

Totnes Local Advisory Committee (LAC)

Minutes

Thursday 13th March 2025

At 6pm

Held online via Microsoft 'Teams'

Attended:

Trustee Appointed Governor- Cat Radford (Harbertonford) - Stand in Chair for this meeting.

Parent Governors: Nanya Coles (Broadhempston)

Caroline Lucas (Sparkwell)

Lucy Gibson (Landscape)

Staff Governor- Kate Wilson (KW)

Foundation Governor- Kate Burch (KB)

Academy Headteacher- Holly Edgington (HE)

The Link Academy DCEO- Matt Matthew (DCEO)

Governance Professional- Charlotte Roe (GP)

The new Totnes Chair- Richard Joner

Minutes: Nicol Bush- Clerk to the Trust

No	Item	ACTION
1.	Welcome and apologies The Chair (CR) opened the meeting with a warm welcome to Governors, to the newly appointed Chair of the Totnes LAC (RJ) and Matt Matthew (DCEO) The Governors introduced themselves and explained their roles on the LAC (Local Advisory Committee)	
2.	Declarations of interest There were no new declarations brought to the meeting.	
3.	Approval of meeting minutes from 23rd January 2025 (circulated via email to Governors before the meeting) The minutes were approved as a true record and were signed accordingly.	CLERK
4.	Matters arising from 23rd January 2025 (not on the agenda) 4.1.7 ETHOS/LAC collaboration- how to mesh both groups in a robust way. The GP confirmed that staff wellbeing had been moved to the Remuneration committee agenda. However, it would still be discussed under the school updates item of the LAC agenda. This change aimed to streamline discussions and avoid duplication, focusing on Christian distinctiveness separately. The Foundation Governor said that the Monitoring enquiry took place and was discussed at the next ETHOS meeting, where a plan was drawn up for the next focus. 4.2.8 Sparkwell first aider training (Risk assessment) It was confirmed that training had now taken place and had been resolved.	
5.	Clerk Update 5.1 Appointments/nominations The Chair updated the meeting that RJ had taken the role as Totnes Chair for the LAC. 5.2 Training - Update on training The Chair informed the meeting that Data Training with Andy Keay had taken place on 25/02/25 and asked Governors if they required the recording to watch back if they couldn't attend the training session- the Governors agreed that would be useful to have. The Chair reminded the Governors on the upcoming training sessions:	

	<ul style="list-style-type: none"> • SEND Training with Fran McLoughlin - Wednesday 2nd April 2025 at 6.30 pm online. • Training session with Lizzie Lethbridge- (Director of Education) on Tuesday, 3 June re 'Asking pupils' questions' - The Governors agreed that 6pm would be a suitable time for the training session. <p>The Foundation Governor raised that it would be helpful for the ETHOS committee members to be invited to the training sessions.</p> <p>The Chair reminded Governors for any outstanding Cyber training certificates to be sent to the Clerk and thanked those that had already sent them.</p> <p>5.3 Risk Register – The DCEO introduced himself to the meeting and gave an overview of the Risk register content, the process and how to input a risk review. The Chair asked if the DCEO could give an example of where the Risk register had been effective. The DCEO said the Risk register was a useful tool and was being used well in tracking pupil progress and pupil attendance.</p> <p><i>The Governors asked what was the expectation for Governors around the risk register and how often should they request to see it?</i> The GP responded that the Risk register was on the visit notes, where Governors could input information discussed around the risk register and recommended the Governors should request to review the RR dashboard 3 times per year and encouraged Governors to ask if any matters of concern that were flagged during discussion were on the risk register.</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.</p> <p>(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><u>Harbertonford</u></p> <p>The AH set a deadline of March 3, 2025, to provide an overview of pupil progress for each class. This was for a meeting with the South Devon Hub Director of School Improvement (DOSI) on March 4, 2025, to review trends, individual pupil progress, interventions, and their outcomes. The AH reviewed this data before the DOSI's visit.</p> <p>Information from teaching staff was organised in a table for each subject. Examples of completed reports were shown to the Governor.</p> <p>The AH reviewed all reports before the meeting with DOSI. The LAC Governor asked what the data was expected to show, and the AH responded with these expectations:</p> <ul style="list-style-type: none"> • Y1/Y2 Class: Year 1 data looked good, with one pivotal child and one with interventions. Year 2 showed good progress, especially in phonics. Phonics results were good, with one EAL child affected by attendance and one SEND child with speech and language needs. • Y3/4 Class: Support was in place with the Early Career Teacher (ECT). • Y5/6 Class: Year 6 data changed due to new pupils, with one needing support in maths. Interventions included breakfast SATS clubs. Last year's Year 6 pupil premium children were close to reaching but did not reach Age-Related Expectations (ARE). Staff were looking at improvements for this year. <p>No concerns or additional adaptations arose from the data. Adaptations included:</p> <ul style="list-style-type: none"> ▫ Increasing SATS support for Year 6 pupils. ▫ Additional support for the ECT, focusing on pupil engagement and managing low-level behaviour issues. <p>Foundation Class (EYFS) and Year 1 were also noted.</p> <p><u>Diptford</u></p> <p>The KS2 Year 6 SATS group had been making good progress. With only 8 students, 3 were expected to meet targets in Reading, Writing, and Maths. Staff had held meetings to aim for higher reading scores.</p>	

