

# Minutes – Lime Hills Academy

**Meeting Date:** 26 February 2024  
**Location:** Teams  
**Time:** 3.30pm

**Chair:**

Brigid Allen (BA)	Sponsor Councillor & Chair
Alex Davies (AD)	Sponsor Councillor
Nicole Deighton (ND) Claire Pannell (CPa)	Sponsor Councillor
Lis Jolley (LJ)	Sponsor Councillor
Aycia Guildede (AG)	Senior Principal
Rachel Phillips (RP)	Support Staff Councillor
Kate Gillam (KG)	Parent Councillor
Clare Pine (CPi)	Parent Councillor
Sally Apps (SA)	Teacher Councillor
Wendy Hellin (WH)	Education Director
	Clerk

## Apologies:

Action No.	Item	Owner
06.07.23 04	AD will share some curriculum resources and lesson plans for RE with LJ. LJ have delivered a series of lessons for RE, moving the RE agenda forward. <b>Ongoing</b>	<b>AD</b>
27.11.23 01	BA to ask Charlotte Seavill to let KG know the Safeguarding Network meeting dates. WH to ask Jackie to let KG know the dates.	<b>WH</b>
27.11.23 02	ND will email a date through to LJ for a deep dive. This item is <b>ongoing</b> .	<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). This item is complete and can be <b>closed</b> .	<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. This item can be <b>closed</b> .	<b>LJ</b>

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 (27 November 2023) were agreed to be a true and accurate record and were approved.	
<b>4</b>	<b>Actions and Matters Arising</b>	
4.1	The action table has been updated.	
<b>5</b>	<b>Academy Council Report – Lis Jolley</b>	
5.1	LJ reported that there are 26 students on roll, and a further 3 joiners. The next phase will be to expand from 29 to 54 in September 2024, across 2 sites, with secondary provision at WHA and primary at the current LHA site.	

5.2	ES advised that she had met with the families of the 3 new joiners and there are 2 transition visits planned this week and a further 2 next week. A further 29 will join in September and ES has started to meet with some of those families, where they have expressed some concerns. ES is starting to map out timetables for those students and to consider how the WHA building is introduced to students. Some tours will be arranged towards the end of this academic year.	
<b>5.3</b>	<b>Questions from the Academy Council</b>	
<b>5.4</b>	<b>What sort of concerns do parents have?</b>	
5.4.1	They don't have concerns about the building. They have some normal transition anxieties. One family has a very anxious child who has not been in school at all. Another child has two adults to support them at all times. There is a further parent who wants a long transition for their child and we are discussing the capacity to do that, and another that just wants to see the site.	
<b>5.5</b>	<b>What is the physical provision going to be at WHA? Will it include Year 7?</b>	
5.5.1	It will be for just over half of the new 29 joiners and we have 12 new Year 7s that will also likely attend WHA. In total there are about 40 secondary pupils and 12 – 14 primary pupils. The secondary model is 8 pupils with 3 adults but we have found we need more on this LHA site. Within primary, quite a few students have one-to-one provision, and some are supported by two adults. Lots of those coming to LHA have been out of education for a while. The LA have asked us to take at least 7 or 8 into the primary cohort and we are in discussions with them around specific funding for those students. It will be a challenging cohort. When we meet with the LA we need to ensure the funding is right for the children. This will be a nice primary site with around 12 – 14 students. This site is having some general maintenance and decorating done to give it a refresh. The LA is in the process of making the site at WHA safe. LHA will have a self-contained ground floor, with a separate car park, reception and entrance. WHA students will have the upper floor, accessed via a corridor at the rear of the new ground-floor WHA site. It will feel like two separate schools with no crossover. There will be fantastic opportunities at the new site in terms of developing the curriculum for food, sport, DT, arts and photography as there will be specialist spaces for all those subjects. These spaces will be shared with WHA students, but will be used at different times with no crossover. The play areas are completely separate.	
<b>5.6</b>	<b>How are staff feeling about it?</b>	
5.6.1	They are quite excited. It has been interesting to see which staff want to go to the new site and which prefer to stay here. Some have some reservations; there is something very positive about being here, away from Weston-Super-Mare where some students have negative links to the community. The risk is that being back in Weston-Super-Mare will mean students may be tempted to abscond from site to go home, or will get side-tracked on the walk in to school. They are far enough away from that when here on this site, that it is not an issue.	
<b>5.7</b>	<b>Will staff have a chance to go and tour the new site?</b>	
5.7.1	Yes.	
<b>5.8</b>	<b>Do the Post 16 children know about the change in site?</b>	
5.8.1	Yes.	
<b>5.9</b>	<b>Is there a plan to increase further in the future, to grow numbers further?</b>	
5.9.1	Potentially yes. The PAN is 65 and we could potentially accommodate that over the two sites.	
<b>6</b>	<b>KS4 curriculum – Joe XXXXXXXXXXXXXXXXXXXXX</b>	
6.1	For English and Maths, DSSB followed different levels of the NCFE qualifications, depending on the ability of the student. Each student has different needs and will have different gaps in their learning. The path each follows is very individualised and will vary from Entry Level 1 – 3, to functional skills and GCSEs. Staff use knowledge checks and look at where the gaps are and what the next steps are for each of the students and then plan tailored lessons for them to ensure they can make small steps of progress, across years 9, 10 and 11.	
6.2	All students started assessments at Entry Level 1 for English. Some find this easy and some will be challenged but it is important that they sit a test that they do not fail and allows them to feel success	

