

## Totnes Local Advisory Committee (LAC)

Minutes

Thursday 23<sup>rd</sup> January 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 (Landscope)

Helen Hall (Stoke Gabriel)

**Foundation Governor-** Kate Burch (FG)

**Academy Headteacher-** Holly Edgington (LAC AH)

### In attendance:

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

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

No	Item	ACTION
1.	<b>Welcome and apologies</b> The Chair opened the meeting with a welcome and apologies were received from James Buchanan and Kate Wilson.	
2.	<b>Declarations of interest</b> There were no new Declarations of interest brought to the meeting.	
3.	<b>Approval of meeting minutes from November 28<sup>th</sup> 2024.</b> The meeting <b>approved</b> the minutes as a true record and were signed electronically by the Chair.	
4.	<b>Matters arising from November 28<sup>th</sup>, 2024 (not on the agenda)</b> <b>4.13 PTFA Chair support.</b> The Clerk informed the meeting that Samantha Freeman, (Income Generator Officer) was in the process of setting up a WhatsApp/Facebook group for PTFA Chairs. This group would serve as a platform to share ideas, provide support, and address issues faced by some schools in raising money. <b>4.5.3 Staff Governor role explained</b> The GP confirmed the description of the Staff Governor role and added they were the voice of the LAC staff, raising any issues or queries during the LAC meetings. Any confidential matters would be addressed privately. The Chair raised that it would be beneficial for Governors to remind staff during their school visits of the Staff Governor and that they could direct any issues to them through the admin.	
5.	<b>Clerk Update</b> <b>5.1 Appointments/nominations-</b> The GP explained that she had received approval from the Board of Trustees to send a letter out to the Totnes LAC parents for LAC Chair nominations, which would be circulated shortly. <b>5.2 Training –</b> The Clerk reminded the LAC of the upcoming training that the GP had arranged which was: <ul style="list-style-type: none"> <li>Data Training with DoSI Andy Keay on Wednesday 12<sup>th</sup> February 2025 at 4.30pm online and SEND Training with Fran McLoughlin on Wednesday 2<sup>nd</sup> April 2025 at 6.30 pm online.</li> </ul> The Clerk advised that the GP was looking into training on Risk assessments once the minor teething issues had been resolved	

	<p>The meeting discussed the Pupil Conferencing training offered by the DoE, which was prompted by a question raised by another LAC governor on the S&amp;C question sheet. It was agreed that this training would be useful. The Foundation Governor also suggested that it would be beneficial for the Ethos groups to receive this training.</p> <p>The GP mentioned that she would send an email to Sharon Lord to request that the training be extended to the Ethos members as well.</p> <p><b>5.3 Clerk to Local Board Committee to update the governors on any local or national issues-</b> The Clerk updated the meeting on the recent Clerks briefing that she had attended and said that an email would be circulated to LAC Governors with the PowerPoint slides with all of the information.</p> <p><b>5.4- Cyber training-</b> The Clerk reminded the Governors for any outstanding Cyber training certificates to be emailed to the Clerk for filing.</p>	GP
6.	<p><b>Focus: Wellbeing/PHSE and Safeguarding Audit</b></p> <p><b>Wellbeing – pupils and staff</b></p> <p>(The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached)</p> <ul style="list-style-type: none"> <li>• Sparkwell</li> </ul> <p>Sparkwell had experienced significant changes since joining the trust, but everyone appeared content and spoke positively about their roles and the new Head Teacher. One TA particularly praised the Head Teacher for their support with Special Educational Needs. The Governor raised that she had discussed the Education Wellbeing Charter with the AH (Academy Headteacher) and it was agreed that it would be useful to get more awareness on this. The LAC AH mentioned that Diptford also had the Employee Assistance Program poster on the wall and would direct her staff to it if they needed support. However, she noted that staff might need reminders about the program and suggested that it should be more prominently promoted to encourage its use.</p> <p><i>The Governors asked was the program offered by the Link Academy or Devon?</i></p> <p>The LAC AH responded that the Trust bought into the Employee assistance program for all staff.</p> <p>The Governors noted that, following the recently circulated staff survey, some of the school staff members expressed concerns around the confidentiality of the survey and fed back that additionally, some of the questions could be better worded to distinguish between the Trust and the individual schools.</p> <p><i>A Governor raised that in their line of work it was standard to receive clinical supervision and asked did the Trust provide clinical supervision?</i></p> <p>The GP responded that this subject had been raised before at Trustee level and Trustees had been assured that supervision was available at all levels, but there had not been a large uptake. The LAC AH said that she had attended clinical supervision at another school and had found it extremely useful, the AH added that it would be worth having a more standardised approach across the Trust.</p> <ul style="list-style-type: none"> <li>• Landscope</li> </ul>	

