

Moorland Local Advisory Committee (LAC)

Meeting Minutes

Wednesday 27th November 2024

At 5.30pm.

Held online via Microsoft 'Teams'

Attended:

Chair- Oliver Heathman

Parent Governors: Lynda Cooper (Hennock)
Rosie Stamp (Ilsington)
James Gething (Moretonhampstead)

Staff Governor: Vicky McDonald (Hennock)

Academy Headteacher: Alex Waterman

In attendance:

Governance Professional- Charlotte Roe (until 6.00 pm)

Trustee- Kate Evans

Minutes: Clerk to the Trust- Nicol Bush

No	Item	Actions
1.	Welcome and apologies The Chair opened the meeting with a welcome to KE, a Link Academy Trustee joining for the LAC meeting. Apologies were received from RN.	
2.	Declarations of interest LC is a Trustee for No Limits CIO, Newton Abbot (charity status pending) and a parent representative for The Outdoors School, Exeter.	
3.	Approval of meeting minutes from 2nd October 2024 For approval: The draft minutes were approved by the meeting and were electronically signed by the Chair of the Committee.	CLERK
4.	Matters arising from 2nd October 2024 (not on the agenda) There were none.	
5.	Clerk Update 5.1 Appointments/nominations- The Clerk informed the meeting on the current progress of recruiting a Parent Governor for Bearnas School and that OH (LAC) Chair had kindly stepped up to cover Bearnas temporarily. 5.2 Training- 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) 5.3 Other- The Clerk updated the meeting on the recent request, for staff Governors to gather views of other LAC members for future LAC meetings, this would be discussed further following the January 25 th Clerk's meeting. Governor school visits- The Clerk reminded for Governors to gather Pupil and Staff voice at school visit learning walks.	
6.	School Updates (The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached) Widecombe-in-the-Moor	

- **PAN (to include pupils joined/left)**- 91 children (another recent increase)
- **Attendance**- 93%
- **Feedback on any parent forum meetings/parents' evenings/PTFA**- Parent consultation meetings were being held termly, parents are given the opportunity to complete an online form to add to the agenda, should they not be able to attend.
- **ASIP update**- Was going to plan so far
- **Safeguarding**- CPOMS: Safeguarding policy had been updated. Filtering and Monitoring- two checks were in place for the summer term and one this autumn so far.

Bearnes

- **PAN (to include pupils joined/left)**- 95 (including preschool), In take in lower years down, 9-10, versus full allocation per year (+15) in upper years. It was a similar picture across Newton Abbot schools and Bearnes had started to do active outreach in local pre-school and toddler groups.
- **Pre-school update**- Pre-school was strong but could lose pupils to other schools into Reception that don't have a pre-school. The schools (Bearnes & Wolborough) have begun a programme of outreach into local toddler group and parent settings to recruit for the school.
- **Staff well-being**- Nothing official (such as a staff survey) was in place to monitor staff well-being, but the AH was continually checking in with the team and staff regularly come to the office where they were always available to talk. Support was required around early help for families in need, school were required to do this as there wasn't any support from social services- see point 15.- Question raised for S&C committee on staff workload/wellbeing.
- **Parents' Forum/Community Meeting/Parents' Evening/PTFA**- Unlike other schools in the Link, Bearnes had a limited PTA; if they raised GBP100-200 it was a big thing. As a result, the pupils in Bearnes were not getting the opportunities the other students in the Link had around school trips, music lessons and enriching after-school clubs, there were no after school clubs, apart from one every other half term.
- **Safeguarding**- There had been a big overhaul of safeguarding following the switch to CPOMS from Behaviours watch. The classification of degrees of safeguarding concern within the system would be a major help.

