



Bader Academy Council Meeting Thursday 14 December 2023 at 13:30 Bader Academy

Those Present:		
Viki Drew	Headteacher	VDr
Claire Garbutt	Chair	CB
Lisa Suter	Nexus MAT Executive Regional Director	LS
Scott Spence-Hill	Parent Governor	SSH
Lynn Olsen	Non-Teaching Staff Governor	LO
Abigail Hirst	Teaching Staff Governor	AH
Leanne Bradley	Parent Governor via Teams	LB
Larry Hollando	Community Governor	LH
Also Present:		
Lyndsay Foster	Nexus MAT Governance Clerk	LF
Kirsty Lamb	Deputy Headteacher & Deputy Designated Safeguarding Lead	KL
Apologies:		
Jacky Tattershall	Nexus MAT Assistant CEO and Vice Chair	JT
No Apologies:		

1. APOLOGIES FOR ABSENCE	Actions
1.1. To receive apologies for absence Apologies received from JT.	
1.2. To accept apologies for absence Apologies accepted from JT.	
1.3 Confirmation of Vice Chair Confirmed Vice Chair.	
2. BEST WE CAN BE AWARDS	
2.1 Best We Can Be Awards VDr mentioned that she wishes to reconsider how she wants to organise and present an award, as some staff members may not appreciate being in the spotlight. CG suggested discussing the achievement awards in the AC meeting, and VDr can decide on the best way to present them to staff, whether on a one-on-one basis rather than inviting them into the meeting.	
3. ITEMS OF URGENT BUSINESS	
3.1 Chair to determine any items of urgent business to be considered. Discussion around the school calendar and October Half term 2 weeks planned in for the next 3 years. ACTION: Confirmation of the school calendar.	ACTION: CG 21/03/24
4. DECLARATION OF INTERESTS	
4.1 Individual Governors to declare any personal, business or other governance interests on any item on the agenda. None.	
5. BADER ACADEMY LOCAL GOVERNANCE MINUTES	
5.1. To approve the minutes of the following meeting: Minutes deferred till the next AC meeting on 21 st March 2024.	
5.2. Review of Action Tracker Reviewed and updated.	
5.3. Matters arising from the Minutes LH asked about the Music in the minutes is there any developments on the performing arts been continued? VDr stated yes, it's started, and 4 Y10 pupils are doing BTEC in performing arts. LH asked are the Mental Health aiders been used in school and advertised?	

<p>VDr confirmed that the staff are aware they can reach out when needed. She mentioned they've also utilised a service called Westfield, which provides counselling services for mental health.</p>	
<p>6. ITEMS TO BE CONSIDERED</p>	
<p>6.1. Headteacher Report</p> <p>VDr provided an overview of the report, mentioning changes in the Senior Leadership Team (SLT) and now having 5 members of staff over 3, systems are working more efficiently and settling with a systematic approach. There are developments in the curriculum and the Year 11 offer, including group tracking for equivalent BTEC in iMedia. There's a strong emphasis on reading, with the completion and effective use of the new library. Furthermore, a new Dojo shop has been opened, and there's now a lunchtime timetable for students to spend their Dojo points there. Some outside spaces have been completed, and new fencing has been installed for the younger students. There are plans to explore the addition of a canopy for all-weather use and more breakout areas.</p> <p>Twenty-five staff completed Rainbow training. Ongoing training includes safeguarding and online safety. All Senior Leadership Team members completed level 3 safeguarding training. Staff absences are high, with HR support for level 2 absences, and referrals to Occupational Health.</p> <p>LH inquired if there's a trigger for the high staff absences? VDr mentioned she can provide the information later as she doesn't have it on hand. LS explained the stages and procedures carried out by the trust and highlighted differences in conditions when the Local Authority (LA) is involved in some staff contracts.</p> <p>ACTION: LF to have sickness report off Nexus website available for the governors for the next AC meeting</p> <p>SSH asked about the PAN increase from 100 to 105 in the report and if it could keep rising? VDr explained that yes, it's possible, especially with a growing demand for special school places, often driven by tribunals. Changes to PAN reflect this, and talks are ongoing about physical space and potential extensions. LO raised concerns about the need for more staff and the impact on sickness. VDr confirmed 110 consultations in 3 months, three via tribunals, and they are now preparing for a significant number of applications in September 2024.</p> <p>LO inquired about the advertised age range of 0-19 when the school opened and whether that cohort would ever be accommodated. VDr clarified that while the school is open to the age range of 0-19, she strongly feels that a 6th form is not suitable within the school environment. She expressed uncertainty about where to place an adequate 6th form within the school for the benefit of students.</p>	<p>ACTION: CLERKING SERVICES 21/03/24</p>

CG inquired about the 2.4 table and whether exit interviews are conducted to understand why there is a struggle with retention?

