

Dartmoor Multi Academy Trust
Okehampton College Local Stakeholder Board Minutes –
29th September 2022

BOARD/ COMMITTEE:	Okehampton Local Stakeholder Board		
TRUST:	DARTMOOR MULTI ACADEMY TRUST		
DATE:	29 th September 2022		
TIME:	17:10		
VENUE:	Okehampton College / Remote via Teams		
PRESENT:	Martin Strube (MS) (Chair)	Andrew Sweeney (AS)	Helen Riley (HR)
	Nicky Hutchinson (NH)	Sophia Clist (SC) (until 18:35)	Jessica Hill (JH)
	Simon Jolley (SJ)	Tony Jones (TJ)	
ATTENDING:	Phil Ruse (PR) (Vice Principal); Marc Cooper (MC) (Vice Principal) Emma Murphy (EM); Jay Hooper (JaH) (Clerk)		

Actions, **red** Questions raised, **blue** Points agreed, **green**

Item	
1.	Welcome and Apologies: Those present were welcomed by the Chair to the meeting and introductions made.
2.	Procedural items: <ul style="list-style-type: none"> 2.1 Apologies for absence Apologies received from MG 2.2 Confirmation of quorum The meeting is quorate 2.3 Declarations of interest Reminder issued. No pecuniary or personal interests were advised for any agenda item for this meeting.
3.	Minutes Committee to ratify/approve the minutes from the meeting of the 30 th June 2022 Committee AGREED that the minutes were a true and accurate record of the meeting. The Chair to sign.
4.	Matters Arising <ul style="list-style-type: none"> 4.1 Update on Action Points / Matters raised from the meeting held on the 30th June 2022. Actions complete.
5.	Matters brought forward at the direction of the Chair Noted that issues meeting technology are still not resolved.
6.	School Improvement <ul style="list-style-type: none"> 6.1 The exam outcomes indicate a significant gap for disadvantaged pupils. What is being done to close the gap? AS – We are focusing on long-term planning in order to achieve sustainable results. We are focusing on the specific needs of those children, in order to identify the barriers and achieve sustainable progress.

MS – We need to ensure that approaches are evidence-based. I and the Head of English are working with the Kingsbridge Research School to develop whole-school policies around reading and language, which is an area that needs particular focus. That may take time to filter through.

How are pupil premium children picked up through that work?

We are putting the focus on quality teaching and learning, which is at the heart. Then we have a series of wider strategies, for example pupil premium Champions, and putting a narrative around what that means and looks like, then sharing that across staff.

How are you planning to target covid catch-up money?

AS – That will be dependant on the evaluation of previous interventions, so we can be certain it's targeted to the right area. The spending plans for covid catch-up and pupil premium money must be published by January.

Is there a strategic plan for homework and if so how is that being shared with staff and is it aligned to closing gaps?

AS – There is no strategy in place. Homework will be priority, but not right now. Language will change, placing a greater emphasis on out of classroom support. In time, would lie to introduce a new homework platform.

MC – We need to move away from it being something separate from the classroom, to be an integral part of the learning journey. We also have to ensure that it is relevant and seen as integral – if it's not looked at, marked or feedback given, then what's the point?

How does work scrutiny in the classroom drive improvement?

PR – It's very much about evaluating learning; looking at student productivity, engagement, pride in their work, etc. It helps to inform how well the curriculum is being implemented. It's part of the triangulation alongside work in the faculties and faculty reviews, and student voice.

AS – It's also helpful in terms of identifying risk. Over time we should begin to see themes emerging that we can then incorporate into improvement planning.

6.2 Are you preparing for exams and practicing papers in advance of exams?

Yes, that's underway for all exam cohorts.

It's great that you're getting children involved in homework, giving them good strategies to support exams. Is that being embedded from year 7, to embed good practice?

AS – That's exactly what we're trying to do. We have moved to an in-year focus driven by Heads of Year (HoY), as opposed to key stage. We are doing more face to face work with children and their families. We've made the start at Year 11, but will then be pushing it out to all year groups.

To what extent is that involved with primaries? Are they doing similar work to help ensure a seamless transition?

AS – There is definitely work to do there. There are working groups in the MAT (e.g. D-Lead) to drive cross-MAT improvement. However, until we get to the stage of one agreed curriculum, we will still face challenges.

We are starting to have conversations with the principals at OPS and StJ. Transition work is not just year-to-year, but also key stage-to-key stage.

That sounds good. To what extent are the basics being done – are primaries passing across key information at transition to year 7?

AS – yes, that absolutely does happen. We are already starting the conversations for September 23 admissions, in order to prepare both ourselves and the current year 6. We are now carrying out CATs tests for all year 7, as a check and corroboration. The curriculum model for next year is already being planned, together with timetabling and scheduling. This is much earlier than in previous years, and should enable much earlier, clearer communications to parents.

Curriculum evaluation is well underway with the head of Faculty (HoF) and Hoy.

