

# Minutes – Lime Hills Academy

**Meeting Date:** 27 November 2023  
**Location:** Teams  
**Time:** 3.30pm

**Chair:**

Brigid Allen (BA)	Sponsor Councillor & Chair
Alex Davies (AD)	Sponsor Councillor
Nicole Deighton (ND)	Sponsor Councillor
Lis Jolley (LJ)	Senior Principal
Vacancy	LA Representative Councillor
Vacancy	Student Advocate
Aycia Guildede (AG)	Support Staff Councillor
Kate Gillam (KG)	Parent Councillor
Wendy Hellin (WH)	Clerk

**Apologies:**

Claire Pannell (CPa)	Sponsor Councillor
Rachel Phillips (RP)	Parent Councillor
Clare Pine (Cpi)	Teacher Councillor
Sally Apps (SA)	Education Director

Item	Description	Action
<b>1</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	BA welcomed everyone to the meeting and introductions were made.	
1.2	Apologies are recorded above.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	The Academy Councillors confirmed that they had no change to their pecuniary interests.	
<b>3</b>	<b>Minutes of the last meeting</b>	
3.1	The minutes of the last meeting were agreed to be a true and accurate record.	
<b>4</b>	<b>Academy Council Membership</b>	
4.1	BA will review link roles. KG has indicated that she is happy to be the Link Councillor for Safeguarding. BA advised that there is a Safeguarding Network meeting. <b>ACTION: BA to ask Charlotte Seavill to let KG know the Safeguarding Network meeting dates.</b>	<b>BA</b>
4.2	BA and LJ welcomed AG to the Academy Council as Support Staff Councillor.	
<b>5</b>	<b>Actions and Matters Arising</b>	
5.1	BA advised that the trust's central team have advised that CLF guest email addresses no longer automatically forward to personal email addresses. This is to ensure data sent confidentially to a CLF account is not automatically forwarded to a personal account. Going forwards, emails will be sent to Academy Councillors personal email addresses, advising them to check their CLF accounts, or Teams.	
5.2	BA noted an item in the last minutes around how Councillors can capture student voice, given that students cannot easily come to the AC meetings. BA asked if a Pupil Council was in place at LHA. LJ advised there was not one set up yet, however, student voice is captured and recorded via CPOMs and Councillors are welcome, and encouraged, to speak to students whenever they are on site. A big piece of work around Belonging has just taken place and student voice was collected during this work.	
5.3	LJ and ND will organise a date for a deep dive. This item is ongoing. LJ advised that Wednesdays are the best day. <b>ACTION: ND will email a date through to LJ.</b>	<b>ND</b>

