

The Link Academy Trust

Meeting of the Woodleigh Local Board - Wednesday 24th February 2021

Present	Apologies
Jo Carter, Chair (JC)	Alice Moseley, Vice Chair (AM)
Rachel Smaldon, Parent Governor (RS)	Max Thomas, Governor (MT)
Elaine Clark, Safeguarding Governor (EC)	Karen Fletcher, Staff Governor - CB
Alex Waterman, Executive Academy Head (AW)	
Andy Keay, Academy Head (AK)	Declaration of Business Interests: None
Kristina Wright, Staff Governor – Yeoford	
Andrew Lee, Staff Governor - Tedburn	

		ACTION
1	<p>Minutes from previous meeting held on 2nd December 2020 Minutes approved by JC.</p>	
2	<p>School Updates Tedburn St Mary – update from AK and AL</p> <ul style="list-style-type: none"> <p>Parent Survey responses/conclusions 39 families responded – all very positive – Timetables for each week have helped enormously – having a clear structure to each day/week – able to mirror curriculum in school. Teams, on the whole, worked well – mixture of live sessions/pre-recorded inputs/lessons/catch up sessions/feedback from teachers. Majority felt amount of work set just about right. Few niggles around TEAMS/videos/One Note – hopefully most sorted. Some bits on feedback which have been tweaked. So far been a positive response from parents. Has been a much better experience than last time. RS reported that the Sunday update and timetable plus upskilling for parents has been very much appreciated and has been working really well.</p> <p>Report from AK 1. <u>Children’s wellbeing & engagement in blended learning.</u> - Has engagement actually led to learning and progress? – Engagement has been good each week – 80% at least being high level engagers. Three pieces of work are sent out per day. Learning – evidence shows that the work being produced has been good. 100% engagement in Maths and English with good quality work being achieved. Progress – time will tell, those who engaged well will certainly not have fallen behind, those who haven’t will have even more gaps that will need to be filled. Staff checking in with children daily, phone calls to any vulnerable children not in, support for SEN, TAF meetings have continued. - What is going well and what isn’t? Staff have been working their socks off and have gone above and beyond. They have balanced being in school and home learning very well. - Are staff/pupils/parents confident with IT and are the lessons or pre-recorded lessons good enough? Staff – yes, Children - KS2 very much so, KS1 are getting there. Parents – some are some have found it difficult – have supported as much as possible. - Any IT issues/updates? Seems to be working well, any issues overcome</p> 	

quickly and training has been ongoing from within school and across the academy.

2. **Attendance** – both in school and remotely - please can we break down the two sets of attendance data so we can see how many are engaged with working remotely and how well this is going and how things are going for those children in school.

- Attendance on school – 28-30 most days.
- Remote engagement 75-80 - 80% high level of engagement. Forms sent to academy each week. Remained pretty constant throughout
- Blended learning worked well – children in school and at home. accessed the same work and supported by TA's – in school.

3. Results of parent surveys, parental concerns, parent forum meetings

See above. Parents Forum in Jan – very positive and training given to parents on TEAMS. Parents are happy.

4. Staffing arrangements & effects and staff wellbeing.

Staff – One member of staff has been off throughout – AK been covering their classes with remote learning and Oak Academy. Has been tough for everyone, all worked harder and longer than ever before. Staff have been brilliant throughout.

Cheriton Bishop and Yeoford – update from AW & KF

- **Parent Survey responses/conclusions**

39 families responded. Pupil engagement is high.

- 88% of parents feel school is setting the right amount of work with 6% feeling too little and 6% feeling too much.
- Remote learning is going well and live lessons help your children to feel connected and to engage better in learning.
- Recorded lessons with clear concise instructions make it easier for parents and children to access learning.
- Parents value having the teacher's voice in the home. Teachers leading learning is a significant positive. We are grateful for these comments as live and recorded lessons take significantly longer to plan and put together for online access.
- When we run separate lessons for different groups, parents value this as they are aware that this enables specific access to specific content. It also allows a smaller group of children to interact. We are using staff as much as possible to provide this.
- We are aware that some parent groups are using their own platforms, monitored by them, for socialising - which is great news.

- **Report from AW**

1. Children's wellbeing & engagement in blended learning.

- **Has engagement actually led to learning and progress?** – We think the children have learnt but expect progress to vary from child to child and with the support available at home. Engagement has been good at both schools but online is not as good as face-to-face.