VDr confirmed that exit interviews are conducted, and some individuals leave because they feel it's not the right setting, often departing after just a few weeks.

LH suggested adding an extra column in the report to show the percentage of the number.

CG mentioned a breakdown of absence by role and whether it was related to stress and anxiety, particularly for Teaching Assistants (TA's).

VDr confirmed that it includes all TA's and that the reasons for absence are personal, not work-related.

LH asked are staff using the mental health aiders? Would be nice to know if it's been found useful.

LO mentioned that the Mental Health aiders are known, and staff have different preferences, some feel comfortable going to them directly, while others prefer the open-door policy with VDr and KL.

AH suggested that comfort in seeking support might be influenced by the time of joining the school; older staff may prefer leadership, and newer staff may lean towards the aiders.

LB inquired about Mental Health and whether Young Minds or Kooth flyers have been distributed using Dojo. She also asked if there is a noticeboard around the school for the children.

VDr confirmed that Mind is used, and they visit the school on Tuesday mornings. Emotional well-being is considered in the budget for resources and services. Online safety training and "Wake Up Wednesday" information are sent out to parents on Dojo.

CG asked if there's anything that can be considered regarding Mental Health support for staff?

VDr explained that they have 1-2-1 sessions with the Senior Leadership Team (SLT) every half term for any concerns, ensuring staff know who to approach with anything. There are pictures on the noticeboard in the staff room, and a safeguarding board is there with formal processes.

AH confirmed she is aware and knows where to go for support.

LO confirmed that the staff parliament has regular meetings, and they discussed Westfield. The service can be accessed and bought into for all healthcare needs. After each meeting, the information is sent out to all staff via email.

VDr provided a brief overview of section 3, mentioning that they have conducted two successful deep dives in Art and Science.

The school's focus is on attendance, and it has been tracked more closely.

There are plans for PDA Society (Pathological Demand Avoidance) to come in for staff training on January 12th.

The National Autistic Society will also provide Autism-specific training, and a member of staff has attended trauma-informed training, with a session planned in school for the new year.

LS asked if there are predicted grades in place for the year groups doing exams and SATs?

VDr explained that yes, there are predicted grades in place, and more information can be found on pages 18 and 19.

CG asked if the work that was looked at in books was sequential and if it reflected what teachers had planned for?

KL confirmed that yes, they were pleased because everything went as discussed. The student progress was brilliant, and the pupils could explain what they were doing, including their knowledge of artists in Art.

CG asked how the knowledge was developed?

KL explained that the knowledge was mainly developed from a school trip to the art gallery.

KL also informed that Science was very strong, rated very strong, and there was strong evidence of the work.

LB asked how they decide which subjects need specialist staff during staff recruitment?

VDr explained that if a subject offers a qualification, they require a specialist teacher. Regarding employment, they assess where specialists can be used creatively based on subjects and children's interests. There's no fixed tenure; they may be permanent or temporary based on pupils' needs and budget considerations.

VDr also discussed tracking Pupil Premium interventions in Maths and English, with staff members providing specific support for pupils.

LB asked if they use the national curriculum to track data to determine if pupils are on or off track?

VDr confirmed that yes, they do use the national curriculum for tracking data.

ACTION: CG asked VDr if the Y6 pupil data report could incorporate reading, writing and maths outcomes (RWM) to show the combined measure, (ie, number of children 'on track' in all 3 subjects)

**ACTION:
VDr
21/03/24**

CG asked what benchmarks are being used for KS3/4?

VDr highlighted that there is a Key Stage 3 (KS3) tracker on EWIG for English and maths, and Key Stage 4 (KS4) students have folders with assignments.

AH discussed the pathways and alternate provisions, emphasising that they are personalised to each pupil, and there is no set ceiling.

VDr added that Pathway 1 is for pupils who require more support and higher levels of staff.

Discussed report around section 4.

VDr informed that a past pupil is coming into school to speak with Year 11 pupils about how he has been successful in an alternate provision.

LH asked when pupils leave Bader where do they go?

VDr informed that the post-16 destinations for pupils vary. Last year, some went on to Communication College, while others attended Doncaster College. RT has taken some pupils out to explore these colleges in preparation for their transfer and has also visited Harrison College.

AH added that they have a very good careers officer who provides excellent advice and support.