	<p>The MAT has secured funding to take all Year 6 children to France, and we will know what their pre-work will be.</p> <p>6.3 There have been no GDPR breaches.</p> <p>There is one complaint in formal process, and within policy timeframe. We have put a tracking system in place to ensure that we can track and monitor responses to concerns and issues.</p> <p>6.4 There have been some major changes in staffing especially in the senior leadership. You have mentioned that Tutors are being expected to be doing things differently. Is there capacity for that?</p> <p>AS – It’s a challenge, as some love it, some not so keen. We use the teaching standards as the foundation, and working to ensure the expectation is clear for everyone, and that support and training is in place and provided in a manageable way.</p> <p>The important thing is that we are aiming at a model that has flexibility, so we can adapt our approaches as the need rises (for an individual child or circumstance, for example).</p> <p>Are you still understaffed in any key areas?</p> <p>AS – We were already stretched in science, but have classes covered. We have one very strong supply teacher in post, and the focus is on exam cohorts. An advert is going out today and we are hoping to make 2 appointments for science.</p> <p>This has had a knock-on effect for psychology teaching hours, so we are paying for additional hours until Christmas.</p> <p>Other vacancies needed but proving hard to fill, are one technologies post and a language role.</p> <p>Do you have enough invigilators in place?</p> <p>AS – We have a new exams officer in post, and are recruiting invigilators. Covid absences means that a number of long-standing invigilators have not returned. We currently have around 50% of the number we will need, and training is underway.</p> <p>Your report referenced a MAT-wide model of peer review. Is that helping co-operative working?</p> <p>AS – We have peers from other schools in the MAT coming to give us another pair of eyes on the quality assurance work we’re doing around the curriculum. It’s really helpful and a supportive process.</p>
<p>7.</p>	<p>Community</p> <p>7.1 AS confirmed that the school website is compliant, although acknowledged that some information is out of date.</p> <p>Have you carried out a stakeholder analysis?</p> <p>AS – We haven’t but agree this is something that could be helpful especially in mapping the wider community, where we don’t currently know who those people are. We want the doors to be open, but don’t know who might want to her from us.</p> <p>We don’t want to double up on any work already being done by the MAT.</p> <p>ACTION: SJ to contact AS to look at stakeholder analysis and engagement plan ACTION: Flag as issue of concern</p> <p>What external (community) stakeholders do you know of, and are engaging with?</p> <p>MC – Externally, we have work in progress with the agencies involved in Early Help, and looking at ways to meet once a term. The MAT have drawn up terms of reference, but that now needs detailed planning.</p> <p>AS – We are also looking at ways we can engage with other areas, such as business links for careers.</p> <p>ACTION: TJ to arrange visit as career lead</p>

What are your key areas of focus for communication with Parents?

AS – We are focusing on ensuring we share key information. We have a school calendar in place, which is published on the website and sent out to all parents. This maps all school events and meeting for the year.

MG gave an advance note to say that there had been issues at the start of term which were unfortunate, but that clear and quick communication from the College hopefully mitigated parental complaints.

Will there be a formal engagement plan, with timelines and key points for communication?

AS – Of sorts. It's important we share with parents what to expect from us, and when.

Are you checking or triangulating that communication in any way?

We are triangulating through Voice work. We're using school societies, with student, staff and parent voice. We are building a voice map. We obviously need a degree of fluidity, but have been working on a protocol to support that.

The focus is on 'Is it working?' and on listening.

We're holding 3 face to face staff briefing each week, with minutes shared immediately after each one.

We are ensuring through the mapping process, that we have shared responsibility and accountability.

ACTION: Voice Map to be shared with LSB as soon it's formalised

The next thing will be, how we use that information.

A lot of the website information is not up to date.

AS – The website is compliant (i.e. everything is published, in date, that is required), but there is a lot that is still to be updated. Staff capacity is the main issue. Ideally we would seek a new website, but that is not an option right now.

Is there a drive to increase the positive stories circulating across social media to help counter some of the more negative issues raised by a few within the community?

MC – Yes, that's certainly something we're trying to do. A newsletter goes out tomorrow, and we have a comms team in place, to try and improve our positive presence.

8. Inclusion & Social Justice

8.1 SC completed a SEND visit on 22nd September. Report is in governor hub folder and sent to Principal for comment.

SC reported that there are lots of very positive things happening.

The SEND team are delivering emotional logic training to most of the vulnerable children.

The pastoral team has been greatly strengthened.

The issue raised of greatest concern was the change to the Wellbeing provision. Whilst acknowledging good reasons, there were significant concerns over the changes and the communications around them.

MC outlined the changes to the pastoral support team and the rationale behind them.

The team is now located in the centre of the school, and able to support and triage. Highlighted the need to be able to track every child and ensure safety.

The changes mean that planned interventions are now possible, and there is much greater capacity than previously. Individual plans are in place for those who were in Wellbeing at the end of last year.

The changes are working for most, and we are providing space and triage to enable a reactive response on an ad-hoc basis.

