <li>• ASIP update – <i>all feeding in well</i></li> <li>• Sustainability Strategy – <i>discussed in item 6</i></li> <li>• Safeguarding (to be reported to the Board of Trustees) – <i>not applicable</i></li> <li>• Buildings (if applicable, to be reported to F&amp;GP) Boundaries/inadequate fencing ongoing, particularly within two schools with a low wall risk also flagged. Governors are aware of site issues as logged, also mindful of listed building restrictions. <b>GP to flag as a LAC question.</b></li> </ul> <p>The visit reports had covered most of the above. There was nothing further to highlight.</p>	<p>GP to speak with the CEO/F&amp;GP</p> <p>LAC question</p>
13	<p><b>STANDARDS AND CURRICULUM TRUSTEES' MEETING</b></p> <p>The draft minutes of the meeting held on 03 February 2026 had been circulated since the last LAC meeting – the current Minutes from 24.03.26 had not yet been received. The Chair highlighted some areas of discussion:</p> <ul style="list-style-type: none"> <li>▪ Long discussion on the Safeguarding Action Plan and the Trust recognising the rag rating previously undertaken needs to be reviewed</li> <li>▪ A lot of continued discussion on provision of SEND/PP</li> <li>▪ Data – quite below the national average. The difficulty in isolating data was noted as it can be skewed by a small handful of schools (some with Tier 3 plans in place and some schools that have more recently joined the Trust). <i>A governor asked if there was anything that could be done to prevent the data being skewed. Without addressing the issue of data/children with specific needs, how can we change things?</i> The Chair advised this is being addressed, including looking at how other Trusts achieve/isolate data. However, there is no quick fix.</li> <li>▪ Attendance – lots of focus in this area</li> </ul>	GP will chase the Minutes
14	<p><b>NEXT S&amp;C FOCUS:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Overview of curriculum</b></li> <li>▪ <b>Behaviour and relational approach</b></li> </ul> <p>There were no questions raised regarding the Summer 2 focus.</p>	
15	<p><b>EVALUATION OF GOVERNANCE IMPACT:</b> <b>Assurance v Reassurance</b></p>	

	<p><b>What reassurance had governors evidenced by talking to pupils/staff/learning walk/looking at books?</b></p> <ul style="list-style-type: none"> <li>▪ The Chair commented that all governors had spent time in schools completing the visit reports. She confirmed that walking around the school evidenced reassurance of assurance given by the AH. For children on reduced timetables, the AH had taken some time with them to explain detail about the special areas that had been specifically made for them. The Chair had chatted with children, staff and a parent who had provided further reassurance about what had been happening – pleased his child was attending school at lunch time. The school is continually reviewing/improving the area and the impact of what is being spent. This was further evidenced by really settled children and parents who are on board.</li> <li>▪ A governor had spent four days in the school recently; everything discussed with the AH was evidenced as absolutely true in practice.</li> </ul>	
16	<p><b>QUESTIONS TO BE RAISED AT LAC LEVEL (Governance Professional)</b></p> <ul style="list-style-type: none"> <li>▪ <b>Sustainability Plan</b> - appears not to be on Mid Devon LAC schools' websites. Is that an action?</li> <li>▪ <b>Monitoring of AHs/teachers observing each other</b> - with the new structure, and with the AHs continuing to teach (a lot in smaller schools), who is monitoring them? Teachers are constantly doing CPD, as directed by the AHs but they are not observing each other teach very often.</li> <li>▪ <b>PTFAs – is there a constitution or framework under which they operate?</b> The GP will speak to the CEO/F&amp;GP re a few schools in the wider Trust raising similar concerns in relation to PTFAs.</li> <li>▪ <b>Boundaries/inadequate fencing</b> – an ongoing concern particularly within two schools plus a low wall risk flagged at a different school. Concern is more about preventing children getting out than unwelcome visitors getting in! Previously logged on the Risk Registers.</li> <li>▪ <b>Absence insurance</b> - the GP confirmed this had been discussed at F&amp;GP. The Mid Devon LAC Minutes from 09.03.26 state that quotes were to be sought. Governors asked for an update.</li> </ul>	<p><b>The GP will seek answers from the relevant people and update governors accordingly</b></p>
17	<p><b>QUESTIONS TO BE ESCALATED TO S&amp;C for Trustee consideration (Clerk)</b></p> <p><b>Data analysis - Maths:</b> On reviewing each school's visit report relating to the 'Analysis and evaluation of pupil outcomes', it was noted that three Mid Devon LAC schools had identified low attainment/gaps in Maths, together with development to close the gaps and re-teach the foundations/further embed the foundational skills. Governors asked if this is specific to our LAC, across the Trust, or nationally?</p>	<p><b>Chair to raise question verbally at S&amp;C / Clerk to email the S&amp;C Clerk</b></p>

The meeting closed at 6.15 pm

Signed as approved by the Chair, Joanna Hooper ..... Date: 22 June 2026