

Totnes Local Advisory Committee (LAC)

Minutes: Thursday 9th May 2024 at 6pm
Held online via Microsoft 'Teams'

Attended:

Governance Professional- Charlotte Roe

Chair- Rebecca Sear

Academy Head- Jill Ryder

Parent Governors- Cat Radford, Grace Coles, Nanya Coles, Helen Hall, Lucy Gibson.

Staff Governor- Jenny Sparkes.

Director of Inclusion for Link Academy Trust- Francesca McLoughlin

LAC Clerk: Nicol Bush

No	Item	Actions
1.	Welcome and Apologies The Chair opened the meeting and gave apologies from- KB, CL and welcomed LG, the new parent Governor for Landscope.	
2.	Declarations of interest There were none.	
3.	Approval of meeting minutes from 7th March 2024 The minutes were approved as a true record and would be signed by the Chair and sent to HR for uploading to the LAC website.	Clerk to send minutes to HR for uploading to the Link website.
4.	Matters arising from 7th March 2024 (not on the agenda) There were none.	
5.	Clerk Update 5.1 Appointments/nominations- The Clerk introduced the LAC to the new Parent Governor for Landscope- Lucy Gibson and informed the LAC that J.S would be stepping down, and recruitment for a new Staff Governor had begun. 5.2 Training – The Clerk thanked the LAC Governors for attending recent training with Lizzie Lethbridge (The Trust's Director of Education) that the GP had arranged, which had received very positive feedback from Governors that attended and informed that more training sessions were planned in the coming months with Christina Mabin (Diocese Education Officer on SIAMS/CofE schools) and Andy Keay (The Trust's Director of Standards and Outcomes on data and assessments) (dates TBC) The Clerk also encouraged all Governors to join the regular Governance training sessions that were circulated weekly in the Governance bulletin adding that Governors were also encouraged to join the regular Governance training sessions that were shared in the weekly Governance bulletin. 5.3 General reminders- The Clerk reminded Governors for any outstanding Bio's/photo to be sent over as soon as possible. Governors were encouraged to share their completed visit reports with their AHs before the LAC meetings to keep them informed and the loop (Clerk to share draft	Clerk to share draft minutes

	minutes with AH's once approved by the Chair). Finally, the Clerk reminded the LAC that volunteers were still needed for the Trust's Exclusion panel.	with AH's once approved by the Chair
6.	<p>Focus: Provision and impact for SEND</p> <p>Trends over time of prime needs, pupils moving on and off SEND registers, meeting progress targets and EHCP objectives</p> <p>Pupil and parent voice</p> <p>Broadhempston- The school had 9 children on register, 1 with an EHCP and 1 reapplication for an EHCP.</p> <p>Areas of need were:</p> <p>Cognition and Learning</p> <p>Communication and Interaction</p> <p>SEMH</p> <p>Medical need</p> <p>Speech and Language</p> <p>Dyslexia.</p> <p>The provision had interventions in place including -Daily phonics catch up, daily reading, SaLT programme, precision teaching, mop up groups for Maths and English, Speech and Language link, friendship support, social stories, spelling support, ITH forest school support, dyslexia friendly classrooms/displays.</p> <p>Reading 22.2% - Progress rate: 77.7% good,</p> <p>Writing 22.2%, - Progress rate: 33.3% good.</p> <p>Maths 33.3% - Progress rate: 44.4% good. (Please refer to Visit notes for clarification on data)</p> <p>Parents felt well supported and were positive, Children tended to be accepting and did not question a child's difference/needs. Pivotal children were clearly identified across year groups so that staff were fully aware of those children who needed to close gaps or needed to make progress, Monitoring of interventions were in place.</p> <p>Sparkwell- 25% of the school were on the SEND register, 5 had EHCP's and 2 had applied for. There were high levels of Autism and ADHD (16 of the 24 on the register had a diagnosis or were waiting for one. The school had an experienced SENCo and all staff were very supportive of the needs of the school.</p> <p>TAs supported a lot of need, and interventions were in place e.g. School environment, whole school approach and culture of inclusivity.</p> <p>Parents had positive feedback on a recent survey sent out.</p> <p>(Please refer to visit notes for additional information on SEND)</p> <p>Stoke Gabriel- Had 20 on the SEND register (5 had EHCP's 2 pending EHCP's and 1 EHCP being written)</p> <p>SEND had a high profile at the school and had been highlighted in the recent Ofsted visit that leadership of SEND was a strength- SEND pupils needs were met in class, provision was triangulated and the school worked closely with agencies to ensure the best possible outcomes.</p> <p>Landscope- 6/10 children on the SEND register were high need, 4/10 were ASD/C or on the pathway to diagnosis. (3xEHCP and 3x EHCP in progress)</p> <p>Other areas of need were.</p> <p>FASD</p> <p>Cognition & learning</p> <p>Communication and interaction</p> <p>SEMH</p> <p>Physical and Sensory</p> <p>Medical need</p> <p>Speech and Language</p> <p>Dyslexia.</p> <p>The school had varying levels of 1:1 support and interventions were in place including: Daily phonics catch up, daily reading, SaLT programme, precision</p>	