	<p>The AH applied multiple strategies to promote staff well-being and build positive relationships. These included various meetings, such as fortnightly staff meetings, Tuesday early morning updates, and half-termly TA meetings. An open-door policy was maintained, and time was allocated for subject leadership and specific needs like art week.</p> <p>The feedback policy supported marking workload, and coaching was provided for personal and professional development. Appraisal targets were linked to ASIP and CPD without additional layering. The trust maintained regular contact through emails and a link contact.</p> <p>IIH therapeutic support and CPD were offered to help manage emotions. "Give back" and long service days were implemented. Collaboration with Broadhempston strengthened core offers, allowing staff to share good practices and manage workloads. Half-termly planning meetings with partner schoolteachers were facilitated by the Head.</p> <p>An ECT 2-year induction period with Devon and Trust training packages was in place. The HT felt supported and able to approach the trust with any issues. A staff survey was sent out on January 17th, with results pending.</p> <ul style="list-style-type: none"> <li>• Harbertonford</li> </ul> <p>The Governor noted that the notice board in the staff room included a 'Staff Wellbeing' display, including information on the Staff Wellbeing Charter and where wellbeing newsletters were posted.</p> <p>The following point was raised with the Governor during the visit- It could be of benefit to the school if there was some synchronisation within the Trust on staff meetings days so that regular time with staff is protected – i.e. to avoid clashes with Trustwide training or CPD etc. It was noted in discussion that the small SLT has responsibilities across 23 schools now, and therefore availability can be stretched at times. It may not be possible to have a 'direct line' in during moments of stress. Whilst expectations of staff were high (quality and workload) staff felt well supported by the AH and by their team of peers.</p> <ul style="list-style-type: none"> <li>• Broadhempston</li> </ul> <p>A Trust wellbeing survey was sent to staff on January 17, 2025. A Trust-wide wellbeing newsletter was issued once a term, with a helpline available. An open-door policy was also in place for staff.</p> <p>The AH noted that staff had good relationships and advocate for each other. Notes from Tuesday morning meetings were recorded for part-time or absent staff to read. TA (Teaching Assistant) appraisals were conducted at the start of the year and followed up, with targets linked to the ASIP.</p> <p>Working across Landscope and Broadhempston schools' benefited wellbeing through shared workload and joint planning sessions. Schemes of work for foundation subjects were purchased to ease the pressure of planning for multiple subjects.</p> <ul style="list-style-type: none"> <li>• Diptford</li> </ul> <p>All staff were signposted to the Staff Well Being Scheme and Employees Assistance Programme. Ofsted inspection reports regarding staff wellbeing were positive. The Trust recently sent out a staff survey, with analysis to be shared upon completion. Heads were encouraged to support staff in completing it.</p> <p>Some staff had concerns about anonymity but were reassured that responses were anonymized.</p>	
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The AH reminded staff about wellbeing approaches, such as planning days before Christmas to prepare for the Spring Term and encouraging staff to discuss any concerns.

Regular meetings for TAs and support staff were held to discuss issues.

Staff meetings were held on Mondays and were time limited. No meetings were scheduled during residential or parent evening weeks.

Staff received support in managing challenging behaviours, with advice sought from the Trust; this could impact staff wellbeing, including that of the AH. Support continued to be sought from ILH and EIT.

- Stoke Gabriel

Supervision was provided for adults working with a family managing a life-altering health situation, with follow-up as required.

