

**LINK MAT**

COMMITTEE  
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**Totnes Hub LGB**

DATE;

**22/04/2021**

	Type	School	End of Term	15/10/2020	10/12/2020	11/02/2021	22/04/2021	01/07/2021	Date Resigned
Cat Radford	Co-opted	Harbertonford	28/09/20	P	P	P	P		
Lizzie Lethbridge	Staff	Diptford	21/10/20	P	P	P	P		
Janet Watts	Co-opted	Diptford	31/03/24	P	P	S	S		
Nanya Coles	Parent	Broadhempston	31/09/23	P	P	P	S		
Rebecca Sear	Co-opted	Broadhempston	31/09/23	L	P	S	P		
Emily McGuinness	Parent	Harbertonford	31/04/24	P	P	P	P		
Richard Charley	Staff	Harbertonford	02/03/21				P		
Lucy Carrol	Parent	Diptford	11/12/23	P	P	P	P		
Georgia Gilby	Staff	Diptford	01/12/20		P	P	P		
Grace Coles	Parent	Landscope	06/2024	P	P	P	P		
Sue Vaughton	Parent	Stoke Gabriel	01/11/2024		S	P	P		
Jane Wilkinson	Co-opted	Stoke Gabriel	01/12/2024		P	P	S		
Alice Eeles	Staff	Stoke Gabriel	01/12/20		P	P	L		
Robin Tugwell	Foundation	Trust					S		
Sue Roach	Co-opted	Stoke Gabriel		S	S				31/12/2020

Nick Easen	<b>Parent</b>	<b>Stoke Gabriel</b>							<b>31/07/2020</b>
Anna Neville	<b>Co-opted</b>	<b>Landscope</b>							<b>31/03/2020</b>

**P** – Present  
**EA** – Absent

**S** – Sanctioned  
**L** – Late arrival

**In attendance:**

Chaired by	<b>Cat Radford</b>	Clerked by	<b>Pete Osborne</b>
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Agenda:

- Tot 45/2021 To record those Present, accept any apologies and welcome any visitors
- Tot 46/2021 Declaration of interests
- Tot 47/2021 Division of Agenda
- Tot 48/2021 To agree the Minutes of the last meeting
- Tot 49/2021 To discuss any matters arising from the minutes and not on this agenda
- Tot 50/2021 Urgent business brought forward at the discretion of the Chair
- Tot 51/2021 Procedural
- Tot 52/2021 Strategic
- Tot 53/2021 ASIP
- Tot 54/2021 Focussed Visits
- Tot 55/2021 Community and Church Links
- Tot 56/2021 Policies and other documents
- Tot 57/2021 Information from the Clerk
- Tot 58/2021 Matters for the next agenda
- Tot 59/2021 Date of next meeting

## ACTIONS TO BE TAKEN

ITEM		BY WHOM	BY WHEN
48/2021	Forward a copy of the Minutes to the Trust Clerk to be placed on the website	Clerk	asap

	Item	Notes	Action
45/2021	To record those who were present, accept apologies and sanction absences where appropriate and welcome any visitors	<p>The meeting commenced at <b>1900</b></p> <p>Location: Online</p> <p>In attendance: None</p> <p>Apologies: Janet Watts, Nanya Coles and Robin Tugwell and sanctioned</p> <p>The quorum for this meeting is <b>3</b> governors for decisions.</p>	
46/2021	Declaration of interests	Governors are invited to declare any personal or prejudicial interests, including the nature and extent of such interests, they may have in any items to be considered at this meeting	<b>None</b>
47/2021	Division of Agenda	Consider whether the discussion of any item of business is likely to lead to the disclosure of exempt information (Part 2 Matters)	<b>None</b>
48/2021	To agree the Minutes of the last meeting held 11 February 2021	Agreed and signed. A copy to be forwarded to the Trust Clerk for the Trust website and a copy to be retained by the LB Clerk.	<b>Clerk</b>
49/2021	To discuss any matters arising from the minutes and not on this agenda	<p>The following were actions from the last minutes:</p> <p>a. Produce a document on matters for the S&amp;C Committee on 28 April 2021 which will be shared with Governors - Cat Radford. Governors</p>	

