



Workington Academy LAB Meeting
Monday 18th November 2024, 5.30pm

Member support, questions and challenge in red
Responses in green
Actions in bold

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	• LAB members to identify gaps in knowledge and bring to next meeting if unable to find online information. • Clerk to query possible change to policy relating to new technology. The minutes of the meeting held on 26th September 2024 were approved as a true and accurate record and signed by the Chair. d) <u>Approve Terms of Reference and LAB protocols</u> Approved e) <u>Update on Vice Chair vacancy</u> Discussion had taken place previously about NM taking the Vice chair vacancy. Head – nominated NM as Vice Chair SH – seconded.		✓ ✓
3	<u>SEND Report</u> KEK explained that the SEND report is a statutory requirement and is on website in draft. This draft status will be removed if approved by the LAB tonight. The document explains to parents, carers and the wider community what SEND provision there is at Workington Academy. The LAB needs to be aware that it is a difficult landscape as the LA is not able to provide the funding to cover the needs in school, especially around SEMH (social, emotional and mental health). This area in particular is growing, and we are not fully able to meet the needs. Nationally, 5% of students have an EHCP and, of that 5%, there are 54% are in specialist provision. Our figures show that we are above the national average of SEN students in mainstream education, so we have to be creative in terms of provision. The main barriers are those coming from primary school who were able to manage in a smaller setting, but struggle once they arrive in secondary school. We are doing a good job for the students we have but longer term, we will need to be even more creative. We have good relationships with parents of identified. However, there is a strong core of parents who believe their child has SEN, but after repeated investigation and LA support, it has been confirmed that they don't. The LAB need to be aware of this situation. There was a recent SEND CPD session to support staff in meeting the needs of students in the classroom. LAB Member – section 6 talks a lot about transition from primary to secondary, but there is little information for transitioning into adulthood.		

KEK – at key transition points, we have representation from other educational establishments to make sure SEND students have a wide offer. Action: KEK to make transition information during secondary school more explicit in the plan and send to LAB safeguarding lead for approval. DBi – there are good destination measures for SEND. Vice Chair – queried the lack of definition about reasonable adjustments. KEK – this is open to interpretation. When a child is on the SEND or K cohort a reasonable adjustment could be something as simple as a change to the seating plan or maybe applying situation to the behaviour policy. It is very much based on the young person’s educational needs and what is reasonable. Chair – it will also come down to also what school is capable of. KEK – the policy makes it clear that it is individual and decided case-by-case. Vice Chair – is there a framework to follow? KEK – there is a code of practice that lists the SEND needs, and you would use expertise in that field as to what a reasonable adjustment is for that child. We always put our heads together to ensure there is equity amongst student body. Chair – is the issue due to the amount of funding per SEND child not meeting the need, or do we have a greater need than we receive funding for. KEK – EHCP funding is banded based on need identified. Funding hasn’t changed but has not risen with inflation, so it is not matched. Our need does not meet what funds Cumberland LA has. The maximum funding we receive for one child is £23k, but we have another child in school whose needs equate to £50k and there’s no way we would receive that amount as it is not available. DBi – how are primary schools not assessing these needs before they reach secondary? KEK – there are some schools who are not as good at putting these EHCPs in. One student arrived here with a significant sensory need alongside several other issues and the primary school hadn’t started an EHCP. We are working with primary schools as part of the transition programme to try to support them in starting an EHCP where there is a need. LAB Member – is that happening between yourself and primaries? KEK – it is awkward as we need to have a positive relationship with primary schools, but at the same time, we should be able to professionally challenge. KEK – SEND and inclusion is becoming a bigger focus which is a good thing. Our SEND staffing reflects the need and we need to be more creative. EBSA (emotionally based school avoidance) is becoming a bigger issue and falls under the SEND remit as well as behaviour. We need to rise to the challenge and mitigate it in school. It is not perfect, but we are working very proactively to ensure SEND students thrive.	Add more transition information	KEK
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	DBi – this is a national issue, and a big review of SEND has been started by new government. Vice Chair – is there any data nationally? DBi – there has been a huge rise in the number of EHCP applications and school budgets being trimmed over the years means there is less capacity to deal with it, without additional funding. It is multifaceted issue, and it is a crisis. All LAs in the country are overspent, so it is a serious problem. Chair – please call upon the LAB if there is anything we can support with. KEK – have very good links with link LAB member so she will be able to feed back.		
4	<u>Trust Services reports</u> a) <u>Finance report</u> The report is from the end of September, period 1. The full-year forecast is a projected balance in line with the budget. We are at a very early stage of the year, and nothing has been raised in period 1 that raises concerns with regards the projected outturn. We do need to monitor the budget carefully, to maintain the balanced budget. There are two key variances; the teachers' pay award has additional grant funding to support 2024/2025, and the post 16 allocations were not available when the budget was set. Additional expenditure is an unknown maternity leave which could be £26.4k, using M6 pay scale as a guide, but it could potentially be more. The support staff pay award is slightly less than budgeted, so this will release some available budget. No formal notification has been received, but we envisage the increase in national insurance contributions will be covered by an additional grant. MB – there are a few things which could knock us off-course. PEX costs have been factored in, but we may need to go through more of these than we budgeted for. External tutoring may need to be provided and the costs of this are significant. The IRPs (independent review panels) cost over £5K as well as other admissions appeals, and these are costs we have not had in the past. Then we have the usual sickness and cover requirements which is difficult to predict. We also had a number of students refusing to go into exams due to stress and discomfort, so we may need to put more exam sites in the school, which then requires more invigilation and therefore increased costs. LAB Member – when will you know if there is a grant for NI contributions? DBi – it has been agreed but we don't know the amount of the grant. LAB Member – PP provision is less this year, and it was used to cover the tutoring programme for Year 11. How can the school manage?		