	and builds their confidence which feeds back into their learning. Students will then go on to Entry Level 2, 3 and then move to Functional Skills. For every test entered so far, all students have passed.	
<b>6.3</b>	<b>Questions from the Academy Council</b>	
<b>6.4</b>	<b>Are you looking to roll this out to different subjects?</b>	
6.4.1	Yes. We are already following the NCFE programme for the cooking qualification. A Quality Assurance visit has taken place and students have begun their work on individual units. We also use the same programme for art.	
<b>6.5</b>	<b>What is your aim? Is there a particular level you hope all students will reach in English and maths?</b>	
6.5.1	The aim is for everyone to leave with a qualification in each. We start low and build confidence and that enables students to then sit qualifications at a higher level.	
<b>6.6</b>	<b>Some students will have a higher academic ability. Are any students going to sit GCSE English and maths?</b>	
6.6.1	All students have a pathway to GCSE. Currently there is a small cohort of 4 students in Year 11 and 2 are entered for GCSE English and maths. The model we use of entering students for lower level exams before moving them on is expensive but possible with our small cohort. Given the nature of the provision and the potential for high mobility of students we want to ensure all students leave with some kind of accreditation. We also look to bank units from vocational qualifications so that students are leaving LHA with something useful. The next challenge is that there are 2 KS4 students that are not engaging. One is not attending and will not sit an exam, and they are quite an academic students. Another will write and can produce good work but will not write in an exam. We need to focus on getting those students engaged. <b>ACTION: LJ to provide an update at the next meeting on the 2 KS4 students that are not currently engaging and are not sitting exams.</b>	<b>LJ</b>
<b>6.7</b>	<b>Do you follow the CLF assessment calendar?</b>	
6.7.1	No. We did look at the CLF model but for most it does not align with what the students need. When we reach the point of taking GCSE papers, that will be done in the normal CLF assessment window.	
<b>6.8</b>	<b>Have you enough qualified teachers in classes? This was a concern last year.</b>	
6.8.1	At present yes. We will have to think about staffing as we expand. It would be helpful to have an English specialist when we grow.	
<b>6.9</b>	<b>What does the recruitment plan look like for next year?</b>	
6.9.1	Each group will have a teacher predominantly linked to them, but we do need to employ subject leaders. We don't currently have that. Subjects are spread across Lis, Ellie, Joe and Grainia. We need someone to own and drive English and someone to own and drive maths. The challenge is having a balance between relationships and what a subject leader can add; it needs to be a hybrid of the nurture model and primary provision.	
<b>6.10</b>	<b>We recruit primary teachers at SVA for our secondary aged students and that works well. Is that something you are considering?</b>	
6.10.1	Yes we will ensure the advert is written in a way that attracts primary teachers. We also look to other provisions in the trust such as The Sky Academy and Brook Academy to ensure there is collaboration for our teachers.	
<b>6.11</b>	<b>Have you got the right professional development in place for teachers, for this model?</b>	
6.11.1	Yes. In the first year we concentrated on relationships, and on understanding each child. This year we are focused on the curriculum and have had various CPD including training around the Birmingham Toolkit, Ready to Progress for maths, and the NCFE resources. We have held in house curriculum training. The challenge is that there is never enough time. Staff are doing a very good job. We plan collaboratively once a term and think about the topic for next term. We use some off-shelf programmes such as Popple and Jigsaw. This term we are going to go back to looking at pedagogy and look at the understanding of the brain and how our particular students learn. A focus on the curriculum can mean the approach becomes a bit mainstream and that is not always the best approach for our students.	
<b>7</b>	<b>DSL and Link Councillor - Safeguarding</b>	