		<p>were asked to upload their visit reports to enable the document to be completed and shared</p> <p>b. Identify if there is LB Constitution and Terms of Reference and circulate –currently there is no document for this.</p>	
50/2021	Urgent business brought forward at the discretion of the Chair		<b>None</b>
51/2021	Procedural	<p>a. Safeguarding – There were no issues to be recorded</p> <p>b. Safeguarding – For LB governors to confirm that ‘Safeguarding Focus’ has been read and understood. Lizzie Lethbridge will share the most recent one with the Board. There is a need to clarify how this is being distributed now..</p>	
52/2021	Strategic	Local Board working party meeting. The next meeting is on 6 May and this will be looking at visits for Summer 2. Governors are invited to join the meeting if possible.	
53/2021	ASIP	<p><b>Staff governor’s feedback on ASIP.</b></p> <p>a. <b>Diptford.</b> The school has been working on a joint project with Harbertonford on oracy and vocabulary and oral speaking across the curriculum. Introduced a “Word of the week” which is going well. The words are a bit more catered for the age groups. Jigsaw is being used for PSHE and this is working well looking at the new standards. A governor asked what oracy is. Georgia explained that this is a more comprehensive term than vocabulary and could be defined as the speaking and listening skills necessary for effective communication. , there are 5 schools that are leading at the moment with Sarah Clarke spearheading. This is a pilot which will then be spread across the Trust.</p>	

		<p>b. <b>Harbertonford.</b> Another area the school is looking at is subject leads which builds on computer skills gained in the lock downs. There are links to each subject on Microsoft Sway for subject monitoring and teachers can access this at any time to look at evidence and also upload material which will be useful for OFSTED visits. This is in its early stages and is proving useful. We're thinking about being OFSTED ready by using deep dives. PSHE might not have any written evidence, it is easier to update/upload the evidence of what the children have been. What we are doing is embedding the objectives into that – exciting that it is a good tool which is live and moving away from everything being paper based.</p> <p>Additionally, more work on, building on the computing skills. Pupils' homework each week is on Teams and this is increasing the quality of what is being submitted. Also using forms quizzes and assessment for ilicitations – off the back of what has been developed in lockdown, making thins more efficient and able to be shared.</p> <p><b>Challenge: Has any aspect of the ASIP been put on hold?</b> There hasn't been a conscious decision to put any of the ASIP on hold. Have only just started the objective to start key priority 6 to be SIAMS ready and we are expecting that inspection early in September.</p> <p>There have been other opportunities to develop things in alternative ways when we haven't had children in school, so haven't let anything drop and Staff training has been ongoing.</p> <p>Lizzie commented that senior leadership have still kept roles going and kept the 'learn support and challenge' part of our work, She has met with each school and doing extra work with them. She is still very aware of the overall picture and have done things on-line. The whole blended learning picture has been a tweak to how we've been working</p>	
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		<p>but has moved things on in different/productive ways. We've rapidly accelerated things that might otherwise have been a challenge. It feels like compared to some other schools we have done a cracking job to improve.</p> <p><b>Emily said that she had</b> heard that the trust and DfE are considering revisiting the whole trust model – that MATs might have suffered during the lockdowns. If we capture this then it will be worth tracking and evidencing the work that has gone well. Lizzie commented that the report from Ofsted report commented on the successes of trusts. Within the Trust there is a massive amount of support. If we can show the successes that is to our benefit. Some bigger authorities are only hearing the horror stories of trusts. It will be good to have some evidence of the successes across the country to say, 'we're ok thanks and things are going well'. Cat is going to feed these comments to S&amp;C and Lizzie will upload the OFSTED report.</p> <p>c. <b>Stoke Gabriel.</b> We have RAG rated ASIP and created staff meetings around it. We think that we have got more focus on getting back into the curriculum. We have had lots of thing happen on the ASIP and have taken some detours and now have the Preschool as part of the trust. This has taken up quite a lot of time which has been quite positive, and we've been tying up what they are doing with what we are doing.</p> <p>Maths leads across the Trust are going to do deep dives together. Data is telling us what is happening and how to drive it forward. We have been overlooking all the intent statements. Teachers are on the oracy project , kicking that through and word of the week. We've produced a dictionary of difficult words for each class. The structure for English has taken a detour down the oracy route. Provision</p>	
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		<p>mapping and quality first teaching now embedded and teachers are showing that a lot less input needed. This stems from quality first teaching.</p> <p><b>How is this linking up across the schools in the Trust? -</b></p> <p><b>Lizzie:</b> Developing middle leadership is underway looking at possibilities to expand the inclusion hub -can see the purpose and benefits of seeing how it can fill the gaps around funding and referral issues and specialist support. A lot of people seeking support, CAMHS up to a 4 year waiting list at the moment.</p> <p>Emily said that there is now a change in the way that pupil premium funding is allocated and she wonders what effect this is having on funding in each school. The funding from DFE is based on January data, which is having an impact on the pupil premium - had any staff had anything to reflect on that. Why would it make a difference?</p>	
54/2021	Focused Visits	<p>Governor feedback on SEND Focussed visits.</p> <p>a. <b>Diptford.</b> Virtual Session with Jodie Churchward. Nothing particularly different about the numbers. Positive piece that all the children have been in the school since lockdown. Interesting one discussion point the SEND children are quieter - they had a bigger challenge now that other children were in school. For those children they often do better in the quieter environment. We talked through children with an EHIC plan at the moment and talked a lot about what was going on with the bottom 20%. When we met only had two or three weeks back in school so staff were able to identify what potential interventions were required.</p>	

