

Totnes Local Advisory Committee (LAC)

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
Minutes: Thursday 3rd October 2024 at 6pm
This meeting was held online via Microsoft 'Teams'

Attended:

Parent Governors: Lucy Gibson (LG)
James Buchanan (JB)
Helen Hall (HH)
Caroline Lucas (CL)

Academy Headteacher- Holly Edgington (HE)

Governance Professional- Charlotte Roe (GP)

Minutes: Nicol Bush (LAC Clerk) 

No	Item	ACTION
1.	Welcome and apologies The meeting opened with a welcome to HE (Academy Headteacher at Diptford) and each Governor gave an introduction. Apologies were received and accepted from Cat Radford, Nanya Coles and Kate Burch.	
2.	Declarations of interest NC is a business proprietor of Chocolate Batik, has a company directorship of Ashwick Consulting and Works at SafeLives Uk, a Domestic Abuse Charity. CR is Director of Blind Ditch Limited – Arts and Cultural organisation.	
3.	Election of Chair and Vice-Chair Election was deferred due to lack of interest in vacancy of Chair- GP to speak with CEO on next steps. Clerk to email Totnes LAC AH's for support with Parent recruitment for Chair position.	GP Clerk
4.	Approval of meeting minutes from 27th June 2024 For approval: The minutes were approved as a true record and were signed accordingly.	
5.	Matters arising from 27th June 2024 (not on the agenda) There were none.	
6.	Clerk Update 5.1 Appointments/nominations- The Clerk informed the meeting that the process for recruiting a Staff Governor had begun. 5.2 Training – The Clerk advised 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 and added that there had been Christian Distinctiveness training secured with Christina Mabin (Senior Diocesan Education Officer) which would take place on November 12 th 2024 at 7 pm - 8 pm online. 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 (Circulated prior to the meeting) The ToR document was reviewed, and no comments were made.	