5.4	LJ confirmed an RE curriculum has been written. <b>ACTION: AD will link with LJ to share some additional resources and lesson plans.</b>	<b>AD</b>
<b>6</b>	<b>Academy Council Report – Lis Jolley</b>	
6.1	<p>LJ highlighted key parts of the Academy Council report.</p> <p>Site:</p> <ul style="list-style-type: none"> <li>On December 13th the planning committee meets to determine planning permission for the Churchill site. LJ will be at the meeting to speak for this plan. At present the LA think it will be granted, but it will depend on this meeting. The timescale is currently September 2025, so the trust is looking at various options for a further interim site.</li> <li>LHA was due to move to having 54 students next year. An Ofsted inspection is also due next year. This compromises the financial position of the school due to the lack of student numbers.</li> <li>In terms of Ofsted, we could be challenged around breadth of curriculum due to the lack of science laboratories, food technology and other specialist classrooms.</li> <li>Current capacity is for 29 students; there are 27 students on roll. One student moved out of area and one further student has been granted elected home education. The student has been following home education since Year 5 and although on roll has not been attending LHA. There have been two students on roll with zero attendance since September and they have now been removed from roll.</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>Target is 90% attendance for students with on-site provision. This is set to ensure students make demonstrable progress and all students achieve their EHCP targets and feel safe and supported.</li> <li>Onsite attendance is currently 90%, off site provision attendance is 63% of the provision in place.</li> </ul> <p>Voice:</p> <ul style="list-style-type: none"> <li>Sally Apps is doing a big piece of Voice work. Each term staff voice, parent voice and student voice is collected. Parent voice has been issued today. There are also ‘pulse’ taking staff voice and parent voice. There have been good responses from voice. October staff voice was very positive. LJ reported on some of the responses.</li> <li>The responses are reviewed and then LJ produces a ‘You said, we did’ to ensure staff see the impact of their feedback.</li> <li>Similarly, a You said, we did is put in the newsletter in response to Parent Voice.</li> <li>Student data is the Belonging Survey, this has gone to all students in the CLF. The highest score is 4 and the average at LHA was 3.2. LJ read some of the student questions and responses.</li> <li>There are a few less positive responses (but still in the positive bracket) around peer-to-peer relationships.</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>A lot of time in term 6 was spent on curriculum. Relationships were a focus for year 1 of LHA, and it is now time to further develop the curriculum and move the focus to learning.</li> <li>Time has been spent with the English and Maths Improvement Leads. Most of the long inset at the start of the year was given over to English and Maths; these are the two focus areas.</li> <li>There are now resources in place for teachers at the right level for students.</li> <li>LHA is using Ready to Progress for toolkit descriptors for English as well as some of the entry level English and maths models for students in KS3.</li> <li>Joe Thomas has finished Forest School Training and there are 3 Thrive trained practitioners in place.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Students will take qualifications in English, Maths, Food Technology, Photography and Sport.</li> <li>• LHA has gained the NCFE accreditation.</li> <li>• Any other qualifications to be done will need to be done at other schools as there is no fit for purpose exam room. GCSEs will likely be sat at WHA or HPA.</li> <li>• The classes doing better are those where a teacher is leading. There are two primary trained teachers, one secondary trained teacher and an HTML (unqualified teacher) who has a lot of SEND and SEMH experience. That has allowed some hierarchy of accountability to be in place, in contrast to the flat model previously in place.</li> <li>• Training is now different for the teachers and TAs rather than everyone doing the same thing.</li> <li>• The curriculum intent is included in the report. There are now written plans for E-safety, RE and careers and these are delivered in intensive weeks rather than safety days as these suits the students better. The weeks are tailored to specific groups and their particular profile. This will be informed by anything that has come up on CPOMs for them, such as anti-social behaviour, criminality, relationships etc.</li> <li>• There is no longer a SALT person or a counsellor at LHA. At present students are taking with their key adults.</li> <li>• The Star Progress toolkits used at SV have been rewritten for use at LHA. These will be used to report to parents in terms 2 and 6 as well as reporting on the Ready to Progress programme and the Birmingham toolkit.</li> </ul> <p><b>ACTION: BA requested that staff attend the remaining AC meetings this year to talk about curriculum and assessment, transition, and belonging. Transition will be included in meeting 3 (term 4), curriculum and assessment at meeting 4 (term 5) and Belonging (including attendance) at meeting 5 (term 6).</b></p> <p><b>Quality of Education</b></p> <ul style="list-style-type: none"> <li>• Relationships were very strong last year; this year the focus is on delivering a more formalised curriculum.</li> <li>• Early observations are that teachers are planning based on the curriculum intent.</li> <li>• The summary of the ARV and potential next steps is included in the report.</li> <li>• LJ talked about the last ARV that took place with Sally Apps, Guy Clayton EP, and Bex Jones (the Head of Sky Academy in Taunton). There was some feedback on relationships, where there were some instances where teachers were not showing unconditional positive regard with a feeling that some students were favoured slightly and the teacher stepped back from engaging further with some of the more challenging students. Work has started to address that and there has also been some staff movement.</li> <li>• Academy Scrutiny has taken place whereby a panel of the board meet the Principal and Chair of the academy and ask them questions about the school improvement journey. Recommendations include the need to increase the number of Academy Councillors. BA advised it would be beneficial to have a Councillor that can represent the NS community especially with the new site challenges. There was a recommendation about the understanding of the CLF curriculum and on bespoke professional development of staff in English and maths. It was recommended that networks with other special schools are extended, and finally to be looking at assessment carefully to ensure there is cohort level data that external people can easily understand and scrutinise.</li> </ul> <p>Pupil Premium and Disadvantaged</p> <ul style="list-style-type: none"> <li>• All CLF schools are required to write a top sheet for their commitment to equity through education; this has been included in the papers for this meeting for Councillors to read.</li> </ul> <p>Behaviour</p>	LJ WH
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	<ul style="list-style-type: none"> <li>• There have been two half-day suspensions since the start of term; the school aims to keep suspensions to the shortest time possible.</li> <li>• There are three students who are recorded in the bound and numbered book, with 12 incidents recorded where there was a need to positively handle those students.</li> </ul> <p>Safeguarding</p> <ul style="list-style-type: none"> <li>• The Safeguarding Report is included in the papers. KG confirmed she has had sight of this. The school works with Steve Bane, the trust's DSL who informs the safeguarding improvement plan.</li> <li>• The school follows the Jigsaw PSHE programme. The main themes are focused on things pertinent to the cohort at LHA, including misogyny, homophobia, racist language, anti-social behaviour, and shoplifting.</li> <li>• There are two new members of staff that are young males, he has noticed that when students talk to women on site, they are less respectful than when they talk to men.</li> </ul> <p>EDI</p> <ul style="list-style-type: none"> <li>• The EDI objectives for 22/23 have been reviewed and there are some next steps detailed in the report. The same objectives will be kept for 23/24 in order that they can be developed further.</li> <li>• There have been emergency annual reviews for two students for who alternative placements are being sought.</li> <li>• There is a lot of mental health needs currently and there is one student with a DOLs order, (removal of individual liberties for a student).</li> <li>• There are children with CP cases and CHIN cases, so a lot of children that need a lot of looking after.</li> </ul> <p>Health and Safety</p> <ul style="list-style-type: none"> <li>• Health and Safety is generally positive. There are some issues around whether we could lock our site down effectively in a lockdown situation and the answer is likely to be no. However, somebody who did the SV doors has visited to see if LHA can have the same setup. LJ said she would welcome any advice from AD around appropriate door locks etc. The challenge is supporting children with very high needs in buildings that are not appropriate, or in some cases, not fit for purpose.</li> </ul>	
6.2	Questions from Academy Councillors	
6.3	<b>The attendance target for on-site pupils is 90% and you said the target was for all students to achieve their EHCP targets. Is that your vision, or is that what has happened?</b>	
6.4	Those are our targets for the year.	
6.5	<b>With regard to on-site vs offsite – is there a breakdown of the percentage of children that are on-site vs bespoke things.</b>	
6.6	Attendance for on-site children is 90%. For offsite children there is a variety of provision in place. For example, a child might do 50% at an alternative provision such as Boost, and they attend 50 out of 50 so 100%. Another child might attend 33% out of a 60% provision for example. The table in the report shows a breakdown of the provision and the attendance at that provision. There is a story behind every one of those students and some very strong success stories too. Overall, there are 20 on-site students and for those to have 90% attendance is a good place to be in. Next steps are working on those bespoke models and having the staffing to be able to run that. It is very challenging.	
6.7	<b>How do you ensure the quality of these provisions that students are attending?</b>	
6.8	We use the CLF quality assurance documentation to assure the alternative provision placements. This means we see all the Health and Safety and compliance policies and paperwork. We then visit the alternative provision. We visit Rock Steady at least once a term. The provisions write reports to us on a weekly or daily basis.	
6.9	<b>How are you able to easily collect parent voice when you see the parents so infrequently, due to many students arriving in taxis or other forms of transport?</b>	

