

Minutes – Lansdown Park Academy

Meeting Date: 22nd October 2024
Location: Lansdown Park Academy
Time: 3.30pm

Vacancy	Chair Academy Council
Emma Moorcroft (EM)	Sponsor Academy Councillor
Denise Colley (DC)	Sponsor Academy Councillor
Vacancy	Support Staff Academy Councillor
Vacancy	Teacher Academy Councillor
Vacancy	Parent Councillor
Vacancy	Parent Councillor
Vacancy	

In Attendance:	Paul Todd (PT)	Principal
	Hannah Scott (HS)	Deputy Principal and SENCo
	Tony Searle (TS)	Executive Principal (Acting Chair)
	Toby Nightingale (TN)	Outreach Lead
	Kirsty Chambers (KC)	(Observing)

Apologies:	Laura Maley (LM)	Sponsor Academy Councillor
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Item	Description	Action
1.0	Introductions	
1.1	The meeting commenced at 3.45pm due to traffic congestion.	
1.2	TS welcomed everyone to the meeting. Introductions were made.	
1.3	Apologies were received and accepted from Laura Maley. The meeting was not quorate.	
2.0	Declarations of Interest	
2.1	There were no declarations of interest pertinent to the meeting content.	
3.0	Academy Council Membership	
3.1	Kirsty Chambers, a potential new AC is observing. Paul Thomas is in the process of completing his application form and will be the AC Chair. Once the AC is full, Link Roles will be assigned. Emma Moorcroft and Denise Colley visited the school in T6.	
4.0	Minutes of the last meeting	
4.1	The minutes of 9 th May 2024 were agreed to be a true and accurate record. <u>Actions and Matters Arising</u> PT to contact Simon in marketing to ensure positive promotion of the bleed kit training event – Completed.	
5.0	Academy Council Report	

5.1	Our window for OFSTED will be from September 2025 onwards, although we would welcome that sooner.	
5.2	We are a Pupil Referral Unit which means we take permanently excluded pupils, and an Early Intervention Base where students are dual registered. This is a complex arrangement that is impacted by commissioning arrangements from different Local Authorities.	
5.3	We have created strong links with other CLF schools for key areas of the curriculum and use the Kings Oak site for our Science lessons.	
5.4	We have good support from CLF in terms of finance and we share a maintenance person with Bristol Futures.	
5.5	We have good links in the local community. There have been several murders locally which has impacted on student wellbeing and the trial is currently underway, so we are always mindful of community impact.	
5.6	We have 17 in-reach places (not block funded) and 13 outreach places which are block funded.	
5.7	We had four Y9 students who were permanently excluded who have now transitioned into other schools via the Fair Access Panel. One student has returned to City Academy, following a 12-week programme. One pupil has moved to Learning Partnership West and is waiting for an EHCP.	
5.8	Our primary cohort will be tracked for two-years following them leaving. They left in May and data was gathered in July. A Y2 student from BAINES returned on a part-time timetable and is doing well. A Y3 student has returned to his mainstream school on a part-time timetable. A Y4 student has returned to his mainstream school, we are offering additional support. A Y4 returned to his mainstream school full-time. A Y4 BAINES student has an EHCP and will be moving to specialist provision. A Y6 student has an EHCP and is awaiting a specialist provision. A Y4 student has returned to her mainstream school, we are offering additional support. A Y6 student was part-time with us and has moved to Ralph-Allen. A PEXd student did very well with us and has now transitioned to his new school.	
5.9	Where students are struggling with their transition, we continue to liaise with the school to support the student and avoid suspension or exclusion.	
5.10	We aspire to have alumni students eventually return to inspire pupils as part of our Careers programme.	
5.11	Attendance at the end of last year was 81.7 % compared to 71% for the SVA sites in CLF.	
5.12	Why is the girls attendance lower than the boys? Three pupils had links to sexual exploitation which impacted on their attendance.	
5.13	We currently have 100% PP students.	
5.14	What is SEND-E? Pupils with an EHCP. SEND-K students don't have an EHCP but are on the SEND register and often have SEMH.	
5.15	Current attendance is 87% overall. We tend to find that attendance can be improved across the year.	
5.16	Do you ever achieve 100% attendance? We've had 100% days, but not achieved a 100% week. Some students are on part-time timetables.	
5.17	The CLF Attendance Team are very supportive and assist with coding and reviewing our students on a case-by-case basis.	
5.18	Some students are taxi'd in by the LA (BAINES) but BCC don't offer that.	
	Assessment	