Hennock

- **PAN (to include pupils joined/left)**- 7p/yr; note intake of 3 YR in 2024 – 2025 already looking stronger with all pupils due to move up from Saplings pre-school; Hennock restarting toddler group.
- **Attendance**- 97.1%
- **Sports premium grant & pupil premium grant**- Was managed through Link PE specialists- ongoing strong provision; recent planning meeting highlighted potential for more trips (this was being followed up).
- **Staff workload and wellbeing**- Staff were under huge pressure with pending Ofsted visit and there was a need to implement a significant programme of change in advance of that. Staff were fully committed to efforts, but the Governor commented that staff were at risk of a burnout.
- **Parents' Forum/Community Meeting/Parents' Evening/PTFA**- PTFA was active and had discussed a potential refurbishment of the pre-school play area. Parents evening/Information evening had been successful, as was the open day for Birch (this would be rolled out school-wide with Ash Y5&6, having a similar event this term)
- **Safeguarding**- S175 was on hold pending guidance from Alex Waterman, the AH had completed the S175 a number of times before, so no support was needed. Filter and monitoring happened every half-term, with the AH and school admin spot checking entries.

Moretonhampstead

	<ul style="list-style-type: none"> • ASIP update- Working through, one barrier had been availability of staff time. • Parents' Forum/Community Meeting/Parents' Evening/PTFA- Parents' evening, parents' forum was due to take place after Christmas. • Safeguarding- S175 audit was due Feb 25', SCR had been checked. <p>Illesington</p> <ul style="list-style-type: none"> • Staff workload and wellbeing- AH had rolled out an anonymous Staff survey, which only had a 50% take up, but no issues were raised. The new AH noted that she had felt supported in her new role, the Link had been very helpful, as was the community and parents. A new starter had been challenging, which was a resourcing issue as they needed a 1:1 staff ratio. • Parents' Forum/Community Meeting/Parents' Evening/PTFA- Parents evening was well attended, session hugely over ran with staff very tired as a result, AH had a new structure in place to manage timings/suggest parents didn't bring their children to future Parents evenings. <p>Wolborough</p> <ul style="list-style-type: none"> • Attendance- was lower than the national average, PP low attendance was the biggest concern. • No of fixed term/permanent exclusions- 1 fixed term exclusion (3 days) • Sports premium/Pupil Premium Grant- The Sport grant was used to buy into South Dartmoor Sports Partnership which gave all the children a very wide range of opportunities and high quality CPD for staff. The majority of the Pupil Premium grant was used for staffing. Wolborough have a SEMH TA in EYFS, two TAs trained to deliver speech and language support and a fulltime pastoral support worker, they also accessed the inclusion hub for support and Forest school for some pupils when needed. • ASIP update- Writing - The trust had been great with organising CPD for writing and the English lead had come into school for a number of weeks to support progress. Reading - going well - Little Wandle good, book swap event, teacher recommendations weekly with a pupil taking the book home, classes visited the library. Whole class guided reading session using resources from literacy shed, passages and sections. Oracy - a little behind schedule but would be caught up in Spring term. Community - increasing the school profile in local community. Parent support groups, staff member running a toddler group starting. Continued community outreach. • Pre-school update- Nursery was working well, the Toddler group was opening up again. People had been choosing the school through recommendations from community members. • Staff workload and wellbeing- The staff had fed back that they were appreciative of the Trust Give back day. • Parents' Forum/Community Meeting/Parents' Evening/PTFA- The PTFA had started to run more events. Parents' evening went well, and Parents had the chance to speak with SENDCO if needed. Parents survey in the Summer – there had been a noticeable improvement in communication as this was raised within the survey. • Safeguarding- The audit had been started by the Trust- completed audit not due until after Christmas. SCR had significantly improved over the last few months; the Trust had provided excellent support for updating the record and collecting documents to complete files for longer standing members of staff. <p>The GP departed the meeting at 6pm.</p>	
7.	Standards and Curriculum Committee Focus: Personal Development/Wellbeing – Relationship Education, PHSE & RHSE	

(The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached)

Widcombe-in-the-Moor

The school had some parent responses from the parent/pupil survey and were dealt with accordingly.

