

Moorland Local Advisory Committee (LAC)

Meeting Minutes: Wednesday 26th June 2024 at 5.30pm
Please note: This meeting was held online via Microsoft 'Teams'

Attended:

Governance Professional- Charlotte Roe

Chair- Oliver Heathman

Parent Governors- Rosie Stamp, Lynda Cooper, Richard Nutbeam.

Academy Headteacher- Tracy Hoare.

Minutes: LAC Clerk- Nicol Bush

No	Item	Actions
1.	Welcome and apologies Apologies received from AW,EZ,JG,Rst, RG.	
2.	Declarations of interest There were none.	
3.	Approval of meeting minutes from 08.05.24 For approval: Draft minutes- Moorland LAC 08.05.24.docx The minutes were approved as a true record and would be signed by the Chair and sent to HR for uploading to the website.	Clerk to shared signed minutes with HR for website uploading.
4.	Matters arising from 08.05.24 (not on the agenda) (see 14.)	
5.	Clerk Update 5.1 Appointments/nominations- The Clerk shared that the recruitment process for a new Staff Governor was ongoing and hoped to have one in place for September. 5.2 Training – The Clerk informed the LAC that there would be a Safeguarding Mop up session in October (TBC) and reminded that emails were circulated every Friday with information/training sessions from DES (Devon Education Services) 5.3 Clerk to Local Board Committee to update the governors on any local or national issues – There were no updates due to the General Elections putting things on hold. 5.4 Significant changes within the Trust including key personnel- The Clerk advised the LAC that 4 new AH's would be joining the Trust from September (Ilington, Harbertonford, Cheriton Bishop and Tedburn St Mary) and 4 new schools would be joining the East Devon Hub if due diligence was successful, adding that 3 School Improvement Hubs had also been formed with a designated EIT member attached to each hub. 5.5 Risk Assessments – The Clerk explained that there was a new Risk Assessment policy which Governors were to check with Academy Heads at their focus visits. Every system was now used for all topics such as PAN, Finance, HR, Attendance, adding that Academy Heads had a lot of training on the RA's and the GP had provided useful questions on visit notes to help guide Governors through the checking process.	GP/Clerk to create a sharepoint folder for

	<p>TH provided a brief verbal update on the Every process.</p> <p>The GP informed the LAC that once AHs had input the Every data, it would be overseen by the DCO, the GP then picked out the information to send up to the Trustees for monitoring and its purpose was to support everyone in their jobs.</p> <p>5.6- Ofsted Visits- The Governors agreed to a sharepoint folder to be created, containing notes from Governors and questions asked by Ofsted inspectors at Ofsted inspections to help prepare Governors awaiting their school's inspection.</p>	Governors to input their documents.
6.	<p>Focus: Overview of Curriculum</p> <ul style="list-style-type: none"> Enrichment curriculum and participation in wider opportunities including our SEND children <p>Hennock- Maths had been strong, AH noted huge impact of RC as Hub Lead. P.E had also been a strength, with Music, DT and computing were all established areas. Writing would be a focus as part of the 2024-2025 ASIP.</p> <p>R.E needed attention, but AH was looking into purchasing resources to support teaching in the area.</p> <p>Enrichment curriculum included clubs and visiting speakers, which was very established within the school.</p> <p>Wolborough- P.E was a strength at Wolborough- Strong leadership, well mapped curriculum with progression that was easy to see and was monitored closely by the Lead to ensure quality of Teaching. The Phonics scheme was also a strength at the school- supported by "Little Wandle scheme"</p> <p>R.E/History/DT/Art and Music needed further work (DT/Art needed an investment of time and funding)</p> <p>Ilington- AH had written the ASIP and the data was looking good (100% Y1 and Y2 phonics- AH was tracking greater depth all the way up the school)</p> <p>The school was particularly strong in Maths, Reading, Science and Geography/History, the reasoning behind that was; The Maths Lead took an approach from the top down- expectations were higher and as a result Y6 excelled in their SAT's, accelerated reader had been useful- there had been an expectation that the pupils would read every day, all children engaged in class text. Writing had improved since Covid, but there were still issues with K2 Covid children and there was a need to iron out the gap.</p>	
7.	<p>Focus: Review of attendance for the academic year</p> <ul style="list-style-type: none"> Attendance data compared to Trust and national target <p>Hennock- Attendance was 94.9%- there were some persistent absentees who affected the numbers, AH had been working closely with families to support and AH/school admin were working on an improved system for recording absences, for an easier way to track.</p> <p>Wolborough- 92.3% (1 pupil was currently on a reduced timetable) Persistent absence had been a problem, including a higher proportion of Pupil Premium pupils- The School had a wide range of support available for those families such as; Attendance officer contacting parents and creating support plans, Home visits/Door knocking, Early help support had been put in place for some families, Absence letter system was in place and followed.</p> <p>Ilington- Attendance had improved from approx. 95-96% across the year despite some repeated ill health issues for some pupils.</p> <p>The school Administrator was The Link Academy's Attendance Officer and supported the AH with attendance.</p>	
8.	<p>Focus: Behaviour and Relational Approach</p> <ul style="list-style-type: none"> Overview of impact of behaviour policy and practice, impact of relational approach, and interventions Exclusions and suspensions <p>Hennock- Training in the Relational Approach had been completed via Twilight sessions, although AH wanted to follow into 2024-2025, it was an ongoing journey. Behaviour was not generally an issue, Ofsted had picked up "low level disruption" within class, which had been mainly concentrated in EYFS and heightened during the inspection- AH had been following up with staff on how to manage.</p>	

