

## Totnes Local Advisory Committee (LAC)

Meeting Minutes: Thursday 27<sup>th</sup> June 2024 at 6pm

This meeting was held online via Microsoft 'Teams'

### Attended:

**Chair (cover)- Trustee Appointed-**Cat Radford

**Governance Professional-** Charlotte Roe

**Parent Governors-** Lucy Gibson, Nanya Coles, Grace Coles.

**Staff Governor-** Jenny Sparkes

**Academy Headteacher-** Jill Ryder

**Foundation Governor-** Kate Burch.

**Minutes: LAC Clerk-** Nicol Bush

No	Item	Actions
1.	<b>Welcome and apologies</b> Apologies were received from CL, JB, HH, RS.	
2.	<b>Declarations of interest</b> There were none.	
3.	<b>Approval of meeting minutes from 09.05.24</b> <b>For approval:</b> The minutes were <b>approved</b> as a true record and would be signed by the Chair and sent to HR for uploading to the website.	Clerk to send signed off minutes to HR for website uploading.
4.	<b>Matters arising from 09.05.24 (not on the agenda)</b> There were none.	
5.	<b>Clerk Update</b> <b>5.1 Appointments/nominations-</b> The Clerk explained that there would be a recruitment process for a new AH and staff governor for the new academic year as the Term of Office for staff governors was one year. It was also noted that the current Chair had wished to stand down as Chair of the Totnes LAC. Governors were asked to consider whether they wished to become Chair. The Clerk was asked to ask Rebecca Sear to write a summary of what the role required to be circulated to LAC. <b>5.2 Training –</b> The Clerk informed the LAC that there would be the annual Safeguarding sessions in October (TBC) and reminded that emails were circulated every Friday with information/training sessions from DES (Devon Education Services) <b>5.3 Clerk to Local Board Committee to update the governors on any local or national issues –</b> There were no updates due to the General Elections putting things on hold. <b>5.4 Significant changes within the Trust including key personnel-</b> The Clerk advised the LAC that 4 new AHs 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.	Clerk

	<p><b>5.5 Risk Assessments</b> – 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.</p> <p>The AH gave a brief demonstration of the Every process. The GP informed the LAC that once AHs had input the Every data, it would be overseen by the DCEO. The GP then created a report from the Every system for each Trustee Committee meeting for monitoring.</p> <p><b>5.6- Ofsted Visits-</b> The Governors <b>agreed</b> 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. The Governors <b>agreed</b> it would be useful for a sharepoint folder to also be created for SIAMS inspections.</p>	GP/Clerk to discuss creating sharepoint folders for Ofsted /SIAMS visits.
6.	<p><b>Focus: Overview of Curriculum</b></p> <ul style="list-style-type: none"> <li>Enrichment curriculum and participation in wider opportunities including our SEND children</li> </ul> <p><b>Sparkwell-</b> The school have a strong ethos of providing a curriculum that goes beyond what “had” to be taught, to broaden experiences the children have, including Forest School, Orienteering, Junior Ten Tors, Outdoor learning, Eco Group, trips and visitors including the theatre and music inputs. This year the curriculum has been carefully reviewed and many changes have been made to ensure that the children experience a clear progression in their learning.</p> <p><b>Harbertonford-</b> AH referred to sports week as an example of enrichment- all children across the school had the opportunity to participate. Sports week included climbing, potholing, rafting, paddleboarding and coasteering. This year's Sports day was titled “Olympics Day” and children would take part in sports that were part of the Olympics.</p> <p>A school project had been to revamp the library to enrich the pupil's reading experience- new furniture would be purchased using the PTFA fundraising, and The Young Farmers were volunteering their time to repaint the walls.</p> <p><b>Broadhempston-</b> The strengths of the school discussed; English, Science, Humanities and Maths leaders- AH described them as incredibly knowledgeable and able to coach other staff across the school. Reading and Forest school/Outdoor learning had improved over time.</p> <p><b>Landscove-</b> Strengths of the school-Staff leading English, Science, Humanities and R.E were incredibly knowledgeable and able to coach other staff members. Phonics results were low (57%) due to staffing issues and the way it had been delivered, a Phonics training package was in place for the next year.</p> <p>ASIP key priorities for next year-Adaptive teaching strategies specifically for SEND, helping children to catch up, where possible. EYFS- continue to develop continuous provision and independence, questioning skills.</p> <p><b>Diptford-</b> Maths was strong, there was a termly assessment and monitoring to demonstrate progress. Early reading and phonics (Bug Club) was another strength of the school, AH had been internally monitoring and Pre-school teachers had taken part in Phonics training.</p> <p>P.E was another strength- all children were included and there were enrichment opportunities which had been planned in a progressive way.</p> <p><b>Stoke Gabriel-</b> A recent Ofsted report confirmed the curriculum design for core subjects was a strength, was progressive and carefully planned for the dual year groups. The ASIP for 2023/2024 was based around core subjects.</p> <p>ASIP 2024/2025 focus would be on foundation subjects and how to take lessons outside more to enhance learning whenever possible.</p>	
7.	<p><b>Focus: Review of attendance for the academic year</b></p> <ul style="list-style-type: none"> <li>Attendance data compared to Trust and national target</li> </ul>	