6.10	As a small provision, we communicate with all our parents regularly, and we talk to them at least twice a week. We have set up the form for parent voice such that teachers can complete it for parents after conversations with them.	
<b>6.11</b>	<b>Will you be focusing on peer relationships, and peer on peer bullying going forward?</b>	
6.12	Yes. We have removed our category of 'friendship issues' on our system and now include this under bullying to really shine a light in this area. We will expect the number of recorded 'bullying' incidents therefore to increase initially. Peer relationships is the next stage of development for LHA. We are working with an Educational Psychologist on the focus of our ARV around 'What are teachers actively doing that creates regulation in the classroom, and what are teachers not doing that creates dysregulation'. He is working with us on an action plan and a focus on nurture training and will join us on the inset in January.	
<b>6.13</b>	<b>How will you monitor the success of that</b>	
6.14	There are lots of tracking documents and KPIs. It is the same model following in Glasgow. Peer on peer incidents should reduce and there should be less name calling as they pass each other in corridors and around the site. We have made some headway with that by separating one group out as a 3 and a 2; the name calling in that group has now stopped.	
<b>6.15</b>	<b>For the children that have been slightly negative with their feedback, particularly around peer-on-peer relationships, is there a particular learning need for those children, that you have unpicked?</b>	
6.16	Yes, we can see what each child said for each question. It is a case of unpicking whether their curriculum is not being met, SEND needs not being met or they are in the wrong group. The four groups we have in place now, each have similar needs and temperaments, in terms of a group that enjoys being outdoors a lot, a group that need a lot of educational toys and play, for example. ND reported that in her setting it is based on meeting the child's needs. <b>ACTION: LJ to follow up with ND and AD about how groupings operate in their settings and if the model at LHA is appropriate.</b>	LJ
<b>7</b>	<b>SEND update - Ellie</b>	
7.1	<p>Ellie provided the following information on SEND:</p> <ul style="list-style-type: none"> <li>• This academic year there have been ten completed annual reviews to date, out of 29</li> <li>• Four were emergency reviews where a change of placement is needed.</li> <li>• All of the Year 11 annual reviews will be completed by the ned of week.</li> <li>• Weston College have attended which has been helpful.</li> <li>• Transition plans are in place for all students where annual reviews have been completed for Year 11, to ensure a smooth pathway to Post 16.</li> <li>• Thre have been 27 consults through, 12 still need to be responded to; 6 were received on Friday.</li> <li>• The influx is due to North Somerset preparing for SEND panels, in order that SEND places are allocated next January and February.</li> <li>• The response to consults is based on if LHA can meet needs and also if there is capacity on site.</li> <li>• Showing parents round has been challenging due to the unknown situation with regard to site.</li> <li>• Some of the consults are for children already in special provision out of area, some are for children currently in mainstream.</li> <li>• There are 2 spaces presently. One has been allocated to a student under a tribunal case and the other is hoped to be filled with a Year 7 student.</li> <li>• LHA is base funded and package funded for 24 students, above 24 there is only funding for children in school; therefore, funding could be lost for a couple of months while the school waits for the SEND panel.</li> </ul>	