	<p>SEND pupils were supported through individual accommodations (pupils being offered sensory breaks, allowing fidget toys where it helped) other pupils were helped to understand difference through whole school assemblies and class level interventions (circles times, sharing information about different needs with the child's consent) AH felt talking about different needs was the most important way to support inclusion.</p> <p>There had been very few incidents of bullying at the school, in the Ofsted investigation, children reported feeling safe at school and acknowledged that any incidents of bullying were rare, and issues were dealt with quickly. AH operated an "open door" policy, so pupils could talk to her directly.</p> <p>There had been 1 internal exclusion this year- details had been carefully recorded and parents were engaged in resolving.</p> <p><u>Wolborough-</u> For new staff joining the school- Non pupil days were used for staff reminders and catch up, internal supply used almost 100% of time, so there was no need for last minute catch ups for visiting staff.</p> <p>The impact had been- Behaviour was well managed through the RA, however there were always children who needed further support due to the levels of trauma they had experienced.</p> <p>Where more support was needed, there was a good team in place to support- A full time pastoral worker, they had worked in and out of class and had delivered training to staff, Movement/Sensory breaks had been used, Co-regulation plans/provision maps/risk assessments were in place.</p> <p><u>Illesington-</u> Visiting/Temporary staff had the RA explained and modelled to them, any new staff members were encouraged to do the reading carried out by the rest of the team (moving forwards it would be added to the staff handbook) Teachers and TAs had studied the 4 modules of the RA using twilights to educate and inform all teachers and the wider team, the proof of impact had been- the number of children that had altercations with others had gone down. A wide range of provision met the needs of children and it had been a strength for the school, the support in place had achieved excellent progress for children who were most challenged.</p> <p>The whole school culture was caring, inclusive and encouraged discussion. Assemblies, videos and circle times/text used in class were used effectively to support children's understanding and inclusion of children with SEND. All staff were trained to level 2 safeguarding and 3 team members including the Pre-school Lead were level 3 trained, staff received regular training reminders/top ups throughout the school year. No exclusions or suspensions, the school had prioritised the high needs of a child and avoided exclusion by working in an informed and thoughtful way.</p>	
9.	<p>Feedback from Ethos Committees and Community Groups</p> <p>The Chair explained that Illesington had a strong sense of Christian distinctiveness, and the current AH was keen to pass that onto the incoming AH within her new role, which RG would support.</p>	
10.	<p>School Updates:</p> <p>TH gave a detailed verbal feedback on the collaboration of Wolborough and Bearnas school, sharing that it had been a fantastic process in which those benefitting most had been staff in the sense of their professional development and support, which would have an impact on children. Getting the standards right at both schools was where the impact was and had been a fantastic opportunity for the staff, as they had learnt a huge amount during the process.</p> <p>Bearnas felt confident going into their upcoming Ofsted visit, as they had a great team around them making sure everything was up to scratch. TH added attainment had improved and rapid progress had been made by the pupils in the last term. As a model the 2 schools working together so closely was extremely useful.</p>	