	<p>teaching, mop up groups for Maths and English, S&L link, friendship support, dyslexia friendly classrooms/displays, resources to support and adaptive planning. On track for ARE:</p> <p>Reading 10% - Progress rate: 90% good</p> <p>Writing 0%, - Progress rate: 80% good</p> <p>Maths 0% - Progress rate: 90% good Pupil/Parent voice had been generally well supported and positive.</p> <p>Harbertonford- There were 8 children on the SEND register, the majority had, or were on the waiting list for the diagnosis of a neurodivergent condition (ADHD, ASC) 2 of the children had an EHCP in place.</p> <p>It had been noted that there had been an overhaul of the SEND register, as some children had remained on the register since nursery, yet no longer had adaptations made for them.</p> <p>It was noted as a strength at Harbertonford that the Preschool/Nursery Lead had a good understanding of the curriculum and was getting more adept at picking up issues.</p> <p>The provisions in place at the school were: SENDCo meeting with parents to discuss concerns and preparing strategies in response, looking into an extension of the new school roof to create an outdoor space of the reception class to support differentiated provision outside.</p> <p>The SENDCo had transferred all targets and provision from section F of the EHCP onto a separate document, which teachers had gone through and looked at objectives/what they were working towards.</p> <p>Regular meetings were held with parents of children with SEND and were involved in writing the SEND plan.</p> <p>(Please refer to visit notes for further information on SEN at the school)</p> <p>Summary of the Trust's SEND provision from F.M- Director of Inclusion for Link Academy Trust.</p> <p>FM introduced herself to the LAC and gave a summary of her background and the Role of the staff in the Inclusion Hub, explaining some of the provisions the Inclusion Hub provided e.g. Forest school sessions at Hennock, delivering therapy sessions in school.</p> <p>The Governors asked:</p> <p><i>"Was this information shared with AH's"</i> FM responded that she had attended a recent AH's day and had given a presentation and shared documents with the AH's as well as distinguishing the roles of the Inclusion Hub, adding that the Hub staff were really strong and gave really good support such as challenges with behaviours, getting the correct amount of funding for the EHCP's and making sure the right Professionals were involved with the children and families.</p> <p>FM shared the following documents with the Clerk, who circulated to the LAC Governors- IIH Core offer, IIH Job Roles and SEND information for Trustees, FM offered for any questions around the paperwork could be emailed over/she would attend the next Summer 2 LAC meeting to discuss.</p>	
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7.	<p>Focus: Oversight of pupil premium strategies and their impact</p> <p>Broadhempston- Had 4 PP pupils- £400 of the funding went into the school £10,195 had been allocated-</p> <ul style="list-style-type: none"> • Teaching budgeted cost: £5,097.50- Phonics Bug, Staffing, trips, music lessons etc, English and Maths continuous professional development. • Targeted academic support: £2,548.75- SEMH Learning, TA support costs to run. • Wider strategies: budgeted cost: £2548.75- IIH SEMH support and courses for children, staff and parents, IIH outreach support for families. <p>Impact had been seen in levels of confidence and resilience when meeting challenge.</p> <p>On track for ARE:</p> <p>Reading 100%, Good Progress rates: 100%</p> <p>Writing 100%, Good Progress rates:100%</p> <p>Maths 100%, Good Progress rates: 100%</p> <p>Sparkwell- 9 PP pupils (mostly KS2) 6 service premium.</p> <p>The school received £600 from the Link as the remainder went towards TA support centrally. The funding received had gone towards NTP tutoring and all PP children had benefited. All staff were aware of PP children via the PP register and at pupil progress meetings, Sparkwell additionally had a vulnerable children list.</p> <p>Stoke Gabriel- The school had 20 PP pupils (plus 2 in pre-school) The funding had been spent on the Inclusion Hub, supporting trips, school lunches, uniform and some additional TA support. The AH held Pupil progress meetings/reviewed with teachers termly.</p> <p>Landscove- 12 pupils were PP- £15,735 had been allocated and decisions were made at a trust level re spending. Approx £450 went towards school trips, residential, music lessons.</p> <ul style="list-style-type: none"> • Teaching: Budgeting costs: £7,867.50- Class 1 running costs with EYFS single year group, Phonics bug, SAL CPD and intervention tool kits (Speech and Language link) • Targeted academic support: Budgeted cost: £3,933.75- TA support costs to run, Precision teaching, Targeted use of Accelerated reader. • Wider Strategies: Budgeted cost: £3,933.75- IIH SEMH support and courses for children, staff and parents, IIH outreach support for families. The impact observed had been seen in levels of confidence and resilience when meeting challenge. <p>PP results: (7/12 PP children were also SEND)</p> <p>On track for ARE:</p> <p>Reading 50%, Good Progress rates: 100%</p> <p>Writing 33.32%, Good Progress rates: 83%</p> <p>Maths 33.32%, Good Progress rates: 91.6%</p> <p>Harbertonford- 17 pupils were PP (2 were also on SEND register) It was noted that monitoring the progress of PP and SEND children was of high importance and what the school/staff needed to do to meet their needs was continually discussed.</p> <p>The school was involved in "Team around the family" (TAF) meetings with families of some PP children, which included engagement with parents. It had been reiterated that one of the blessings of being a small school was that school staff got to know the families really well.</p> <p>(Please refer to visit note for further information on PP data.)</p>	
8.	<p>School Updates</p> <p>Broadhempston-</p> <ul style="list-style-type: none"> • Attendance- 96.8% (Low pupil intake for next year- 4 pupils) • Feedback on any parent forum meetings/parents' evenings/PTFA- Class assembly had taken place in the Spring term, which had been a great way to engage parents in children's learning and build confidence in the children. • ASIP update- Updated in Easter Holidays, all areas were now Amber/Green. 	

