



**An Daras Trust**  
Igniting Curiosity Growing Capabilities

Low Trenchard Church of England Primary School

Lewdown

Okehampton

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Executive Head Teacher – L. Hussey

Head of School – E. Davy

Chair of Governors – A. Crompton

23/3/23

## MINUTES

### Spring Term Meeting 2023

Local Governing Board: Low Trenchard Church of England School

Wednesday 8<sup>th</sup> March 2023 / 4pm at the School

#### 1. Welcome and Apologies

**Present:** Amy Crompton (Chair), Louise Hussey (EHT), Liz Davy (HoS), Joy McSmythers, Mat Booth

**Apologies:** Received and accepted from Emma Bending, Rev. Philip Conway, Ruth Wilson

**In Attendance:** Ann Cullum (Local Governance Officer).

#### 2. Declarations of Interest Relevant to this Agenda

None.

#### 3. Confirm Minutes of LGB Autumn Meeting (30th November 2022) and Matters Arising

- Monitoring/Visits – *see item 14*
- Governor Training - *see item 14*

The decision was made to accept the minutes of the previous meeting as a true and accurate record and the Chair signed a copy.

#### 4. Confidential Matters

LD raised a confidential matter which is recorded in Confidential Minutes.

#### 5. Headteacher Report

The Head's report has been read by all governors, who raised the following challenges:-

**Can you explain why the data is so low in Year 2 and Year 6? What are you doing about it and when will you know if that is having an impact?** LH and LD have held data meetings with both class teachers and data forecasts have been amended as a result of identifying target pupils to focus on achieving ARE. There are still some ongoing gaps in learning from during covid. Tutoring and interventions have been negatively impacted by both pupil and staff absences. Additional tutoring has been planned which is a priority. Additional pupils with high levels of SEN have joined the school with lower than expected data, which the school is working hard to improve. Debbie Saunders has visited and submitted a positive report. LD has prepared a report for year 6 children regarding their progress and other aspects which the parents can see. **How can we access who needs to be further assessed?** SATs are in May and children will be further assessed after this.

**Writing and Maths are a priority of focus across the whole school. Can you explain how this is being addressed? Does the school have sufficient resources?** The school has subscribed to The Literacy Tree which is proving very effective. The whole school CPD has been booked for training on this. Positive feedback has been received from staff and pupils. Writing is on track. In EYFS there is a focus on correct Oracy moving into Writing. The Trust RWI/English lead has completed training and a visit to look at practice. The school will be buying into the RWI portal for September which will support ongoing CPD and provide additional resources.

The Maths lead has undertaken regular monitoring and CPD for staff from EYFS to Year 6. He has an accurate picture of strengths and areas to develop and supports these accordingly. His feedback has ensured that teachers improve their Maths teaching and in turn, pupil outcomes. He offers two after-school Maths Clubs to focus on addressing gaps in pupil knowledge.

**What is the impact of CPD on pupil standards and how do you know?** Teachers are aware and purposeful in their actions as subject leaders to work towards the school's AIP targets. Pupils are knowing and remembering more, as evidenced in triangulation activities – book looks, learning walks and conferencing. Children learn more by writing down what they have learnt and Teachers are now trialling an evolving mind-map. Leaders continue to reflect and refine the curriculum. There is a lot of CPD taking place with focus areas such as RWI and mastering number which have shown the most positive in terms of progress and attainment. **Have you come across any CPD that hasn't been useful?** Not this academic year. CPD is carefully selected through recommendation from the Trust. **Does more CPD mean more time out of the classroom for staff?** No, staff improvement is included in weekly staff meetings. INSET day will be a full curriculum review. Teachers are encouraged to take relevant training and all staff have given positive feedback on training. Pupil progress has been specifically noted in Reading, Writing and Phonics. Behaviour and Relationships has been focussed on this term after analysing the WalkThrus.

**Is the school curriculum ambitious and does it meet the needs of pupils with SEND, including pupils that are working above expectations? Are SEND pupils making progress? How do we know?** The school vision is focused on being ambitious for every child to fulfil their potential. The National Curriculum is fully covered and then localised to make it relevant to the children. All pupils sit on a pupil forum group. The Capabilities curriculum is embedded within the school. The curriculum ensures the application of learning is relevant and is preparing pupils for the life of work and contributing to the community. There are high expectations for children with SEND and support is given where required. Additional intervention groups are run before the start of the school. Some pupils with EHCPs have bespoke provision but high aspirations. Inclusion is a strength of the school. Staff focus on the whole child; good mental health and wellbeing are paramount. It is hoped to extend the after-school Maths club to other subjects.

**Are teachers expected to take after school clubs?** No, but many staff are keen to be involved with these. SEN Services gave a very positive report on the school's provision for SEN pupils. Staff will consult with Tracey Laithwaite (SENDCo) for additional support if needed.

