

# Minutes – Lime Hills Academy

**Meeting Date:** 13 May 2024  
**Location:** Teams  
**Time:** 3.30pm

<b>Chair:</b>	Brigid Allen (BA)	Sponsor Councillor & Chair
	Alex Davies (AD)	Sponsor Councillor
	Nicole Deighton (ND)	Sponsor Councillor
	Claire Pannell (CPa)	Sponsor Councillor
	Lis Jolley (LJ)	Senior Principal
	Sally Apps (SA)	Executive Principal
	Phoebe Chan (PC)	Clerk
<b>Attendees:</b>	Clara White (CW)	DSL
	Ellie Street (ES)	Deputy Principal and SENCO
	Joe Thomas (JTh)	Curriculum Lead
	Luz Martinez (LM)	Observer
	Jon Tout (JTo)	Observer
<b>Apologies:</b>	Rachel Phillips (RP)	Parent Councillor
	Ayca Guldede (AG)	Support Staff Councillor
	Kate Gillam (KG)	Parent Councillor
	Clare Pine (CPi)	Teacher Councillor

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>

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 (26 February 2024) 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</b> <b>Lis Jolley – challenges and opportunities of the new site</b> <b>Ellis Street – preparation of the transition to the new site</b>	
5.1	LJ reported that there are 29 students on roll, in which 20 of them are receiving pupil premium. The next phase will be to expand from 29 to 54 in September 2024, across 2 sites, with secondary	

	provision (Years 7-11, 42 students) at WHA and primary (Years 5-6, 12 students) at the current LHA site. Out of the 29 allocated spaces, 28 have been filled, with one remaining with the local authority.	
5.2	LJ added that a judicial review is in place, which stall the process of utilising the Churchill site until September 2025 at least.	
5.3	LJ added that the DfE funding some of the recruitments, including teachers, deputy principal, TAs and admins. The teacher recruitment has been positive, 7 teachers have been recruited. TA and admin vacancies will be recruited.	
5.4	ES has been out of school quite often this term to meet the new students who will be joining in September. The challenge is that the current staff they are attached to may not be part of the new team. Most of the new students are not managing well in their current settings, leading to pressure from parents and professionals for early transitions.	
5.5	ES is gathering information about the students through profiles, triggers, and likes to share with the new staff once groups are set up. Older students (Years 8-10) are being invited to the site to meet existing students they may be grouped with. Groupings for next year are being planned but not finalised yet.	
5.6	ES added that some new students have ASD as their primary need, which will require adjustments in routines and group setups. Plans are in place for staggered schedules and off-site learning to manage the limited space in the new building.	
	<b>Questions from the Academy Council</b>	
<b>5.7</b>	<b>BA: You've got some children who have ASD. How are you going to manage that? Or do you think it won't be manageable?</b>	
5.7.1	ES: It will be manageable, but we've talked about how we do that through groupings and how we then make sure routines are much clearer, setting up a group which is more ASD friendly.	
<b>5.8</b>	<b>LM: How are you going to deal with this space that is reduced, and that you consider as a challenge, but you will have to definitely have something like a space for that?</b>	
5.8.1	ES explains their plan to have staggered schedules for Key Stage 3 and 4 students, with KS3 having the building during 9am to 2pm and KS4 during 10am to 3pm. They will also utilise off-site learning to reduce pressure on the building.	
<b>5.9</b>	<b>LM: When the students are going out, like you mentioned, are they going out with someone that they already know, or with a new staff?</b>	
5.9.1	ES: They won't go out anywhere until relationships are built. KS3 will be with the same 3 staff members all day. They start with local parks and gradually go further as trust is gained.	
<b>5.10</b>	<b>BA: Are the new teachers recruited experienced in this field? Or some of them are completely new to it?</b>	
5.10.1	ES: Some are new, like an ECT from early years who has been phenomenal. Others have 10+ years of SEMH experience. They've found primary teachers work better with their students than secondary teachers.	
<b>6</b>	<b>Curriculum Lead – English &amp; Maths Curriculum</b>	
6.1	JTh mentioned that the academy uses project-based learning for Years 7-9, linking subjects to a book or an activity. For Year 10-11 students, they work towards qualifications like English, Maths, GCSE PE. The academy manages to differentiate and personalise learning activities for each student's ability.	
6.2	JTh also mentioned that the academy uses PSHE programme "Jigsaw" and contextual safeguarding based on student needs. Also, they use CPOMS to identify trends and tailor PSHE topics accordingly. Baseline assessments are used to track progression in English and Maths, and they manage to build student confidence through small unit awards and celebrating achievements.	
	<b>Questions from the Academy Council</b>	
<b>6.3</b>	<b>ND: When Ofsted comes, are you able to talk about the key components or sticky knowledge students should learn in each subject? And how it builds over time across years?</b>	
6.3.1	JTh: For English and Maths, we use baseline assessments to track progression. We have learning journals with pictures showing their work progression.	
<b>6.4</b>	<b>BA: Do those unit awards build up into a qualification of some kind?</b>	