Efforts were made to ensure workload expectations were manageable, with appropriate time allocated in staff meetings, INSET, and during the school day.

A Trust-wide wellbeing survey for staff was sent out on January 17, 2025.

Regular check-ins with the AH were conducted to ensure she had adequate support to manage her workload.

### **Safeguarding Audit**

- Sparkwell

The safeguarding audit highlighted key focus areas. Training on record-keeping and audit trails was implemented to improve success and track behavior patterns. Other actions were scheduled for later in the year and were to be discussed in future CPD sessions. The main barrier was the low volume of safeguarding issues, but staff were reminded to remain vigilant. Learning support assistant training sessions were also implemented to align with broader teaching staff initiatives.

The AH took on the role of safeguarding lead and included CPOMS training in the school's action plan, to ensure all staff were confident in using the system fully. Each weekly diary sheet featured a safeguarding component.

The AH believed the school maintained a positive and proactive approach to building relationships with families and children. The AH had scheduled several coffee mornings, especially for families with special educational needs (SEN), to strengthen these connections. To further support communication, the AH established a specific SEN email address for families to use for inquiries or concerns, allowing these issues to be easily identified and addressed.

- Landscope

The Audit was completed on December 13, 2024. The importance of safeguarding for both children and staff, including support staff, was emphasized.

Key actions included:

- Addressing neglect issues through the Devon Neglect initiative.
- Conducting Prevent Self Assessments.
- Implementing systems for filtering and monitoring.
- Rolling out CPOMS, including training and moderating incident reports to ensure they were 'court ready'.

The Trust had purchased the basic model of CPOMS, but initial challenges with tracking incidents indicated a need for further training and adjustments.

To prevent complacency, weekly meetings were held to revisit safeguarding, along with regular email updates.

Safeguarding was discussed with a Teaching Assistant (TA) during a learning walk. Information was prominently displayed in staff areas, and the TA demonstrated good knowledge in this area.

- Harbertonford

Staff were able to go through procedures and had understanding of signs and indicators to look out for. There was evidence of role specific conversations having taken place (e.g. in relation to kitchen staff) CPOMS regularly used. Safeguarding Focus of the month seen as valuable 'top up' of less common matters, and posters in toilets helpful.

- Broadhempston

Action plan key areas were:

- CPOMs roll out – court ready presentation shared on inset day
- Filtering and monitoring – continue to embed practiced – reviewed once every half term
- Separate internet access passwords for visitors
- PREVENT self-assessment
- Devon neglect briefing – shared on inset day
- Coaching / mentoring for DSL

- Diptford

The S175 audit and action plan were completed for the school. The Director of Safeguarding compiled a monthly safeguarding agenda for 2025 based on a staff survey to identify areas where staff felt less secure. CPOMS was rolled out, with teachers trialling it in Autumn Term 2 and most staff receiving training on Inset day. CPOMS supported Ofsted recommendations for recording behaviour incidents, allowing for tracking, pattern identification, and action verification.

Staff emphasized the importance of face-to-face conversations to keep children safe and discuss safeguarding concerns with the DSL or DDSL as the first action.

Safeguarding was noted as effective during the Ofsted visit; an inspector spoke to a casual staff member who outlined Level 2 training received as a volunteer and casual staff, and the routines for reporting concerns.

Annual training was provided, and monthly safeguarding focus videos were shared, each focusing on a different area. TAs completed this during TA meetings with the AH to facilitate discussion.

- Stoke Gabriel

The S175 Audit was discussed in detail. The CPOMS system was implemented, saving a lot of manual data input, with impact expected over the coming months.

Staff training in September covered KCSiE (Keeping Children Safe in Education) updates, and Teaching Assistants recently completed refresher training on the relational approach.

The SGPS (Safeguarding Action Plan) 2025 was created.

The school administrator regularly checked that personnel files and training records were up to date, and the AH conducted a SCR check every half term.

All contractors underwent safeguarding checks, mostly held centrally by the Trust or Hub.

Children received safeguarding messages in PSHE and school assemblies.

Teachers had walkie-talkies for lockdown training.