**Are the teachers and support staff being used as effectively and efficiently as possible? How is this implemented?** Yes, overall staff are used as effectively and efficiently as possible. This is covered in the Monday morning staff briefing, ensuring that all staff know exactly what is expected of them. The school ensures that TAs receive the same support and training as the Teachers.

**Are EHCP objectives and SEN support outcomes being addressed? How are they achieved and reviewed?** EHCP objectives are being planned for and achieved due to consistent guidance and support from an experienced SENDCo and dedicated, knowledgeable support staff. Speech and Language programmes are provided by Speech & Language Therapists who work closely with the support staff to ensure that outcomes are achieved. Additional provision such as the Fun Fit programme is delivered by a trained member of the support staff. SEN children are reviewed every half term and targets adjusted where necessary, which includes any additional intervention. The reputation of the school for EHCP and SEN children has spread and the schools' EHCP and SEN support is enabling those children to stay longer in main-stream school. Inclusion is a strong school and church vision. **When EHCPs are in draft form, what is the time frame for fulfilling this? What is the impact of the potential delayed funding, i.e. lack of resources etc? Is there an impact across the school?** The times are variable, depending upon whether families and school agree with proposed EHCP targets, funding, and other factors. Devon SMT sets the timeframe for EHCPs and the school has no influence on when the funding is released. As soon

as the school receives the draft information they prepare for the provision, if this is additional to what is already in place. The impact can be additional workload for existing staff to ensure that interventions and support are in place so that the pupil is not negatively impacted by not having the support they need. The school already has as much as possible in place for EHCP pupils. Devon County Council has temporarily stopped doing Educational Psychiatrist's report. **Will this have an impact?** Yes, because the funding won't be available. **From recent data it shows a significant proportion of pupils with speech and language difficulties. Is there any opportunity to train a specific member of staff to address this?** The school has two support staff who have received training from the Speech & Language Therapists. They have regular, direct communication and support from the Speech & Language Therapists and from the SENDCo. Specialist staff use sign language to communicate with non-verbal pupils.

## 6. Improvement Plan & Attainment/Progress

This was fully discussed in the working party and the report has been shared with the governors.

Key points were raised:

Target One – Standards in writing

**What actions have been completed to improve writing?** The school has moved to The Literacy Tree; the detail was explained as part of an answer in item 5 above. **Is the focus on writing on the mechanics of writing or the imaginative elements?** This has been covered in the Head's Report and the detail explained as part of an answer in item 5 above.

The school will be using RWI from September. **How will this be used to support learning?** There will be virtual lessons for supporting the lowest 20% of children, as well as CPD to support consistent practice. Support for home practice will also be available along with intervention planning.

**Is there a continuing impact of covid? Can you use it to target specific pupils?** Years 3/4 demonstrate some pandemic-caused issues. By engaging in virtual lessons the lowest 20% can have additional support. **Has this had a positive impact?** Yes. Progress was visible within two weeks of starting the intensive support linked to staff training on RWI spelling. There has been a rise in each year group of an attainment of 5-10% of pupils on track for ARE, although time is needed for the impact of changes. EYFS have implemented Talk-through stories.

**Is the school on track?** Yes, for the majority of pupils. There will be another data drop at Easter. Progress was measured at Christmas and interventions put in place for those who are not making expected progress. **JM to carry out a results/data meeting early next term.**

- Target 2 and 4 – Curriculum and Subject Leader Development

LH attended a Curriculum Roadshow and continues to assess the impact and success of the school curriculum, which the school constantly strives to refine. LH and LD will attend an Ofsted Curriculum Roadshow before Easter. All subject leaders have been given release time to complete deep dive work into their subjects. Further CPD is booked to support the Maths and English Leads. The Reception class has had a Diocese audit on Church and RE aspects. INSET has been carried out in English, RE, PE, SEN and Humanities.

**Are the teachers still accessing WalkThrus?** Yes, the units they have selected are to be completed by Easter to report back as part of the Visible Learning impact cycle. LD has also used it to support CPD for all staff in Behaviour and Positive Relationships. LH has attended TRUST SIAMs training run by the Diocese and is beginning an NPQEL. LH has recommended a School Genie Leaders course for LD who is also booked on 'Running a School' training.

- Target 3 Safeguarding – SEN

Tracey Laithwaite (SENCo) has been working through referrals and EHCPs. She has carried out training and support for all staff. TL is also part of the Trust level SEN Audit and reports back progress towards the targets. There is a focus on social, emotional and mental health linked to growing need in schools. All staff have had 3 training sessions linked to SEN and are given time to complete SEN paperwork.

**Has there been a change in mindset by teachers regarding their roles? If so, how is this being addressed?** Yes, there has been a change to some degree. There is improvement but there are pockets of work to be followed up on and developed on in-class support for pupils with SEN, planning for pupils with SEN and monitoring pupil progress. The Trust have a safeguarding 2-year training plan. The need for INCEL awareness and Online Safety has been identified. MB offered to support LD in a family workshop to help with home issues and raise awareness of cyber dangers. A computing event has been held which was attended by pupils from year1 and year5. The Curriculum committee are working towards sustainability goals.