8.	<p>Standards and Curriculum Committee Focus: Analysis and evaluation of pupil outcomes and targets for the year</p> <p>Sparkwell- <u>EYFS</u> (7 pupils) 57% at GLD (4/7) <u>Y1</u> phonics 91 % (10/11 children) <u>Y2</u> phonics retake 0% (1 child) <u>KS1</u> (Y2): 16 children Reading: 13pupils ARE. 81% Writing: 11 69% ARE Maths: 10 63% Combined: 63% <u>KS2</u> (Y6) 14 children, 1 EHCP disapplied in all subjects, SEND 6 pupils (43%), Pupil Premium Reading: 11 pupils ARE. 79% Writing: 9 64% ARE Maths: 8 57% Combined: 7 50% Maths was lower than expected and predicted, analysis showed areas of geometry and ratio were especially low and the school were addressing this in their teaching this year. Aspirational targets for this year for Y6 were- 63% reading, 50% writing and 69%. Due to lower expectation in writing this meant a combined score of 50%. Reading was the best result and there had been a discussion to reflect, and some considerations could be - reading rate at home with parents was high, there was good phonics curriculum in place, Generally, Sparkwell had a high love of books, which could be observed in the environment and books were read aloud to every Class. Challenges included – staff changes, tight budget resulting in TA reduction in afternoons, high SEN ratios.</p> <p><u>Landscape</u> <u>EYFS</u> – GLD 66.8% Phonics Y1 – 57% 8/14 <u>KS1</u> -Reading 93.8% ARE+ Writing 73.7% Maths 79.9% <u>KS2</u>- Reading 100% - 7/7, 57.2% GD Writing 71.5% 5/7 ARE+, 28.6%GD Maths 71.5% ARE+, 28.6% GD Against National averages phonics was particularly low however there was an explanation for this which had now since been addressed. Although published results were lower than expected, all children were re-tested and school were confident that it was not a true reflection. Writing had been slightly below the national average, but ASIP plan had this as a key priority to address. There were 12 PP children in the school (2/3 had additional needs) those outside of that were in line with non-PP pupils.</p> <p><u>Broadhempston</u> Results from AH were shared – Sats results were good (most exceeded earliest data points and projected scores in Reading and Maths) <u>KS1</u> – 3 pivotal – developing rather than secure, this was a trust priority (not a major concern – there were interventions at year 3 and they should make accelerated progress, the school would continue monitoring throughout -an intervention plan was in place for 6 weeks) One of the barriers for achieving was the focus on (5) SEND children, who were making progress, but not making the 3 points of progress but school were reviewing each child as an individual. Actions included: Rosina reviewing SEND at the school, external educational psychologist and input from the Inclusion Hub using resources and offering support to the family. (please refer to Broadhempston visit notes for clarification on ASIP highlights/barriers)</p> <p><u>Harbertonford</u> <u>EYFS</u>: 90% (9 of 10 children. 1 child SEND)</p>	
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	<p>KS1 Phonics: 56% Outcomes for phonics was discussed in detail under 'ASIP/CPD plan' as one of the school's Key Priorities for the 2024/25 academic year.</p> <p>KS2 (total 16 pupils): Reading 81% Writing 69% Maths 56% Overall = 44%</p> <p>Outcomes for KS2 reading was above the national average, but questions have been raised as to why writing was not at same level. Writing was a 2024/25 key priority. A breakdown of outcomes for PP pupils in comparison to non-PP pupils was not yet available.</p> <p>Measures were being put in place to clarify expectations for all pupils and reduce cognitive load which should enable all pupils to focus and improve learning behaviours. It was commented that a Key Priority focus on Quality First Teaching (QFT) and Ordinarily Available Inclusive Provision (OAIP) would provide the mechanism for improved outcomes. There was a short discussion on support for PP pupils who, in comparison to children without disadvantage, 'lack cultural capital to make connections'. It was noted that the Pupil Premium Grant would be discussed in depth at the Spring 2 Focused Visit.</p> <p>KS2 Targets: Reading 100% meeting ARE (Noting there was 1 target pupil) Writing 87.5% meeting ARE (7 of 8 pupils) A target of 2 pupils being at Greater Depth (GD) Maths 87.5% meeting ARE (7 of 8 pupils) A target of 2 pupils being at Greater Depth (GD) Targets were aspirational and there would be challenges in staying on track to meet them. Pupils would sit prior SATS papers early in the year as a means to identify gaps in knowledge/learning and to inform planning for the year. (Please see Harbertonford visit notes for further information on Pupil outcomes/Targets for 2024/25)</p> <p><u>Diptford</u></p> <p>EYFS (6 pupils) 67% at GLD (4/6) Y1 phonics 91 % (10/11 children) Y2 phonics retake 0% (1 child) KS1 (Y2): 6 children KS2 (Y6) 11 children, 1 EHCP/ 1 EHCP Pending disapplied in all subjects. Pupil Premium – 1 pupil Reading: 82% at ARE (9/11) 45% at GD (5/11) Writing: 73% at ARE (8/11) 18% at GD (2/11) Maths: 45% at ARE (5/11) 36% at GD (4/11) Combined: 45% (5/11) PP Child ARE in Reading/ Writing. 2 marks away in Maths (1 child) Maths had been lower than expected and predicted, analysis showed areas of Geometry, measurement and ratio were especially low. This was being addressed in teaching this year and a new assessment format in maths would be in place across the year to help identify gaps earlier. (please refer to the Visit notes for further clarification on Aspirational targets for 2025)</p> <p><u>Stoke Gabriel</u></p> <p>PP pupils were slightly below progress compared to non-PP, which overlapped with SEND. The Focus area was writing, both a Trust wide and School focus. Targets for 2024-25 are: EY 83% (5 pupils out of 6) KS1- R- 80% W-70% M-80% (10 pupils) KS2- R- 73% W-73% M-73% (15 pupils) Phonics- 85% (6 pupils out of 7)</p>	
9.	<p>Standards and Curriculum Committee Focus: Academy Improvement Planning/CPD Plan</p> <p><u>Sparkwell</u></p> <p>Key priorities were Writing, maths, inclusion, relational approach (now on module 3) and curriculum (foundation subjects) AH had felt that the team were progressing well with the relational approach and that it was embedded in practice. The greatest challenge had been improving Y6 maths data- Sparkwell had not reached predicted targets, the challenge of "enough time" for school leadership</p>	

