

## Moorland Local Advisory Committee (LAC)

Meeting minutes

12<sup>th</sup> March 2025

5.30pm

(Held online via Microsoft 'Teams')

### Attended:

**Chair-** Oliver Heathman

**Parent Governors-** Lynda Cooper- (LC) Hennock  
Rosie Stamp- (RS) Ilsington

**Academy Headteacher-** Alex Waterman (AW)

**Academy Headteacher-** Kat Williams (KW)

**Governance Professional-** Charlotte Roe (GP)

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

No	Item	ACTIONS
1.	<b>Welcome and apologies</b> The Chair opened the meeting with a warm welcome to Governors. Apologies were <b>accepted</b> from Vicky McDonald, James Gething and Robert Steemson.	
2.	<b>Declarations of interest</b> There were no new interests brought to the meeting.	
3.	<b>Approval of meeting minutes from 22nd January 2025</b> <b>For approval:</b> The minutes were approved as a true record and were signed accordingly.	CLERK
4.	<b>Matters arising from 22<sup>nd</sup> January 2025 (not on the agenda)</b> There were no matters arising brought forward to the meeting.	
5.	<b>Clerk Update</b> <b>5.1 Appointments/nominations-</b> The Clerk advised the meeting of the new LAC structure: <ul style="list-style-type: none"> <li>• RN has stepped into the Foundation Governor role for Wolborough school.</li> <li>• The Clerk was finishing up the application process of recruiting a parent Governor for Bearnese.</li> <li>• There was now a vacancy for a Parent governor at Wolborough due to RN stepping into the Foundation Governor role.</li> <li>• There was still a vacancy for a Foundation governor at Ilsington, there had been many efforts to recruit, and a letter has gone out to the wider community to invite parents/guardians to join the ETHOS committee.</li> </ul> <b>5.2 Training –</b> The Clerk highlighted that Data Training with AK took place on 25/02/25- the Governors agreed that it would be useful to have the recording shared. The Clerk highlighted the upcoming training sessions: <ul style="list-style-type: none"> <li>◇ SEND Training with Fran McLoughlin - <b>Wednesday 2nd April 2025 at 6.30 pm online.</b></li> <li>◇ Training session with Lizzie Lethbridge- (Director of Education) on <b>Tuesday, 3 June</b> re 'Asking pupils' questions' - Governors requested for the training to take place in the evening.</li> </ul> The Clerk reminded Governors for any outstanding Cyber training certificates and Governor Bio's to be sent in the first instance and thanked those that had already sent them over.	

