

## Totnes Local Advisory Committee (LAC) Meeting minutes

Minutes: Thursday 28<sup>th</sup> November 2024 at 6pm  
Held online via Microsoft 'Teams'

### Attended:

**Parent Governors-** Nanya Coles (Broadhempston)  
Lucy Gibson (Landscope)  
Helen Hall (Stoke Gabriel)  
Caroline Lucas (Sparkwell)  
**Trustee Appointed-** Cat Radford (Harbertonford)  
**Foundation Governor-** Kate Burch  
**Academy Headteacher-** Holly Edgington

**Minutes:** Clerk to the Trust- Nicol Bush

No	Item	ACTION
1.	<b>Welcome and apologies</b> The Chair (CR for this meeting) opened the meeting with a welcome to KW- the new Staff Governor for Diptford and each Governor introduced themselves.  Apologies were received from JB and GP	
2.	<b>Declarations of interest</b> There were none	
3.	<b>Approval of meeting minutes from 03.10.24</b> The draft minutes were <b>approved</b> by the meeting and were electronically signed by the Chair of the Committee.	<b>Clerk</b>
4.	<b>Matters arising from 03.10.24 (not on the agenda)</b> There were none	
5.	<b>Clerk Update</b> <b>5.1 Appointments/nominations-</b> The Clerk updated the meeting on the progress of recruiting for a new Totnes LAC Chair. <b>5.2 Training-</b> The Clerk reminded Governors of the ongoing training opportunities provided by DES (Devon Education Services) which was circulated via email to LAC Governors each Friday. The Clerk also advised that more training was being planned by GP for Governors in the coming months on various topics (dates/times TBC) <b>5.3 Other-</b> The Clerk updated the meeting on the recent request, for staff Governors to gather views of other LAC members for future LAC meetings, which would be discussed further and clarified following the January 25 <sup>th</sup> Clerk's meeting. <b>Governor school visits-</b> The Clerk reminded for Governors to gather Pupil and Staff voice at school visit learning walks.  The Governors raised the following questions- in relation to the new Staff Governor role, <i>do school staff have a feedback forum? Staff in schools should know that Staff Governors are representing the staff voice and should be able to answer questions from Governors from the perspective of staff on the sorts of things being implemented in the schools, that LAC Governors might not have sight of otherwise.</i> <i>How has the issue of the lack of Totnes LAC Chair been flagged up to the Trust?</i>	<b>GP</b>
6.	<b>Standards and Curriculum Committee Focus: Personal Development/Wellbeing – Relationship Education, PHSE &amp; RHSE.</b>	

	<p>(The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached)</p> <p><b><u>Harbertonford</u></b>  Surveys were usually conducted in the summer term; parent forms were sent out each year before commencing the teaching of RSE content in the summer term, parents could therefore consent and/or change their minds based on different stages or topics.  Safeguarding matters were regularly monitored, and school followed the Trust policy (including level 3 refresher training for AH etc)  It was noted that children had already expressed more confidence about being listened to, and that bullying was less of a concern than it had been at the beginning of the school year.</p> <p><b><u>Landscope</u></b>  The Governor and the AH had discussed Relationship Education Monitoring and there hadn't been a specific survey undertaken, so there were currently no issues. A Pupil Survey had been completed in the Summer 2 term (results in the Landscope visit notes) any negative responses had been addressed internally. The Relational Approach was embedded and had a positive impact on behaviour, the school encouraged children to use the approach to resolve conflicts. Wellbeing sat within the ethos and values of the school, there was constant engagement with the pupils- staff made time to listen and really hear them.</p> <p><b><u>Stoke Gabriel</u></b>  There had been 0 pupils withdrawn by parents from non-science sex and reproduction education, when questions were raised, the school had been able to hold conversations with parents/guardians to assure them that the curriculum was broad and balanced. To seek the views of pupils, there were regular class discussions, lunch clubs, questionnaires to various groups and pupil voice groups. Prioritising pupil wellbeing was a real strength at the school and was well embedded in the culture, as was safety and safeguarding.  SEND pupils were supported through Ordinarily Available Inclusive Provision and in school, through interventions or outside professionals according to whether children were making progress at each stage.</p> <p><b><u>Sparkwell</u></b>  The children were frequently asked about all aspects of teaching and learning and the majority were confident in sharing their views. The school encouraged personal development of its pupils to improve their cultural capital in the following ways: Forest school, relational approach, ELSA support, Quiet outdoor space. Ofsted praised how SEN pupils were fully engaged.</p>	
7.	<p><b>Standards and Curriculum Committee Focus: SEF Overview – The Academy Head's overview of accuracy and effectiveness of school self-evaluation</b>  (The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached)</p> <p><b><u>Harbertonford</u></b>  A review of the school SEF had been undertaken by the AH shortly after coming into post, with support from the EIT (Executive Improvement Team) This was followed by a "Learn, Support, Challenge Day" (Please refer to Harbertonford's Visit notes for a more in-depth discussion between the AH and LAC Governor on SEF/ASIP)</p> <p><b><u>Landscope</u></b>  The SEF was approached as a continuously evolving document, as new data points were evolved/ASIP's updated, the SEF was also updated to align it and ensure that it was also a reflection of the school at that point.  The SEF was comprehensive and included an overview, data trends, progress reports against previous inspections, strengths and development points, all intertwined with the ASIP.</p> <p><b><u>Stoke Gabriel</u></b></p>	