		<p>The Staff team have already noticed that children have made more positive gains. Some losses on some subjects but – will cover some of that off as that becomes more apparent.</p> <p>Discussed the inclusion hub and discussed some of the services that the Inclusion Hub can offer – some of the children from Diptford. Didn't feel as anything was particularly different from previous years. Some of inclusion Hub offers have been taking place online. Did touch on Data for SEND – ongoing challenge for a small school and thought the data couldn't be right and talked again about the small number of SEND children.</p> <p>b. <b>Broadhempston.</b> Jill filled in the report in advance and I've already got my notes written up. Highlights - have less children on the SEND register, Jill said that was a direct result of quality first teaching and have 3 children leaving the school. I haven't got the reasons why they are leaving. One of the key development areas is quality first teaching pathway knowledge and skills of staff which is a primary objectives going forward for the summer term.</p> <p>Data picture is very unclear as the moderation packages in place are complete. Exploring some of the data that looks really skewed ND there is a, pause on that for the minute and try and deep dive through it in a minute. I'll Include this as an update next time.</p> <p>Subject leadership still a big area of development for Broadhempston. Jill is going to be doing a deep dive on this.</p> <p>Looking to be OFSTED ready for the end of the summer term.</p> <p>SENDCo has left so hoping to recruit from within the Trust and this is stretching Jill a lot at the moment.</p> <p>Jill has realised that the inclusion hub needs to be growing at the pace of the Trust and it isn't at the moment. Whilst it is very supportive, she feels that this is a key thing. This will go in the S&amp;C bit of the report.</p>	
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		<p>After school clubs are running now. She's been doing a review with Matt Tanner about use of the outdoor space with an exciting summer programme for the school.</p> <p>Lizzie advised that some schools have a SENDCo who works in a separate capacity; heads all have a responsibility as do the teachers. Where they have a separate SENDCo they are very lucky working with the hub. There are quite a few layers of SEND and SEND support. Alex is the trust SENDCo and there is quite a lot of SEND provision out there, making sure that the heads are upskilled and supported</p> <p>c. <b>Harbertonford.</b> Valuing the Inclusion hub which has offered a good service. TA's have delivered SEND throughout lockdown. All year 6 children have been in school. There has been an increase in needs for EHIC which the SENDCo has in progress at the moment and she is trying to get ahead of the curve and trying to This is resource intensive and is a natural curve that there is an increase in SEND/EHIC. Getting better at gap analysis, focus on the staff cohort. Maths is where the biggest gap is – there has been a non send dip. In general proportion of time and energy on SEND detrimental impact that they had been expecting, slow progress in the SEND cohort, and doing some gap analysis.</p> <p>d. <b>Landscope.</b> Met with Jill some of what she said was similar to Broadhempston visit as she is head of both schools, stressing the value of the inclusion hub and the need for it to grow in line with the trust . Jill is finding it stressful to be both Head and SENDCo for the two schools. She is pleased with the number of SEND children in the school. That was also a positive and the upskilling of TAs as part of</p>	
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		<p>that need. As part of progress and the data there weren't any surprises, the progress that was the most limited was in writing, felt that was more of an issue across the trust. Least improvement is in writing but that may also apply across the Trust.</p> <p>Talked around one family who left the school which was a concern and maintaining contact and spoke about a linked up approach in talking with other agencies. Cost of a new EHIC was awarded £4.5K externally but then the school has to put forward £6000 which could be a poisoned chalice managing that.</p> <p>Alice commented that when you apply for EHIC funding you have to comment on how you spend the first £6000 you don't get any additional money because of it. If you are careful with writing your application and your use of TA's and the way using the provision and writing number of SENDCo hours it all counts towards it.</p> <p>e. <b>Stoke Gabriel.</b> Met with Head to talk about SEND provision. Valuing the inclusion hub which provides a good service. All TAs are able to provide SEND support during the lock down period which has been positive. There is an increase in the amount of SEND time required. The school has been working with one child in the nursery who will require SED provision when they join reception in September. There is a national trend for an increase in SEND. Looking at the gap analysis. Maths is where the biggest gap is. There's been a non SEND dip which is not as great as the SEND dip. Spending an increased amount of time on SEND but overall the lock down hasn't had a detrimental effect on SEND provision. The inset day focussed on the dip in the data analysis and the possible reason why. There's a big increase in dyslexia and identification of dyslexia. The ability to access resources and expertise for his is a benefit of being in the Trust.</p>	
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		<p>Lizzie advised that there have been many conversation recently regarding the inclusion hub and its role and work. Information and advice is coming from a number of areas and the hub has such an important place in this area.</p> <p>Cat provided further information on the visit and said that there had been a good conversation around SEND. Provision for all children is there. Our new governor is part of the school health team and this has provided useful link as referrals go through the school nurse.</p> <p><b>Emily McGuinness wanted to have her thanks recorded to the Governors and staff for their work during the lock downs and the return to school.</b></p> <p><b>Highlight issues to feedback to Standards and Curriculum Committee</b></p> <ul style="list-style-type: none"> <li>• It is important to capture the 'lessons learnt' over the lock down period - looking at the value added by the Trust operating model as there is some renewed national focus on the efficacy and sustainability of the model, and establish an evidence base to have 'in the back pocket' to address potential future lines of enquiry. The success of our trust might not be a shared experience across the country. Lizzie had provided this link should anyone be interested in reading the report: Link to the Ofsted Blog article 'The Role of the MAT during the pandemic': <a href="https://educationinspection.blog.gov.uk/2021/01/19/the-trust-in-testing-times-the-role-of-multi-academy-trusts-during-the-pandemic/">https://educationinspection.blog.gov.uk/2021/01/19/the-trust-in-testing-times-the-role-of-multi-academy-trusts-during-the-pandemic/</a></li> <li>• Inclusion hub scale - Generally, all governors feel confident in the systems in place to support SEND children. Where there are challenges these are being picked up by the Heads. It appears that</li> </ul>	
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		<p>there is evidence that visits have been robust and that there are no significant problem areas</p> <ul style="list-style-type: none"> <li>• Mechanisms for flow of training through governors – if the budget does not allow more than 1 governor to attend a specific training course and there is the expectation that information will flow – how should this happen? In local board hub meetings? Through local board working party meetings? Sharing resources via teams?</li> </ul> <p><b>It was agreed to share notes in Teams for now and agree an approach for sharing information.</b></p>	
55/2021	Community and Church Links	<p>Feedback from Governors on Christian Ethos Monitoring or any issues for the Local Board’s attention from the school committee/ethos group meetings they have attended.</p> <p>a. <b>Diptford.</b> Lucy Carol had attended a meeting at Diptford just before Easter and the Committee members were confirmed as unchanged. A further meeting is planned to enable preparation for SIAMS with completion of the self-assessment. The School committee lost a few months but they are now back raring to go. They are preparing for an assessment for SIAMS. First thing to do is the self-assessment. Benchmark is driving Christian ethos through the school. It’s a big document so we are doing it in phases rather than waiting for it to be finished. One question is how do we manage for those children who aren’t practicing Christians?</p> <p>b. <b>Harbertonford.</b> Cat Radford provided feedback from the meeting which had focussed on the ‘Effectiveness of RE’. Less engagement from parents on this focus topic compared to others in the year so may need to review how the topic is discussed in future. Was rounded conversation including comparison of Christian values compared to British values and being a good citizen.</p>	