	<p><b>Sparkwell-</b> 95.32% (Authorised- 3.61%, Unauthorised- 0.6%, Late- 0.47%) SEND attendance was 94.1% and Pupil Premium attendance was 93.1%. The school had an outbreak of "Slapped Cheek" this Half term, which had dropped attendance to below the target of 96%.</p> <p><b>Stoke Gabriel-</b> Attendance was 94.93%- Ofsted report had been positive about attendance, figures had increased even though 3 pupils had been on a part-time timetable (1x Y6 would be leaving soon, 1x was being reviewed alongside their EHCP, 1x had been back to a full-time timetable but had been off sick) Administrator was fundamental to the approach and improvement.</p> <p><b>Harbertonford-</b> Attendance was currently at 95.1%- notable reasons for low attendance included an outbreak of chicken pox and a Gastroenteritis bug. 1x Pupil with an EHCP was not attending school and their attendance was on 11.1% (on a part-time teaching timetable) The child had now left school to attend a specialised school. It was noted the pupil's attendance had a significant impact on whole school figures.</p> <p><b>Broadhempston-</b> Attendance was 96.5%- Reasons behind absence were the usual illness and unauthorised holiday, emails were sent out at the end of Summer 1 to remind of the attendance policy.</p> <p><b>Landscove-</b> 95.3%- Reasons behind absences were the usual illnesses, a couple of hospitalisations and unauthorised absences (1 pupil with extreme anxiety and school refusal would impact on attendance going forward)</p> <p><b>Diptford-</b> 96% (SEND 92% 11 pupils, PP 96.4% 3 pupils) Graduated response of using letters, AH always tried to speak with the families.</p>	
8.	<p><b>Focus: Behaviour and Relational Approach</b></p> <ul style="list-style-type: none"> <li>• Overview of impact of behaviour policy and practice, impact of relational approach, and interventions</li> <li>• Exclusions and suspensions</li> </ul> <p><b>Sparkwell-</b> The school were still in the training stage of the Relational Approach journey, but the ethos of the school had always followed the main messages of the RA. Any new staff including students were supported to understand the behaviour management approach at their initial induction and support from a "buddy" or other staff. The school would start module 3 in the Autumn.</p> <p>The school had spoken with the children about feeling safe in school and audited the grounds with the children, areas they didn't feel safe had been adapted and fenced off so that closer supervision could be provided.</p> <p>There had not been any exclusions or suspensions.</p> <p><b>Stoke Gabriel-</b> The Relational Approach seemed embedded at the school and was encouraged at every opportunity.</p> <p>AH mentioned how using the language "natural consequences" had helped some children understand the impact of their behaviour that was not in line with the school's expectations, also noted that support from Catherine Haynes had been outstanding.</p> <p>The school had no exclusions or suspensions in 2023/24.</p> <p><b>Harbertonford-</b> The Inclusion and Improvement Hub (IIH) provided trust wide induction into RA to new staff, which was considered a positive step forward. Termly training was offered, which the AH described as being "really powerful".</p> <p>Staff talked to pupils with additional needs- the AH commented that no behaviour went unacknowledged, but in some circumstance, the staff might speak with the child about the behaviour at another time.</p> <p>Regarding measures to prevent abuse, the AH commented that all staff were level 2 Safeguarding trained. All 4 key areas of abuse were refreshed and covered, and a record of all training was kept in a Single Central Record (SCR)</p> <p><b>Broadhempston-</b> This Academic year all modules had been completed, the impacts identified by the AH were: All staff knowledge and understanding raised, Staff were better at leading resolution with pupils, Not inputting as many behaviours into the log- KS2 had been reflecting on this with AH.</p> <p>IIH staff were running MOP up courses for new staff to ensure RA was understood.</p>	

