



**Bader Academy Council Meeting
Thursday 15th December 2022 at 13:30
Bader Academy**

Those Present:		
Warren Carratt	CEO/Chair	Chair
Jacky Tattershall	Assistant CEO/Vice Chair	JT
Lynn Olsen	Non-Teaching Staff Governor	LO
Leanne Bradley	Parent Governor	LB
Larry Hollando	Community Governor	LH
Abigail Hirst	Teaching Staff Governor	AH
Viki Drew	Headteacher	VD
Also Present:		
Paula Williams	Nexus Regional Director /Advisor to Governors	PW
Tracie Lockwood	Nexus Governance Clerk	Clerk
Apologies:		
Scott Spence-Hill	Parent Governor	SSH
No Apologies:		
None		

1. APOLOGIES FOR ABSENCE	Actions
1.1. To receive apologies for absence Apologies received for SSH	
1.2. To accept apologies for absence Apologies accepted for SSH	
1.3. Confirmation of Vice Chair JT to continue as Vice Chair	
2. OUTSTANDING ACHIEVEMENT AWARDS	
2.1 Presentation to staff nominee(s) None were presented. Action: Clerk/Chair to ensure that these are requested and submitted prior to the spring meeting	Clerk/ Chair 23/03/23
3. ITEMS OF URGENT BUSINESS	
3.1 Chair to determine any items of urgent business to be considered. None	
4. DECLARATION OF INTERESTS	
4.1 Individual Governors to declare any personal, business or other governance interests on any item on the agenda. Chair suggested that the staff governors briefly steps out of the room during the teacher pay award discussion – agenda item 6.4	
5. BADER ACADEMY COUNCIL GOVERNANCE MINUTES	
5.1. To approve the minutes of the following meeting: The minutes of the Academy Council meeting held 7 th July 2022 were approved as a true record with no amendments. LB to review the minutes post meeting and provide any necessary updates to Clerking Services.	
5.2. Review of Action Tracker The outstanding actions on the tracker were reviewed and updated. All remaining outstanding items are now complete.	
5.3. Matters arising from the Minutes There were no other matters arising.	
6. ITEMS TO BE CONSIDERED	
6.1. Headteacher Report	

VD relayed the following highlights from the report:

- There have been some changes to the Leadership Team.
- The school has experienced a large number of sickness absence, which has impacted the budget due to an increase of agency staff.
- There has been a high amount of CPD training (curriculum/assessment) and 'lots of firsts' for Bader.
- The Quality Assurance cycle has been completed for the Autumn term.
- Four Deep Dives have taken place (3 external/1 internal) across Maths, Reading, Computing and History.
- The school's Marking Guidance Policy has been launched (which includes expectations).
- Lesson observations have been taking place for all teachers. There are 4 ECTs (Early Careers Teachers) who have had 2 lesson observations.
- Some younger students have been to Austerfield to experience outdoor learning. Six students from the upper school are taking part in the Duke of Edinburgh Award scheme.
- There is a whole school push for curriculum assessment. The Year 10/11 students have just sat their GCSE maths mock exams. They are all on track to pass their GCSE's - either this year or next, which is a remarkable achievement.
- There is also a big push on expectations and standards for behaviour for all pupils, and for all staff to be aware of these.
- The Pupil Parliament has taken place and the school has also just had its first Nativity performance for parents. For some young people, this was their first-time taking part in a performance. This, and other events, have been well attended by parents (above 60%). LB acknowledged the success of the Nativity and expressed her thanks to the school as a parent.

LH queried the location of the school's safeguarding incidents.

Chair explained that these are now reported into the Trust's Schools Performance Scrutiny Board.

LH asked for an explanation of the term 'Change Makers'. VD explained that these are the school's values and there are 6 in total (Positive, Future, Share, Love, Adaptable, Brave). There is a curriculum focus on 1 of these each half term with the aim to prepare the young people for life beyond Bader.

Leadership & Management

Chair noted the £15k cost for the atrium works from page 5 and suggested that VD makes the commitment for this.

VD: The documentation has been completed and ready for the CEO's authorisation.

Chair queried the accuracy of the figures quoted on page 5 (0.05% should read 6%)

VD to amend this via the school's Business Manager.