		<p>c. <b>Stoke Gabriel</b> gradually inching towards working on this matter.</p> <p>d. <b>Broadhempston.</b> The focus is now on the Terms of Reference and this will concentrate on the school ethos. The makeup of the Committee will be looked at after half term and will focus on the model at Landscope and some of the other schools.</p>	
56/2021	Policies and other documents	<p>The following policies/documents were considered:</p> <p>a. LB Constitution and Terms of Reference. This is not currently available. Clerk to research latest documents</p>	<b>Clerk</b>
57/2021	Information provided by the Clerk	<p>Governors were reminded to submit requests for training in the summer Term. Lucy Carol had applied to attend the Primary Curriculum Course but this was denied due to the fact that another person had already attended. There was discussion over how the information from the training could be shared and Cat will raise this at the S&amp;C meetings. Meanwhile governors were asked to upload course material on to SharePoint.</p>	
58/2021	Matters for the next agenda	<ul style="list-style-type: none"> <li>• Standing items as this agenda</li> <li>• Standards and Curriculum (Next meetings are 28 April 2021 and 16 June 2021)</li> <li>• Staff Governors update on ASIP.</li> <li>• Policies – if required</li> </ul>	
59/2021	Date of next meeting	<b>Thursday 1 July 2021 at 1900</b>	

The meeting closed at

**Signed as a true record**

Totnes LGB 210422

Signed: **Cat Radford**

Date: **1 July 2021**