

Totnes Local Advisory Committee (LAC)

Meeting Minutes- Thursday March 7th at 7pm
This meeting was held online via Microsoft 'Teams'

Present:

Chair- Rebecca Sear

Academy Head- Jill Ryder

Governance Professional- Charlotte Roe

Parent Governors- Cat Radford, Grace Coles, Nanya Coles, James Buchanan, Caroline Lucas.

Foundation Governor- Kate Burch.

Minutes: Nicol Bush

No	Item	Actions
1.	Welcome and apologies The Chair opened the meeting by welcoming the Governors and apologies were received from (HH),(JS) and (NB)	
2.	Declarations of interest- there were none	
3.	Approval of meeting minutes from 25.01.24 The minutes were approved and signed as a true record by the Chair and would be sent over to HR for uploading onto the website.	The Clerk to send signed minutes over to HR.
4.	Matters arising from 25.01.24 (not on the agenda) The GP fed back the question that was raised at the previous S&C meeting <i>"What was going to happen with the Menopause survey results and how would male staff be brought into the forum?"</i> The response to the question was: "When I get time to actually review the survey responses, we will then be taking onboard all comments, suggestions etc and look at what we then put in place regarding training etc for our line managers around the subject. I will most likely produce a paper summarising the results for staff to see and we may well put out another survey for male staff to gauge their perspective also, not sure at the moment. Initially the survey was to find out from our female employees how it affects them at work, symptoms wise and if they feel supported to talk about it with their line managers, male or female." A Governor added that they liked having the feedback from the question, closing the loop.	
5.	Clerk Update 5.1 Vacancies Update- The Clerk explained that there was a current vacancy for Parent Governor for Landscope and that the GP had started the recruitment process. 5.2 Training Update– The Clerk reminded the Governors to send any outstanding paperwork as soon as possible to update records. The Clerk also informed that the next Safeguarding level 2 Mop up training would be online at 2pm and 7pm on Thursday 9th May. 5.3 Clerk to Local Board Committee to update the governors on any local or national issues.	

	<p>The Clerk informed the LAC that Volunteers were needed for the Trust Exclusion Panel, explaining that the Trust's ETHOS was not to exclude children, but needed a pool of trained Governors ready for if there was an exclusion (Online training would be provided once numbers confirmed) the Clerk added that volunteers were also needed for SATs Invigilating for both the Governors schools and any other schools across the Trust if needed which would be 13th May-16th May 2024. The GP thanked Governors for completing and gave feedback from the survey results of the Local Governor Skills Audit, sharing that the 3 areas flagged were - risk management, engagement with stakeholders, which would be covered during the LAC meeting and Helping Governors to understand roles which was an area that needed more support with and would be covered in future LAC meetings. The Clerk reminded the LAC to complete and submit the Mid-Year LAC Survey as soon as possible.</p> <p>Governors were encouraged to send the Clerk a Bio/Photo to display at the schools, for visitors/parents to understand who the school Governor was and a little bit about them.</p> <p>5.4 Parental Engagement – The Clerk explained that there was a newly updated and condensed Governor's handbook (with guidance from the DofE) one of the functions was Stakeholders engagement, the Governors were informed that it would be helpful to the trustees to evidence the parent engagement during their visits and reflect into their visit note report.</p>	
6.	<p>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</p> <p>Broad overview of other groups on their progress and expectations to targets</p> <p>Progress on the ASIP</p> <p>Landscape- Based on Autumn 2 data as no assessments took place this half term.</p> <ul style="list-style-type: none"> EYFS- 7 children, 3 SEND, 2 well below (support was in place) Speech and Language diagnosis was needed, but the service was currently overloaded. Y2- 16 children, progress rate 100% <ul style="list-style-type: none"> Reading- 93.75% on track Writing- 81.25% on track Maths- 93.75% on track Phonics- on track for 85% (2 children not ARE were SEND/EHCP. Y6- 7 children, 1 EHCP progress 100% <ul style="list-style-type: none"> Reading- 86.7% on track Writing- 81.25% on track Maths- 93.75% on track SEND cohort- 6/11 likely to have EHCP <ul style="list-style-type: none"> On track for ARE: <ul style="list-style-type: none"> Reading-27.3% progress rate 91% Writing- 0% progress rate 81% Maths-81.2% PP cohort- 12 children (7/12 SEND) <ul style="list-style-type: none"> On track for ARE: <ul style="list-style-type: none"> Reading- 33.2% Writing- 24.9% Maths- 41.5% <p>Pivotal children clearly identified across year groups, interventions and monitoring in place. (Please refer to visit notes from Landscape for further clarification)</p> <p>ASIP was updated by AH during Feb half term, support shown for newer Teachers (Ofsted 2020 target) Anticipating meeting all ASIP targets by the end of the summer term.</p> <p>Sparkwell- Were in the process of assessments for the term, so it had been too soon to provide any data.</p> <p>The end of last year the progress data was average in Reading and Writing and well below in Maths, particularly down to a number of children leaving and others joining with additional needs.</p>	