Extra help had been given through after-school SATS booster sessions and analysis of past papers. Teachers knew their pupils well and planned to meet their needs.

Multiplication Check students had shown great progress, with most on track to meet national standards.

For the Phonics Check, 4 out of 6 students were on track, with extra help for the 2 who weren't.

Writing improvement had been supported by Trust training and sessions, focusing on better outcomes across the school.

Sparkwell

Most children who were behind were close to Age-Related Expectations (ARE), within 1 level.

Focus Areas: Key Stage 1 and Key Stage 2 outcomes needed significant development, especially in maths for Years 3 and 4.

SATs Outcomes: Key Stage 2 SATs outcomes were on track to meet or exceed national standards.

New Schemes: New writing and maths schemes were being embedded in the school.

Curriculum Gaps: There were gaps throughout the curriculum, which were being addressed with renewed focus this term.

ASIP: The current Academic School Improvement Plan (ASIP) had been written by the previous Head of Academy (HOA). It was being augmented without making wholesale changes.

Landscape

Landscape internally predicted outcomes:

ELGs/GLD 85% 12/14

Ph Y1 5/5 100%, Y2: 5/5 100%

KS1 (Y2) R : 92% 12/13, Wr: 85% 11/13, Ma : 92% 12/13

Y4 MTC check no internal prediction but aiming for 21+ out of 25

KS2 R: 100% 12/12, Wr 92% 11/12, Ma 100% 12/12

GD: R 33%, Wr 17%, Ma 17%

Mid-year progress

Current data shows good progress towards predicted outcomes

EYFS ELGs – on target

Y1&2 Phonics on target for 100%

KS1(Y2) some changes - 1 new pupil in Y2 joined from Ashburton primary – gaps in knowledge. New number is 14chn

Reading:85% Writing:78.5% Maths: 85%

KS2: Reading 100%, Writing 78%- 3 pupils not showing enough evidence yet, Maths: 83% with 1 pupil borderline & 1 just below

MTC Current data shows approximately 8/15 with secure knowledge. This has become a target area for homework and in class work. Aim for 21+ out of 25.

Current areas school focussing on:

Y3&4 writing – developing writing miles and securing foundational skills. Jo Woods is coaching T&L

Y5&6 Maths – supporting ECT with pace, modelling stem sentences and pre teach material shadowing Year 3 teacher methods

The AH had decided to add maths as a key priority in the ASIP – Landscape had been doing CPD and meetings since Sept.

Broadhempston

Pupil progress meetings took place on 24th March.

Assessments, including formative assessments, SATs papers, star reading tests, white rose information, and summative tests, fed into these meetings.