#### **Mid-year overview of Attendance**

- Sparkwell

The administrator and AH met twice a term to discuss attendance, following the Trust's policy with a mix of informal and formal approaches. Sparkwell's target attendance rate was 96.4%.

The AH confirmed adherence to the trust policy and sliding scale for attendance. Teachers were the initial point of contact, with the HT handling follow-up.

- Landscope

- The schools' target attendance rate was 96.8%, but as of January 17th, the year-to-date rate was 96.2%. Attendance was affected by flu, chickenpox, D&V, and slap cheek. There were two holidays last term, resulting in penalty notices. Harbertonford

The AH and school admin conducted bi-weekly attendance checks, with the next one due soon. Attendance at the end of last term was 96.8%, an improvement over the previous two years.

A phone call was triggered after eight missed sessions, and a letter after ten. Some letters were sent last term.

- Broadhempston

On January 16 2025, attendance was at 98%. Attendance was monitored in weeks 3 and 5 of each half term, with emails sent if attendance was below expectations or improving.

Parental engagement was good, with most parents completing absence forms rather than phoning in to report their children as ill.

- Diptford

Current attendance was 95.6%, affected by the Annex R part-time timetable. This was above the national target of 95% but below the Link target of 96%. Regular attendance trawls were conducted by the administrator and AH. The Link policy was followed with a bespoke approach for each family, focusing on overcoming barriers rather than threatening fines. Some children with emotionally based school avoidance (EBSA) were part of a target group, with actions taken leading to improvements.

Unauthorised absences remained a challenge, with two families taking holidays during term time. Letters were sent and face-to-face meetings were held to work with these families.

Two children were on Annex R part-time timetables, which were short-term with a plan to rebuild to full-time. This approach benefited both children, reducing absence and improving attendance and curriculum access.

- Stoke Gabriel

Attendance figures for the week commencing January 13, 2025, were 96.17%, a significant improvement from 94.86% at the same time last year. The school administrator worked alongside the AH to focus on plans to improve attendance for children with poor attendance, resulting in positive impacts and improved figures.

#### **Parent and Community Engagement**

- Sparkwell

Sparkwell school were very relational, knowing parents well and supported hard-to-reach families through well-connected staff. The main barriers to engaging parents had been their past school experiences and fear of judgment. Despite this, the school's open-door policy, yearly Apple day, and community volunteers in the forest school had helped Sparkwell to connect

with the community. A fund for community projects would have been greatly appreciated.

- Landscope

The school maintained an open-door policy, allowing anyone to come to reception and speak with staff. For the majority, the school successfully reached out and engaged parents. However, a few families who lacked trust in the education system were harder to reach, but efforts to engage them continued.

Community (Village and Ashburton/Buckfastleigh) engagement activities included:

- Hosting coffee mornings.
- Inviting the community to school events.
- Visiting elderly care homes.
- Supporting the local foodbank.
- Sending welcome letters to new housing estates.
- Attending Saturday breakfast markets and village fairs.

A member of the local community sat on the adult Ethos group, ensuring strong community links. The Ethos group served as an excellent pathway for feedback and discussions between parents and the school, and it was already being utilized effectively.

- Harbertonford

Parental engagement with Ofsted's survey was overwhelmingly positive, with 25 responses, considered high for the school size.

The AH welcomed pupils and parents at the school gate each morning. A weekly newsletter was circulated, and regular updates were shared on Facebook, with the AH taking on more of this responsibility.

Some families facing challenges received additional support.

The AH had less contact with parents whose children used the school bus, prompting a review of parent engagement. CPOMS would include records of parental non-attendance at the upcoming parents' evening.

In response to feedback that parents were unsure about their children's activities at school, 'open classes' were planned for the next half term, allowing parents to view their children's books.

The Deputy CEO monitored engagement with the school's social media pages, and it was suggested that governors could benefit from seeing this data.

