

Minutes – Lime Hills Academy

Meeting Date: 17 November 2022
Location: Teams
Time: 4.00pm

Chair:

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| Brigid Allen (BA) | Sponsor Councillor & Chair |
| Claire Pannell (CPa) | Sponsor Councillor |
| Alex Davies (AD) | Sponsor Councillor (Joined at 5.00pm) |
| Vacancy | Support Staff Councillor |
| Lis Jolley (LJ) | Principal |
| Vacancy | Student Advocate |
| Clare Pine (CPi) | Teacher Councillor |
| Vacancy | LA Representative Councillor |
| Sally Apps (SA) | Executive Principal |
| Kate Gillam (KG) | Parent Councillor |
| Rachel Phillips (RP) | Parent Councillor |

In Attendance: Sue Burns (SB) Clerk

Apologies: Emma Gundry (EG) Sponsor Councillor

Absent: Nicole Deighton (ND) Sponsor Councillor

| Item | Description | Action |
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| 1 | Welcome, Introductions and Apologies | |
| 1.1 | BA welcomed everyone to the meeting and introductions were made. | |
| 1.2 | Apologies were received and accepted for EG. | |
| 1.3 | AD advised in advance that she would be late to the meeting due to a scheduling clash. | |
| 2 | Declarations of Interest | |
| 2.1 | The Academy Councillors confirmed that they had no change to their pecuniary interests. | |
| 3 | Minutes of the last meeting | |
| 3.1 | The minutes of the last meeting were agreed to be a true and accurate record. | |
| 4 | Actions and Matters Arising | |
| | <p>Declarations of interest – The pecuniary interest link has been re-circulated by the Clerk, all Academy Councillors need to complete it.</p> <p>Emma Gundry will be the LA Representative on the Academy Council, the Clerk will forward the appropriate form for completion.</p> <p>SA will find out the national average attendance for SEMH schools and report back at the next meeting – Carried forward</p> <p>LJ to share the Academy Opening Plan at the next meeting – Completed.</p> <p>CP will contact LJ to arrange a visit to LHA – Completed, meeting booked for next week.</p> <p>Proposed AC training programme – Completed. will be reviewed by COAC and then circulated.</p> | SA |

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| 5 | Academy Council Report – Lis Jolley | |
| 5.1 | I have set an attendance target of 90% for on-site students. Attendance is currently 81% year to date. | |
| 5.2 | All students need to achieve their EHCP targets. | |
| 5.3 | Risk assessments have been completed for all pupils both on site, off site, and travelling in a staff member's car, as well as the staff to pupil ratio. | |
| 5.4 | All the parents have signed a risk assessment for local trips so that we can take students off site. Longer trips e.g. Clevedon Pier and Noah's Ark will be advised to parents separately. I would like to have more trips with fewer students on them which I am working on. | |
| 5.5 | We have an ambitious curriculum based on students having a sense of belonging. Staff are working hard on their planning and how it they can evidence the EHCP targets which are broken down into small steps. Scrap booking and photographic evidence is being captured. | |
| 5.6 | In addition, Doodle and Lexia is being used for literacy and Maths. Doodle has been well received, but Lexia not so much, so I am reviewing it. | |
| 5.7 | Are Lexia and Doodle online programmes? Yes, the software baselines the students and then channels appropriate questions relative to the level that they are working at. | |
| 5.8 | Y10 are doing qualifications and will have completed their entry level qualification by Christmas. We are providing some of the GCSE subjects via units and offer Food and Sports qualifications. | |
| 5.9 | A SALT is in post and is assessing all the students. Several staff have completed 'That Reading Thing' training so will be able to deliver this intervention shortly. | |
| 5.10 | If a child has an EHCP with funding attached, then we must be able to demonstrate that we are ring-fencing that funding for that child. PP funding is more generic and can be used for a provision that is received by the whole cohort. | |
| 5.11 | How do you know how good the provision is at off-site e.g. Rock Steady and The Equestrian Centre? We only use registered and approved ALPs and we have a check-list that we use to approve the provision. The CLF visits some of the provisions and the LA provides assurances for some of the provisions. All staff have DBS clearance, and we use risk assessments and confirm that the student is attending the provision. | |
| 5.12 | How do you determine if the ALP is having a positive impact on education? We need to find subjects that engage our students so that they go on to further education. For example, Rock Steady is for Y10 and Y11 students and they undertake construction qualifications. It is based very close to Temple Meads Station which means it is accessible to Weston students and a mentor attends the first few sessions as part of the transition. | |
| 6 | Pupil Premium | |
| 6.1 | A Pupil Premium statement has been drafted which is linked to the EEF interventions so that we can demonstrate impact. We are focusing on removing barriers to attendance and buying-in resources and training to fill gaps in learning. We ensure that our students have positive childhood experiences whilst in school and feel that they belong to a peer group. We have supported the cost of uniform and trips as well as ingredients for cooking and snacks. Waterproofs and wellington boots have also been purchased. | |
| 7 | Behaviour and Attitudes | |
| 7.1 | Students have settled in, and we have adjusted our student groupings. We are exploring how we can split the Y7 group into small groups to prevent individuals triggering each other. | |
| 7.2 | All staff are Team Teach trained. (REDACTED TEXT) | |