Pupil voice was sought informally and formally, it was a core driver within the school's curriculum offer.

Relationships were held at the core- relational training had been completed by all staff.

Worry boxes were in place in classrooms to help children to open up with worries.

Personal developments were identified by curriculum leads and pushed through the school's wider curriculum offer e.g. taking up an instrument, identifying sporting pathways, completing the 5-star curriculum.

Wolborough

The school had consulted with parents last year because of new resources, everyone was happy with the new resources and content.

Pupil survey had been carried out the week of 18/11/24- in general the school was very open and had put effort into wellbeing (Smile/Thrive), relational Approach, pastoral team, all of which had created a culture where children were open with their feelings, and they were happy to talk to adults about them.

The views of pupils were sought out using cultural capital: Choir, productions, community singing, kindness days, May pole dancing in the town square, Y6 residential- Heatree.

Pupil wellbeing was regularly prioritised by the school: Smile, Relational approach, pastoral team, Health&wellbeing week at the beginning of the year, PSHE, clubs, wellbeing day with clubs and local organisations.

There were SEND children who struggled to access the wider curriculum, due to their inability to self-regulate.

Having time for staff to unpick issues and support children would help to improve wellbeing.

Bearnes

The Parent survey that was sent out in the summer had a 25% response rate: mainly positive, but some targeted feedback about individual points.

Thematic feedback point was around communication, there was previously a weekly newsletter, but it was a lot of effort and had had questionable engagement, so it was moved to a twice half-termly newsletter. (please see Bearnes' Visit notes for further information on Pupil/staff wellbeing)

Hennock

No Surveys had been held specifically to Relationship Education (The AH would consider options to do so in future) Pupil voice about wellbeing was captured through assemblies, pupil conferencing, PSHE sessions, worry boxes, school council. Parent voices were captured through parents' evenings, parent information events, open days.

Pupils spoke openly and frequently about how they were feeling- this was encouraged as part of the school culture. Recent pupil conferences had shown that pupils had a good understanding of key issues (e.g. bullying) and a strong sense of wellbeing; some work to be done to embed the idea of consent.

(Please refer to Hennock visit notes for further information)

Moretonhampstead

Personal development/pupil wellbeing was covered in the SIP. The school held regular picture news, visitors to school and school trips.

There was a focus on Relational approach, extra circle time and a wellbeing coach.

Ilington

	<p>The AH had recently received a Link survey on pupil wellbeing, which would be sent to all pupils shortly.</p> <p>The Governor and AH discussed personal development to improve cultural capital and agreed to investigate further- what did cultural capital mean to the children, especially given the lack of diversity. The AH and staff had planned trips/visits to address this e.g. Y5/6 content around Muslim Britain and Exeter Mosque visit.</p> <p>There was a very high take up of clubs, across demographics- Musical theatre and outdoor club was particularly good for high need/ SEND children.</p>	
8.	<p>Standards and Curriculum Committee Focus: SEF Overview – The Academy Head’s overview of accuracy and effectiveness of school self-evaluation</p> <p>(The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached)</p> <p><u>Widcombe-in-the-Moor</u></p> <p>The last formal update was July 2024; further updates were required due to recent developments in main areas e.g. a change of teaching staff, leadership roles in school, attendance systems and targeted attendance practice was in place. CPOMS had replaced current behaviour and Safeguarding tracking. Additional Trust monitoring had taken place in autumn i- Learning, support, challenge day and an EYFS review.</p> <p>Attendance remained a key development point- the school were working with DCC as part of an action group to support improvements, Trust wide systems were in place, which were robust and had been complimented by DCC.</p> <p>Quality of teaching had improved; new teachers were in place- 1 new to the school and 1 senior teacher had increased their hours to full-time, 3 out of 4 TA’s were trained teachers.</p> <p><u>Wolborough</u></p> <p>The SEF was out of date but had been updated last year and was currently under review.</p> <p>The school were updating the SEF, ready for the next Ofsted window (which was predicted to be around the summer term due to academisation)</p> <p>A significant amount of work had been put into the SIP, to make sure it was accurate and reflected the next steps needed for the school.</p> <p><u>Bearnes</u></p> <p>The SEF had a strong focus around writing and oracy. Phonics and early-reading was a previous focus, having been set up, it was about maintaining the progress made.</p> <p>Areas of focus included:</p> <ul style="list-style-type: none"> • Community/Parent engagement, as teachers could only go so far, parents were needed to advance phonics and reading- setting up coffee mornings and phonics workshops. • EY and pre-school engagement, to ensure pupils coming into Reception had a better standard of phonics and motor skills. <p>The school had made a direct link with the library, and all pupils had cards. The reading shed in the playground was a quiet space for reading at breaktime.</p> <p><u>Hennock</u></p> <p>The AH shared the most recent SEF with the Governor, which was reviewed half-termly. Recent changes had incorporated Ofsted feedback from June 2024 and the new ASIP priorities.</p> <p>The core priorities of the school were: curriculum development (particularly embedding Maestro and Trust ASIP objective around English- progression maps and rolling programmes were now in place); strengthening assessment practices; improving Early reading.</p> <p><u>Moretonhampstead</u></p>	