- Broadhempston

A few examples of how the school engaged with parents/carers on a day-to-day basis were:

- Open door policy for parents
- Staff were always on the external doors at drop off and pick up
- There were no hard to reach families at the moment, but the AH stated that building relationships to keep parents engaged was important.
- The Parental survey for OFSTED was very positive
- Community engagement – opportunities include:
  - Village and school events
  - Singing at local nursing home
  - Rudolph run
  - Parents on parish council and feedback with projects
  - Parish news announcements
  - Very active PTFA
- School life group – there hadn't been any meetings since the start of the year but have asked for new members of the group and promoting.

- Diptford

The Ofsted parent survey was overwhelmingly positive, with 32 responses. The AH was on the gate each morning and out in the evening with other staff, which parents found useful for informal interactions with teachers.

A regular fortnightly newsletter and Facebook updates were provided. The very active FODS group supported the school, significantly enriching pupils' experiences and the school environment through fundraising.

The community was invited to Harvest and Christmas events, which were well attended by both villagers and parents. Ladybirds offered refreshments at some school events, positively contributing to interactions with the school. School children, families, and staff participated in church services, the Diptford Boundary Walk, and the community litter pick. The school also took part in the Macmillan Grand Coffee afternoon in South Brent.

- Stoke Gabriel

Some examples of the day-to-day parent and carers engagement were:

- Wassail- lantern making workshops and litter picking event
- Class assemblies
- School choir event and school garden
- Teacher availability/ visibility
- Governor and FOSS support

#### **Curriculum Subject Focus English**

- Sparkwell

Reading results were routinely good, though there was a current dip in the Y3/4 class being addressed. Y1 phonics screening was above the national average.

Matching reading books to children's abilities improved due to tight assessment in KS1 and the introduction of AR (Accelerated Reader) in KS2. Writing had a clear progression document and a coverage chart to ensure grammar objectives were met. Quality books led writing units, and individual writing targets were set to help children progress. OAP materials were used more consistently.

Children found writing hard, with some groups being avoidant. The new planning structure was designed to support these children. "Keep up not catch up" was challenging for some children due to significant gaps in phonics, spelling, and additional speech needs.

- Landscope

National data indicated that reading and writing had historically been above national averages. However, one year group was trending much lower than national averages and the internally set targets. This was attributed to the children being part of the COVID reception class and the class teacher being sick for half of the last term.

Reading performance remained strong. Handwriting improved with the use of Letter-join. The NNG program secured basic sentence construction across all year groups, which was now being applied. Phonics boosters were in place for those who did not meet the screening last summer, with all expected to pass. All current Year 1 students were also expected to pass.

Book Writes training supported staff in adapting to meet needs, and the next phase was underway. Sentence structure had been a major focus as it was holding children back.

PP children (outside of SEND) were generally in line with ARE expectations. Targets were revised termly, and plans were in place to support borderline students to improve averages.

Phonics boosters, a great library, and a very strong head of the subject supported the learning of pupils.

- Harbertonford

The AH noted that 'English' was split into reading, writing, handwriting, spelling, and grammar, with mixed attainment across these areas.

**Reading** at KS2 was strong, so only small enhancements to the reading curriculum and library improvements were planned.

**Writing** was a priority across the Trust, with ongoing efforts to raise attainment to meet ARE.

The Trust used the 'BookWrites' scheme, but the curriculum statement indicated the use of 'Talk for Writing' principles. The AH believed that 'Talk for Writing' could support a more consistent approach, while 'BookWrites' was less prescriptive. The AH planned to discuss this further with another AH to support future proposals.

**Handwriting** had improved with support from the Trust's English Lead, clarifying curriculum progression expectations and identifying gaps to be addressed.