	<p><b>5.3 Risk Assessments</b> – The Clerk informed the meeting that Matt Matthew (DCEO) would be attending LAC meetings (<b>Moorland LAC on May 7<sup>th</sup></b>) to support the Governors with the checking of the risk register and answer any questions.</p>	
6.	<p><b>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.</b></p> <p><b><u>Bearnes</u></b>  The school had previously struggled with pupil attainment, but it had improved under new leadership. AH and Deputy AH led the efforts, and staff were now more aligned with their goals.</p> <ul style="list-style-type: none"> <li>• Year 6 aimed for better SATs results, targeting a 50% pass rate. The Year 6 teacher had focused on filling gaps and used structured timetables and SATs boosters. Pupils responded positively to the training.</li> <li>• Year 5 was expected to achieve better SATs results than the current cohort. There was a focus on identifying and helping pupils who were behind their age group.</li> <li>• The Year 1/2 teacher was leaving at Easter, and the reception teacher, was moving up. The Deputy AH would take over Reception for the Summer Term. There were questions raised about additional support during this transition.</li> </ul> <p>Wolborough aligned its curriculum with Bearnes, and both schools engaged in joint professional development.  Interventions were done in small groups and given the high level of SEND, PP and pupils where English wasn't their first language, a large amount of resource were deployed to support them.  The ASIP was largely led by the Tier 3 plan, there had been limited change since the Ofsted inspection, as time need for the green shoots to blossom.</p> <p><b><u>Hennock</u></b>  The data drop stayed in line with the start-of-year predictions, with a slight improvement expected for KS2.</p> <ul style="list-style-type: none"> <li>• There were 9 children: 6 achieved ARE in reading, 6 in writing, and 7 in maths. Greater depth outcomes were expected for 3 pupils in reading and 2 pupils in writing and maths. Improvement was due to focusing on pivotal children, clear provision maps, effective interventions, and creative support methods like starting SATs club earlier.</li> </ul> <p>The same children struggled in reading, writing, and maths. All 3 had dyslexia or were on the pathway, which matched their progress at Hennock. Interventions included precision teaching, daily reading, adapted Vipers, and pre-teaching.</p> <ul style="list-style-type: none"> <li>• Year 4 Times Table Check- There were 9 students: 1 did not achieve ARE, while others were marginal. The class teacher was strong in this area and had good previous outcomes.</li> <li>• Phonics Screening Year 1- There were 10 students: 6 were secure, 2 were pivotal, and 2 were unlikely to reach ARE.</li> </ul> <p><b><u>Ilsington</u></b></p> <ul style="list-style-type: none"> <li>• The AH was pleased with Y5 maths arithmetic, having taught Y5/6 one day a week. Y5 students were doing the same assessment as Y6 (SATS prep) and performing well.</li> <li>• Andy Keay reviewed literacy teaching from Y1 upwards, noting English needed more work. Actions included a book trawl and balancing teaching time with independent exploration. Y1 pupils showed good progress.</li> <li>• The AH introduced a marking statement with symbols, two pen colours, and real-time marking during lessons.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The AH worked on improving presentation and pupils' pride in their work, with a new Presentation Agreement in place.</li> <li>• Reception phonics were weak, prompting an intensive intervention program. Y1 phonics improved significantly but were unlikely to reach 100%.</li> <li>• For the Y4 multiplication check, some children performed well, while others needed interventions.</li> </ul> <p>The ASIP objectives remained the same, but strategies had changed, focusing on new training areas and marking techniques for writing, and rolling out Accelerated Reader for reading.</p> <p><b><u>Wolborough</u></b> Pupils met the expected ARE.</p> <ul style="list-style-type: none"> <li>• Year 4-5 summer data didn't match current levels, and Year 4 Autumn data seemed higher than the class's ability. A plan was made to improve assessment accuracy.</li> <li>• Year 6 had 63% WRM, which was lower than last year but above the national average of 61%.</li> <li>• In Year 2, only one child might not achieve phonics, while 17 out of 22 aimed to achieve RWM by year-end.</li> <li>• Year 1 had 70% in phonics, and Reception had 57%.</li> </ul> <p>The ASIP aligned with current priorities, especially in writing.</p>	
7.	<p><b>Focus: Provision for PPC &amp; LAC and the impact.</b></p> <p><b><u>Bearnes</u></b> There was no significant difference in the outcomes of PPG students compared to non-PPG students. The AH suggested this might be because the school's standards were not high enough, and as pupils were pushed more, differences might emerge. It could also be linked to the fact that a significant portion of non-PPG students were on the cusp, with parents in minimum or low-paying jobs. Pupil Premium funding remained a major issue for the AH, and she did not sign the PP Strategy. Both Bearnes and Wolborough had very high PP numbers; Bearnes had 45 PP out of a PAN of 96. The AH felt the strategy put forward in the September 2024 PP White Paper disadvantaged schools with high PP. Despite continuous requests, they still had not received a satisfactory reply from the CEO on this matter. (<b>See item 13.</b>)</p> <p><b><u>Hennock</u></b> There were no LAC pupils. 1 PP in KS2 performed well academically. 1 PPG accessed support through the IIH. 1 Year R pupil might not meet all early learning goals but received lots of intervention. 2 preschool pupils might need additional intervention as they moved to the main school. PPG pupils were monitored separately and received extra attention and interventions as needed. The AH was concerned about Hennock no longer being the IIH base for Moorland schools. The Governor was tasked with confirming the IIH location and future plans. (<b>See item 12.</b>)</p> <p><b><u>Ilslington</u></b></p>	<p>CLERK</p> <p>CLERK</p>