	<p>Some children have needed extra help or have not been accessing online learning and have been encouraged to come into school. We have targeted children and families and have felt we have a “hold” of them all. One family moved out of Devon and systems have been applied to ensure this family are not lost in the system.</p> <p>- What is going well and what isn't? – Live lessons, use of Teams and assignments, phonics, etc are going well but there are still big issues with bandwidth at both schools. MM & Limbtec are working on trying to improve this.</p> <p>- Are staff/pupils/parents confident with IT and are the lessons or pre-recorded lessons good enough? All staff had IT as an appraisal target and there has been a rapid improvement of skills and confidence. Parents have been supported, were offered training in Autumn and have picked up as and when during lockdown. IT equipment loaned to those in need.</p> <p>- Any IT issues/updates? Bandwidth problems at CB and Yeoford which have caused online lessons to be problematic at times.</p> <p>2. Attendance – both in school and remotely - please can we break down the two sets of attendance data so we can see how many are engaged with working remotely and how well this is going and how things are going for those children in school. CB – 30-35 children in school daily plus pre-school is open. Yeoford – up to 25 children in school daily. Home learning: 78% engagement for CB and 90% engagement for Yeoford.</p> <p>3. Results of parent surveys, parental concerns, parent forum meetings See above. Parents Forum held in early Feb. Yeoford – only one parent attended but was very positive. CB – well attended but problems with internet have caused issues with live lessons. Information has been sent out to parents to explain what has been done and this issue is still being looked into.</p> <p>4. Staffing arrangements & effects and staff wellbeing. RL started in January and has done a tremendous job. KF has been working in pre-school as a member of staff is shielding.</p> <p>Overall The schools are working really hard to keep the children engaged and the staff are constantly coming up with creative ways to teach in a difficult environment to capture the children’s imaginations.</p>	<p>Action – JC to keep reporting/checking broadband situation with S&C</p>
<p>3</p>	<p>Strategic Governance Curriculum Update and ASIP The curriculum is being taught but switched around and adapted to fit home learning. The ASIPs will be updated for the beginning of the summer term.</p>	

	<p>When the children return to school, the focus will once again be on mental health and wellbeing with lots of outdoor learning and forest school. Independent learning will need to be looked at.</p> <p>RS mentioned that the lockdowns have meant a huge push in learning to use IT and that the country as a whole has moved forward by about 7 years and asked whether this would be factored into the curriculum. AW/AK responded that ND is looking into this for the MAT as a whole as a 2030 curriculum review.</p> <p>Data There will be a data drop later in the term. This will allow the schools to assess the effect the lockdown has had.</p> <p>Websites ND & MM are writing a report to go onto schools' websites regarding the government catch-up funding. [This has now been done.] SH has gone through every schools' website to check they meet the criteria. A few minor changes/additions need to be made.</p>	<p>Action: Data focussed visit delayed until summer term to give a more realistic idea of the situation following lockdown.</p>
<p>4</p>	<p>Staffing The staff have been incredibly resilient and have worked together to give the children the best deal possible. It should be noted that they have been put in a vulnerable position when working at home and with parents. KW said that Yeoford has been a brilliant place to work and that EM has been doing a great job the PSHE for the staff. It should also be noted that staff thought it would be a good idea for a staff survey as a way for the Link to touch base. Staff have been supporting each other within their own schools but also across other schools in the Link.</p>	<p>Action: JC to raise with S&C</p>
<p>5</p>	<p>Procedural Safeguarding TSM – low level safeguarding issues that have been added to chronologies. CB/Yeo – one major safeguarding issue that is “in the system” and external agencies have been involved. JB is now the deputy safeguarding officer for CB as GM is on maternity leave.</p> <p>SEND Focussed visit to take place later this term. This was delayed due to lockdown and awareness of time pressures.</p> <p>Governor Training None since last meeting</p> <p>Health & Safety Firedrills have been done. RS mentioned the fire deadly fire that happened in Exeter and that fire awareness should be discussed in schools as this is a current problem and the children may have seen details on the news. Invacuation will be practiced after lockdown. Bomb Alert – info is being sent out to school with the procedures to follow.</p>	<p>Action: Full SEND focussed visit to take place in 2nd half of Spring term.</p>

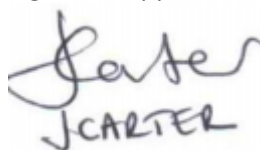
	<p>KW raised issues with screen time causing eye problems and that we might need to consider blue light blocking glasses and raise awareness with parents.</p> <p>Sports Premium Grant – each school has received £2000 back from the unused grant from Summer 2020. It’s likely this will be spent on IT to help facilitate a PSHE/Jigsaw/mental health programme.</p> <p>Communication with Parents Parental complaint at Tedburn has been resolved. 1 parental complaint at CB which was passed on to ND.</p> <p>Update on Pre-schools Tedburn (private) pre-school is very busy and another member of staff has been recruited. CB – new children have jointed with around 26 on roll. Yeoford – 6-7 attending.</p> <p>Trustees Standards & Curriculum Committee – minutes on Sharepoint.</p> <p>Local Board Working Group –JC attended and reported back.</p>	<p>Action: JC to mention this at S&C</p>
6	<p>Focussed visits Focussed visit notes to be saved centrally on the One-Drive to be accessed whenever required. A school visit each to be booked with a focus on the impact of teaching and learning. Local Board governors could also pick a subject to “deep dive” and talk the children and staff</p> <p>Annual cycle Next visits – March 2021</p>	<p>Save notes to Local Board Woodleigh Hub on Teams</p>
7	<p>Dates of Future Meetings – via Teams Wednesday 19th May 2021 Wednesday 7th July 2021</p> <p>Dates for future school visits Suggestions for these would be sent out by email.</p>	

Meeting closed at 6.20 pm

Next meeting:

Wednesday 19th May 2021

Signed as approved copy by Chair, Jo Carter



J. CARTER

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