	<p><b>Spelling and Grammar</b> were not discussed in depth, with writing being the main focus. The AH noted that older pupils found spelling hardest, while younger pupils found writing harder than reading.</p> <ul style="list-style-type: none"> <li>• Broadhempston</li> </ul> <p>Writing is a trust-wide priority and there had been a focus on English over the Autumn term – back to basics with a focus on grammar and sentence skills. The school returned to sequences in the Spring term but reduced the quantity of writing – short bursts with high quality focusing on the basics. Boosters and interventions were in place for children that require additional support</p> <p>Data looked different across the different year groups and there were pockets for development and focus (in particular year 3 writing)</p> <p>Reading in recent OFSTED was identified as across the school having a positive attitude to reading – different initiatives added which include sharing books from home and reading incentives etc.</p> <ul style="list-style-type: none"> <li>• Diptford</li> </ul> <p><b>Reading</b> at KS2 was strong, with results consistent with national, local, and Trust standards, particularly for Greater Depth. The Ofsted report commended the children's love for reading.</p> <p><b>Phonics</b> outcomes were above national levels. Ofsted praised the school's support and aspirations for children who moved into Year 3, joined the school, or did not pass the phonics screen, highlighting the support put in place for them to learn to read.</p> <p><b>Writing</b> was a priority within the school and across the Trust as an ASIP and ATSIP target for improvement. Writing remained an area where more children were aspired to reach ARE, a similar picture across the Trust. Writing training had been ongoing, with more planned for the term. Monitoring was set to begin to assess the impact. Moderation with two other Trust schools had taken place. Ofsted commented on the strong subject knowledge of teachers in English and Maths.</p> <p><b>Handwriting</b>- the school developed its own curriculum progression expectations based on a Trust-recommended scheme.</p>	
7.	<p><b>Feedback from Ethos Committees and Community Groups</b> <b>(The Ethos minutes and updates were circulated to the LAC Governors via email before the meeting)</b></p> <p>The Governors noted that the Ethos questions were similar to the Governor questions, which they felt was not an efficient use of time. The Chair requested the Clerk to document this concern and for the LAC Governors/ LAC AH to monitor this issue in future meetings.</p> <p>The GP said that she would have a discussion with the Foundation Governor and Sharon Lord on how best to mesh the LACs and Ethos groups in a more robust way.</p>	<p>Chair/LAC AH/SL/</p> <p>GP/FG/SL</p>
8.	<p><b>Risk Assessment</b></p> <ul style="list-style-type: none"> <li>• Sparkwell</li> </ul> <p>There had been a red risk, but this had been resolved. All areas of Risks were reviewed by the Governor and the school was compliant. The AH noted that they had been keen to look into first aider training, as it was an area that needed to be reviewed.</p> <ul style="list-style-type: none"> <li>• Landscope</li> </ul> <p>Every system review - 14 RAs and there were no red categories.</p> <ul style="list-style-type: none"> <li>• Harbertonford</li> </ul> <p>The AH showed the Governor the Every System risk registers, but it was clear from discussion with the AH that more training was needed on this, for both the AH in terms of his role in updating/completing this, and the Governor as to what is required from monitoring.</p> <ul style="list-style-type: none"> <li>• Broadhempston</li> </ul> <p>Risk register was stored on Every System. Weekly updates were emailed with any actions that were due, with a broad range of categories on the system.</p>	<p>GP</p>