Chair acknowledged that 6% is still a low turnover rate.

Chair noted the high number of lost days (362). Chair further commented that schools are still dealing with the impact of Covid.

VD shared that despite this, the upper school pupil's timetables have only been affected on 2 occasions last week.

Chair commented that the whole story depicted within the report reflects a very strong and secure position around Leadership & Management and respectfully disagrees with the current self-evaluation of 'Requires Improvement' in this regard. Chair stated to the academy council and it is clear from the report that there should be confidence in Leadership.

LO personally endorsed the Leadership Team. There is an 'open door' policy and questions are always answered and support is offered when necessary.

LH asked for more details re: the new pupils being unsettled.

VD replied that as well as the 20 new pupils, this also applies to the Year 7 pupils moving upstairs to Year 8. This is a more mainstream secondary school model, resulting in an increase of movement around the upper school and the introduction of different support staff. The Family and Behaviour team and SLT are working hard to support the pupils with this. VD confirmed that the pupils have as slow and staggered transition at the beginning of the academic year and are not attending on a full-time basis until a week before the October half term. This process is also monitored on an individual basis for each pupil. VD acknowledged the impact of this unsettling period, but that issues are less frequent, which is an improvement on previous years.

AH referenced the impact of new starters on current students from a territorial aspect. PW acknowledged that the school are still establishing routines, which can create insecurity.

LH queried if the school was at its capacity?

VD: The school has 2 places available (currently at 98 pupils on roll) and has believes this capacity will remain at 100 for the next academic year.

Chair acknowledged the additional pressure placed on new special schools to be at capacity, which also needs to be balanced with stability.

Quality of Education

Chair requested more information re page 10 (Areas for Development).

VD explained that some young people struggle to put pen to paper, so the school is looking at how they capture the amount of work completed during the lessons.

Differentiation is not consistent within the pupil's books between upper and lower school.

Chair: Is differentiation not taking place in the application of teaching, or is it not reflected in books, or both?

VD: It is seen in lesson observations, but not in books and conceded that this is not consistent.

VD stated that some students edit their work (in purple pen) better than others, but that they need to understand the purpose and relevance of the task.

AH commented that some students struggle with the concept of repeating the same task the following day.

LB: Is every error corrected, just a percentage, or in order of priority?

VD: Not everything is corrected. Crosses have been replaced with a 'dot'.

AH: Live feedback is also provided to the pupils.

LB: Is peer marking taking place?

VD: Yes. This is encouraged with positivity (also in purple pen), but bespoke to each child to manage any difficulties they may have in receiving feedback.

LO added that the staff know the children's needs within their classroom.

VD acknowledged that the success criteria grids are not always completed by staff, so this needs to be consistent throughout the school.

Chair commented that the strengths section is equally impressive.

Chair queried the meaning of the graph on page 17 (Well-being Toolkit Average Progress)

VD explained this relates to the progress made by the 7 students in The Hub.

VD: The Hub has been designed to support community-based learners with their personal, social, development and functional skills. The largest section is linked to 'Relationship with Adults', which is testament to the team. Some activities are being completed together for the first time.

PW: Some pupils have previously not attended or had difficulty accessing school. This shows improvement in many key areas.

LO commented that the children within The Hub were previously having a negative impact of the children within the school. As they are now more engaged, this is positively affecting the school environment.

Chair thanked VD for providing the explanation, but questioned if the data on the graph could be presented differently to provide context and commentary?

Action: VD to change the presentation of the data on the Well-Being Toolkit Graph, to provide better context and commentary

AH queried if a new baseline should be set for pupils moving to Upper School, as per the transition from primary to secondary school?

VD noted this for consideration.

Chair: Page 19, has the pupil who is not accessing school/refusing, been referred to Maple Mowbray PRU?

VD: Shaun Brown is awaiting a call back re the referral process.

VD
23/03/23

PW clarified that the school is awaiting confirmation that the criteria is being met. Chair explained to the governors that the Local Authority has a statutory requirement to provide education for pupils who are too medically unwell in their nominated school and are therefore 'dual-rolled'. Chair further explained the benefit and role of Maple Mowbray in these situations.

LB commented that alternative provisions could also be considered (via the Local Offer) to address mental health needs.

