



## **Bader Academy Council Meeting Thursday 21 March 2024 at 13:00 Bader Academy**

<b>Those Present:</b>	<b>Roles:</b>	<b>Initials:</b>
Viki Drew	Headteacher	VDr
Jacky Tattershall	Nexus MAT Assistant CEO and Vice Chair	JT
Claire Garbutt	Chair	CB
Lisa Sutor	Nexus MAT Executive Regional Director	LS
Lynn Olsen	Non-Teaching Staff Governor	LO
Abigail Hirst	Teaching Staff Governor	AH
Leanne Bradley	Parent Governor via Teams	LB
<b>Also Present:</b>		
Lyndsay Foster	Nexus MAT Governance Clerk	LF
Ryan Taff	Deputy Headteacher	RT
<b>Apologies:</b>		
Rebecca Allard	Executive Assurance Partner	RA
Scott Spence-Hill	Parent Governor	SSH
<b>No Apologies:</b>		
Larry Hollando	Community Governor	LH

1. <b>APOLOGIES FOR ABSENCE</b>	<b>Actions</b>
1.1. To receive apologies for absence  Apologies received from SSH and RA.	
1.2. To accept apologies for absence  Apologies accepted from SSH and RA.	
2. <b>BEST WE CAN BE AWARDS</b>	
2.1 Best We Can Be Awards  VDr to report details at a later date.	
3. <b>ITEMS OF URGENT BUSINESS</b>	
3.1 Chair to determine any items of urgent business to be considered.  Governor training email has been sent out by VDr for discussion on training.	
4. <b>DECLARATION OF INTERESTS</b>	
4.1 Individual Governors to declare any personal, business or other governance interests on any item on the agenda.  None.	
5. <b>BADER ACADEMY LOCAL GOVERNANCE MINUTES</b>	
5.1. To approve the minutes of the following meeting:  The minutes of the meeting held on the 14 December 2023 were approved.	
5.2. Review of Action Tracker  Action tracker reviewed and updated.	
5.3. Matters arising from the Minutes  None.	
6. <b>ITEMS TO BE CONSIDERED</b>	
6.1. Headteacher Report  VDr provided a comprehensive overview of the recent developments. All staff have participated in 1-2-1 feedback sessions which have been highly valued. Timetables for September are already completed with transition plans set to commence after the May half term to ensure students have ample settling-in time. GCSE preparation is in progress with Year 10 currently undergoing English Language exams. The school received a positive JCQ inspection this week. Additionally, the school has been designated as a Rainbow School, offering support to students dealing with bereavement, with 11 students currently benefiting from this initiative. Quality Assurance support and challenge meetings have yielded positive outcomes over the past term. VDr provided an overview of the sickness absence data from the report, noting that it is lower compared to the previous year. Some absences are attributed to staff undergoing surgeries.	

VDr shared that the new school minibus is scheduled to arrive tomorrow and mentioned ongoing work within the school concerning the installation of new fire doors.

The Head Teacher and Deputy Heads have completed IOSH training. Additionally, Pathological Demand Avoidance training has been conducted within the school, with participation from other staff members from the trust. Another staff member has completed Team Teach training, enabling the school to conduct in-house training, which is more convenient for annual sessions. Furthermore, all staff have been updated with Prevent training and Brook traffic light tool training is also complete.

**JT asked about after school booster sessions. Has a transport contract been negotiated? How do the students get home?**

VDr explained that parents/carers are covering transport for these sessions, with provisions for students to take home papers if they cannot stay due to transport. Additionally, there is a one-day session during the Easter break led by the English lead, which has been well attended in the past. Students have completed 9 mock papers since last half term as part of their preparation. The school now have exam desks for students to use.

**CG asked in relation to JT question, is it funded from NTP?**

The arrangement has been brought inhouse and staff are paid if they work through the holidays. Additionally, Deputy Heads are now providing more support around exams rather than teaching in the classroom.

VDr explained that information about the renaissance has been sent out via email and Dojo, including instructions on how to use it. Additionally, VDr offered to provide LB with a printed copy for reference.

**JT asked about the incidents figure - was it one member or multiple?**

VDr mentioned that she believed there were two accidents but she would double check the figures and get back to JT. She also noted that no one had been signed off due to an accident at work.

**ACTION: VDr to check on incident numbers and get back to JT to confirm.**

**ACTION:  
VDR  
11/07/24**

**RT asked JT if she would prefer a breakdown of numbers going forward?**

JT informed that it would be helpful to see a breakdown.