	DBi – there was a grant from the National Tutoring Programme as part of the measures after Covid, but we don't have that now. We have been able to find some money for tutoring and, with some creative budgeting, we are able to get the programme off the ground, although it won't be to the extent we had in the past. Head – we have changed the hourly rate to increase amount of hours we can use effectively. Vice Chair – that sounds like a 1-year solution? Head – that's correct. The budget is really tight, and we don't know what that will be next year. DBi – we were hit hard this year due to admissions appeals and the extra class, so there is a bit of a legacy issue. Hopefully, if the EHCP applications deliver some funding, it will help to contribute to existing SEND services we are providing. Vice Chair – any major contract renewals coming up? Head – the school is 7 years old and, whilst we have the odd major costs, such as the replacement boiler, the school is well maintained, but there could always be unforeseen costs. Chair – any more income streams? Head – we do have income from lettings as the astro is booked out every night and weekend. There is a little capacity in sports hall, but generally not so many bookings in the summer. Beyond that, it's charitable donations as don't have anything else. CF – charitable donations often need to have a program behind it, which can add work for staff. Vice Chair – is it worth putting a separate business case together for the lettings? Head – not as yet. Vice Chair – could be worth looking at it, and my company may be able to support with the initial figures. CF – we have a budget of £25k so what would you look to factor in e.g. site staff to manage daily, and use of floodlights. Action: CF to send figures to Vice Chair and his FD can look at a potential business case. b) <u>HR and People report</u> We have appointed a new Head of DT but will need to do some backfill. Jo Daulby has taken on more ITT work for the Trust, so we will backfill her teaching role. BS – every staff member has reviewed their previous appraisal targets and then set new targets for this year, ensuring they align with OKRs. LAB Member – queried the 25 incomplete appraisals? BS – this was due to the line manager's absence, so we identified a 2-week extension to complete. These are now almost done. Head – there are some framework links in the paper, to support LAB members and ensure challenge. c) <u>Estates report</u> Report noted.	Lettings figures to LAB member	CF
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	Chair – queried if the car park lights go off? Head – should be on, so will check. Chair – is there a risk to delay the air conditioning service. Head – as far as I know there isn't, but I will check. Chair – the requests for training are same as last report, minus the asbestos training. Does this mean the training is not a necessity, or does it leave the school vulnerable if training has not been sourced. LAB Member – if the Health and Safety Audit is due, how does this link to staff not completing training. DBi – this will be picked up as part of the audit. Vice Chair – it is important to take proper advice as to what courses are mandatory. Action: Head to contact Kym Allan to get confidence in standards of necessary training for estates / cleaning staff. LAB Member – in the recent visit, was very pleased to have reception staff point out evacuation points. d) <u>CET Update</u> DBi gave CET update.	Staff training requirements	Head
5	<u>School Services Reports</u> a) Raising standards and Pupil Premium Enrichment offer is really good and need to be aware of how PP students accessing it. Chair – is it a concern about not registering numbers and potential fire evacuation etc. BH – separate issue as staff will have a list of students in their activity, but there is a difficulty in gathering this information together. It's an administrative issue, rather than safety. Chair – what is poverty proofing? BS – it's what we have to ensure students can access everything i.e. does the canteen offer a full range of food, can they access school trips. We then use this to put recommendations together. LAB Member – does this mean it's known by other students if they can't access certain things? Head – we do our best to ensure that's not the case. For instance, PP students get free toast at break, but they still have to scan their fingerprint like everyone else, it's just not charged on their account. BS went through the Raising Standards report. It is about providing quality first teaching, and when gaps occur in education it's about how we identify those gaps and then close them. We have a series of interventions which we try to refine. The report is in chronological order, so we can update you on how the interventions have gone and what we intend to do next. Chair – how do you feel it's going? BS – it's something which evolves as we go along, but it is moving towards more evidence-based. We had a discussion at the deputies meeting as curriculum and exams have been similar for a number of years, but it's the inspection framework which		

