

Moorland Local Advisory Committee (LAC)

Minutes

Wednesday 2nd October 2024 at 5.30pm

This meeting was held online via Microsoft 'Teams'

Attended:

Chair-Oliver Heathman (OH)

Parent Governors-Lynda Cooper (LC)

Rosie Stamp (RSt)

Richard Nutbeam (RN)

Staff Governor (Hennock)- Vicky McDonald (VM)

Academy Headteacher (Moretonhampstead)- Alex Waterman (AW)

Governance Professional- Charlotte Roe (GP)

Minutes: Nicol Bush (LAC Clerk)

No	Item	ACTIONS
1.	Welcome and apologies The Chair opened the meeting with a welcome to VM (Staff Governor) and the LAC Governors each gave an introduction. Apologies were received and accepted from Robert Steemson and Rev Gareth.	
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.	Election of Chair and Vice-Chair The meeting agreed for OH to continue as Chair and for LC to continue as vice Chair.	
4.	Approval of meeting minutes from 26th June 2024 For approval: The minutes were approved as a true record and would be signed accordingly by the Chair.	
5.	Matters arising from 26th June 2024 (not on the agenda) 5.5.1- It was discussed and agreed that notes made/questions asked by Ofsted inspectors at previous Ofsted inspections would be collated and circulated to the LAC by the GP.	GP
6.	Clerk Update 5.1 Appointments/nominations- The Clerk informed the meeting that the process for recruiting a Parent Governor for Bearnas/Widecombe had begun. 5.2 Training – The Clerk informed the meeting that an email had been circulated with information on the upcoming "Introduction to Governance" online training session on Nov 7 th 2024 at 5.30-7.30pm and added that the GP would like all Governors to attend. Governors were asked to confirm attendance with the LAC Clerk. 5.3 Paperwork- The Clerk asked that any outstanding Register of Business Interest forms/Annual Compliance to be sent to the Clerk ASAP to be filed.	
7.	Terms of Reference (The ToR document was circulated prior to the meeting) The meeting reviewed the ToR document and there were no comments.	
8.	Standards and Curriculum Committee Focus: Analysis and evaluation of pupil outcomes and targets for the year <u>Widecombe-in-the-Moor</u> (Please refer to Visit notes for further clarification of 2023/24 outcomes) KS2 Attainment: <u>Reading-</u> 86% of children made the expected standard with 36% achieving greater	

	<p>depth. <u>Writing</u>- 79% of children made the expected standard with 29% working at greater depth. <u>Maths</u>- 64% of children made the expected standard with 29% working at greater depth. Progress scores were not measured due to no KS1 data (COVID year).</p> <p>Very positive results were achieved with a challenging cohort who had low KS1 data.</p> <p><u>Phonics</u>-89% (8/9 children) made the phonic threshold in year 1 and 100% by year 2. <u>EYFS</u>-85% made GLD in EYFS.</p> <p><u>Hennock</u></p> <p>Y1 phonics was disappointing- Consequence of significant staff changes through EYFS; school had put a more rigorous assessment policy in place, to avoid facing the same issues in future.</p> <p>Y4 multiplication check was strong (8 pupils passed, 1x required extra support) consequence of strong class teaching.</p> <p>Y6 SATs were slightly lower than predicted- consequence of better moderation. (Maths was particularly tough- there had been a change in Maths leadership and White Rose was moving to mixed-age planning which would help)</p> <p><u>Ilington</u></p> <p>KS1 phonics were very strong (100%), but AH was not expecting them to be as strong in the 2024/2025 academic year.</p> <p>Cross-school Multiplication Tables Check (MTC) had a mean of 22. The average across The Link was 18.</p> <p>Due to the small data size, the Y6 data was quite skewed / not a good reflection of that year. The combined score was 50: five pupils took all SATs tests (reading, writing and maths); two pupils didn't sit all tests so didn't have a combined score</p> <p>AH had been working on aspirational data for 2024/25:</p> <ul style="list-style-type: none"> - Good level of development in EYFS: 75% (similar to last year but likely to decrease by end of year) - KS1 phonics: 77% - KS1 reading, writing and maths: 73%_separately; 55% combined (as some pupils won't do all three). The target was to raise this as much as possible (KS1 combined score last year was 75%) - Y6 as follows: reading: 88%; writing: 75%; maths 88% - stronger than last year. Expected 75% combined. Greater depth – 25% for reading and maths, 0% for writing but aiming for some to achieve. <p>AH and Governors discussed barriers to those achieving great depth. AH was keen to put in place more in terms of teacher stretch and to better provide for these children. Also discussed the importance of role models: other peers with greater depth – AH and Governors to revisit in due course. Increasing SEND numbers and the expected resulting provision was a barrier. TAs were being used as one-to-ones (AH discussing with Becky Humphreys) Several SEND children were not reaching criteria of an EHCP but should be able to thrive under Ordinarily Available Inclusive Provision (OAIP). This was a big focus for Devon. AH updated that the more challenging element involves those children going through the process and need an increase in funding.</p>	
9.	<p>Standards and Curriculum Committee Focus: Academy Improvement Planning/CPD Plan</p> <p><u>Widcombe-in-the-Moor</u></p> <p>Three trust targets that interpreted into school level – year 3 of 3 in the first three –</p>	