Sparkwell-

- **PAN** (to include pupils joined/left) – 92 (0 left, 2 joined)
- **Attendance-** 95.3% (1.6% unauthorised- 11 holidays)
- **Risk assessments/Accident book-** School had their DCC H&S audit- only 3 minor actions.

Stoke Gabriel-

- **PAN** (to include pupils joined/left)- 85 main/19 pre-school
- **Staff wellbeing and workload-** ongoing support and was noted positively in Ofsted.
- **Attendance-** 94.64%
- **ASIP update-** Vocabulary Ninja was ineffective, oracy was noted as a strength in Ofsted feedback.

Landscape-

- **PAN (to include pupils joined/left)-** 85
- **Staff wellbeing and workload-** Discussed the importance of sharing planning and workload across the schools, e.g. staff taking a day out of the classroom to help with writing reports.
- **Attendance-** 95.8%
- **Feedback on any parent forum meetings/parents' evenings/PTFA-** School had attended Community Breakfast Market- the Song machine Choir performed, Class assemblies had taken place in the Spring Term which had been a great way to engage parents in children's learning and build their confidence. Love your school day had been positively supported by parents.
- **ASIP update-** Updated in the Easter holidays, all areas were amber/green.
- **Risk assessments/Accident book-** 13 at present, all amber/green.

Diptford-

- **PAN (to include pupils joined/left)-** 4 children had identified Diptford as their first choice for September 2024 to join Reception.
- **Pupil workload-** Staff had worked hard with their pupils on areas such as: "How to keep children safe" assembly, NSPCC Speak out and stay safe workshops, British values, ETHOS group monitoring.
- **Staff wellbeing and workload-** Positive: Staff enjoyed a dedicated paid lunch during INSET day, for all staff as a recognition and celebration of how they had pulled together as a school community during a tricky 2 years at Diptford.
- **Attendance-** 95.9%
- **Feedback on any parent forum meetings/parents' evenings/PTFA-** Friends of Diptford School (FODS) had a significant relaunch at the end of the spring term, with a new co-opted committee and Chair, new investments included: An outdoor shelter with a firepit, refurbished i-pads which allowed one iPad per 2 children, support for each class to have an enrichment trip during the summer term, a new EYFS slide and a drumming workshop.
- **ASIP update-** Good Progress and impact were evidenced in ASIP. (Please refer to the Visit notes for additional comments on ASIP)
- **Risk assessments/Accident book-** Up to date on Every, the last risk assessments for school trips/transport had been recorded on Evolve.
- **Pre-School update-** The numbers were extremely low for the next year (currently only 2 children) The School were working hard to promote the pre-school through marketing and putting on special events during the summer, such as "Teddy Bears Picnic" stay and play.