**ACTION: RT to provide a breakdown in number of staff with incidents.**

**ACTION:  
RT  
11/07/24**

**CG enquired about appraisals on page 4 of the report and asked how, as a Head Teacher, VDr oversees aspects for which they are not directly responsible?**

VDr explained that they conduct 1-2-1 meetings and have an open forum for questions, where anything raised is passed on. RT added that they have their own internal quality assurance process with structured questions.

**CG asked about the options booklet - were parents invited in to discuss and see a presentation?**

RT mentioned that they are planning to invite parents in, next year, and both a paper copy and a link for a digital copy of the information have been sent out and information shared via parents evening. The school has also sent out a Microsoft Forms survey to collect feedback from parents about the options.

**JT asked if any parental feedback has been received?**

RT mentioned that they have conducted parental consultation but they have also made phone calls to enquire. The availability of subjects offered has become more varied since last year due to the preferences of parents and students.

**LS asked about curriculum implementation and delivery for each subject?**

VDr confirmed that it's about the sequence of learning, with each area working on templates for each meeting and then moving into the curriculum booklet. Buddy meetings are also taking place, with an SLT member usually available and involved in these.

**CG enquired whether the Rainbows member of staff would be able to attend the summer meeting to talk through processes it goes through, and the work they cover?**

VDr agreed that it's something they can explore further.

**ACTION: VDr to arrange for Rainbows member of staff to attend summer meeting to give an overview of their work**

**ACTION:  
VDr  
11/07/24**

LO then discussed what the training covered for the staff and the resources available. AH mentioned that the resources are very useful and children realise that they aren't alone; it's not just them going through these experiences with these small groups. Seeing the impact it makes is really rewarding for students and staff and helps them manage their feelings and share.

**LB asked if the programme deals with any specific trauma?**

The training primarily focuses on loss and bereavement but it can also cover other forms of trauma such as divorced parents ensuring a comprehensive approach to supporting students through difficult experiences.

**CG asked which staff are on NPQ's and how is all the learning being shared across the school?**

VDr noted that the behaviour lead and Assistant Head have participated in different training sessions recently. However, there hasn't been an opportunity for them to come together and share their experiences and insights. CG suggested that it would be beneficial for them to collaborate and exchange ideas to strengthen the team and identify common themes and strategies for implementation.

**LS asked is the Mental Health trainer for staff or students? Or does Rainbows cover the students?**

VDr clarified that the mental health support primarily targets staff members although LO possesses a Level 2 certification in Mental Health for children in school. VDr expressed the importance of the close-knit classroom environment in identifying students' mental health needs and providing support. She described the approach as a

tiered process, where they collaborate with organisations like MIND and CAMHS clinics, to tailor interventions according to the specific needs of each student.

VDr mentioned that they conducted an internal Geography deep dive and paired subject leaders to enhance their practices. They are also reviewing pupil progress data for the upcoming half-term. Regarding exams, there's a significant increase this year compared to last year. Approximately 70 exams are scheduled for next year for functional skills levels 1 & 2 for Year 9 students and there are entry-level exams (1, 2, 3) across Years 9-11.

AH provided updates on Amber Base, where 7 young people are settling in well. Four pupils are preparing for entry-level exams in Level 2 English and Maths, along with moderation for ASDAN PSD qualifications and lifestyle challenges. The budget lifestyle challenge is a practical life lesson where they go to the supermarket every Monday to budget for their snacks for the week. They are also completing short courses in PSHE and Food Technology with plans to extend the course duration to 2 years to ensure deeper understanding and embedding of skills among students.

VDr discussed that for pupils who are currently on school role but elsewhere, dual registered (one at Doncaster College, one with Unity Project and working with Phoenix), they receive weekly feedback on progress of each pupil and any behaviour issues or updates.

**LB asked who is Quality assuring the member of staff over the specialist?**

VDr explained that both internal staff members and external professionals are involved in quality assuring the work of the specialist staff member. The school anonymises the work and seeks assistance with moderation from these individuals.

The Behaviour and Attitudes section was discussed, highlighting the absence of exclusions and the positive trend in attendance. Home visits are conducted when necessary to support both parents and young people. Weekly meetings are held to review progress and develop action plans and there is ongoing communication with the Education Welfare Officer regarding attendance matters.

Case studies handed out for information.