	<p>The SEF was last updated in September 2024 and looked to be an accurate reflection of the school, where the AH worked with staff across the school to collate evidence and make judgements based on the evidence. Effective monitoring enabled the school to have an accurate and precise view of the school aligned with the Ofsted inspection (March 2024)</p> <p><b><u>Sparkwell</u></b></p> <p>The accuracy of the SEF was supported by Ofsted, who had said the school's priorities matched the development points they had noted. The SEF was last updated the week before October half term. There had been small updates e.g. to priorities in maths as new data had been released (question level analysis)</p> <p>There was a general comment that the SEF process appeared affective, and that those Academy schools with recent Ofsted inspection experiences had flagged up the same issues through the SEF as had been picked up by Ofsted.</p>	
8.	<p><b>Standards and Curriculum Committee Focus: Christian distinctiveness/SIAMS (For CofE Schools) with a learning walk</b> (The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached)</p> <p><b><u>Harbertonford</u></b></p> <p>The next SIAMS inspection was expected in the next academic year, and it was noted that more support was required to prepare. Arrangements were being made for Rev D to visit school and undertake a session with staff on John 10:10 text "Life in all its fullness", and what "Live, Learn, Flourish" &amp; Christian values meant to the school community.</p> <p>The Governors "Learning Walk" included visiting the school hall and seeing a new mural on the wall.</p> <p>New artwork on the doors to each classroom were connected through colour choices, and posters/reflection space on the opposite wall had been replaced by a mural of a tree, which, when finished would include the School's Christian values: Friendship; Trust; Compassion; Responsibility; Courage and Respect.</p> <p><b><u>Landscove</u></b></p> <p>The Visions and Values of the school were embedded at the forefront of everything. The school enabled children to have a voice and to make a difference and to live out the values of both in school and as part of the wider community, examples included; Visits to a residential care home, Eco group visits and action plans were made to reduce carbon footprint, Pupil voice groups including ETHOS group.</p> <p>The next SIAMS inspection was predicted for the next academic year. The SIAMS Lead in the school was very knowledgeable and experienced and there was a comprehensive action plan, which was being undertaken.</p> <p><b><u>Stoke Gabriel</u></b></p> <p>There were several eye-catching wall displays in the entrance area of the school, which gave visitors a good impression of the school when they arrived.</p> <p>Staff photos and their roles were clearly visible, as were the Vision and Values and British Values.</p> <p>A visual guide to different coloured lanyards denoting DBS cleared status was clearly visible outside the school office and there were visual reminders for children to alert any member of staff if they saw a person not wearing a lanyard.</p> <p><b><u>Sparkwell</u></b></p> <p>The school kept displays to a minimum to avoid overstimulating children with neurological conditions; bright colours were avoided.</p> <p>Displays reflected the Ethos of the school's outdoor learning focus and working walls reflected and supported current learning.</p>	
9.	<p><b>Feedback from Ethos Committees and Community Groups</b></p> <p>The Ethos Committee minutes were circulated via email before the meeting and the following points were raised;</p> <p><b><u>Landscove-</u></b></p> <ul style="list-style-type: none"> <li>• The Trust and school vision and values tied in well together.</li> <li>• Pupil voice groups including Pupil Ethos group enabled children to flourish.</li> <li>• Staff felt supported by Sharon Lord.</li> </ul>	