	<p>An update was needed for the trust by 28th March. Progress was discussed during these meetings. Six-week interventions were implemented, such as keep-up catch-up sessions, maths interventions, sensory activities, talk your feelings sessions, fun fit (core and mobility), one-to-one reading, Nesy, and speech and language support. The curriculum involved recapping and revisiting previous learning. <i>Could we explore ways to review the payment methods for supporting children who have experienced trauma or ACEs, such as targeting and PAYG? Given the inclusion hub's limited capacity and the distance of the available course, how can we address the under-resourcing and staffing challenges to better support these children? (See item 13)</i></p>	
7.	<p>Focus: Provision for PPG & LAC (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><u>Harbertonford</u> The AH reviewed the 2024/25 Pupil Premium Strategy Statement from the Trust and updated it with school-specific information. This was uploaded to the Harbertonford School website. The statement includes a Trust Overview, strategy plan, and outcomes for disadvantaged pupils. The AH wanted to understand the Trust's approach to the Pupil Premium Grant (PPG) to ensure accountability to parents. After reviewing the statement, the AH felt confident about the spending and its impact on raising attainment and closing gaps between PP and non-PP pupils. Trust-provided training often included strategies to support PP pupils. The AH believed this training, combined with his leadership, was effective. Everyone was motivated to close the gap between PP and non-PP pupils. The school had a £400 budget for initiatives like reducing costs for after-school clubs, music lessons, and subsidised trips. The school needed to encourage families to use this support. There was currently no % figures available for non-PP pupils in order to make a comparison. (It was noted that the AH would be asked to provide this once analysis has been undertaken)</p> <p><u>Diptford</u> Diptford had 4 Pupil Premium Grant (PPG) children and 2 Service Pupil Premium Grant children, with no Looked After Children (LAC). Some children made good progress, especially in reading. Regular checks and meetings helped track pupils and identify gaps quickly. The aim was for all pupils to progress as well as their peers. PPG funding was managed centrally by the Trust, so Diptford received no direct allocation this year. The ILH supported the school with various needs, including writing, EHCP applications, and SEND reviews. Support from school staff was effective, with pre-teaching sessions and specialist advice. Provision maps were made for SEND children. All children had access to the same curriculum, with adjustments as needed. Support for PPG children included help from the PTFA for residential costs and swimming. PP children could attend Breakfast Club and After School Club at a reduced cost. The school had to be creative in finding support due to the centralised PPG budget. Support varied based on need and included pre-teaching, interventions, family support meetings, and help with clubs and trips.</p> <p><u>Sparkwell</u> There was a small 10-20% differential in certain year groups with PP children, but overall, the numbers were too few to establish a causal link beyond disadvantage and student mobility.</p>	

	<p>Impact of Spending: The impact of PP and looked after child spending was minimal due to lack of funds. Looked after children benefited from external funding through the adoptive fund, not school resources.</p> <p>Cultural Enrichment: The school deliberately chose culturally enriching opportunities for PP children, including giving them more speaking parts.</p> <p>Outsourced Strategy: The strategy for PP and looked after children was outsourced to the trust.</p> <p>Quality First Teaching: The day-to-day impact on PP and looked after children was through quality first teaching, purposeful marking, and feedback to ensure disadvantaged pupils had the same opportunities as everyone else, including residential and trips.</p> <p><u>Landscape</u> There was £400 in the school budget for PP expenditure, equating to £50 per child. The budget and cost control were reviewed, and it was noted that the trust document figures didn't add up. It was explained that the school didn't receive the full PP per child due to a trust decision.</p> <p>Landscape used the budget judiciously to ensure access to the wider curriculum, such as music tuition, sports clubs, and covering residential costs. No child was excluded from anything. The curriculum and teaching were inclusive, with lessons adapted to ensure no child was left behind. IEPs/EHCPs were followed to help children achieve outcomes. Subject leader monitoring included checking the use of OAIP in lessons to support disadvantaged pupils.</p> <p>Time and having the right staff with the necessary skills were the biggest barriers to delivering interventions and support. Sometimes FOLS supported enriched activities.</p> <p>Pivotal and disadvantaged children were identified, and interventions were in place from the beginning of the year. The school aimed high for all pupils, with no ceiling on expectations.</p> <p>All staff were aware of the PPG strategy and helped to agree on the school's content part.</p> <p><u>Broadhempston</u> There were few PP children and limited money came to the school, with £400 being used to subsidise residential.</p> <p>One child with a lack of resilience was supported with sessions, one was pivotal for maths, and one had keep-up sessions.</p> <p>In Broadhempston, PP pupils did not have SEND or high needs, so the impact was less significant compared to some schools, most were age-related.</p> <p>The Trust did not pay for Microsoft 365 licences for TAs, which meant they couldn't perform certain tasks, such as opening Word for spelling interventions. TAs found it difficult to do lesson planning, which hindered their ability to fully support teachers, for example, with spelling lists. A potential solution was for TAs to use their personal laptops, but this could pose a safeguarding issue. (See item 12.)</p> <p><i>The Governors asked if LAC pupils additional funds was outsourced?</i></p> <p>The DCEO responded that funding was held by the virtual head at Devon County Council, and the AH had to engage with that.</p> <p>The DCEO added the funding was not held by the trust.</p> <p><i>The Governors asked if the Trust needed to encourage more parents to register for pupil premium.</i> The DCEO agreed it would be useful for admins to encourage parents and added it was important for admin staff to form strong relationships with parents and families.</p>	
8.	<p>Focus: Curriculum subject focus – EYFS (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><u>Harbertonford</u> EYFS was a focus of the Trust, and the Director of Education reviewed the school's provision.</p>	