	<p>had been an issue at times. The change of Academy head might bring the biggest challenge but would also bring good possibility of new knowledge and expertise.</p> <p><u>Landscope</u> AH had produced a 9-step path for ASIP, which was used to drive planning. It was in the process of being rolled out to other AHs in the academy so that they also had this path to ASIP. There was also an inset plan created alongside the ASIP, to ensure that staff meetings (fortnightly) linked back to KP in the ASIP, to ensure constant review and reflection. The ASIP had 5 priorities 3 Trust led around relational Approach, writing, feedback and assessment) and 2 specific to Landscope (OAIP- inclusion with those in need and developing British values)</p> <p><u>Broadhempston</u> All staff had been trained and been embedding the Relational approach this year. SEND had continued to make progress. OAIP (ordinarily available inclusive provision) adaptive teaching- everyone was doing the same objective and adapting teaching to meet needs. There were lots of Trust/In-house training provided and a Forest school leader was paid for by PTFA.</p> <p><u>Harbertonford</u> Key Priorities were</p> <ul style="list-style-type: none"> • Writing • the new AH establishing a relationship in the school and with the wider community • Quality First Teaching • the Curriculum • Phonics • Assessment and tracking systems. <p>Possible barriers were- staff time, managing staff cover (particularly cases where staff were on long term sick) INSETS throughout the year were linked to the ASIP and mapped out, some Trust wide CPD was in place.</p> <p><u>Diptford</u> Key priorities were:</p> <ul style="list-style-type: none"> • Writing • Relational approach • Personal Development • Improved outcomes for SEND pupils • Developing Subject Leaders <p>CPD had focused on ASIP priorities- to include TA's feeling empowered in relation to managing behaviour. There was a strong focus on the importance of relationships, to improve culture and behaviour across the school. The Curriculum focus was the impact of curriculum on pupils and assessment.</p> <p><u>Stoke Gabriel</u> The school's recent Ofsted outcome had informed the content of the ASIP. Fundamental core subjects (Maths/English) were the focus of last year and foundation subjects such as History, Geography and Music were the focus of ASIP 2024-25. The school had chosen to add a Key Priority 5 relating to outdoor learning. SEND/risk of exclusion support required impacted the ASIP in 2023-24 however, significant progress was still achieved. Having stability in the staffing team will help the school achieve ASIP targets. The school had developed a school specific CPD plan, which outlined a cohesive and progressive approach from EY-Y6.</p>	
10.	<p>Standards and Curriculum Committee Focus: British Values and preparing for life in modern Britain</p> <p><u>Sparkwell</u> The school carried out two whole school assemblies per week to address British Values and preparing for life in modern Britain. AH had developed an assembly schedule based on key events including World Views and British Values. These were also linked to school values. The school clearly demonstrated that the children had a voice which included- attending teacher interviews, having an</p>	