	<ul style="list-style-type: none"> <li>• A plan was in place for the next monitoring enquiry.</li> <li>• Good community links with examples given.</li> </ul> <p><b><u>Harbertonford</u></b> Had a productive Ethos group in the week which Sharon Lord had attended. It had been helpful for the meeting to review the terms of reference and for the group members to be reminded of their role. There was a discussion on how to engage more parents in Ethos committee.</p> <p><b><u>Diptford</u></b> Had a whole day allocated for children to work on anti-bullying week, children were able to empathise with victims of bullying but found it more difficult to empathise with a bully, further work was needed to be done around why someone might bully and that they also have the right to flourish.</p>	
10.	<p><b>Risk Assessments Feedback</b> The Governors highlighted the need for more training/an introduction to the Risk Registers, adding there had been a brief introduction with an Academy Headteacher when they were first introduced but Governors requested further training and support.</p>	GP/Clerk
11.	<p><b>School Updates</b> (The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached)</p> <p><b><u>Harbertonford</u></b> (Please refer to Harbertonford visit notes for further information on items below)</p> <ul style="list-style-type: none"> <li>• <b>PAN (to include pupils joined/left)- 15</b> (2 leavers, 3 children from the same family to join school roll in January)</li> <li>• <b>Attendance-</b> 96.3%, down from 97% (AH to investigate percentage reduction)</li> <li>• <b>ASIP update-</b> ASIP formed the basis of staff meetings, staff engaged with key priorities and action plan. The current focus was on familiarity with the key priorities and actions for Autumn 1&amp;2, relating to Quality first teaching (Q1T) and Ordinarily Available Inclusive Provision (OAIP)</li> <li>• <b>Safeguarding-</b> SCR checks had been undertaken with external support; the digital filtering system was in place and had not flagged up any issues. There were no fundamental changes to the ASIP.</li> </ul> <p><b><u>Landscove</u></b></p> <ul style="list-style-type: none"> <li>• <b>PAN (to include pupils joined/left)- 87;</b> 5 pupils had left and 2 had joined (1 child would join before Christmas)</li> <li>• <b>Feedback on any parent forum meetings/parents' evenings/PTFA-</b> Parent consultation evenings had taken place, there had been a lot of positive feedback from the Parent survey shared in Autumn term. The ETHOS group had an element of parent feedback.</li> <li>• <b>ASIP update-</b> Was updated in October half term, all staff meetings linked to the ASIP.</li> <li>• <b>Safeguarding-</b> S175 audit had not yet been started, the Director of Safeguarding was drafting a response for all schools to use as a starting point. Filtering and Monitoring spot checks had taken place and no issues were highlighted.</li> </ul> <p><b><u>Stoke Gabriel</u></b></p> <ul style="list-style-type: none"> <li>• <b>PAN (to include pupils joined/left)- 72:</b> Reception-Y6</li> <li>• <b>Staff wellbeing and workload-</b> Staff workload continued to be monitored and planned for by the AH. There had been issues raised on the lack of wrap-around care and the direct impact it had on pupil numbers. The school would welcome more guidance and support from the Trust on this issue. (See 15.)</li> <li>• <b>Attendance-</b> 97.24%</li> <li>• <b>Feedback on any parent forum meetings/parents' evenings/PTFA-</b> The Friends of Stoke Gabriel School (FOSS)newsletter had been circulated to all parents in November, which included details on fundraising initiatives and how last year's funds raised by FOSS had been spent, there was an open invitation for new volunteers to join FOSS.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>ASIP update-</b> Stoke Gabriel were on track with ASIP objectives via carefully planned staff meetings and CPD. The ASIP hadn't had any significant changes.</li> <li>• <b>Safeguarding-</b> The S175 Audit was due to start once the school had received it from the Local Authority and the AH would be supported by Alex Waterman during the completion of the audit. Safeguarding checks had taken place half-termly. Filtering and Monitoring checks had been undertaken recently and had shown no issues.</li> </ul> <p><b><u>Sparkwell</u></b></p> <ul style="list-style-type: none"> <li>• <b>PAN (to include pupils joined/left)-</b> 86</li> <li>• <b>Staff wellbeing and workload-</b> All staff seemed positive and happy. Staff were fully engaged in the recent Ofsted inspection and in preparing for a new AH.