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| 7.3 | We use CPOMS to record all behaviour incidents so that we can monitor trends and the DSLs review the entries and refer to external agencies if required. All positive handling incidents are recorded in the bound and numbered book. | |
| 7.4 | The statutory DfE 'Guidance for Suspensions and Exclusions' applies to Special Schools, does the DfE 'Behaviour in Schools' guidance also apply to Special Schools? This is guidance and some elements do not apply e.g. a managed move would not be used in a Special School because a student would be moved via a consult process. We follow the CLF Central Policy for Suspensions and Exclusions which is DfE compliant. | |
| 8 | Safeguarding | |
| 8.1 | BA is the Safeguarding Link Councillor and will monitor suspension trends and report back to the Academy Council. | |
| 8.2 | We receive a lot of safeguarding support and scrutiny from the CLF Central Team. | |
| 8.3 | We have one child on a Child Protection plan (CP), two on a Child in Need Pan (CIN), two Looked After Children (LAC), two Previously Looked After Children (PLAC), two special guardianship orders and eleven children with a Social Worker. | |
| 8.4 | We have a mental health lead in the school who is undertaking the relevant training. | |
| 8.5 | We have published our EDI statement. | |
| 9 | Quality of Education | |
| 9.1 | An ARV took place on 2 nd November and was attended by Alex Davies who has reported back on the findings. The children's feedback was positive and included that they felt happy and safe and that the staff are calm. | |
| 9.2 | We will follow up on some of the suggestions that arose from the Academy Review Visit. | |
| 9.3 | We will make arrangements to visit The Snowdon Village Nest and the Kingswood Sites to share best practice. | |
| 9.4 | AD: I was impressed with the family feel to the provision and spoke to a parent who was very impressed with the provision and what it means for the community. The curriculum intent and vision are strong and is adjusted to meet the needs of the children. | |
| 9.5 | Alex, what does a 'firmer' approach mean given that you are a trauma informed school? It is important to have a balance between providing a nurturing environment and creating a culture of high expectations. It is worth considering scripting with the team what the non-negotiables are and creating and embedding routines with a rationale of why behind them. The language of 'firmer' does not mean less attuned to children's needs. | |
| 9.6 | We have completed a lot of professional development and during the first week we looked at the curriculum and software as well as Team Teach and trauma. We are good as a team at reflecting on our provision and would eventually like to move to a model where the specialist subject teachers provide lessons in the classrooms, but at the moment we are focusing on providing consistent adults for children | |
| 9.7 | The staff are very skilled and calm, but we have had a significant amount of staff absence during Term 1 due to illness which impacts on individual children and the provision as a whole. We are working with HR to ensure that attendance triggers are adhered to. | |
| 9.8 | ACTION: LJ to provide staff attendance statistics for the next AC meeting. | LJ |
| 9.9 | Are there any areas where you are missing expertise? The staff are very good at meeting the children's social and emotional needs and now need to evidence the academic learning. | |
| 9.10 | Have you considered using software to capture ongoing learning? At the moment we are evidencing the EHCP targets via scrap booking and we are going to investigate star data and the Birmingham Toolkit, but that has cost implications. | |
| 9.11 | SA: The children role play a lot and they are currently role-playing schools which is interesting to observe and may be a way of internalising their experiences. | |