	<p>ASIP was reviewed by AH at half term and subject leaders reviewed their action plans, more time had to be spent embedding phonics and soing training than had been expected. AH believed their ASIP was closely in line with ATSIP intentionally focusing on RA, phonics, maths and English.</p> <p><u>Diptford-</u> (Verbal feedback given) Data used from the last data cohort, AH noted writing had been targeted as a specific area of development, the school had been using newly developed writing framework, with centralised support from the Trust. AH was confident predictions were going to have a significant impact, external factors for the gaps in previous data were, issues with the school building, staffing issues and complications with Y6. There had been a notable SEND gap which needed unpicking, a SENDCo had been appointed for ½ day per week.</p> <p>The Governors asked the following questions, <i>“Was there still a system in place for individual schools to have a SENDCo?”</i> <i>“Why were there gaps between behaviour and attitudes inside and outside of the classrooms?”</i></p> <p><u>Harbertonford-</u> AH and LAC Governor reviewed results from the last data drop.</p> <ul style="list-style-type: none"> • Foundation- Development: 9/11 (82%) on track (1 pupil flagged concerns with phonics and reading, 1 pupil with SEND, likely to move onto the SEND register) • Y1- Reading 10/17 (59%) Phonics 10/17 59%) • Y2- Reading 8/10 (80%) Writing 7/10 (70%) Maths 8/10 (80%) • Y4- Reading 12/18 (67%) Writing 9/18 (50%) Maths 9/18 (50%) • Y6- Reading 11/16 (69%) Writing 10/16 (63%) Maths 9/16 (56%) <p>ASIP not only included details of the 6 key priorities and maintenance priorities but also included planned subject lead monitoring, with the document updated by staff via Teams. Progress on some aspects of the ASIP had been slower than expected. (please refer to Harbertonford visit notes for further clarification on data/ASIP)</p>	
7.	<p><u>School Updates</u> Governors to consider and discuss feedback on any issues/successes from their school visits or visit notes completed by AH.</p> <ul style="list-style-type: none"> • PAN (to include pupils joined/left) • Pupil workload • Staff wellbeing and workload • Attendance • Suspensions and permanent exclusions • Feedback on any parent forum meetings/parents’ evenings/PTFA • ASIP update • Risk assessments/Accident book • Pre-school update <p><u>Landscope</u> Attendance-98% Parent Engagement- ETHOS meetings had a parent feedback element, Parent’s evening held 27th & 29th Feb. Relational Approach- Completed 3 modules this term. A Governor asked, <i>“What was the “Kapow” program?”</i> The AH clarified that it was a scheme of work bought into the school for Design and Technology.</p> <p><u>Harbertonford</u> Relational Approach- The school was now in 3rd year of implementing the relational approach. Attendance- 94.76% at time of visit, decrease due to Chickenpox related absences.</p>	