	<p>relational approach, writing and inclusion, the other two were fully school led – Curriculum (Ofsted target) with a focus on assessment of foundation subjects and online learning environments to prove another tool for teachers and to improve parental engagement with learning/attendance. The school felt that their greatest challenges had been staffing with restricted budgets, SEND support- there had been a high number of school joiners with undiagnosed SEND needs and attendance had also been a challenge as highlighted in 13.</p> <p><u>Hennock</u> ASIP was partly a response to the recent Ofsted inspection which included:</p> <ul style="list-style-type: none"> • Curriculum review- school had bought in Curriculum Maestro to deliver fast improvements to identifying and sequencing • Assessment- excellent support from Andy Keay around what and when should be assessed. • Early reading- being tightened up after Ofsted visit. • Writing- the school had started using Bookwrites which was a DCC programme (full training had been given) • Life in modern Britain (TBC) • School values (TBC) • Relational Approach (carried over) <p>ASIP 2023-34 was delivered. CPD training this year to focus on writing and 5x inputs were planned, plus 1x INSET (already happened). Academy Headteacher was keen to engage another TA in HLTA training. School now have a fully qualified SENDCo and Academy Headteacher completed her NPQH.</p> <p><u>Ilstington</u> ASIP was as follows:</p> <ol style="list-style-type: none"> 1) Writing 2) Oracy 3) Christian distinctiveness / spiritual development 4) Reading <p>Barriers included:</p> <ol style="list-style-type: none"> 1) Necessary refurbish of library, which was a challenging multi-use space – a priority job that was funding dependent: grants and support from PTFA. 2) A need for more space – more sensory space due to increasing numbers of children with high needs. AH was looking into: - A shed-type space on the field (or potentially something more resilient in winter weather) - A polytunnel to aid outdoor learning (for which she was looking into grants and permissions from Parish Council / relevant village figure). Final school yurt repairs were in progress, giving greater outdoor space, plus new PE cupboard for outdoor storage, further alleviating space inside. Another major challenge was the insufficient IT provision in school –there had not been enough working devices for the children to use. 	
10.	<p>Standards and Curriculum Committee Focus: British Values and preparing for life in modern Britain</p> <p><u>Hennock</u> Cultural champions came into the school to discuss different cultures. Modern Britain was covered in PSHE/assembly and there were trips planned to broaden pupil horizons.</p> <p><u>Ilstington</u> British values were taught through; Collective worship, PHSE jigsaw curriculum, school council, ETHOS groups etc. The Relational approach also reflected BV i.e treating everyone with respect and tolerance. A challenge for the school, was the cohort did not include a huge variation of backgrounds, ethnicities and needs. The school felt it important to prep pupils for adult life/ the world of work beyond their rural environment, building a tolerance for those who were different and start using a language for it.</p>	