LB praised **VD** for the report and has noted that the data follows the same national trends and **posed the following questions:**

- **How are the school improving areas e.g. LAC/Pupil Premium/Males?**
- **The Writing and Science have decreased, compared to Reading**
- **How do you measure expected progress?**

VD replied that the data will evolve over time. The school is considering utilising their School Led Tutoring Grant funding to provide external Maths and/or English intervention (to include Writing). Reading had been a focus, but the school is now looking to address the gaps in Writing. **VD** confirmed that this is being considered for the Spring Term.

LB asked what the school are doing to address the significantly lower attendance data re: LAC/PP/Males data?

VD stated that pupils are tracked as individuals and not as groups and any issues are discussed at the Leadership Team meetings. Persistent absences are offered additional external support (e.g. referral to Early Help/EWO). The school also has systems in place to support the pupil's individual issue/need. Their attendance is then also tracked weekly.

JT commented that the report (on pages 14 – 17) shows a positive picture for Pupil Premium, but suggested that the data would be better represented to governors as Non-Pupil Premium and Pupil Premium to reflect this.

JT also commented that the school's new processes were now providing strong data. Is there a need to update the SIP re: the new priorities?

VD stated that this will be updated over the Christmas period (the current SIP relates to Autumn term 1). **VD** will also be re-evaluating the SEF and providing the supporting evidence.

Chair: Is the current position of science progress right?

VD: The school has a Science specialist starting in January 2023, which will have a positive impact. **VD** intends to review the situation at Easter.

Behaviours & Attitudes

JT: Page 20, how do you track children and behaviour incidents? How do you know if an individual pupil's behaviour is improving?

VD: A deep dive is taken from the data. Restorative Conferences have been launched positively and are now being used throughout the school. This practice supports not only the needs of the children, but it's also been used as a mediation tool for staff. This

supports the culture of the school as a restorative school. CPOMS is in the process of being changed to accommodate this new process, but needs triangulation time as all incidents are reported within COPMS.

LO confirmed that all Teaching Assistants have regular training sessions on how to report on CPOMS. All incidents are then followed up and actioned by other members of staff.

LB: Is there a structure in place to scrutinise all CPOMS incidents

VD confirmed that she is notified of all alerts and then verbally detailed the matrix of staff delegation to each category of incident. This is hierarchical and is also linked to confidentiality.

LH: Page 21 (PACE); do staff have an opportunity to de-brief after any incidents?

VD acknowledged that this is area of improvement for the school, but the team do discuss and follow up any significant incidents.

LH: Would a formal process be helpful to address any well-being issues, but also to address any post incident lessons learned?

VD: The school intends to include the Relationships Policy within the Behaviour Policy. PW noted that from her time spent within the school this term, this is being picked up by the school up incidentally and that the process just needs formalising. PW is aware that VD has responded to staff with the appropriate level of care and support.

LH: This will help to evidence that staff have been supported, should the situation escalate.

Chair: There are clear and strong relationships across the workforce. It needs to be recorded as taking place, but not too formalised that it prevents the bespoke cultural practice that is currently occurring.

VD: Is very aware of the emotional needs of her staff and the best support strategy to implement at that time.

Chair: A policy update should be reflective and personalised around the incident and the individuals. Staff should routinely be reminded that they have the right and an expectation of post incident learning.

AH stated that the curriculum shouldn't be at the expense of staff wellbeing after any incident.

AH: Acknowledged the strength of the Leadership Team with Kirsty Lamb as Deputy Head. Kirsty also demonstrates the same culture and ethos.

LO commented that the team also have half-termly catch up sessions.

Chair reiterated that if it is documented within the policy about how the school is to be held to account, any failure to provide this would result in the school not being compliant with policy.

LB: Attendance on page 24 – is the drop of 0.5% in attendance (from last year to this year) due to the new intake of students?

VD: A comparison has not been made.

LB: SEN is being reported as 88.1%. Is this the whole intake?

VD: Yes, this is the same as the 'Overall' number. The 'SEN' data is automatically produced within the report.

LB: Are holiday requests authorised and do they affect the attendance data?

PW confirmed that the Trust are looking at attendance figures (for all of the schools) and the reasons for absence and authorisation - this includes holidays. Each school has a differing approach, dependant on their level of need. This work will be on-going over the course of the year, with the discussions taking place within the Central Trust next term.