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| 9.12 | ACTION: LJ to schedule the curriculum leads to present to the AC over the academic year, to include how they evidence learning. | LJ |
| 9.13 | AD is delivering training on 6 th December 2022 from 3.00pm to 4.30pm at the Institute for teachers who are new to ALP. | |
| 9.14 | A virtual DfE Visit took place today. They spoke to Steve Taylor, Sally Apps, Brigid Allen, Emma Gundry and Lis Jolley: they gave very positive feedback which they will put in writing over the next few weeks. | |
| 10 | Attendance | |
| 10.1 | How do you propose to achieve 90% attendance? What support will be put in place for staff and students? The attendance target is aspirational and is impacted by the level of attendance in Term 1. We are exploring ways to work with families off-site because some students are on a part-time timetable and therefore are only on site for part of the week. Staff will make contact with parents several times a week and are flexible about transitioning students into the provision. | |
| 10.2 | Attendance is a percentage of the total number of days you a child could have been in school, therefore if a student misses one day in the first week of the school year this represents 80% attendance. In addition, we have a very small cohort therefore each student represents a larger percentage; anonymised case studies will be provided for additional clarity. | |
| 10.3 | (REDACTED TEXT) | |
| 10.4 | Do students on reduced timetables impact on attendance? Yes. We have to engage with a student for several hours in order for it to be classed as a session of attendance. | |
| 10.5 | Why is the attendance target so high when the school has students on a part-time timetable? Attendance is extremely important. Each student has a bespoke package of provision, and the attendance target serves as a reminder for staff to monitor that the provision is being engaged with and to continue to engage with families. | |
| 10.6 | Are you required to report attendance in the same way that mainstream schools are? Yes. | |
| 10.7 | The cohort details have been included in my report and attendance is recorded by group so that trends can be monitored. | |
| 10.8 | If we cannot meet need then we arrange an annual review meeting to discuss alternatives with the other agencies who are supporting the student. | |
| 10.9 | How do you propose to achieve 90% attendance? What support will be put in place for staff and students? The attendance target is aspirational and is impacted by the level of attendance in Term 1. We are exploring ways to work with families off-site because some students are on a part-time timetable and therefore are only on site for part of the week. Staff will make contact with parents several times a week and are flexible about transitioning students into the provision. | |
| 11 | Governance | |
| 11.1 | The Governance training programme will be circulated before the end of the term. | |

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| 11.2 | <p>Student Advocate Vacancy: Is there an adult within the academy who could represent the student voice?</p> <p>We use belonging questionnaires termly to gather data and we get a lot of student voice via CPOMS and the call logs so we are 'student voice rich'. This could be captured via the DSL and Pastoral Lead who could become the Student Advocate.</p> | |
| 11.3 | ACTION: LJ to ask the DSL if she would like to be the Student Advocate. | |
| 11.4 | <p>The following Link Roles need to be covered:</p> <ul style="list-style-type: none"> • RHSE • Careers • Health & Safety <p>ACs to email BA if they want to be the RSHE, Careers Link or H&S</p> | |
| 11.5 | ACTION: All ACs to email BA and advise if they wish to take any of the Link Roles | ALL |
| 12 | Policies | |
| 12.1 | Liz Tincknell is sending the LHA policies to BA for review on behalf of the Academy Council. The policies will then be published on the LHA website so all Academy Councillors are encouraged to read and engage with the policies via the website. | |
| 12.2 | ACTION: All ACs to report any concerns about the policies to BA to review. | ALL |
| 13 | Matters for the attention of the Board | |
| 13.1 | None. | |
| 14 | AOB | |
| 14.1 | <p>Hog Roast at Kingston Seymour on 10th December from 7.00pm. The Cider Barn, Mendip View Farm, BS21 6XH</p> <p>LJ will circulate any school-based events that the Academy Councillors can attend, as they arise.</p> | |
| 15 | Close of Meeting | |
| 15.1 | The meeting closed at 5.50pm | |