11.	Feedback from Ethos Committees and Community Groups There was no feedback given, due to the absence of the Foundation Governor.	
12.	Risk Assessments Feedback The Clerk informed the meeting that training had been planned for a future date (TBC) around Risk assessments and clarification for Governors, on what to look for/questions to ask round RA's.	
13.	School Updates Governors to receive/give either verbal update on any successes or concerns to include: <u>Widcombe-in-the-moor</u> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- There had been a battle to improve school attendance. 3 pupils were non-attenders, 2 pupils had been issued EHCP's and were on part-time timetables/educated off-site. The school was working with those families to support attendance. • Staff wellbeing and workload- The school used a wellbeing programme that had been accessed by staff with positive feedback on the support. The Trust had rolled out Menopause surveys, which had resulted in better understanding and support- training for line managers had been completed and support networks had been formed. Movement of the school calendar had taken place this year to try and reduce the workload placed within the summer term. Reports had been moved into spring (ii) rather than summer (ii) (Staff to monitor the impact this year) • Attendance- 93% (see PAN for explanation on Attendance) • Feedback on any parent forum meetings/parents' evenings/PTFA- Planned for October half-term. <u>Hennock</u> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- 7 49 total. (50 on roll; 1 family emigrating, 2x families moving away) 3R in 2024 and 8 in pre-school • Staff wellbeing and workload- AH felt supported in their own role and noted that staff had rallied well to cover any staffing gaps. Breakfast and After school clubs were more stable due to new staffing. • Attendance- 97.81% • Feedback on any parent forum meetings/parents' evenings/PTFA- First meeting planned on early reading and phonics (focus on EYFS/KS1 parents) Parents evenings to follow around half term. PTFA was strong and active. • Pre-school update- 8 pupils, Pre-school was functioning well. <u>Ilington</u> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- PAN 12 per year group, current pupil numbers was 76(excluding pre-school) 2 pupils left (moved abroad summer 2024), 2 pupils joined Sept 2023 Y5&Y6. AH had an upcoming meeting with The Link Academy to discuss growing PAN and the resulting pressures- space in classrooms, lack of break-out space, insufficient staffing to allow school to use the hall for assemblies for instance (now held in classroom) • Pupil workload- A great start to term, a fantastic club offering, residential trip for Y5/Y6 • Staff wellbeing and workload- AH had planned to circulate a questionnaire to staff to gauge workload, wellbeing and general feedback. AH had supported a new KS2 Y3/4 teacher (an ECT) as well as KS1 Reception teacher (second year ECT) Please refer to Ilington visit notes for further information on AH comments. • Attendance- 96.8% • Feedback on any parent forum meetings/parents' evenings/PTFA- AGM was very successful, parental engagement and general mood was positive and upbeat. • Pre-school update- Governors had noted Reception class had used pre-school as a new base which had worked well. 	
14.	Standards and Curriculum Trustees Meeting (The S&C meeting minutes were circulated prior to the LAC meeting) There was a discussion around the high numbers of SEND in each school, which the GP explained could be down to the Trust having small, rural schools which attracted families with SEND, the GP confirmed SEND would be a Focus in the	

	summer and was organising a SEND training session with Fran McLoughlin (Director of Inclusion). There were no further comments brought forward.	
15.	Next S&C Focus: Personal Development/Wellbeing – Relationship Education, PHSE & RHSE SEF Overview – Academy Head’s overview of accuracy and effectiveness of their school self-evaluation Christian distinctiveness/SIAMS The GP confirmed there would be Q cards circulated, alongside Visit notes for guidance on Governors School visits (if needed) There were no further comments made.	
16.	Evaluation of governance impact A Governor asked: <i>Would a Trustee be joining the next LAC meeting?</i> The GP confirmed that Kate Evans would be joining the next Moorland LAC meeting on 27 th Nov 2024.	
17.	Summary of Questions to be raised at S&C <ul style="list-style-type: none"> • Pupil premium- <i>How will PP be allocated for 2024/25? Clarity needed on PP funding plans for 2024-2025.</i> • SAT’s data- <i>Could Trust-wide SAT’s data be shared with LACs?</i> • Greater depth- <i>Was there a Trust-wide Policy on Greater depth?</i> • Pan- <i>If a school was over PAN, would the Trust ferry families to other LA schools?</i> • Double Authentication system- <i>How were other schools managing Double Authentication? Was there a better solution?</i> 	

The meeting ended at 7.05pm.

Next meeting Dates:

27th Nov 2024

22nd Jan 2025

12th March 2025

7th May 2025

25th June 2025