	<p>Ilington had 5 PPG/LAC pupils and a total budget of £400. Three pupils met expectations, while two (SEND plus PP pupils) were below expectations. One LAC pupil moved to a specialist school, with Becky Humphreys providing significant support to AH. The AH maintained good communication with all SEND, PP, and LAC parents, with Becky being very supportive.</p> <p>PPG funds were dedicated to one pupil for Breakfast Club, resulting in 100% attendance for that pupil. The AH and Governors discussed scaling back the full Breakfast Club for that pupil or raising the option with The Link to offer Breakfast Club at cost price, freeing up budget for the other four pupils. However, since Breakfast Club and After School Club were budgeted jointly as wraparound care, and the latter was not well subscribed, this posed a challenge.</p> <p>Ilington had a strong after-school club offer, with many clubs specifically suited for PPG/LAC pupils. The AH appreciated the staff's willingness to run clubs and stay late one day a week.</p> <p><b><u>Wolborough</u></b></p> <p>The school had a high percentage of PPG students, with a noticeable difference in performance between PPG and other students. Maths scores for PPG students were significantly lower in Years 4 and 6.</p> <p>It was hard to see the impact of pupil premium funding because spending wasn't clear. The pastoral support worker, who made a big difference, was funded, but the cost was unknown. Additional behaviour support also helped. There was an assumption that all funding was used, but no clarity. The £1500 general spend for PPG was not enough for 88 pupil premium children, quickly being used up on trips, taxis, and uniforms. Smaller schools received more per child, creating a disparity.</p> <p>The lack of financial clarity prevented strategic use of the funding to benefit all pupil premium children.</p> <p>Staffing levels had significantly reduced since joining the trust, reducing support for vulnerable pupils, causing concern for the future.</p> <p>A document from the trust needed to be completed, but the school hadn't done so due to the lack of clarity on PP spending and its impact on the children.</p> <p>A question was raised around PPG and clarity on spending (<b>See item 13.</b>)</p>	CLERK
8.	<p><b>Focus: Curriculum subject focus – EYFS</b></p> <p><b><u>Bearnes</u></b></p> <p>EYFS provision was strong in Bearnes, KY was the early years lead across the Trust, auditing schools across the Link Academy Trust. She clearly had a passion for the area and was hands-on again at Bearnes as she stepped back into the classroom for the summer term.</p> <p>They looked at ways to get more children into the school via preschool to feed reception, but it was challenging. The preschool setting was not big enough to expand to 2-year-olds, and they did not have the capacity to deliver the wrap-around care that preschool-age parents often sought.</p> <p>Early adopts breakfast club starting after Easter.</p> <p><b><u>Hennock</u></b></p> <p>There were 3 pupils in Year R: 2 were on track, and 1 received extensive 1:1 support. The small cohort allowed for intense focus on individual needs.</p> <p>The absence of a Year R teacher and upcoming staff changes were problematic. The staff member with specialist EYFS knowledge was leaving, and the new staff member had started, allowing for overlap. Detailed notes were left, but concerns remained, especially with the pending Ofsted visit.</p> <p>The AH requested additional support from senior leaders for an EYFS audit and Ofsted preparation. (<b>See item 12.</b>)</p> <p>The Tier 3 plan continued, focusing on EYFS. The new curriculum through Maestro was successful, with great support from the Maestro team. The</p>	CLERK