	<p>How have the changes been communicated to children, do they know where to go? MC - Tutors have already been communicating to children, and we are about to start safeguarding assemblies to remind them of the changes. They now they can go to the pastoral hub.</p> <p>Did you send out messages to the parents of children who had been using Wellbeing? MC – To a number of those parents yes. I can't say if that happened for all.</p> <p>Do you genuinely believe you have the capacity to deal with the ad-hoc daily issues that could (and do) arise? MC – We have greatly increased the numbers of trained staff in that hub compared with last year, with a much more structured environment. We need to continue work to ensure that all children feel safe, and acknowledge we still have a large piece of work to do with tutors.</p> <p>How will you know if it's working? There is a whole-voice schedule in place, to run termly. Pastoral support will be reviewed in the same way as a faculty review. Simple metric will be to see absence reducing. MC noted that the school has signed up for the Mental Health in Schools Award, run by the University of Leeds. That will provide a tool to help evaluate and test what is being put in place.</p> <p>SC also noted concerns over lack of appointment of Educational Psychologist, and the limited availability of Speech & language Therapist (both trust-wide posts). SC left meeting 18:35</p> <p>8.2 A new school Behaviour Policy is being implemented. MG had sent a note to say that most staff are welcoming the policy, although there are some challenges with a few students.</p> <p>Are there any noticeable impacts? AS - Recognising that it's only 4 weeks in and in the process of 'normalising' expectations, staff voice suggests that things are calmer and staff feel more confident to tackle behaviour. Need to give things another month before venturing a view. MC noted that there has been a significant improvement in the school environment, and the recent NSPCC Safeguarding Audit gave a very positive student voice.</p> <p>There has been a significant increase in suspensions, as baseline expectations are drawn.</p> <p>The policy is out for parent consultation</p> <p>8.3 Plans for pupil premium spend will be published in January</p>
9.	<p>Safeguarding</p> <p>9.1 NSPCC has just completed a safeguarding audit, which was extremely positive and showed very good progress after their last audit 18 months ago. The report will be shared, once received.</p> <p>AS confirmed the SCR is up to date; this was validated by the NSPCC audit.</p> <p>There will shortly be a further audit by DCC.</p> <p>Has PHSE been taken off the timetable? MC – Not taken out of the timetable, but the resources have been diverted.</p>

	<p>PHSE has been put into tutor time. We are upskilling tutors and supporting delivery through specialist addition such as, human Utopia, etc. The Trust has purchased a resource bank to compliment what's being delivered, which we can draw on.</p> <p>9.2 The next Safeguarding visit will be arranged soon.</p>
10.	<p>Trust update</p> <p>10.1 The governance handbook has been refreshed. AS has facilitated the printing of a hard copy for each governor, to be circulated soon.</p> <p>10.2 Chairs Forum met on 15th September. Minutes are in the Forums folder in Governor Hub</p> <p>10.3 Weekly Governance updates are circulated every Friday. All encouraged to read, they include all the latest national and local governance updates plus training etc.</p> <p>10.4 Good start to new term, issue of concern to ensure no overlap of community engagement, parent perception remains a concern and risk.</p>
11.	<p>Housekeeping</p> <p>11.1 Reminders issued to complete mandatory declaration and training refreshers by Friday 30th September.</p> <p>11.2 Lead roles confirmed: Safeguarding: JH / HR; SEND: SC; Behaviour and Community: NH; Careers: TJ QEC: SJ; ISJ: HR</p> <p>11.3 Priorities for school visits: Safeguarding: DCC Audit / SEND: Lived experience of pastoral hub / Behaviour: Lived experience of new behaviour policy / Careers: Extended opportunities School visits will be arranged through AS / CV in the first instance.</p>
12.	<p>Policies for approval</p> <p>12.1 The Behaviour Policy was tabled for approval There were some concerns, which will be written and shared for inclusion with parental views for policy review. The policy was approved by majority vote.</p> <p>12.2 The school version of the Child Protection and Safeguarding Policy was tabled for approval The policy was approved by unanimous vote.</p>
13.	<p>Training</p> <p>13.1 Reminders to complete mandatory refreshers.</p> <p>13.2 Upcoming training: Ringfenced funding for Secondary schools 17th November (online). Permanent Exclusion (PEX) training 5.30pm 1st November</p> <p>Governance Guidance session Tuesday 4th October 1pm / 5pm online links from Governor hub calendar.</p>
14.	<p>Open evening at the College Wednesday 6th October – All Governors welcome</p>
15.	<p>Date of next meetings: Safeguarding Forum 5th October 5pm QEC 18th October 4pm Chairs Forum 2nd November time tbc Okehampton LSB 17th November 5pm</p>
	<p>The meeting ended at 19:08</p>

Action Log from 29th September – Okehampton LSB

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Agenda Item	Action	Actionee	Status
7.1	Arrange meeting / discussion on stakeholder analysis	SJ / AS	
7.1	Flag potential overlap of community communications, with central MAT activity	JaH	
7.1	Arrange visit for careers lead	TJ	
7.1	Share Voice Map	AS	