The AH encouraged high expectations for pupils, believing in their potential. He monitored progress by reviewing outcomes with the Foundation Lead, who showed evidence of pupil progress. The AH, not being an EYFS expert, planned to visit other settings to see excellent early years practice. He also asked the Foundation Lead to visit a setting in Dartmouth known for its excellent practice. There were no current barriers to delivering EYFS provision, but efforts were made to retain high registration numbers through a marketing strategy, including banners on the main road to increase visibility of the school and nursery.

Diptford

Preschool and Reception had spent most of their time together in the EYFS area. The reception teacher also taught Year 1/2 and had specific sessions for teaching Reception phonics and maths.

Joint planning time for EYFS had been provided by the Academy Head, leading to improved outcomes. The EYFS lead had been praised in the Ofsted report of November 2024 for their strong vision, curriculum, and leadership.

All EYFS children were predicted to achieve a good level of development.

The school had been very aspirational, aiming for preschool children to be ready for Reception and Reception children to be ready for Year 1 by the end of their EYFS stages.

The Trust had been in the Explore phase of the EEF cycle of school improvement in EYFS. Lizzie Lethbridge and the Trust EYFS lead had visited in December 2024. EYFS was to be part of the Whole Trust ATSIP for 2025/6.

The Academy Head had requested Trust support to move to Rising Threes or take younger children, believing this would help retain parents at Diptford. Offering wrap-around care from a younger age was seen as beneficial. Further support and guidance from the Trust had been welcomed.

Sparkwell

Montessori Approach: The school had followed a Montessori style for much of its provision.

Class Size and Outdoor Learning: It had small class sizes and a satisfactorily developed outdoor learning area, with potential for further development.

GLD Target: The school aimed for a 78% Good Level of Development (GLD) at the end of the academic year, with a potential target in the mid-80s depending on the success of interventions amidst financial challenges.

Support Needs: The main support needed was training and development opportunities for the Early Career Teacher (ECT), who might lack opportunities available in larger schools.

Coaching and NPQ: Coaching would be provided once the ECT was fully qualified after May, and she had been offered the opportunity to pursue a National Professional Qualification (NPQ) as soon as possible.

Landscape

Had a well thought out and progressive EY curriculum addressing all elements of EY framework and building secure C of EL.

Strong foundations in place for future with a particularly strong emphasis on phonics and reading.

Children achieved in line with national averages last year.

Interventions were in place to close gaps. SALT was featuring in many interventions this year – marked decline in speech and language on entry to school.

Staff will always aim for 100% but realistic targets must be set.