	<ul style="list-style-type: none"> <li>SEND training – to date this has focused on trauma, ADHD and autism, some further autism training is required. Further training is required on other elements of SEND such as dyslexia.</li> </ul>	
<b>7.2</b>	<b>Do you get a sense of how frustrating it is for parents, given the uncertainty of the school building?</b>	
7.3	(KG) I don't see a lot of other parents due to drop off arrangements, but it is not ideal. The students are not sure what it is happening. It is frustrating that the department will not share a back up plan with the school and parents. We are grateful to have a place in an SEMH school but this is not the best site for it. There is not the space on site to have quiet spaces for example. The unknown is unsettling.	
<b>7.4</b>	<b>When staff attend training, is there a mechanism in place for sharing that across the wider staff body, when they return?</b>	
7.5	Yes, we do that regularly as part of CPD to share that knowledge.	
<b>7.6</b>	<b>Do staff then feel confident to act on that?</b>	
7.7	Yes, we try to ensure our CPD is practical so there is enough they can go away and use.	
<b>7.8</b>	<b>What is your biggest priority for the rest of this year and the rest of this term?</b>	
7.9	From a SENCo point of view, the paperwork is huge, and that is a priority. We try to calendar annual reviews, but there are also emergency ones. We have had 4 already this year. The whole year priority is ensuring provision is high quality and meeting need. There are some students that are not site-ready that have more mentoring type provision outside of LHA and we need to ensure they are also having learning or academic progression to make progress to the EHCP targets. It might be we split off and have a type of outreach hub, such as in the BA dance studio, to provide that.	
<b>7.10</b>	<b>With regard to annual reviews, is it just the SENCo doing these or are you upskilling other staff?</b>	
7.11	In North Somerset, we have to put all the information on the hub, they are wary of adding more than the SENCo and Principal. At present I sit on them all. There is income from the members of staff that teach the pupil.	
7.12	Academy Councillors discussed the best model for completing annual reviews. ND urged some caution around staff other than the SENCo or Principal leading reviews; it is important other staff are upskilled and contribute, but practice in other special settings has shown it is important these are led by the SENCo or Principal.	
<b>8</b>	<b>Safeguarding and Health &amp; Safety</b>	
8.1	No further safeguarding matters were reported.	
<b>9</b>	<b>Policies</b>	
9.1	The Academy Council approved the Admissions Policy.	
<b>10</b>	<b>Matters for the attention of the Board</b>	
10.1	None.	
<b>11</b>	<b>AOB</b>	
11.1	No further business was reported.	
<b>13</b>	<b>Close of Meeting</b>	
13.1	<p>The meeting closed at 5.20pm.</p> <p>Future Dates: Monday 26 February 2024 – 3.30pm Monday 13 May 2024 – 3.30pm Monday 1 July 2024 - 3.30pm</p>	

**Actions to take forward to next meeting:**

<b>Action No.</b>	<b>Item</b>	<b>Owner</b>
06.07.23 04	AD will share some curriculum resources and lesson plans for RE with LJ.	<b>AD</b>
27.11.23 01	BA to ask Charlotte Seavill to let KG know the Safeguarding Network meeting dates.	<b>BA</b>
27.11.23 02	ND will email a date through to LJ for a deep dive.	<b>ND</b>
27.11.23 03	BA requested that staff attend the remaining AC meetings this year to talk about curriculum and assessment, transition, and belonging. Transition will be included in meeting 3 (term 4), curriculum and assessment at meeting 4 (term 5) and Belonging (including attendance) at meeting 5 (term 6).	<b>LJ WH</b>
27.11.23 04	LJ to follow up with ND and AD about how groupings operate in their settings and if the model at LHA is appropriate.	<b>LJ</b>