	<p>The SEF was updated last year; subject leader roles were updates, there was a focus on personal development for staff. Links with the community was being prioritised, an increase of community members coming into school to hear children read and more clubs including med theatre and multisports.</p> <p><u>Ilslington</u> The AH had been unable to locate the previous AH's most recent school SEF, only the ASIP, AH planned to consult the Link team, and an update would take place once located/redrafted.</p>	
9.	<p>Standards and Curriculum Committee Focus: Christian distinctiveness/SIAMS (For CofE Schools) with a learning walk (The following highlights/issues/successes have been pulled out from Governors Visit notes- see attached)</p> <p><u>Widcombe-in-the-Moor</u> The Governor and AH talked through the movement away from school displays, towards the use of "working walls", which aimed to support the children with their learning. They were a visual representation of the learning captured in lessons, so that pupils could reflect, summarise and remember (Please refer to Visit notes for photograph examples of these) Pupils were interacting with the working walls across the school and were able to explain the working walls in action and how they support their learning. Safeguarding- Posters were in the staffroom and in staff toilets. Children's posters were strategically placed around the school e.g. on the back of toilet doors, next to devices. Safeguarding leaflets were in the reception area which identified the DSL and DDSL (Designated Safeguarding Lead/Deputy Safeguarding Lead) Safeguarding & attendance in both the school newsletter and website was up to date.</p> <p><u>Wolborough</u> Values were at the heart of everything the school did, Children understood Visions and Values, depending on their ability and curriculum stage. School worship was based around the core values. The school was set up originally as a school for poor children, and still has a high level of PP pupils, but the school still has the Christian foundation of supporting all families, no matter their need and being fully inclusive. On their learning walk, the Governor noticed posters around the Visions and Values dotted around the school, all classrooms had a cross and reflection area and all R.E displays around schools had different Christian celebrations, depending on the season. Over the week, the school held 4 whole school assemblies- SLT, Rev Gareth, Class Led and Celebration Assembly (also child led) SIAMS SEF was up to date.</p> <p><u>Bearnes</u> On their learning walk, the Governor found that displays were varied, bright and eye catching throughout the school, not just in classrooms, but also covering the walls throughout the school's warren of corridors. The displays looked new (not tired), and many were incomplete/a work in progress and looked to be an ongoing continued update and refresh. Many of the schools' displays were focused on key aspects of the schools' values; inclusion, embracing diversity, support and British values. Safeguarding was a major focus and content around safeguarding were visible throughout the school. There was a strong focus on Vision and Values, and they were known by the children. There was a large focus on belonging, the school boasts pupils with 13 different languages plus English.</p>	