Broadhempston

There were only 2 children currently. They were separated for maths and phonics but included in the wider class for literacy and afternoon lessons, with lower expectations.

The EYFS children were doing well and were on track.

Aspirations were high, similar to Year 1 and Year 2.

There were 2 full-time staff and 1 part-time staff working 3 days a week in that class.

	<p>4 children were expected to join next year. 12 Year 6 students were leaving, 1 Year 1 student was leaving, and 1 new student was joining Year 5, moving into the area.</p> <p>An English specialist and EYFS had visited earlier in the year, and OFSTED was happy with the trust support.</p>	
9.	<p>Feedback from Ethos Committees and Community Groups (A Foundation Governor report was circulated to Governors via email before the meeting)</p> <p>The GP expressed a desire to use the Foundation Governor's approach as a benchmark for other Foundation Governors work across the Trust.</p> <p><u>Monitoring Focus: How the school's Christian vision created a culture of respect.</u></p> <p>Landscape</p> <ul style="list-style-type: none"> ▫ Monitoring was done by 3 parents through discussions, chats with children, and surveys. ▫ The school had a supportive ethos, and staff felt listened to, valuing the head's open-door policy. ▫ Links with Broadhempston helped share good practices and workloads. ▫ Children felt safe and understood the school's vision and values through Collective Worship and displays. ▫ Trust staff survey results were pending. ▫ Children's survey was mostly positive, with one exception being addressed. ▫ Parents' survey had few responses but was positive. ▫ More work was needed to recognise and celebrate differences beyond ethnicity. <p>Harbertonford</p> <ul style="list-style-type: none"> ▫ Monitoring was done by a grandparent through meetings with the head and children. ▫ Staff morale was generally good, with protected lunch hours and regular team meetings. ▫ Children felt behaviour had improved since the new head joined. ▫ School values and vision were evident in posters and murals. ▫ Children felt the school was kind and issues were dealt with. ▫ Diversity was explored in the PSHE curriculum. ▫ New children were welcomed differently based on their personalities. ▫ Celebration assemblies and the Wow Wall helped children feel they belonged. ▫ Children learned about other religions and respected differences. ▫ Trust pupil wellbeing survey was mostly positive, with some issues in Year 5 due to past behaviour problems. ▫ Recent Ofsted report was largely positive. <p>Diptford</p> <ul style="list-style-type: none"> ▫ Monitoring was done by 2 parents through meetings with children in Years 1-4. ▫ Children mentioned concerns like unkindness and unwanted hugs, mostly at playtimes. ▫ They felt able to talk to friends or teachers about issues. ▫ Posters and displays reminded them of school vision and values. ▫ New children found the school friendly and welcoming. ▫ Focus was on kindness and mental health support. ▫ Events like Odd Sock Day and school discos helped children feel they belonged. ▫ Some children felt staff didn't always deal with issues, needing better feedback. ▫ Trust-wide questionnaire results showed behaviour issues and high expectations. ▫ Collective Worship monitoring was done by Rev David and Sharon Lord. ▫ Plans were made for a 2-year rolling program for CW with biblical links. ▫ Rev David agreed to take a more active role in church events and use Forest School for CW. 	