	changes. We need to make sure our response to educational gaps is constantly updated and evolving. Vice Chair – how do you track all these things that link together. Could we get architecture so can see how all these documents link together? BS – essentially it would be a spider work diagram. Chair – would the effort of producing this be of benefit? Vice Chair – would be useful for LAB members to see this so we get a sense of the overlap and how it works. Head – suggested some sessions before LAB meetings to help members understand. Chair – asked that the action for LAB members to check knowledge gaps be reopened. b) <u>Update on complaints</u> No formal complaints in the system but we are dealing with some informal complaints. c) <u>2024-2025 External Monitoring programme</u> New SIP (school improvement partner) Mark Williams is visiting on Tuesday next week, so we will provide an update at the next meeting. Can update next time. d) <u>Risk Register</u> There are 2 specific areas beyond the wider risks identified at Trust level; safeguarding and capacity issues. Chair – the top risks need to have actions against them, or have we accepted them? e) <u>Safeguarding report</u> Taken as read. BH – queried if members have completed Prevent training. Action: Clerk to check all LAB members have completed Prevent training. f) <u>Off-site direction and Managed Moves</u> Some of the support we could offer students who struggle in school is through a managed move. The student is placed in another school for between 8 to 12 weeks, targets are agreed and following review meetings, they could join the new school. In the event of a serious one-off incident and previous good behaviour, a managed transfer could be arranged with another school taking that student immediately. The terminology for these supportive measures have since been changed. A managed move is now referred to as Off-site Direction and a Managed Transfer is referred to as a Managed Move. There is also more emphasis in the Chair of the LAB being involved in the Off-Site Direction process. The guidance is attached, as members will need to be aware of in the event of suspensions and pex panels.	LAB training Prevent training	LAB members Clerk
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	LAB Member – guidance is from LA, so we happy to follow this, as the legislation doesn't apply to academies? BH – we are happy to follow this as it means we can work with other schools in the area. DBi – potential for increase in pex if off-site direction unsuccessful. Chair – when we meet to see these students, we need to be well versed in options for the school before we get to pex. Vice Chair – if involved in that process of managed move, does that exclude you from pex panel? Chair – may need to give this some consideration. BH – we would argue that the LAB would have more understanding of that child, if involved in the situation at an earlier stage. Chair – it is important for us to be aware and raise any concerns we have about our involvement. g) <u>Approval of Pupil Premium plans</u> This is a comprehensive document and due to be formally published in December. Chair – what data could we ask for to show the impact of PP funding? Head – do have overall pp outcomes and, since covid, they have improved so can see year on year improvement. We have evidence to back this up. Chair – really important for us to understand this in preparation for visits next year. Action – LAB members to look at PP data and the actions which have impacted.	PP Data	LAB members
6	<u>Student report – suspensions and attendance</u> <u>Suspension</u> BH – we have now decided to pex 2 students; there is a hearing this week and another next week. Head – we are in line with where we were last year, percentage wise. BH – we had our behaviour review last week and they don't think our threshold for suspension is really low and we are ensuring we follow proportionate and reasonable measures. The main issues are for repeated refusal. Head – there are a small core who are really struggling to follow instructions in the middle teenage years. LAB Member – queried who did the review? Head – Positive Regard, who have been in before. They acknowledged that there is a small group who should be in alternative provision, but that option is not available. They were really positive about all staff and their relationships with students. Vice Chair – is there anything we can learn from the two secondary schools who are joining us? DBi – they are very different schools with different intakes. We do have all behaviour teams meeting from each school to try to look at measures together.		