Chair relayed to all governors that fines are only sanctioned by the LA if referrals are made to them by The Trust.

PW: There is an acknowledgment that fines are not effective.

PW: All approaches to attendance are dealt with on a highly individual basis and with families. This is the most productive way to have an impact of attendance.

Personal Development

Chair stated that this area is a strength to the Bader offer and an area that is moving into 'Good'

VD agreed that the school moving to 'Good'.

The Chair thanked VD for her detailed reports

6.1.1 Appendix 1 – Updated SIP

No comments raised.

6.1.2 Appendix 2 – School SEF

JT: When will you know that you're moving into 'Good'? There is an abundance of evidence, yet still RAG rating as 'Requires Improvement'.

LB/LH both believe that VD is undervaluing herself, as the report and evidence is positive.

VD acknowledged that these reports were completed in September (with last year's data) and that there has been an increase in evidence this term. More time allowed to embed this evidence will give VD the confidence to say it's 'Good'.

VD will continue to use the iAbacus self-evaluation tool.

LH asked if the school know the expected date of the Ofsted inspection?

Chair: This is impossible to anticipate. It's important that the Headteacher and school community believes in the integrity of their self-evaluations. This has been a very short term. The Spring term will allow more time for the Quality of Education and that the next academy council meeting will be a different conversation.

6.2. Community Voice Report

Chair thanked VD for her detailed report. VD relayed the following highlights from the report:

- The 'Friends of Bader' has started, which has been very positive.
- VD chasing up references and DBS checks.
- Had very positive Parent Voice which has reflected parental discussions.
- The school now has a Senior Mental Health leader worker at school.

<p>LB queried if some of the data had been misreported and negatives instead of strengths? LB: What age level is the Independent Training Opportunities available for? VD: Key Stage 3 and then possibly Key Stage 4 VD: Conversations are taking place re: some pupils dropping some subjects at Year 10/11. This may be a broader offer in Key Stage 4</p> <p>LB offered to forward the details of Doncaster College Careers staff member to arrange a 'Career Day' VD: Confirmed that the school has already started this process with the school's Independent Careers Advisor - with the potential of an Easter date. VD has also requested that opportunities for Key Stage 4 work experience are explored.</p> <p>LB: Are staff able to nominate their own charity for fundraising? VD: Yes, but not for any nationally run events.</p> <p>VD confirmed that the Christmas Fayre raised just over £950.00.</p> <p>PW reiterated that she saw a range of parents at the recent exhibition at school. Some displayed emotion over their child's work, some proudly took photos of their child and their work and some verbally expressed how valued their child felt at school.</p> <p>PW suggested VD liaise with Willmott Dixon re: apprenticeships/internships.</p>	
<p>6.3. Budget Monitoring Report</p> <p>Chair confirmed that the In-Year Surplus will change due to changes with funding.</p> <p>Chair advised the academy council that The Trust has written to Doncaster Council to advise of a referral to the Secretary of State re: 2 placement issues:</p> <ul style="list-style-type: none"> • Pupil 1: Funding was promised in September 2020 which has never provided. • Pupil 2: The LA has been directed by tribunal to name Bader on the EHCP and that the funding should be provided by the local authority. This is being argued by the local authority due to the availability of spaces at Bader. <p>The Trust is awaiting a response to PW's letter.</p>	
<p>6.4. Teaching Staff Appraisal Outcome Report</p> <p>No questions were raised, so this was approved by the Academy Council.</p>	
<p>7. TRUST MATTERS</p>	
<p>7.1. Trust Verbal Update of Key Issues</p> <p>None</p>	
<p>8. ANY OTHER URGENT BUSINESS</p>	
<p>8.1. To consider any other urgent business agreed by the Chair</p> <p>None</p>	

9. CONFIDENTIALITY	
9.1 To consider the confidentiality of any items discussed during the meeting None.	

10. DATES OF NEXT MEETING	
----------------------------------	--

Thursday 23th March 2023	13:30 – 15:00	Bader Academy Council
Thursday 6 th July 2023	13:30 – 15:00	Bader Academy Council

Minutes approved

CHAIR	SIGNATURE	DATE