	<p>R.E- The Governor and AH discussed the different feel between Bearnas (community) and Wolborough (CofE), understanding Christian values taught at Bearnas as part of the curriculum, but a number of times, teachers mentioned that it was dry and could be “hard going”</p> <p><u>Hennock</u> The Governor highlighted that display boards were presented in an attractive way, showcasing a range of pupil work and activities and that classrooms included learning information related to the curriculum. Visions and Values were clearly evident (for example, the display in the main corridor) Safeguarding information was available in a wide variety of locations such as: posters in the staff room, staff toilets, child-friendly posters in the classrooms etc.</p> <p><u>Moretonhampstead</u> There was a focus on whole child, using relational approach to create a nurturing community school.</p> <p><u>Islington</u> The AH’s commissioning service was part of the upcoming Christingle service, and the AH had been working on SIAMS related materials on the website. The Governor and AH discussed the tracking of spirituality and how the school held staff meetings on the spiritual progression as pupils moved up through the school. During the learning walk, the Governor commented on the excellent displays and spoken pupil evidence of Christian distinctiveness.</p>	
10.	<p>Feedback from Ethos Committees and Community Groups</p> <p>Islington- The AH had been working hard to try and ramp up interest for the school Ethos group (SEGS), the student Ethos committee (PEGS) was working well and the R.E Lead had taken this on. Wolborough- A mini-ETHOS meeting was held, and there was a discussion around aspects and preparations for SIAMS. Leadership Training for the children was coming from the Diocese - which sounded like an exciting opportunity for children to lead on ethos.</p>	
11.	<p>Risk Assessments Feedback The meeting discussed the Risk register checking process on school visits and agreed there had been a lack of confidence and understanding with some Governors around the Risk Register, where it was, what to check etc. and requested more specific training for Governors on this topic. The Clerk mentioned that the GP had training on RR in the pipeline but would contact the GP for an update.</p>	GP/Clerk
12.	<p>Standards and Curriculum Trustees Meeting The Chair summarised the content of the S&C meeting and there were no comments brought forward.</p>	
13.	<p>Next S&C Focus: Staff Wellbeing Safeguarding Audit with a <u>LEARNING WALK</u> Mid-year attendance overview Parent and Community Engagement Curriculum Subject – English Meeting to discuss the next S&C Focus. Governors to share best practice and raise any questions for clarification.</p> <p>In the absence of the GP, the Governors requested more preparation/clarification on the S&C Foci before the next cycle of school visits.</p>	GP
14.	<p>Evaluation of governance impact Governors discussed and agreed to pick out a “Headline of the meeting”</p>	

	Staff burnout had been experienced across all schools and Governors wished to raise awareness of the pressures that all staff were under and how the Trust could alleviate that.	
15.	<p>Summary of Questions/Successes to be raised at S&C Committee meeting.</p> <ul style="list-style-type: none"> • Staff Wellbeing- Is the Trust doing enough to support its Academy leaders? • After-school Clubs/Wrap-around care- What forum was there for Academy Headteachers to discuss club provision? Linked to the after-school club provision varying substantially across the Hub schools • PP white paper review- Update requested on plans for pupil premium funding 2024-25. • Lack of heating at Hennock- Was there a plan in place for whether the CIF bid was successful or not? • I.T equipment at Bearnese- Staff commented on learning walk with Governor on I.T equipment-not enough, state of repair, additional security features added by Limbtech impacting usability of IT equipment; constantly sorting out pupil login details and passwords. • Limbtech- Not offering the best support in some instance, ignoring the problem where it's not an easy fix. Frustrating for staff. Are they the best provider? • Pupil Conferencing- Highlighted by LC as a useful tool for gaining pupil voice during visits. • R.E- Might there be some resources and sources of best practice that could be shared with schools, such as Bearnese, to enhance the teaching of R.E? • Cultural capital- Could Governors be given pointers in what to look for in displays, questions for staff, questions for pupils on their school visits. 	Trustees/LAC Chair