<p>LH asked how families are involved? VDr stated that they are involved in the annual reviews, working alongside the careers officer and participating in provider events organised by the school.</p> <p>LB asked are the careers advisors planning working with the younger years? VDr confirmed that she works with students in Year 7 to Year 11, currently focusing on Year 10 and 11, but over the year will extend to Year 7. All years have career enterprise sessions built into their timetable every week. LO stated that they explore and research what they want to do and start looking at it in Year 7. VDr informed that they are continuing to develop CPOMS and also exploring alternatives to suspensions, with pupils accessing internal reflection.</p> <p>CG commented about the thorough detail included in the suspension report and asked whether there are any case studies available which show actions taken and the 'so what'/next steps as supporting documents? VDr stated that yes, there can be case studies.</p> <p>ACTION: VDr to begin case study work and bring to next meeting</p> <p>LS mentioned that some positives can be derived from the case studies. LH expressed that case studies are very good for audit trials with paperwork.</p> <p>VDr discussed an overview of attendance on page 30, mentioning that the school is still conducting home visits if a student has not attended for a week. Multi-agency meetings are in place for longer periods of absence, and they work with other agencies and CAHMs (Child and Adolescent Mental Health Services). LH asked if could add last term data to make comparison and maybe colour code in the report.</p> <p>ACTION: VDr to add column on data to compare previous term and colour code it.</p> <p>VDr discussed the section on Personal Development in the report, providing an overview. VDr also discussed and provided an overview of Community Voice, mentioning that Year 11 students went to Shakespeare's Globe in London, and they loved the experience.</p> <p>LB asked about the wording where the school encourages pupils to display good behaviour, wondering if it would elicit a different response from parents if worded differently? VDr advised that the wording reflects how Ofsted's parent view would phrase it.</p>	<p>ACTION: VDr 21/03/24</p> <p>ACTION: VDr 21/03/24</p>
<p>6.1.1 Appendix 1 – Updated SIP</p> <p>The report was discussed and reviewed. CG inquired about deadlines and how the school continues to track reading sessions in Key Stage 3/4 to ensure they are ongoing.</p>	

<p>VDr confirmed that reading sessions are built into the timetable and mentioned the presence of the new library.</p>	
<p>6.1.2 Appendix 2 – School SEF</p> <p>Discussed and reviewed report.</p>	
<p>6.2. School Dashboard Summary</p> <p>The document was discussed and reviewed. Governors expressed satisfaction with having a better document to understand the current state of the school. VDr informed that there have been a couple of changes since, with sections 3.3 and 3.5 moving to RI (Requires Improvement).</p> <p>CG inquired about the work on racism, noting that the dashboard still shows it as high. She asked if there is more work to be done to raise awareness?</p> <p>VDr stated that it's an ongoing progress, focusing on pupils' perceptions of bullying and what's happening. There is a continuation of working with the pupils and families. CG suggested tracking both perceived bullying and actual bullying</p> <p>ACTION: VDr to track perceived bullying and actual bullying.</p>	<p>ACTION: VDr 21/03/24</p>
<p>6.3. Budget Monitoring Report</p> <p>The report was discussed, and it had been distributed prior to the meeting. Governors expressed a preference for the new style of the report, finding it easier to understand. CG requested if the report could be moved further up the agenda to allow more time for discussion and review</p> <p>ACTION: LF to check if can be moved up on agenda for next AC meeting.</p>	<p>ACTION: CLERKING SERVICES 18/12/23</p>
<p>6.4. Teaching Staff Appraisal outcome report</p> <p>Discussed report, handed out for information.</p>	
<p>7. TRUST MATTERS</p>	
<p>7.1. Trust Verbal Update of Key Issues</p> <p>Nothing new to discuss.</p>	
<p>8. ANY OTHER URGENT BUSINESS</p>	
<p>8.1. To consider any other urgent business agreed by the Chair</p> <p>VDr to circulate next academic year calendar to the trust.</p> <p>ACTION: LF to change time to any future meetings to 1.00-3.00</p>	<p>ACTION: CLERKING SERVICES 18/12/23</p>
<p>9. CONFIDENTIALITY</p>	
<p>9.1 To consider the confidentiality of any items discussed during the meeting</p> <p>None.</p>	

10. DATES OF NEXT MEETING

Thursday 21 March 2023	13:00 – 15:00	Bader Academy Council
Thursday 11 July 2023	13:00 – 15:00	Bader Academy Council

Minutes approved

CHAIR	SIGNATURE	DATE