The Governors asked the following questions, *“Was the plan to keep the structure, or was the approach just transitional whilst Wolborough joined the Trust?”*
“Did you think the benefits had been more to Bearnas than Wolborough?”
“Did you see the schools maintaining their separate identities?”
 TH responded that the collaboration was worth every penny, there were plans to become a community Hub, with lots of exciting ideas such as an Early Years/Toddler group at Bearnas, adding that a “Supportive Space” had been started, which was an opportunity for families of children with SEN from Bearnas/Wolborough to come together for coffee and to support each other/take part in Forest school activities.
 TH shared that she had been given a whole new outlook and felt rejuvenated since the collaboration between schools and was definitely a two-way benefit. Wolborough was a bigger school and had a different atmosphere with more space and did things a bit differently to Bearnas, as well as being a Church school, the question of the schools maintaining their identities had come up with a few parents and staff.

Hennock

- **PAN (to include pupils joined/left)-** Numbers were dropping- only 4 pupils for YR next year (Down from 11) The school would also lose 1xY2 pupil (Planned to move to another setting) and 2x Pupils were emigrating (no timescale)
- **Pupil workload-** Ofsted noted pupil wellbeing was a strength of the school.
- **Feedback on any parent forum meetings/parents’ evenings/PTFA/parental engagement-** Parent Forum to be moved to start of 2024-2025 and would be an opportunity to explain the school outlook for the year. PTFA continued to be active and highly supportive.
- **Risk assessments/Accident book-** Ongoing concern over side gate- very vulnerable point for Hennock and needed to be resolved immediately.
- **Pre-school update-** Pre-School operating well, continued efforts to integrate pre-school and EYFS classroom was paying off. Staff were working well together.

Ilington

- **PAN (to include pupils joined/left)-** was currently 73.
- **Feedback on any parent forum meetings/parents’ evenings/PTFA/parental engagement-** AH had been providing support and guidance to the incoming AH who had been given several opportunities to meet with parents on an informal basis (Incoming AH planned to meet with parents of children with SEND once she was in the role)
- **Pre-school update-** Highly effective and supported the number of children joining Reception.

Wolborough

- **PAN (to include pupils joined/left)-**

R	1	2	3	4	5	6
	23	22	23	30	31	29
	33					
	Total % PAN -191 91%					
- **Pupil workload-** Pastoral support team were working hard, Counselling serviced had been used.
- **Staff wellbeing and workload-** If time was needed, the school tried to make it for the staff, Staff giveback day had been hard to cover, but staff had appreciated them.
- **Feedback on any parent forum meetings/parents’ evenings/PTFA/parental engagement-** Parent Survey had been a very positive experience- Communication was an area for improvement
- **ASIP update-** a new plan was being written, good progress towards objectives had been made.

	<ul style="list-style-type: none"> • Pre-school update- 10/11 children were on the books, School had a pop in and play session on a Thursday to try and generate interest for pre-school and reception. 	
11.	Standards and Curriculum Trustees Meeting The Chair gave a summary of the points raised at the S&C meeting, there were no comments.	
12.	Next S&C Focus: Autumn 1 The GP shared the next focus would be: Analysis and evaluation of pupil outcomes. SATS results and targets for the year. ASIP & ATSIP & CPD Plan. British Values and preparing for life in modern Britain. A Governor raised a question around the ASIP	
13.	Evaluation of governance impact There were no comments.	
14.	Summary of questions/points to be raised at S&C <u>Related to the Focus</u> <ol style="list-style-type: none"> a) Safeguarding concern at a school regarding side gate access. b) Were there Hubs for all subject areas? c) Who were the subject matter experts within the Link Academy? <u>Related to anything else</u> <ol style="list-style-type: none"> a) Pupil Premium white paper- Could this be circulated? b) Governors raised the issue around being notified of Ofsted visit. c) Pupil Survey – Could a Pupil Survey be centralised to track the impact of the Relational Approach? d) Were more staff being added Centrally to manage workloads in line with the growth of the Trust (4 new schools) e) Richard Charlie's maths hub had worked well, and meetings had been effective- what particularly about them could be learned, to be rolled out to other hubs? 	

The Meeting ended at 7pm.