	<p>active school council. The school had subscribed to Picture News that linked a weekly news item to BV. PSHE and RE teaching also helped to deliver this.</p> <p><u>Landscape</u> British Values were taught within: Lessons – PSHE/RE/Picture news, through projects- Global neighbours/food for thought and Cultural Champion visits, Experiences- booking a city residential, Explicitly- Protected Characteristics taught in KS2. The British Values were taught to help prepare young people for life in modern Britain as they grow older and leave school, they formed an important element of safeguarding children, as they were intended as a preventative measure against extremism and radicalisation. BV also used to teach about diversity in rural Devon.</p> <p><u>Broadhempston</u> The school felt it was important to teach children BV, as the school environment was not particularly diverse, and it would prepare children for life in modern Britain. PSHE- involved World view lessons and picture news assembly.</p> <p><u>Harbertonford</u> The AH and LAC Governor took a walk through the school and the AH pointed out changes that had been made to the school environment and those in the pipeline. The AH has instigated a tidy up of the classrooms, removing extraneous materials and clutter, removing overwhelming displays that could add to the ‘cognitive overload’ of pupils. Each classroom had a display of school values, which was based on the school’s Christian distinctiveness. The AH commented that teaching British Values came up through PSHE curriculum and added that there would be the opportunity to refer to British Values through upcoming School Elections.</p> <p><u>Diptford</u> The Picture news assembly weekly referred to a British Value and current issue/ think piece. Assembly schedule was based on termly value, key world events, Diversity texts and BV, PSHE and RE teaching helped deliver this. Posters were displayed around school and there was a display in the Central room.</p> <p><u>Stoke Gabriel</u> British Values continued to be visible on noticeboards and were also the focus of the weekly assembly, British Values continued to feel embedded across the school. A strength relating to BV was identified in the Ofsted report at the end of 2023-2024.</p>	
11.	<p>Feedback from Ethos Committees and Community Groups The ETHOS report was circulated prior to the LAC meeting and contained the following: This half term monitoring enquiry focus was: - <i>How does the schools theologically rooted Christian Vision create an active culture of justice and responsibility?</i></p> <p><u>Landscape</u> The school website was clear about the school’s values of empathy, respect and responsibility. It showed the link with the church and the local links- visits to nursing home, eco committee visits and recycling projects, which showed consciousness and external links. Examples given of children understanding the balance of individual freedom and rights/responsibilities towards others. The school behaviour policy influenced everyday behaviour and relationships. Being a small school in a predominantly white community, the need for cultural awareness was recognised as particularly important. The children had a clear understanding of the concept of justice/responsibility and how their individual actions impact others locally and globally. This was taught thoughtfully in many different subject areas and in collective worship.</p> <p><u>Diptford</u> The enquiry identified that the school had a class charter, which stated that all children had the right to learn, which was understood by staff and children. The school had been actively taking part in red nose day, Bags2school etc. Rev David had been visiting the school regularly. The school had been looking at topics such as inequality, climate change and immigration. The children were aware of the need to be helpful to others, they were very aware</p>	

	<p>of the need to be ready, respectful and safe and felt they could remind others about being safe. They were also aware of respecting differences.</p> <p>Harbertonford</p> <p>Sharon Lord and the FG had met up with the new AH to look at the composition of the school ETHOS group and made improvements going forward to improve the standard of monitoring enquiries. A meeting was planned after half term, to consider the group's Terms of Reference (ToR) and to arrange monitoring for Autumn 2.</p>	
12.	<p>Risk Assessments Feedback</p> <p>The Clerk informed the meeting that future training was being organised by the GP around Risk assessments, which would guide Governors with what to look for/questions to ask on future school visits.</p>	
13.	<p>School Updates</p> <p>Sparkwell</p> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- 15, 87 on the roll (14 KS2 left, 9 EYFS joined and 1 leaver from Y2) numbers were below last year. • Staff wellbeing and workload- The change of staffing had been tricky, with so much to learn on processes and systems, had affected the staffing stability. The changing of admin staff and switching to Sims/CPOMS and Parent Pay had been tricky and time consuming. • Attendance- 94.57% (Regular contact/support with two families) • Feedback on any parent forum meetings/parents' evenings/PTFA- The new EYFS teacher had been working hard to engage parents and build on the relationship with Nursery. <p>Landscope</p> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- 89 (4 pupils left in July, 3 pupils would be joining this term-returning to school after travelling) • Attendance- 95.8% (end of year 2023/24) • Feedback on any parent forum meetings/parents' evenings/PTFA- Parents meetings with class teachers wb 9th Sept, planned Parent Survey, ETHOS group had gained parent reps to gather parent views. <p>Broadhempston</p> <ul style="list-style-type: none"> • Attendance- 99% (some sickness at present, 2 children monitoring and one conversation with parents) • Feedback on any parent forum meetings/parents' evenings/PTFA- Parents evening was booked onto the calendar. <p>Harbertonford</p> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- AH commented that the new reception class could take up to 17, but actual/official PAN was unclear. 78 pupils on the roll. • Pupil workload- The AH commented that the recent internal Safeguarding Audit (undertaken by the Trust's Director of Safeguarding) included conversations with pupils. There was improvement in how pupils talked about behaviour in school. • Staff wellbeing and workload- The AH noted the staffing team was good, some had more experience than others, but were open to ideas and development. • Attendance- 97% • Feedback on any parent forum meetings/parents' evenings/PTFA- The AH had attended the PTFA and was engaging with the group regularly. The PTFA had been very active in writing press releases to support ongoing marketing of the school. The most recent resulted in a front-page story in Totnes Times about the new school mural. • Pre-school update- Pre-school numbers were good; a new Nursery worker had been employed. There were good links and shared planning between the Nursery Lead and the Reception teacher, to support progression between EYFS and KS1. <p>Diptford</p> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- 11, 54 pupils on the roll. (11 KS2 left, 4 EYFS joined and 2 new pupils in Y2/4, 1 new preschool leaver. 	