7.1	CW and KG have met to look at the end of term reports produced and to have an initial discussion about CW's role and the number of safeguarding cases the school has, and the number and type of referrals made. They also discussed interventions in place and the impact they were having on student's mental health and wellbeing.	
<b>7.2</b>	<b>Questions from the Academy Council</b>	
<b>7.3</b>	<b>There is a lot in the press around knife crime and knife related issues at present. Are you aware of any specific anxieties around that? Are your young people feeling anxious?</b>	
7.3.1	There are a number of older students that are out and about in the community, mixing with older people including some that are involved in knife crime and other criminal activities. We have close links with the police, and meeting them, and other agencies fortnightly. There are good processes and procedures in place for information to be shared. Students are not overly anxious or worried. What they do need is more knowledge around what to do if they saw something, or became involved in something and we are able to have those conversations with students. Staff are very proactive at that. (KG) Knife crime was discussed in our home for a while but things have died down now, although there is still so much on social media.	
<b>7.4</b>	<b>Have you had any specific training or guidance on this?</b>	
7.4.1	Our concerns are mostly around the Weston-Super-Mare site. We are working with a North Somerset theatre and education community project (Blades) that are coming in to do six weeks of work with us. LJ has attended a Bleeds course.	
<b>8</b>	<b>Attendance</b>	
8.1	Whole cohort attendance year to date is 70%. The national attendance figure for SEND provision is 86%. However, attendance for SEMH schools is in line with LHA. One of the challenges is the extremely complex cohort. There are 3 new joiners to LHA and each will have a slow and measured transition. Whilst right for those students this will negatively impact on attendance for a 3 – 4 week period.	
8.2	On site attendance, for the 14 of 26 students with no modifications, is 93%. A table is included in the AC Report that details the attendance of each of the remaining 12 students that have modified plans in place. There are a lot of vulnerable students and staff are working with social care for all of these. There are fortnightly meetings around a specific cohort of children from across the trust, that attend LHA, HPA and the VLC.	
8.3	Overall, attendance is moving in the right direction. For students who have 50% provision, many are engaging. We work with families and review provision every couple of weeks to ensure it is still right for the child and we complete a bigger review at the end of each term.	
8.4	Some students also attend alternative provisions (AP) and whilst there they work to their academic and EHCP targets. Most of those at AP are in Year 11 and the reliance on external AP will therefore begin to reduce over time. For most students, LHA is getting it right for students on site; many were not attending anywhere prior to joining LHA. There are currently 3 or 4 students having some complex issues at home or in the community at present and the school is working on a provision that supports them in collaboration with social care.	
<b>8.5</b>	<b>Questions from the Academy Council</b>	
<b>8.6</b>	<b>How do you guarantee that you know that children attending alternative provision are in that provision on a day to day basis?</b>	
8.6.1	The mentors message the school office every time they arrive to work with a student, and again when they finish the session, so all times are logged. Where appropriate students are taken home if met outside of the home. AP provisions also log attendance with us and produce a weekly learning report for us. We are completely confident that we know where our students are.	
<b>9</b>	<b>Behaviour and Attitudes</b>	
<b>9.1</b>	<b>Behaviour and Suspensions</b>	
9.1.1	Behaviour data is included in the AC report. LJ advised that the number of incidents of child on child abuse have increased. This is due to a reporting change, rather than an actual increase in incidents.	