</li> <li>• <b>Feedback on any parent forum meetings/parents' evenings/PTFA-</b> It had been challenging to get many parents to support the PTA, plans for Christmas were underway. 90% of parents attended parents evening and teachers informally talked to parents who did not attend.</li> <li>• <b>ASIP update-</b> Changes in the ASIP; Funding and resources, time for subject leaders to fulfil their role.</li> <li>• <b>Safeguarding-</b> S175 audit would take place in January in line with the new AH joining the school, with support from DDSL.</li> </ul> <p><b><u>Broadhempston</u></b></p> <p>The Governor gave a verbal update on their school visit and highlighted the following- The Governor and the AH had a robust discussion on the schools Visions and Values and the British Values, which were reflected throughout the school in their displays. There were various awards to reinforce the Visions and Values such as; star of the week, courtesy cup, a buddy system was in place between pupils.</p> <p>The school were looking to do the SEF/ASIP review in the coming week. Later in the year, the school were arranging a city visit to Bristol where pupils could take part in graffiti workshops, Clifton suspension bridge etc.</p> <p>The S175 audit would take place in January with support from Alex Waterman.</p>	
12.	<p><b>Standards and Curriculum Trustees Meeting</b></p> <p>The meeting discussed the previous S&amp;C meeting and highlighted the lack of representation of the Totnes LAC due to the absence of a Chair. The meeting discussed and agreed to request a rotating Chair to attend future S&amp;C meetings, the Clerk agreed to share the request with the GP and S&amp;C Chair.</p>	Clerk
13.	<p><b>Next S&amp;C Focus:</b>  <b>Staff Wellbeing</b>  <b>Safeguarding Audit with a <u>LEARNING WALK</u></b>  <b>Mid-year attendance overview</b>  <b>Parent and Community Engagement</b>  <b>Curriculum Subject – English</b></p> <p>The Governors accepted the next S&amp;C focus. There was some discussion on whether a review of the risk assessment (included as a regular update on visits) should warrant its own visit, as some LAC governors had not got to grips with this process yet. A presentation to Governors to help understand this risk assessment process would be welcome. .</p>	
14.	<p><b>Evaluation of governance impact</b></p> <p>Governors felt the meeting contained robust discussions and that Governors had exchanged similarities and differences which supported the process and the understanding of visits.</p>	
15.	<p><b>Summary of Questions and Successes to be raised at S&amp;C</b></p> <ul style="list-style-type: none"> <li>• <b>Sparkwell-</b> Wanted to highlight, that at their recent Ofsted inspection, they all felt well supported by the Trust.</li> <li>• <b>Broadhempston-</b> Felt the SEF/ASIP process worked and was an effective process, the issues schools raised, were reflected in the Ofsted inspections, this was observed in schools across the Trust.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Parent Surveys</b>- What is the value of Parent surveys, does the Trust act on the outcomes and then Survey again?</li> <li>• <b>Wrap around care</b>- Was becoming a challenge at Stoke Gabriel, some families had left school due to the lack of wrap-around care, some external providers cancelled last minute, which then impacted on staff having to stay until the end of sessions. The AH at Diptford also raised that staff at their school have had to cover wrap-around care at times which was having an impact on staff wellbeing. There seems to be a trend in schools across the Trust and Governors would like to raise this at S&amp;C level.</li> <li>• <b>Sports Grant</b>- It was felt that Sports was seen as a strength across the Trust and the loss of a considerable amount of funding through on costs associated to a new post had been disappointing- Was there an update for the Totnes LAC on the Sports Grant from the Trust, was this a Trust decision?</li> <li>• <b>PTFA</b>- Could the Trust arrange to bring together all Chairs of PTFA's to support each other and bring forward fresh and new ideas.</li> <li>• <b>Absence of LAC Chair</b>- How has the issue of the absence of a Totnes LAC Chair been flagged up to the Trust?</li> <li>• <b>Safeguarding</b>- Could the Safeguarding Trustee give an update on the expectations around the S175 audit? Support requested at Harbertonford (incoming Academy Head)</li> </ul>	
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**The Meeting ended at 7:48pm**

Signed as approved by the Chair, ..... Date: 23<sup>rd</sup> January 2025