	<ul style="list-style-type: none"> • Pupil workload- Focus for Ethos group monitoring last year, Trust Survey was to be developed this year. • Staff wellbeing and workload- Staff changes/ software changes had been tricky and time consuming. • Attendance- 95.3% (1 part time Annex R timetable and 1 family on attendance plan and liaising with AIP at Devon) • Feedback on any parent forum meetings/parents' evenings/PTFA- Renewed and energised FODS committee which had a huge impact across the school. Feedback from parents had been very positive, school could see the enrichment and difference that FODS and fundraising made to the children. • Pre-school update- Pre-school numbers were low (2 children) Open day evidenced that families did not know Diptford had a pre-school. There had been a large deficit in pre-school last year and the school had to restructure staffing to support high SEND need in school, particularly Y3 and Y4. <p>Stoke Gabriel</p> <ul style="list-style-type: none"> • PAN (to include pupils joined/left)- 72 pupils plus 14 pre-school. • Staff wellbeing and workload- Identified as a strength of the school in the recent Ofsted report • Attendance- 97.5% (up from 94% in July 2024) • Feedback on any parent forum meetings/parents' evenings/PTFA- Plans in place included: Parent feedback opportunities, Parents evening, class assemblies, 'Meet the Teacher', open classrooms- staff visible daily, AH visible and approachable, report feedback actioned. PTFA is a small but hardworking team who raise significant funds but need more support. The PTFA work with AH to plan spending to increase numbers on roll (ie. Work on playground) and to fulfil the 5-star pledge which is part of our personal development strategy. • Pre-school update- Outdoor learning vision was established. 	
14.	<p>Standards and Curriculum Trustees Meeting (The S&C minutes were circulated prior to the LAC meeting) The Governors reviewed the minutes and there were no comments to add.</p>	
15.	<p>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 There were no comments.</p>	
16.	<p>Evaluation of governance impact There were no comments.</p>	
17.	<p>Summary of Questions to be raised at S&C</p> <ul style="list-style-type: none"> • Safeguarding (insufficient fencing at Diptford)- <i>Was there a timescale on fencing work at Diptford?</i> • Marketing Support- Diptford- <i>Was there any progress on marketing support for Diptford, particularly around the low numbers in pre-school?</i> 	

The meeting ended at 7.05pm

Next meeting Dates:

- 28th Nov 2024
- 23rd Jan 2025
- 13th March 2025
- 8th May 2025
- 26th June 2025