	<ul style="list-style-type: none"> <li>• Diptford</li> </ul> <p>Low numbers and future viability of the school were noted on the risk register. A Toddler group was set up to ensure Diptford was known as a preschool and school in the local area.</p> <p>The AH would benefit from focused support with feasibility studies to increase numbers, such as extending the age range.</p> <p>The Deputy CEO provided good support with marketing, including placing ads in papers, making banners, boosting Facebook posts, and offering advice.</p> <p>Site security was updated with new fencing, supported by the Trust.</p> <p>The meeting agreed that as mentioned at previous meetings and covered under this meeting's agenda item 5.3, it would be beneficial to receive training on the Risk assessments to better understand expectations. The GP said she would raise this again with the DCEO and request a program to show the new AHs the expectations of the Risk assessments.</p>	
9.	<p><b>School Updates</b> (The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached)</p> <p><b><u>Landscope</u></b></p> <ul style="list-style-type: none"> <li>• PAN (to include pupils joined/left)- 87 (5 pupils had left and 2 had joined. 1 child joined in December- Y2)</li> <li>• Pupil workload- A Trust survey had been circulated last term; the AH had addressed any issues.</li> <li>• ASIP update- Updated in the Christmas holidays and was on track. All staff meetings linked to the ASIP.</li> </ul> <p><b><u>Sparkwell</u></b></p> <ul style="list-style-type: none"> <li>• PAN (to include pupils joined/left)- 86 (2 due to leave)</li> </ul> <p><b><u>Harbertonford</u></b></p> <ul style="list-style-type: none"> <li>• PAN (to include pupils joined/left)- 1 left (moved out of area). 3 joiners 1 in year 1, 1 in year 4 and 1 in year 6. (3 children from one family moved into the area). It was noted that 2025/26 pre-school figures are likely to fall and therefore were advocating to take more pupils in 2025/26 Reception intake, as 2026/27 figures are unlikely to reach 15.</li> <li>• ASIP update- <ul style="list-style-type: none"> <li>▫ Writing INSETs was planned for this half term, the English Lead planned to deliver joint CPD with Harbertonford and Diptford staff.</li> <li>▫ Quality First Teaching was also a focus, alongside Assessment and Tracking systems for core subjects forming part of 'Class Trackers'.</li> <li>▫ The AH mentioned plans to review the curriculum in the next few years – currently weighing up different possible approaches ahead of drafting next year's ASIP.</li> </ul> </li> <li>• Pre-school update- Noted pre-school numbers for next year were approximately 6-7, which was down on previous years.</li> </ul> <p><b><u>Broadhempston</u></b></p> <ul style="list-style-type: none"> <li>• PAN (to include pupils joined/left)- 53 (1 pupil left to move abroad in January 2025)</li> <li>• ASIP update- Was updated in December 2024 and there were no amendments, the AH reported that it was progressing well. Fortnightly meetings jointly ran with Landscope school, which focused on the key priorities.</li> </ul> <p><b><u>Diptford</u></b></p> <ul style="list-style-type: none"> <li>• PAN (to include pupils joined/left)- 2 leavers since the last LAC meeting in November 2024.</li> <li>• Pre-school update- Noted pre-school numbers were low currently – 2 and there were currently no children for next year at present.</li> </ul>	
10.	<p><b>Standards and Curriculum Trustees Meeting</b></p> <p>The Chair reported the content of the S&amp;C meeting to the LAC, and no comments were raised.</p>	
11.	<p><b>Next S&amp;C Focus:</b></p>	

	The Chair noted that a question regarding the PP from last year had not yet received an update. The Chair requested that this question be escalated at the next S&C meeting to obtain an answer before the next Focus visit. Additionally, the Chair expressed concerns about the infrequency of PP plan reviews and the lack of clarity regarding the relationship between Trustee-level decisions on staffing and their implementation in schools. The Chair requested that this issue be raised at the upcoming S&C meeting.	Chair/GP/Clerk
12.	<p><b>Questions to be raised at LAC level</b></p> <ul style="list-style-type: none"> <li>• Was there more training for CPOMS?</li> <li>• Risk register- Was there a training program for new AHs?</li> <li>• Could the trust start community-based projects. Offering support for appropriate initiative staggered over the different schools, supporting wellbeing, health and education?</li> </ul> <p><b>Questions to be escalated to S&amp;C</b></p> <ul style="list-style-type: none"> <li>• Wellbeing- Governors asked if Clinical supervision was available for all staff, and if not, would the Trust consider providing this to ensure wellbeing of staff?</li> <li>• PP plan- In light of the 2025 PP focused visits coming up in Spring 2, can S&amp;C confirm if any further action has been taken on possible review of how PP Strategy Plans are drafted since it was raised by LAC governors in April 2024 monitoring? (S&amp;C discussion in response to question minuted 14th May 2024). Focused visits undertaken in January 2025 have again flagged desire of LAC Governors and Academy Heads to fully understand how the grant is allocated (centrally) in order to ensure accountability to needs of pupil premium children locally (i.e in individual school settings).</li> </ul>	GP
13.	<p><b>Evaluation of governance impact</b></p> <p>The GP said it had been a robust meeting and added that the LAC Governors were challenging which had a positive impact. The Chair thanked the LAC Governors for all of their contributions to the meeting.</p>	

The meeting ended at 8.09pm.

Signed by the Chair of the committee.....on March 13<sup>th</sup> 2025.