	<u>Attendance</u> Attendance is really strong, and we were 1.2 % above national average today. There is a stark contrast between girls and boys. Chair – has there been any feedback from the LA about the high pa rate? DBi – the issue was around them thinking we had a 30% pa last year, but that's all sorted. Head – progress has been made with the LA and fixed penalty notices have been issued.		
7	<u>School OKR</u> We talk about the OKR in SLT, and it is a really easy document to follow. It is RAG-rated and feeds into department plans. We expect to be predominantly amber at this stage. Chair – queried if this was the final plan? Head – this is the final plan which we review regularly to ascertain progress. Vice Chair – asked for definition of areas in red, as this would mean it was off-target and no chance of getting it back in his business area. Head – this means it's not been started. Chair – asked LAB to ensure challenge is there on OKR next meeting.		
8	<u>Governance</u> a) <u>LAB self-evaluation feedback</u> Thanks to those who have completed the self-evaluation. Please click on the link in the document to complete if you haven't already done so. b) <u>Feedback on school monitoring visits</u> Personal Development Met Jenna Alston and saw two PD classes; both classes showed impeccable behaviour. JA also works with TWA and WHS and the two new schools. Questioned student understanding with the small amount of time for classes, but JA explained there are end of unit knowledge tests and they are constantly reminded of the previous lesson due to the cross-curricular focus with many other subjects. JA mentioned that WHS have an additional lesson which would be of benefit here. DBi – WHS have one less English lesson, so they are able to have a separate PD and RE lesson. Head – we don't have the capacity to split RE and PD lessons here. LAB Member – it was interesting to note the uptake in the Year 13 class were all girls. SEND and Safeguarding Spent some time with Karen Potter who talked about SEND students being prepared for adulthood from Year 7 with lessons such as social skills. We talked about TA's being taken away from classes during exams as they were needed to provide Access Arrangements for Year 11. The SEND intervention area is taken		

	away during lunch times as it's needed for SEND students as a quieter place to socialise. KP has completed her SENCO qualification, which was hard work, but well worth it. She is building links with the EHCP lead at the LA, and she talked about some issues around parental expectations. The spent some time with Katie Kinrade about safeguarding and also met the life coach who works with students and staff. Vice Chair – how many hours does the life coach work? Head – about 10 hours per week. KEK has been able to fill some gaps with the life coach. The Trust have bought in the services of a social worker to discuss particular cases which is beneficial. There are lot of referrals for domestic violence. One concern raised is that the school now has no involvement in the MARAC process, so this is being raised with Gill Creighton at Trust level. Vice Chair – queried the MARAC process. LAB member – multi-agency risk assessment conference. Pupil Premium Met Mr Holliday to talk about pupil premium. The school is looking to use a large amount of money from WELL funding to look at PP activities. He was also able to go through practices for poverty proofing. The national average of PP students is 24%, but WA has 32% which is a difference of around 100 students. It is about helping staff identify those PP students and what can be done to support. The goal is to get within attendance at the national average of 8/9%, which is where we are currently, so the Attendance Office is having a positive effect. There is a really good sense of belonging for those students and the offer of different clubs i.e. darts club. Quality of Education and 6th Form Unable to schedule a visit during the specified 2 weeks but will arrange as soon as possible. Chair – thanked LAB members for making the effort to visit the school as it is very useful for our understanding. c) LAB work plan 2024/2025 As presentation d) Training programme for LAB members 2024/2025 As presentation e) CET Governance OKRs As presentation f) New Ofsted inspection framework headlines As presentation g) CET scheme of delegation updates As presentation h) Trust policies approved		
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	As presentation i) LAB vacancies As presentation		
9	Policies to approve a) SEND Policy; part 2 b) SEND policy; part 3 – accessibility plan LAB approved		
10	Any other business ○ Website Vice Chair – there was an issue with members not being detailed on the website. Head – confirmed this had been resolved. ○		
Next Meeting: Monday 20 th January 2025, 5.00pm			

Meeting closed 7.16pm

Signed: 

Kerry Rourke, Chair of Workington Academy LAB

Print: Kerry Rourke

Date: 20/01/2025

Minutes to be circulated to:

Mark Bedford

Kerry Rourke

Neil McNicholas

Dave Bailliff

Stephanie Hughes

Marie Steele

David Tennyson

Gemma Dooling

Summary of actions:

Item No.	Action	Who	By when
1	The Chair to complete the Safer Recruitment module available on the NGA platform.	Chair	Asap
3	KEK to make transition information during secondary school more explicit in the plan and send to LAB safeguarding lead for approval.	KEK	Asap

4a	CF to send figures to Vice Chair and his FD can look at a potential business case.	CF	Asap
4a	Head to contact Kym Allan to get confidence in standards of necessary training for estates / cleaning staff.	Head	Asap
5a	LAB members to identify gaps in knowledge and bring to next meeting.	LAB members	Meeting 3
5e	Clerk to check all LAB members have completed Prevent training.	Clerk	Asap
5g	LAB members to look at PP data and the actions which have impacted.	LAB members	asap

DRAFT