	<ul style="list-style-type: none"> ▫ Behaviour expectations for CW needed to be set, with PEGS assisting weekly. ▫ Improvements were needed in CW setup and consistency in using music, candles, etc. ▫ Children wanted more time for reflection, and CW needed to be inclusive. <p>The following questions were asked:</p> <ul style="list-style-type: none"> • <i>What did the Trust know about spiritual flourishing, how did schools support this through collective worship?</i> <p>The LAC AH explained that collective worship had been approached through the "windows, mirrors, doors" method to explore spirituality. This involved asking big questions to help children reflect on their relationships with themselves, each other, and the wider world. Various provocations, such as pictures or Bible stories, were used in assemblies to encourage children to consider how these messages could be applied in their lives.</p> <ul style="list-style-type: none"> • <i>Has the monitoring and evaluation of collective worship been useful in the school? Will it help to bring improvement?</i> <p>The Foundation Governor answered that monitoring collective worship at Harbertonford had been very helpful, especially since the school had a new head who previously worked at a non-church school. Sharon Lord's suggestions at the meeting provided valuable guidance on what collective worship should look like. This included having a set format with a lit candle, visible cross, and appropriate music to create a special time for reflection. Additionally, The RE Lead and the parish vicar discussed implementing a two-year rolling programme for collective worship, similar to what Landscope already had. Overall, the monitoring of collective worship was found to be quite beneficial.</p> <p>It was noted that should the Trust RE Lead have queries having reviewed Ethos Committee minutes or Foundation Governor notes, they would be forwarded to LAC Governors via email before the meeting for their consideration.</p>	
10.	<p>School Updates 10.1</p> <p><u>Harbertonford</u></p> <ul style="list-style-type: none"> • Safeguarding- Currently a live safeguarding issue in hand. • PAN (to include pupils joined/left)- 112 across school and nursery. • Staff wellbeing and workload- Potential changes to class structures were discussed due to funding reductions. It was noted that Year 5 had 20 pupils, and the reception intake would not fully replace these numbers, which was concerning. The resignation of one TA was noted. • Attendance- 95.5% across PP cohort compared to 96.5% in non-PP cohort. • Feedback on any parent forum meetings/parents' evenings/PTFA- School Quiz held in school hall on 1st March, which had a fair attendance from people in the community. • Pre-school update- Pre-school were doing well, there were good numbers in nursery at the moment. Keeping registrations high was a particular marketing focus as it had an impact across numbers on school roll. <p>It was noted new Academy Head's joining the Trust are on a a steep learning curve, risk assessments and SIAMS inspection/Christian distinctiveness being examples of this in Harbertonford There was discussion with the Academy Head on encouraging staff to prioritise real behaviour challenges as opposed to over controlling pupil behaviours in class. The AH was supporting this through modelling.</p> <p>Despite the trust training being undertaken by the Academy head and ECT, the Governor felt there was still a need for additional training to embed a Relational Behaviour culture. The LAC Governor observed how quickly staff changes can impact the school's approach and the need to rebuild and adapt.</p>	

Sparkwell

- **PAN (to include pupils joined/left)-** 15 (89 on roll, 5 pupils left and 6 joined in the year)
- **Pupil wellbeing-** was generally good.
- **Staff wellbeing and workload-** Morale had been affected by the recent financial difficulties of the trust. There had been two resignations from staff seeking permanent jobs, and these positions had not been replaced, causing staff to feel the pressure.
- **Attendance-** 96.3%
- **Feedback on any parent forum meetings/parents' evenings/PTFA-** High Recommendation Rate: Over 90% of parents would recommend the school, according to a recent questionnaire.
Concerns: There are concerns about fostering a positive mindset in children as learners and developing further learning opportunities.
Well-Being: Children are generally well looked after, and parents feel that issues are effectively addressed

Broadhempston

- **PAN (to include pupils joined/left)-** 53
- **Attendance-** 97.8%

The Broadhempston Governor raised a concern about CPOMS, noting that only the Safeguarding Lead and Deputy Safeguarding Lead could make actions against historical entries. The Academy Head was unsure if this was an access or licence issue and asked if there was a solution.

The DCEO said it was a permissions issue on CPOMS and the issue could be directed to the Director of Safeguarding.

The LAC AH raised that the restricted access for historical entries in CPOMS was intentional from a designated safeguarding lead perspective, which could be frustrating for other staff. However, as they learned more about the system, staff could be tagged into actions and entries could be merged to help mitigate this issue.

Landscape

- **PAN (to include pupils joined/left)-** 87 (5 pupils had left and 2 had joined- Currently had 3 in year admissions in process)
- **Attendance-** 96.2%
- **Feedback on any parent forum meetings/parents' evenings/PTFA-** Parents evenings 5th & 6th March. Ethos meeting had agenda item for feedback from parents.