VDr explained that 'Mind Jam' is a counselling service that the school use to help get students into school. Cahms are looking into VR programmes for helping families.

CG discussed if they've thought about the Robot that's used with families that's been trialled at another Trust school.

**LB asked what the Robot was called?**

JT informed she will find this information out and pass on.

**ACTION: JT to find out information regarding the Robot for LB.**

**LB asked about suspension on one of the case studies- is it season term related?**

VDr informed its incident based, new term, school and settlement.

**CG asked CPD around behaviour how is school measuring the impact on this?**

**ACTION:  
JT  
11/07/24**

RT mentioned that their efforts in addressing behaviour concerns have involved behaviour lead walks and collaboration with James from another Trust school, who has been providing training and support. They are also focusing on understanding CPoms and engaging in internal reflection, with plans for ongoing monitoring in the upcoming term. VDr proposed the idea of tracking how long students are out of lessons and considering whether they might benefit from taking their options earlier, focusing on subjects they enjoy and will be pursuing in Year 10.

**LS asked are school more confident that the practice across school is more consistent with CPD?**

RT expressed that there's been improvement and it's an ongoing process; understanding the triggers for individual students and identifying who or what might trigger a situation is key to their progress.

Discussion around the Pupil Parliament, with VDr highlighting their active involvement and great ideas contributing to school life. The pupils organised a community day, students collaborated with staff of various ages, aiming to foster respect and improve behaviour. Feedback from this initiative was notably positive. VDr stated the Dojo shop was very successful.

**LS asked have they got any links or contacted any local businesses?**

AH shared her challenges in engaging local businesses, noting their lack of interest. LO suggested leveraging the Tesco 'Community Forces Day' event to gauge interest. RT discussed plans for work experience opportunities, including visits to careers fairs and creating links with local businesses. Additionally, a transport day was organised for families and students to explore transportation options for the upcoming tenders.

VDr gave a brief overview of the community voice report. There are 4 pupils completing the Duke of Edinburgh Silver awards and 8 students completing Bronze awards.

**CG asked if there's a timescale and a budget for the ECO school project?**

VDr expressed more likely to move into next year due to how busy year school has planned and they know they will be going for a flag.

6.1.1 Appendix 1 – Updated SIP

Discussed as part of the Headteacher report and reviewed report.

6.1.2 Appendix 2 – School SEF

Same as the Autumn term will be reviewed again shortly.

6.2. School Dashboard Summary

Discussed and reviewed document. VDr informed there is advertisement for 4 new Teaching Assistants.

Brief discussion on the Staff survey document very good figures overall when converted on average 69-79% very good. VDr shared her intended next steps to follow up to the staff voice survey.

6.3. Budget Monitoring Report

Discussed report and distributed prior to meeting.

6.4. School Calendar	
Document distributed for information and shared on Governor hub.	
6.5. Cabinet Member & MP's Feedback from Pupil Parliament – Verbal	
All incorporated in the Headteacher report, pupils didn't attend the last one due to illness. LO to pass on the staff information for training and what was discussed for staff parliament.	
6.6. Skills Audit – Governor Self-Assessment – Verbal	
Informed of Skills audit and clerking services to email out tomorrow for return by 19/04/24. <b>ACTION: Clerking services to email Skills Audit out.</b>	<b>ACTION: CLERKING SERVICES 22/03/24</b>
<b>7. TRUST MATTERS</b>	
7.1. Trust Verbal Update of Key Issues	
Nothing new to discuss. <b>ACTION: Clerking services to email crib sheet out to everyone for information.</b>	<b>ACTION: CLERKING SERVICES 25/03/24</b>
<b>8. ANY OTHER URGENT BUSINESS</b>	
8.1. To consider any other urgent business agreed by the Chair	
VDr discussed training for the Governors, they have an online portal with National College and asked if happy for governors to be added to a watch list of training videos and online training. VDr also confirmed will Dojo message when links been sent. <b>ACTION: VDr to send out online portal link for training watchlist to governors.</b>	<b>ACTION: VDr 11/07/24</b>
<b>9. CONFIDENTIALITY</b>	
9.1 To consider the confidentiality of any items discussed during the meeting	
None.	
<b>10. DATES OF NEXT MEETING</b>	

Thursday 11 July 2023	<b>13:00 – 15:00</b>	Bader Academy Council
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**Minutes approved**

CHAIR	SIGNATURE	DATE
Claire Garbutt	Claire Garbutt	11 <sup>th</sup> July 2024