Harbertonford-

- **PAN** (to include pupils joined/left)- 15.
- **Staff wellbeing and workload-** Staff were staying on top of their workload and systems were in place for cover. Staff uncertainty was still a challenge- staff sickness and the impact it had on staffing lessons.

	<ul style="list-style-type: none"> • Feedback on any parent forum meetings/parents' evenings/PTFA- It was noted there had been a period of change within the PTFA, a new chair had been elected and some meetings were taking place at school pick up, which suited parents of younger children. Parents had been giving informal positive feedback at the school gate on Whole school trips and ne teaching staff. • ASIP update- An ASIP INSET day was held in April, at which all staff RAG rated key priorities to ensure consensus amongst the staffing team. AH commented it had not been done before as a group, so it had been really powerful. • Risk assessments/Accident book- A medical risk assessment would be drafted for a member of staff returning to school after half term. 	
9.	<p>Current Year's Trust Focus – Relational Approach</p> <p>Broadhempston- Module 4 was next to complete, Lanyards had restorative stem sentences for use with children, which ensured consistent language used by all staff.</p> <p>Sparkwell- The school had started module 3 of 4, staff were engaged, and they had good, shared dialogues. Hoped to complete by Jan 2025.</p> <p>Stoke Gabriel- Had focused on the Relational Approach on their inset day in April, all Teachers/Teaching Assistants attended.</p> <p>Landscope- Staff had Module 4 left to complete. School had been seeing an impact in the reduction of incidents in the playground- reduction of entries into the behaviour log.</p> <p>Harbertonford- There had been a Trust wide offer that helped to get new staff up to speed on the Relational Approach, which was good. Incoming AH had been invited to 2 transition days in school for information sharing before the current AH left.</p>	
10.	<p>Standards and Curriculum Trustees Meeting</p> <p>The Chair Fed back to the LAC, the points raised at the recent S&C meeting and their responses.</p>	
11.	<p>Next S&C Focus:</p> <p>Focus:</p> <ul style="list-style-type: none"> ○ Overview of curriculum ○ Attendance ○ Behaviour and relational approach 	
12.	<p>Feedback from Ethos Committees and Community Groups</p> <p>Landscope-The Foundation Governor had attended a lovely Mother's Day Service and the Landscope Breakfast Market, which had been well received and had forged great links with the community. Landscope were ahead with their monitoring for the term.</p> <p>Staff would be working with their pupil voice groups to write half-termly updates for the newsletter.</p> <p>Harbertonford- Monitoring had been undertaken by SL and Rev D, the School had a new RE lead, being well supported and planned to introduce pupil conferencing, to monitor children's understanding and development.</p> <p>Harbertonford had identified a wish to make RE lessons more engaging- following results of a recent survey.</p> <p>Rev D had taken an assembly on spirituality, which had been well received and had very good feedback.</p> <p>Diptford- Rev D undertook the "look book" and had identified that there might be a need to ensure able children were extended and had planned for younger classes to have RE books to track individual's learning. It had been suggested that a broader cross section of children should be used for the Ethos monitoring group.</p> <p>The school had run a rolling program set up by the Trust, to allow for mixed year group classes, which had worked well, by Y6, all content would have been covered.</p>	
13.	<p>Evaluation of governance impact</p> <p>There were none.</p>	

14.	<p>Summary of questions from Governors to be raised at the S&C meeting:</p> <p>Questions relating to the focus.</p> <ul style="list-style-type: none"> • Development of PP strategy plans- to be put under review and perhaps the financial element to be drafted centrally? • Was the PP resource valued? <p>Questions relating to anything else.</p> <ul style="list-style-type: none"> • “Was there sufficient capacity within the EIT to provide consistent, regular support to all AHs as the Trust grows?” <p>The meeting ended at 7.30pm.</p>	<p>The Chair to feedback questions from S&C meeting at the next Summer 2 LAC meeting.</p>
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Next LAC meeting- Thursday 27th June at 6pm via TEAMS