Diptford

- **PAN (to include pupils joined/left)-** 12 (2 pupils left, due to house moves)
- **Pupil wellbeing-** Pupil voice indicated pupil wellbeing was good.
- **Staff wellbeing and workload-** Both support staff and teaching staff had reported feeling unsettled due to deficit budgets, which were potentially affecting provision and staffing at Diptford for the next academic year.
- **Attendance-** 95.9%
- **Feedback on any parent forum meetings/parents' evenings/PTFA-** The PTFA had been strong and well-run, enrichment events included:
 - World Book Day Wonka Bar Competition
 - Funded Science Show
 - Supported school trips for each class
 - Funded two additional iPads
 - Provided a £100 enrichment pot for each class each half term
 - Funded bilingual dictionaries for MFL
- **Pre-school update-** The Pre-school continued to have low numbers, which meant they were running at a deficit for the 2nd year.

Staff Governor update

10.2

	<p>The Staff Governor noted that staff well-being and morale were being heavily impacted by potential restructuring within the trust, particularly in schools with low numbers. She received several comments and emails from staff expressing concerns about the demoralising effects of these changes.</p> <p>One specific comment highlighted the devastating impact of losing team members in a caring and tight-knit school, emphasising the positive influence of their support on school development and children's progress. The feedback consistently indicated that there seemed to be little consideration for how these changes would affect staff well-being.</p> <p>The Governors asked <i>Could the trust do more to support staff well-being within the restructure?</i></p> <p>The DCEO explained that the Trust had been waiting for the GAG funding statements from the DfE to determine the actual funding for the next year, with 20 of the 23 statements now received, the funding situation was as expected, though still resulting in a significant deficit. The Trust had delayed making decisions until they had factual information.</p> <p>Several schools had experienced significant drops in pupil numbers, and the Trust were trying to address this without resorting to restructuring or redundancies. The Trust were exploring the possibility of moving staff between schools, which was a complex task given the number of schools involved. More information would be available in the coming weeks as the Trust continued to be mindful of staff well-being and tried to avoid giving out incorrect information.</p> <p>Conversations with Academy heads would continue to pick up pace, and the Trust were making every effort to avoid redundancies and restructuring, acknowledging the current unpleasant situation for many.</p>	
11.	<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 <p>The Chair shared that it was useful to have the S&C questions circulated. The Governors had a discussion around some queries raised on the question sheet, and visibility and confidentiality of the S&C questions and answers.</p>	
10.	<p>Next S&C Focus:</p> <ul style="list-style-type: none"> ○ Provision and impact for SEND ○ Subject focus: PE ○ Complaint's Policy <p>The Chair advised the meeting of the next S&C focus for Summer 1, there were no comments or questions brought forward.</p>	
11.	<p>Evaluation of governance impact</p> <p>The DCEO remarked that, as an outsider, the meeting had been impressive.</p>	
12.	<p>Questions to be dealt with at LAC level (Governance Professional)</p> <ul style="list-style-type: none"> • The Trust don't pay for Microsoft 365 licences for TAs, and this means they can't do some things – spelling interventions, can't open word. TAs can't do lesson planning easily and this is a blocker to supporting the teachers fully. E.g. spelling lists. Solution would be TAs using their personal laptops, but this could be a safeguarding issue. • There was a concern raised around CPOMS, noting that only the Safeguarding Lead and Deputy Safeguarding Lead could make actions against historical entries. The Academy Head was unsure if this was an access or licence issue and asked if there was a solution? 	
13.	<p>Questions to be escalated to S&C for Trustee consideration (Clerk)</p> <ul style="list-style-type: none"> • <i>Would it be possible to discuss any potential future structures for the trust? AH colleagues would also be willing to discuss the implications of future decisions regarding recruitment for the CEO, direction of travel, etc.</i> • <i>Could the Trust explore ways to review the payment methods for supporting children who have experienced trauma or ACEs, such as targeting and PAYG? Given the inclusion hub's limited capacity and the</i> 	

	<p><i>distance of the available course, how can the Trust address the under-resourcing and staffing challenges to better support these children?</i></p> <ul style="list-style-type: none">• <i>Could the Trust do more to support staff well-being within the restructure?</i>	
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The meeting ended at 8.11pm

Signed by the Chair..... on 8th May 2025