

5.3	[REDACTED]	
5.4	[REDACTED]	
5.5	[REDACTED]	
5.6	Attendance is 89.9% currently but fluctuates daily because our cohort is small.	
5.7	The progress overview for primary and secondary leavers indicates that their attendance is the lowest? One pupil was on a part-time timetable, and one had persistent absence who has since left so the statistic should improve moving forward.	
5.8	The cohort is currently predominantly male, but there's no evidence of bias.	
5.9	We are planning for one of our pupils to take the SATs which we've not done before.	
5.10	The Safeguarding Audit has been circulated and indicates that we've improved from 40 to 56%. The scoring has changed which means that most schools are seeing a decrease in scores, but ours has increased which we're pleased with. We are reviewing how we action our CPOMS entries which will address some of the issues that arose.	
5.11	There are two red scores for the vulnerable list? We had added two students with part-time tables which should have been recorded on a different list so that's an easy fix.	
	OFSTED Training – Kate Richardson	
5.12	The CEO and the Chair of the AC usually meet with the Inspectors. The AC challenge is determined from the minutes and the link visit evidence.	
5.13	There is no single word judgement anymore and the reports are web based and indicates the outcome per area. Urgent improvement for leadership and management would trigger support and is the equivalent of special measures.	
5.14	There are eight areas in total, but LPS will be judged on six of them because there is no EYFS or P-16 provision.	
5.15	There are five points on the scale which includes exceptional, strong standard, expected standard, needs attention and urgent improvement.	
5.16	There are 12 CLF schools in the OFSTED window, so they are working together to prepare.	
5.17	Has consideration been given to how robust the process is for the Safeguarding Audit for schools that are in the inspection window? We deliver the audit results sensitively and work to understand whether some of the results are a recording issue. The Trust then supports the provision to improve.	
5.18	We are doing some case sampling and have been following students to determine if they in receipt of the interventions outlined for them.	
	SEND Presentation - Esther (SENCO)	
5.19	<i>Paper circulated in advance.</i> The Primary children start and then six weeks later a lot of assessments take place which means that the Secondary work mainly takes place following this period.	
5.20	What is an EHCNA? An Education and Health Care Needs Assessment. We collect evidence for an EHCP which is started by the home school, then we determine if the assessment is going to take place. We then produce a detailed report based on the need we've seen and what strategies and interventions are in place. An Education Psychologist and Case Worker is assigned and a draft EHCP is produced which we review before it's finalised.	
5.21	We have a weekly Speech and Language Therapist (SALT) session, and we screen our Secondary pupils on arrival and prioritise who is seen by the SALT. We've increased the	

	provision knowing that we had a cohort with higher needs. Because the students are dual registered, we can also use some of the home-school's SALT provision if required.	
5.22	If we have any spare SALT time left over, then we use that to upskill our staff CPD for delivering interventions.	
5.23	How do you arrange the SALT training with staff? We can use staff meetings after school or one-to-one time with the SALT.	
5.24	If a staff member is good with an intervention, does the personal relationship with a student outweigh that? We are fortunate that we have skilled staff who also know how to build relationships with our students because we are a trauma informed provision, but in order for an intervention to be successful the relationship is key. This is why we have multiple staff trained in a range of interventions.	
5.25	Are there any interventions that you've chosen not to have training in? Sometimes we put something on hold until it's a better time in the academic year. We often train one member of staff who then disseminates that training to other staff.	
5.26	How do you measure the impact of an intervention given that children will have several? At the end of the intervention the provider will report on the engagement of the child in that session and then we track that to see if the impact is seen in the classroom. We have to change interventions quickly if they're not having impact.	
5.27	We are going to be assessed and accredited as a trauma informed provision shortly which underpins everything we do here. The RSHE provision will change this year inline with national guidance which links to the trauma informed CPD.	
5.28	I meet with the class team every two weeks to discuss what is working well and what needs to be changed.	
	Outreach Presentation – Toby (Outreach Lead)	
5.29	I've circulated the number of children we've worked with in each county.	
5.30	Are there trends per year group in Primary Schools? I've not reviewed the data year on year. But we've had an increase in requests to work with Reception aged children. A lot of Reception classes have free learning which works for some children, but then when the expectation increased in Y1 the challenging behaviour exhibits. This is also the opposite for some children whose behaviour was challenging in Reception but the tighter boundaries in Y1 better meet their needs. We also see trends in Y6 pupils just before SATs, so we support with transition.	
5.31	I'm working with the data team to track progress for outreach children once we leave them to see whether the pupil avoided a PEX and whether they achieved GCSEs and avoided NEET.	
5.32	Do the schools welcome the trauma informed training you provide? We don't provide it to Secondary Schools because the provisions are too large. But in Primary Schools we provide training to the entire staff body as part of the in-reach SLA.	
5.33	Do you have the capacity to meet the demand for outreach? No, there is a three-term waiting list on average.	
5.34	Do you need to change your data policy if you are tracking children for more than seven years? No, the DPO has advised that that's not required because it's part of the SLA and the parent signs consent.	
	Teaching & Learning Framework - Hannah	
5.35	I've been working on a framework that everyone can access by liaising with them to determine the key areas that we want to see in all lessons. Each section has a strategy for self-assessment and learning walks to assess practice and inform appraisal targets.	
5.36	Do you moderate the teacher evaluation and the self-assessment evaluation? We intend to but it's a new framework which has only just been released. The self-evaluation supports us to identify what areas may require support.	

5.37	Was there a previous framework? Yes, but there were no agreed core elements for all lessons.	
5.38	How did the staff react to the framework? They've been consulted at each stage which means we have a good buy-in because they can see their voice within it.	
5.39	Oracy is a key area and we're working with the Principal of Summerhill to develop our oracy practice. We've created Lansdown Listening and we are adopting positive body language. We also work with HVA who have strong oracy practice.	
5.40	How is oracy being used in the outreach programme? We already use a lot of the techniques in interventions like Lego Therapy and therefore we can adopt key themes.	
5.41	We have baseline and exit data for the most recent primary cohort.	
6.0	Policies	
6.1	None.	
7.0	Matters for the attention of the Board/COAC	
7.1	None.	
8.0	AOB	
8.1	None	