6.4.1	JTh: No, they're just small standalone awards to build confidence.	
<b>6.5</b>	<b>BA: Do the unit awards build up and prepare for post-16? Can they take that portfolio to college?</b>	
6.5.1	LJ: Yes, it's like a record of achievements they can show colleges/apprenticeships	
<b>6.6</b>	<b>BA: How to evidence progression across subjects and years?</b>	
6.6.1	LJ: For Maths and English there are discrete assessments. For SEMH interventions, we measure their impact. Students have learning journals showing EHCP progress. We are still working on a full curriculum across subjects.	
<b>7</b>	<b>DSL – overview of various agencies supporting LHA students</b>	
7.1	CW mentioned that Children's Services and Youth Inclusion and Support Project (YISP) are the main agencies to work with. The other agencies that the academy worked with include Youth Offending Team, School Nurse Team, Substance Abuse Advice Service (SAS), Youth CAMHS, PCSOs and Police, etc. Some agencies support families with medical appointments and home visits.	
7.2	CW also mentioned that referrals are made with parental consent, except for high-risk cases with Children's Services. In addition, the school nurse visits fortnightly to build relationships with students.	
	<b>Questions from the Academy Council</b>	
<b>7.3</b>	<b>BA: Is it nearly always the school referring in? Or are students referred through other routes like social workers?</b>	
7.3.1	CW: Sometimes other agencies like police refer students after incidents, and the school is notified.	
<b>7.4</b>	<b>AD: Do you feel you're getting the right support from the nurse for EHCPs?</b>	
7.4.1	CW: It was difficult initially as students didn't engage with the nurse. But she built relationships by interacting in classrooms, and some students now request to see her for issues like eating, fitness, etc.	
<b>7.5</b>	<b>CPa: In regards to making referrals, do you make use of the youth violence team as part of the police?</b>	
7.5.1	We can use Topaz for concerns. YISP workers and police alert us about youth violence. Communication has been good in North Somerset compared to Bristol previously	
<b>8</b>	<b>Attendance</b>	
8.1	LJ mentioned that the academy targets 90% attendance, while currently is at 87%.	
<b>9</b>	<b>Behaviour and Exclusion</b>	
9.1	LJ mentioned that the suspension rate is low. The academy focuses on de-escalation strategies instead.	
<b>10</b>	<b>Finance, Health &amp; Safety and Estates</b>	
10.1	No further matters were reported.	
<b>11</b>	<b>Staffing and wellbeing</b>	
11.1	Please refer to above, point#5.3.	
<b>12</b>	<b>Matters for the attention of the Board</b>	
12.1	None.	
<b>13</b>	<b>AOB</b>	
13.1	None.	
<b>14</b>	<b>Close of Meeting</b>	
14.1	The meeting closed at 5.30pm. Future Dates: Monday 1 July 2024 - 3.30pm	

Actions to take forward to next meeting:

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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>Closed on 1 July 2024</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>
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>Closed on 1 July 2024</b>	<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>Ongoing.</b>	<b>BA</b>
01.07.24 01	ND will email a date through to LJ for a deep dive. This item is <b>ongoing.</b>	<b>ND</b>