	<p>speed of change was challenging, putting pressure on the Year 3-4 teacher, who led key Maestro topics. The AH held weekly meetings with the EYFS class teacher to understand activities and progress, ensuring everything was fully evidenced.</p> <p><b><u>Ilington</u></b> EYFS was strong, especially the pre-school, which was seen as a best-practice model. Good relationships existed with parents and carers. The 2025 reception class would be the first non-Covid pupils. Reception phonics aimed for high targets despite significant SEND needs, the AH and Governors discussed involving parents, like reading breakfasts. Staffing numbers were a barrier; Ilington was legally in ratio but needed more staff for high-quality provision (more 2-year-olds in September would be challenging, but the AH wanted to keep pre-school strong for reception) The AH was keen on staff professional development, praising the skilled and dedicated EYFS team</p> <p><b><u>Wolborough</u></b> The EYFS audit by the Link was useful and came out positively. Phonics were good, and children enjoyed coming to school. The nursery was thriving with increasing numbers. There was room for improvement in continuous provision, particularly in play learning time to better facilitate learning, vocabulary, and questioning. This was related to newer staff who were training and gaining experience. A TA was given level 3 early years training, and an apprentice was helping and being trained simultaneously. Approximately 57% of children achieved GLD. A low GLD in Reception was a regular pattern, with social and emotional relationships and the ability to share being lower than in previous years. Aspirational targets were set to ensure good levels of progress throughout the school. EYFS was understood to be a Trust focus for the next year, aiming to develop educational opportunities and continue improving staff ability to maximise benefits from experiences through their interactions with the children.</p>	
9.	<p><b>Feedback from Ethos Committees and Community Groups (Wolborough school ETHOS minutes were circulated via email before the meeting)</b> The Governors asked the following questions around the Spring 2 foci:</p> <ul style="list-style-type: none"> <li>• <i>Has the monitoring and evaluation of collective worship been useful to the school? How are leaders of collective worship supported in your school? Will it help to bring improvement?</i> KW said that Ilington were in the early stages, as they hadn't yet had their parent Ethos group and had been awaiting a Foundation Governor. KW added that the evaluation carried out by Sharon Lord had been useful.</li> <li>• <i>What do we know about or have learned about spirit spiritual flourishing? How are our schools are supporting this through collective worship?</i></li> </ul> <p>There were no further comments or questions brought forward to the meeting.</p>	
10.	<p><b>10.1 School Updates</b> <b>Bearnes</b> Safeguarding- A question was raised around the reporting of pupil attacks on staff. (See item 12.)</p> <ul style="list-style-type: none"> <li>• <b>PAN (to include pupils joined/left) -96</b></li> <li>• <b>Attendance- 96%</b></li> <li>• <b>Feedback on any parent forum meetings/parents' evenings/PTFA-PTFA was restarting, yet to meet with the Link funding officer.</b></li> </ul> <p><b><u>Hennock</u></b></p> <ul style="list-style-type: none"> <li>• <b>PAN (to include pupils joined/left)-50 pupils + 8 pre-school. (6 pupils had left through the course of the year, 10x intake for 2025-26)</b></li> </ul>	



10.	<p><b>Next S&amp;C Focus:</b></p> <p>The Chair informed the Governors that the Summer 1 Foci would be:</p> <ul style="list-style-type: none"> <li>○ <b>Provision and impact for SEND</b></li> <li>○ <b>Subject focus: PE</b></li> <li>○ <b>Complaints Policy</b></li> </ul> <p>The GP explained that it was useful for Governors to discuss the complaints policy with the AHs once a year, during their school visits and to have discussions around; whether the schools received complaints, how AHs coped with complaints and were they resolved etc.</p>	
11.	<p><b>Evaluation of governance impact</b></p> <p>The GP shared that the meeting demonstrated the Governors were asking challenging questions and performing excellently.</p> <p>The Governors emphasised that the discussions highlighted the need for clarity and transparency across all areas of the Trust, particularly regarding funding and budgets.</p> <p>A Governor raised that it was clear Governors had shown challenge with their AHs across all areas.</p>	
12.	<p><b>Questions to be dealt with at LAC level (Governance Professional)</b></p> <ul style="list-style-type: none"> <li>• <i>How are incidences to both children and staff reported to the Trust/DCC, what is the protocol and what sort of feedback should the Trust be expecting? (There have been high levels of incidences in one school)</i></li> <li>• <i>Is the outdoor Inclusion Hub provision being moved from Hennock?</i></li> <li>• <i>Hennock needs Ofsted preparation time and has requested supply teaching to help bring staff out of classrooms in run up to next Ofsted.</i></li> <li>• <b>Wolborough and Bearnese- Why is the percentage of the GAG funding so high for Wolborough and Bearnese compared to the national average and the other schools within the Trust?</b></li> </ul>	GP
13.	<p><b>Questions to be escalated to S&amp;C for Trustee consideration (Clerk)</b></p> <ul style="list-style-type: none"> <li>• <b>Wolborough and Bearnese- What is the PPG strategy and how can the schools illustrate the impact of PPG spending without clarity of the actual PPG amount?</b></li> <li>• <b>Staff restructuring plan and reducing admin hours-</b>  Governors are aware that one of the Moorland schools has reduced admin hours. <ul style="list-style-type: none"> <li>▫ <i>Will the Trust be discussing with the school; to see the impact the reduction of admin hours has had on the school, the impact on staff wellbeing and how it has been working?</i></li> <li>▫ <i>What could the Trustees/Governors do, to have more understanding on the impact on staff through this restructuring period?</i></li> <li>▫ <i>At what point will Governors be informed regarding finances and reducing staffing hours?</i></li> </ul> </li> </ul> <p style="text-align: center;"><b>The meeting ended at 7.15pm</b></p>	CLERK/CHAIR

Signed by the Chair ..... on May 7<sup>th</sup> 2025.