5.19	The main focus for our students is to address their SEMH needs and engage with staff. Once they've achieved that, we can progress them with their curriculum.	
5.20	DOOYA is used to assess the students. All our primary students are classed as 'at an earlier stage'. Some students are working one or more years behind and even with accelerated progress won't make ARE. Therefore, we have broken down the DOOYA codes further to indicate what percentage they are achieving of their year group targets. We use an initial, midpoint and end point assessment.	
5.21	There is no T6 primary cohort data because of transition.	
5.22	In Secondary we use the standard DOOYA to track progress. The majority of students are all working below ARE in English and Maths which is challenging because we need to address gaps in core learning.	
5.23	The progress journey has been positive due to the high levels of student engagement. 85% of students made progress in reading using the accelerated reader programme. 66% of students made progress in Maths.	
5.24	ACTION: HS to make a summary table by key groups for the progress data.	HS
5.25	Two students ceased to engage which impacted on their progress.	
5.26	How do you quality assure the assessments? In primary we use a ready to progress assessment and we focus on key areas. Each student has a one-to-one assessment and when they take the assessment which gives us gap analysis. At the midpoint we review the books and the marking to see if students are secure. At the end point they do the same assessment and there is a clear percentage improvement. We are arranging Writing moderation with The Nest and with a mainstream school. At Secondary we do our initial assessment. They have two assessment induction sessions when they start.	
5.27	Who does the assessments? A Learning Mentor in the Secondary school, but the teachers are responsible for the mid-point and final assessment. For the primary it is the teachers and the HLTAs who do the assessments.	
	Monitoring Outreach – Toby Nightingale	
5.28	We are working with 21 places in Bristol Primary and 13 places for Bristol Secondary which is usually up to Y9.	
5.29	We have 12 children in Y6 which is the least impactful because the school can't continue to work with them before they leave.	
5.30	We have six pupils that we are supporting in Y7 and have suggested that we support with the transition from Y6.	
5.31	We worked with 53 children in Bristol schools and 18 in BAINES. We run trauma and attachment training for the whole staff in the school. This informs staff how trauma affects children and their attachments.	
5.32	Do the schools engage with the training? Yes. We insist that the SLT are present so that all the staff can be empowered.	
5.33	Do you do refresher training? Yes, if the staff have changed, otherwise we offer it every few years.	
5.34	We also provide sensory circuit training and Lego Therapy training.	
5.35	We've had an increase in requests for Reception children who are children who were born during lockdown.	
5.36	Do you provide a report to support children when they change schools? Yes, we write an exit report which indicates what strategies support the student.	
5.37	TS: You need to consider how you can grow your outreach training to increase the impact across the city and therefore reduce the suspensions and permanent exclusions in the city.	
5.38	Do you measure the impact of the training?	

	We use a QR code to determine the staff's understanding of trauma before and after the training.	
5.39	A Behaviour Surgery takes place in the city every three weeks where schools can present cases that they are concerned about and we can make suggestions about how they can support those children. We offer support to all CLF schools who can contact us for support with inclusive practice when required.	
	Safeguarding	
5.40	We've updated our CPOMS categories so that we align to CLF. We use a briefing system at the start of the day and a de-brief at the end of the day.	
5.41	All physical interventions are recorded in the bound and numbered book.	
5.42	Does CPOMS recognize dual registration? We don't get a CPOMS transfer file because it requires additional software. We are given the PDF of when the behaviour concerns commenced, and any significant safeguarding incidents.	
5.43	When the pupils transition on to the next school, do you provide the PDF to the receiving school? No, because it's not our file to provide.	
5.44	ACTION: PT to liaise with Steve Baines to determine how to ensure that CPOM chronology is maintained when children move between schools.	PT
5.45	Racial hate crime and racial incidents were a trend at primary. We therefore arranged several SARI sessions, although they don't generally work with primary aged children. We have approached Saima Akhtar (CLF) to provide suggestions of alternatives.	
5.46	We currently have no police liaison but are trying to get this reinstated.	
5.47	There is one primary student on a part-time timetable because he has very high needs and requires specialist provision. Another student is on a two-week part-time timetable due to a risk assessment.	
5.48	How many hours does the part-time timetable encompass? The pupil finishes at 12.30pm each day.	
5.49	Is there a plan to increase that? Yes, we always aspire to increase the timetable, and we meet fortnightly to discuss this.	
5.50	Are the pupils on part-time timetables SEND-E? Yes.	
5.51	Does the provision meet the EHCP requirements? Yes.	
5.52	ACTION: PT to ensure that part-time timetable information is a standing item in the AC Report.	PT
	Interventions	
5.53	The wait for an EP review is over a year in Bristol for some cases. We have therefore secured EP days to support the process.	
5.54	We've secured 10 days of Speech and Language provision to support our provision, following an internal assessment to triage students.	
5.55	All students receive Thrive. We offer a range of interventions after the first two weeks of their placement, once we understand their needs.	
	Finance and Health & Safety	
5.56	Finance: We achieved a £36k surplus in 2023-24. The budget has been set for 2024-25 to achieve a £14k surplus, based on 80% occupancy.	
5.57	We had a H&S walk on 18 th October 2024, the outcomes of which will be RAG-rated.	
	Complaints	
5.58	2023-24: Two cases related to one member of staff re the misuse of Team Teach. The LADO investigated and refresher training was provided.	

5.59	2024-25: One LADO referral re transport dropping off a child with no responsible adult available.	
	Staffing	
5.60	A SENCO has been appointed for the Secondary phase.	
5.61	We have vacancies for two HLTAs and a TA.	
5.62	One member of staff remains on long-term sick leave.	
	ARM and ARVs	
5.63	We are going to review the curriculum again to ensure that foundation knowledge is addressed.	
5.64	We will finalise the SEF and AIP and how to ensure 'Good' and determine 'Outstanding' areas.	
5.65	Personal Development has been RAG-rated red for Secondary and is being addressed.	
5.66	TS: The ARVs will review key areas and provide feedback. ACs are invited to attend to hear the feedback either in person, or via Teams.	
6.0	Policies	
6.1	None.	
7.0	Matters for the attention of the Board/COAC	
7.1	None.	
8.0	AOB	
8.1	Meeting ended at 5.25pm	