	Previously, incidents could be logged as bullying, friendship issues or child on child abuse. All altercations are now recorded on CPOMs as child-on-child abuse. This has increased awareness around what the acceptable behaviours are in school. The school has completed a child-on-child self-assessment and are starting a child-on-child working group. Behaviour is complex in SEMH schools; a lot of the behaviours are communication issues. Students may swear or say offensive things and we have to take an individualised approach in this setting. LJ stressed that this does not mean the school is accepting of this language or saying it is okay, but that there is a clear graduated response to it.	
9.1.2	Suspensions data is included in the AC report. The school tries to keep suspensions short – usually to half a day, or a day. Staff will visit the child in their home setting before they return to school wherever possible. Term 2 saw an increase in suspensions following the implementation of the mobile phones policy and this has been successful. The longer suspension showing on the report, for 4 days, was given for damage caused to an alternative provision site. There are also some suspensions for child-on-child abuse, but generally there is not much physical violence between children. The number of recorded incidents in the bound and numbered book has reduced. There were 17 incidents in term 1, 2 in term 2 and 3 in term 3. BA advised that when talking to students in school the subject of mobile phones came up, however, students seemed more concerns that they cannot carry their bags, rather than being without their phone.	
<b>9.2</b>	<b>Student voice</b>	
9.2.1	LJ advised that information on student voice is included in the AC report. There was nothing surprising in the results. The school uses questionnaires which include questions around belonging; reverse negative questions are no longer included. Questions are straightforward. The results will vary depending on the mood of the student at any one time and can vary day to day. Generally, students feel they have good relationships with staff; they feel safe. Results are a little lower around themes such as ‘everyone is friendly’ and also around developing peer relationships. Adult/student relationships are strong. Students don’t feel bullied, or where some bullying has taken place, they feel it is dealt with effectively.	
<b>9.3</b>	<b>Parent voice</b>	
9.3.1	Parent voice is predominantly strong. There is one parent less happy at present but we know why that is and are working with that family. Over 90% of parents have indicated they would recommend the school to others, which is very strong.	
<b>9.4</b>	<b>Staff voice</b>	
9.4.1	LJ reported that staff voice has improved significantly. The survey was based on the CLF questionnaire and had a focus on belonging. The aim is to survey staff three times a year so that the trust have an understanding of how staff are feeling. The CLF survey has around ten belonging based questions and following those, each academy can add some questions of their own.	
<b>9.5</b>	<b>Questions from the Academy Council</b>	
<b>9.6</b>	<b>(To AG) Do you feel that the staff survey is a useful process to collect staff voice? Do you think it reflects how staff are feeling?</b>	
9.6.1	It is, but it would be useful to know what is done with the information.	
9.6.2	LJ advised that after the last staff survey a ‘You said, we did’ was completed to let staff know how SLT had responded. This included the introduction of micro briefings and an inset used for planning. With this report, as it is so positive, there will be less actions that can be done in response.	
<b>9.7</b>	<b>Is there anything in the survey responses that surprised you?</b>	
9.7.1	No, just that it was so positive.	
<b>9.8</b>	<b>Has there been a lot of staff illness?</b>	
9.8.1	There have been some particularly virulent winter bugs and viruses that have resulted in staff being out for longer than you would usually see for a bug – some are out for a full five days. It has not hit the students as hard, as yet.	
<b>10</b>	<b>Health and Safety</b>	

10.1	Health and Safety is an area of strength. There is a strong health and safety team in place, led by Lynn Ovens and supported by BM from the central team.	
<b>11</b>	<b>Safeguarding and Health &amp; Safety</b>	
11.1	No further safeguarding matters were reported.	
<b>12</b>	<b>Policies</b>	
12.1	The Academy Council approved the Attendance Policy, Lone Working Policy and CLF Complaints Policy.	
<b>13</b>	<b>Matters for the attention of the Board</b>	
13.1	None.	
<b>14</b>	<b>AOB</b>	
<b>14.1</b>	<b>New build</b>	
14.1.1	<b>ACTION: It was agreed that at one of the summer AC meetings, Academy Councillors will visit the new Churchill site for LHA on Pudding Pie Lane. Consideration will also be given as to whether Academy Councillors should visit WHA.</b>	<b>BA</b>
<b>14.2</b>	<b>Training</b>	
14.2.1	Academy Councillors were reminded to complete their Nimble training 'Governance Essentials'.	
<b>15</b>	<b>Close of Meeting</b>	
15.1	The meeting closed at 5.15pm. Future Dates: Monday 13 May 2024 – 3.30pm Monday 1 July 2024 - 3.30pm	

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

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26.02.24 01	LJ to provide an update at the next meeting on the 2 KS4 students that are not currently engaging and are not sitting exams.	<b>LJ</b>
26.02.24 02	It was agreed that at one of the summer AC meetings, Academy Councillors will visit the new Churchill site for LHA on Pudding Pie Lane. Consideration will also be given as to whether Academy Councillors should visit WHA.	<b>BA</b>