	<p>Pupil Wellbeing- Positive feedback from survey completed by 79 pupils in Feb 2024, showing that children felt happy and confident at school, children knew how to keep themselves safe online both at school/home. Responses highlighted were, the majority of children did not know what the British values were.</p> <p>Parent Engagement- PTFA had a new chair.</p> <p><u>Sparkwell</u> Safeguarding- Sparkwell were continuing to work on the recommendations from the recent audit, one new staff member had training. 1 recent MASH referral which had gone to section 47. Relational Approach- Sparkwell were halfway through their training (module 2/3) most staff were able to attend after school meetings and were positive about the approach and intend behind it. Attendance- 96% Parent Engagement- AH felt the school had a good group of parents that volunteered at recent PTA events, weekly EYFS drop in for parents had been fairly attended and 90% attendance of parents at phonics training sessions held on different times and days.</p> <p><u>Broadhempston</u> Attendance- 97% Parent Engagement- School life group help Oct 2023, regular parents evenings most recent 27th and 29th Feb 24. PTFA AGM held Oct 23/Nov 23/Jan 24.</p>	
8.	<p>Current Year's Trust Focus – Relational Approach The AH informed the LAC that each school were working through the modules at their own paces.</p>	
9.	<p>Standards and Curriculum Trustees Meeting The Chair fed back to the LAC Governors, the Trustees' recognition of Governors hard work, high level of expertise and professionalism within the LAC meetings and visit note reports.</p>	
10.	<p>Next S&C Focus:</p> <ul style="list-style-type: none"> ○ Provision and impact for SEND ○ Oversight of pupil premium strategies and their impact <p>A Governor raised that PP reports would be on the school website and BH (Becky Humphries) would be happy to have a conversation in advance of the Governors meeting with the AHs, adding that it could be useful to invite BH to attend the next LAC meeting.</p>	<p>GP to invite BH to the next LAC meeting.</p> <p>Clerk to circulate updated summer1 visit note template.</p>
11.	<p>Feedback from Ethos Committees and Community Groups SEG Focus: RE The Foundation Governor (KB) informed the LAC that by the next LAC meeting, all 3 schools would be in the same place.</p> <p>Landscove- Collective worship monitoring had been observed by 2x parents (1 run by the vicar and 1 run by JR) the feedback had been very positive with the following comments made- there was a clear Christian theme, made accessible to children, the children were given a moment of reflection relevant to the topic and age of the children, it felt warm and inclusive with mutual respect between the children and the adults, it was noted that it felt warm and inclusive and children were given the choice to pray or not to.</p> <p>Harbertonford- It was clear that results of the pupil wellbeing survey were taken on board, staff were surprised that children didn't appear to understand what the British values were, but work was being done to support. Staff wellbeing survey, anything that had come up had been dealt with. Rev David led a spirituality inset day which SL attended and fed back that thought it had been powerful and though provoking, Rev D to lead more work in the school around developing the children's spirituality through curriculum and collective worship.</p>	

	<p>Diptford- Produced a pupil survey which went to all children Y2 and above, the results highlighted a few issues that were being worked on, there were a surprising number of children who did not feel happy/supported in school, other pupils' kindness had come up as an issue, but the school were now aware of and trying to improve the issues.</p> <p>KB asked, <i>"After the findings in the wellbeing surveys whether it would be a possibility to have something trust wide to monitor wellbeing?"</i></p> <p>The Governors discussed that developing the questions with the children would be more purposeful than a trust wide survey, a Governor adds that surveys should also cover Christianity for the CofE schools in line with SIAMS.</p> <p>KB asked, <i>"Is the trust vision theologically rooted?"</i> question needed to be answered for the SIAMS SEF.</p> <p>The GP thanked KB for the comprehensive ETHOS report.</p>	KB to have a conversation with SL regarding Theological rooting for SIAMS SEF.
12.	<p>Evaluation of governance impact</p> <p>There were no comments.</p>	
13.	<p>Standards and Curriculum Trustees' Meeting- Summary of questions from Governors to be raised at the S&C meeting:</p> <p>a) Questions relating to the focus.</p> <p>b) Questions relating to anything else.</p> <ul style="list-style-type: none"> • Theologically rooted trust vision point • Behavioural and Relational Approach- Diptford • Trusts SWAY on Relational Approach • Sports Grant used for PE salary • Private SEND diagnostics • SENDCo systems in individual schools • Pupil surveys- question bank. <p>The meeting ended at 8.30pm</p>	

Signed as a true record by the Chair on