- **SIAMs**

LH shared a little information about the training she had attended plus further opportunities for training to learn about the new framework and inspection changes. There will be a meeting before Easter with staff to look at 'Vision'.

Governors were also directed to the School on a Page document which shows an extensive profile of all year groups.

**7. Safeguarding / Health & Safety**

LD has submitted the DEVON S157/175. ACr and LD have completed a Safeguarding review and also a Health & Safety review. The reports have been shared with governors. Everything is in order and the SCR is up to date and secure. The governors were satisfied with this and had no questions at this time.

**8. Review Vision & Ethos**

LH has submitted a Vision, Values and Lived Experience document to the Trust, linked to the SIAMS Vision, Values and Ethos. LH would like to make the document more specific and meaningful for a Christian school and would like this to be ready for the summer so that it is really embedded in school life. There will be a meeting with Claire Platt (Exeter Diocesan Deputy Director of Education) who will be following this up with visits to the school.

**9. SIAMS**

There will be a school half day to discuss SIAMS. Governors were encouraged to attend SIAMS training. LH will share a video with governors. LH has been working with WH and JC on a document that aligns Church of England schools with non-CoE schools so that there is no opposition.

**10. EYFS Statutory Framework**

Lew Trenchard were "early adopters" of the new EYFS statutory framework and the school are confident with this, as this is their third year of using the new framework. The governors were content with this and had no questions at this time.

**11. Lew Trenchard Pre-School**

Numbers are increasing and staffing has been adapted to cater for the different ages. The school is looking at a permanent extension to the building for the 2-year-old children. Ray Clarke is advising on this.

**12. Parental Views & Engagement**

Parent surveys will be sent out in the summer term.

**13. Compliance**

*Report by exception - Cyber Security, GDPR, Health & Safety*

All governors have completed Cyber Security training but some staff have still to complete this. There were no other issues to report.

## 14. Governor Monitoring & Training

### Monitoring/Visits

- **Pupil voice committee's feedback to governors – JMcS will speak to pupil groups this term – carry forward**
- Ofsted prep with improvement officers – ACr has met with Neil Swait
- Improvement Plan priorities (All) – this will continue to be monitored in the summer term - **carry forward**
- Website Compliance (MB) - NS has confirmed that this is compliant.
- Online safety (MB) – **MB has visited the school and will submit a report**
- PE visit completed by RW – **report to follow**
- Curriculum (All) – this was discussed and agreed at the working party
- Safeguarding (ACr) - completed
- SEND (EB) – EB has been monitoring SEN and will visit again next term. **Meeting arranged with SENDCo – carry forward**

### Agree monitoring and working groups for next term

- **Likely Improvement Plan priorities for next academic year – LH will add to monitoring document and arrange a meeting**
- **PPG impact and provision for next year (EB)**
- **PE impact and provision for next year (RW)**
- **Safeguarding (ACr)**
- **Working party will look at 'Vision' and a second date will be arranged for SIAMS prep**

### Governor Training

RW – CyberSecurity (CS) 2/12/22

PC – CS 13/1/23, SEND 30/1/23

MB – CS 16/1/23

ACr – SEND 30/1/23

LD – CS 11/2/23

EB – CS 21/2/23, SEND 30/1/23.

All governors have completed Cyber Security training.

### Training Overdue – to be completed as soon as possible

- **PC & MB to complete Prevent training and a local governance course**
- **MB to complete Safeguarding training**
- **Skills Audits required from PC and MB**
- **ACr volunteered to take the Equality & Diversity training.**

Governors to Email copies of certificates to AC so that records can be updated.

### **Chair's meeting with CEO**

ACr had a positive meeting with the CEO. The following items were discussed:-

Curriculum Effectiveness Update ▪ School Improvement Plan – Termly Review ▪ OFSTED Update ▪ Local Governance Effectiveness Update ▪ School SEND Profiles and quality of SEND provision ▪ British Values and Rights Respecting School Programme ▪ Sustainability and Climate Change Working Party Update ▪ Sites and Buildings Update ▪ Latest Trust Policy Awareness – Note: Complaints Policy ▪ Safeguarding, Equality and Diversity Update - including Safeguarding and Well Being external reviews.

## 15. Policies

None due for review.

## 16. Any Other Business

None.

**17. DONM**

The date of the next meeting is Wednesday 5<sup>th</sup> July 2023, 4pm at the school.

Meeting closed at 6.10pm.

**Ann Cullum**

**Local Governance Officer**

**Distribution List:**

Amy Crompton	– Chair & Parent Governor	Louise Hussey	– Executive Head Teacher
Emma Bending	– Vice Chair & Co-opted Governor	Liz Davy	– Head of School
Rev. Philip Conway	– Foundation Governor	Will Hermon	– Executive Head/CEO
Ruth Wilson	– Foundation Governor	Steve Tavener	– Chair of Trust Board
Joy McSmythurs	– Co-opted Governor		
Mat Booth	– Parent Governor		