	<p>Pupils with additional needs were given 1:1 support where possible (social skills/social stories were used)</p> <p><b>Landscove</b>-All new staff went through the induction process with the AH, the school had set procedures e.g. lanyard stem sentences, behaviour logs were in place. This academic year staff had completed all training models, which resulted in raising staff knowledge and understanding.</p> <p>The impacts of using the RA were- a reduction in the number of behavioural incidents logged, staff were better at leading resolution with children.</p> <p><b>Diptford</b>- Relationships were strong at school, putting more in place, working through in a restorative way.</p> <p>TAs were not confident in using RA, the AH acknowledged that the school needed to be clear and empower TAs and staff to manage behaviour.</p>	
9.	<p><b>Feedback from Ethos Committees and Community Groups</b></p> <p><b>SEG Focus: How does the curriculum reflect the theologically rooted Christian vision?</b></p> <p><b>Landscove</b>- All Christian values constantly influenced teaching and were the foundation of everything the children were learning, Christian values were upheld throughout teaching and expels were given. Discussions were always respectful, and the children understood Christin and British values.</p> <p>In SEND children, all received the full History and Geography curriculum, teaching was inclusive, lessons adapted, and no child was left behind. IEP/EHCP's were followed to give children the best chance of achieving outcomes.</p> <p>The school felt supported by MAT in whole academy training days, sharing knowledge and experiences.</p> <p><b>Diptford</b>- There had been lots of positive work in RE throughout the school and had been successful in a bid for funding from the Jerusalem Project which had allowed them to buy resources as enrichment for RE lessons.</p> <p>During monitoring it was noted how clear it was to see "WOW" moments, the staff recognised the importance of stopping and noting those.</p> <p>During the child meetings, it was clear the children had a love of learning and were proud of their work.</p> <p><b>Harbertonford</b>- It was noted that the curriculum nurtured inclusivity and individuality by fostering the confidence for pupils to develop strong opinions and aspirations. The curriculum and extra-curricular activities were shaped by the school's Christian vision, but efforts were made to ensure the curriculum and opportunities were inclusive and respectful of those from different backgrounds. The inset day held in September 23 on Spirituality had been helpful.</p> <p>All schools were receiving training in relation to the new RE syllabus, which would be shared among staff as needed.</p>	
10.	<p><b>School Updates:</b></p> <p><b>Stoke Gabriel</b></p> <ul style="list-style-type: none"> <li>• <b>PAN (to include pupils joined/left)</b>- 85 in main school and 20 in Nursery</li> <li>• <b>Pupil workload</b>- Planned to introduce healthier menu choices in Autumn Term, there had been a discussion regarding whether the school would be joining Chef for schools' initiative.</li> <li>• <b>Staff wellbeing and workload</b>-Ofsted report confirmed that staff felt they had time to imbed initiatives. AH was pleased to see stability with continuity of staff across the entire academic years and beyond.</li> <li>• <b>Feedback on any parent forum meetings/parents' evenings/PTFA/parental engagement</b>- AH/Governor had met with the Chair of FOSS (Friends of Stoke Gabriel School) to share suggestions that could help drive more parental engagement with FOSS activities.</li> <li>• <b>ASIP update</b>- AH had begun writing the 2024-2025 ASIP to focus on more detailed objectives for foundation subjects. ASIP progress was referenced in recent Ofsted report.</li> </ul>	

- **Risk assessments/Accident book-** AH received monthly email notification about reviewing risk register, Deputy Safeguarding Lead (DSL) reviewed accident book entries each term.

#### **Harbertonford**

- **PAN (to include pupils joined/left)**
- **Staff wellbeing and workload-** Governor and AH discussed workload for AHs, offering advice for incoming AH on how to manage workload.
- **Feedback on any parent forum meetings/parents' evenings/PTFA/parental engagement-** PTFA distribution of funds was discussed- the charity had money in the bank but spent cautiously. A funding application was made by the PFTA to the Parish Community Benefit Fund which would fund an artist to work with the children to design an interactive mural for the playground wall.
- **ASIP update-** (Please refer to Harbertonford visit notes for further clarification on the ASIP)

#### **Diptford**

- **PAN (to include pupils joined/left)-** 57 on roll-3 new starters, 4 coming in next year which would be a significant challenge.
- **ASIP update-** Relational approach was being carried into next year, Metacognition and learning- needed to continue to develop, Writing had improved this year- more children were achieving ARE, EYFS continued to be a focus into next year, building into the curriculum.

#### **Broadhempston**

- **PAN (to include pupils joined/left)-** 58 (1 child left in Dec)
- **Pupil workload-** (Please refer to Broadhempston visit notes for results of Pupil Survey)
- **Feedback on any parent forum meetings/parents' evenings/PTFA/parental engagement-** School life group was held in January- the group needed some additional support to keep momentum in the new academic year and to advise new parents (Infor went out to parents via the newsletter at end of Summer 1) AH had been working on a parent survey and hope to send out via forms.
- **Risk assessments/Accident book**

#### **Sparkwell**

- **PAN (to include pupils joined/left)-** 1 joined, 0 left.
- **Staff wellbeing and workload-**Recent increase in absence due to sickness (TA's) Teachers felt workload was high.
- **Feedback on any parent forum meetings/parents' evenings/PTFA/parental engagement-** PTFA had recently started to gain more momentum, planned a summer fair.
- **ASIP update-** Started writing for 2024-2025, Less emphasis on metacognition than planned as Relational Approach and other curriculum developments needed to be prioritised.

#### **Landscope**

- **PAN (to include pupils joined/left)-** 86 (2 pupils left in Nov for New Zealand for 1 year- rejoining in Sept, 1 pupil rejoining in September, 1 pupil joined summer term 2. Pupil numbers for EYFS in September were good- 15/15 possible spaces secured.
- **Pupil workload-** (Please refer to Landscope visit notes for results of the completed Pupil survey)
- **Staff wellbeing and workload-** The level of need in some classes would be high next year and meant allocating support staff, which had been a challenge. AH was hoping that further funding would be available from 3 EHCP's that were in progress.
- **Feedback on any parent forum meetings/parents' evenings/PTFA/parental engagement-** Ethos group had a parent

	feedback element; Parents evenings were held in February and the AH had been working on a parent survey (hoped to send out via forms)	
11.	<b>Standards and Curriculum Trustees Meeting</b> There were no comments.	
12.	<b>Next S&amp;C Focus:</b> The GP shared the next focus would be: <ul style="list-style-type: none"> <li>• Analysis and evaluation of pupil outcomes.</li> <li>• SATS results and targets for the year.</li> <li>• ASIP &amp; ATSIP &amp; CPD Plan.</li> <li>• British Values and preparing for life in modern Britain.</li> </ul>	
13.	<b>Evaluation of governance impact</b> The Governors <b>agreed</b> that the meeting had been effective, with the GP adding her thanks to GC, JR, RS and JS for their hard work within the LAC.	
14.	<b>Summary of questions/points to be raised at S&amp;C</b> <ul style="list-style-type: none"> <li>• <b>Questions/points related to the Focus</b> <ol style="list-style-type: none"> <li>a) What is classed as an “unauthorised absence”, and when do we fine?</li> </ol> </li> <li>• <b>Questions/points related to anything else</b> <ol style="list-style-type: none"> <li>a) What risk management was the Trust taking against falling PAN?</li> <li>b) Was there any Marketing support for Diptford, to encourage new children to join the school.</li> <li>c) What additional support was there for TAs in delivering the Relational Approach?</li> <li>d) Concerns were raised around the amount of responsibility TAs have/specialism required to teach, for example covering PPA and not being reflected in pay, what was the Trustee’s view on this?</li> </ol> </li> </ul>	

**The meeting ended at 7.10pm**