



Bader Academy Council Meeting Thursday 12 December 2024 at 13:00 Bader Academy

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

1. APOLOGIES FOR ABSENCE	Actions
1.1. To receive apologies for absence Apologies received from LO, LB, LS.	
1.2. To accept apologies for absence Apologies accepted from LO, LB, LS.	
1.2. Confirmation of Vice Chair JT agreed to continue as Vice Chair.	
2. ITEMS OF URGENT BUSINESS	
2.1 Chair to determine any items of urgent business to be considered. Welcome and ratify new community governor Tom Brown.	
3. DECLARATION OF INTERESTS	
3.1 Individual Governors to declare any personal, business or other governance interests on any item on the agenda. None.	
4. BADER ACADEMY LOCAL GOVERNANCE MINUTES	
4.1. To approve the minutes of the following meeting: The minutes of the meeting held 11 July 2024 were approved as a true record.	
4.2. Review of Action Tracker Reviewed and updated.	
4.3. Matters arising from the Minutes None.	
5. ITEMS TO BE CONSIDERED	
5.1. Headteacher Report VDr provided an overview of the report, highlighting key achievements and training completed by the school. This included a successful health check that reflected positively on science and safeguarding practices, as well as a strong School Improvement Plan (SIP) and Self-Evaluation Form (SEF). VDr noted that the SMSC (Spiritual, Moral, Social, and Cultural) award verification is scheduled for January. Additionally, it was shared that RT successfully completed his Level 6 Careers Leader qualification within six months, showcasing a commitment to advancing the school's career education framework. There was a discussion around staff sickness figures. CG asked sickness due to accidents is there sufficient risk assessments in place? VDr confirmed the longer sick absence is related to a car accident so was out of school.	

LH asked if the report could in future specify if the accident is in school or outside of school?

VDr agreed to make note for next time.

VDr emphasised that staff training remains a top priority for the school. Recent efforts include a comprehensive session with the National Autistic Society, which provided all staff with in-depth training on understanding Autism. Additionally:

- Mandatory training, such as Team Teach, has been successfully completed.
- MIDAS training continues to be maintained, even after the theft of the school minibus, ensuring all staff are still trained to drive.
- Extensive compliance training has been undertaken, covering areas such as medication administration and completing thorough risk assessments.

These initiatives reflect the school's commitment to maintaining a high standard of readiness and expertise across its staff, ensuring both safety and effective student support.

VDr stated that a Behaviour Review which took place in the summer term, alongside ongoing work to enhance behaviour management practices. The school continues to implement debrief processes to support staff and students following incidents effectively.

In addition:

- Both RT and VDr are undergoing accreditation training to establish the school as a Nurture School, which will further enhance the emotional and social support framework for students.
- Staff have found sensory training through online platforms particularly valuable, enhancing their knowledge and ability to cater to students' sensory needs.

These efforts demonstrate the school's proactive approach to fostering a nurturing and inclusive environment while equipping staff with the necessary tools and expertise.

JT congratulated RT on completing his training in record time and commended the effort and dedication required.

JT asked how Bader School became aware of the Nurture School programme?

RT explained that his experience with the programme came from a previous role in another school. During his interview with VDr, he presented the case for implementing the Nurture School programme, providing detailed evidence of its benefits and demonstrating why the cost is a valuable investment.

RT emphasised how well the programme aligns with the school's values, enhancing its holistic approach to student development. He also highlighted the ongoing work to integrate Nurture Principles within the learning cycle, ensuring these practices are embedded into the school's educational framework.

CG asked about the Leadership Award and asked for elaboration on its significance and the impact it would have on school development?

RT explained that the award focuses on providing a comprehensive overview of careers education within the school. It encompasses understanding and aligning with government legislation, as well as embedding career-related encounters and curriculum initiatives throughout the school.

RT highlighted the ongoing curriculum redesign from Years 7-11 and plans to extend this approach to Years 1-6. He emphasised that the curriculum is evidence-based, ensuring it meets the specific SEN needs of Bader's students.

RT further detailed the implementation strategy, which includes dedicating at least one career-focused week per year group. This initiative helps students understand the relevance of jobs and the qualifications required, while also exposing them to real-world experiences. Examples of external visits included PCSO's, the Air Ambulance team, and Animation Nation, all of which contribute to a whole-school approach to careers education.

LH asked about the National Autistics society offering an accreditation service for schools with high profile, are school aware of this and are they able to do this as a school?

VDr wasn't aware of this but something can look into.

CG also informed they are looking into at a trust level.

CG asked around staff absence and improvement on figures compared to last year's data, have school put any structures in place?

VDr explained that when the report was written, the situation regarding staff absences was manageable. However, since then, the school has faced challenges, leading to the temporary closure of a few classes and year groups. She emphasised that the school strives to minimise reliance on supply teachers, as students often struggle to adjust to unfamiliar faces, which can trigger behavioural issues.

VDr noted that recently, around 20% of staff in the upper school have been absent due to a combination of illnesses, creating additional strain on staffing and operations.

CG asked about school being well over PAN numbers, are school still receiving consultations?

VDr confirmed they're still receiving consultations and there's also tribunal placements.

RT stated they are currently 20% over PAN and still rising.

CG asked whether the school's assertion of having capacity impacts its actual operational capacity?

RT confirmed that while the school might have physical capacity, VDr is actively exploring solutions to optimise the use of available space.

VDr explained that one option being considered is modifying the common room by a mobile moving wall to create more functional space. She also noted that the school has dealt with over 100 consultations in a single term, adding strain to resources.

Additionally, many tribunal cases do not align well with the school's profile or the needs of its students, with only a small number being appropriate for the school's specialised environment.

LH asked whether handling applications imposes a significant workload on VDr?

VDr confirmed that it is indeed a time-intensive process, though the school has become adept at managing it due to well-established QA processes. To alleviate the burden, VDr now has administrative staff screening the consultations initially, as her time is too limited to manage the volume. This workload is further compounded by the incoming Year 6 applications, which are not included in the consultations figure.

SSH asked do the consultations come from the LA? And are they fully considering the applications before they send them out to schools?

VDr confirmed that the local authority (LA) sends referrals to all SEN schools, not necessarily matching the correct cohort, but to those within certain levels. Additionally, VDr mentioned that the LA has begun a SEN Transformation Group, which will review schools and assess whether there should be more generic SEN schools within Doncaster.

SSH stated that it's challenging for parents when considering SEN schools, as they may not be aware of the different provisions available and how the system works, which can be confusing.

VDr informed that although the school's design and site have the potential for development on both sides and the rear, the LA has indicated that there is no current need for expansion.

VDr gave a brief overview around Quality of education in the report.

VDr informed that they are still gathering EarWig assessments and reviewing how EHCP targets are being incorporated into EarWig.

The English deep dive has taken place and a QA meeting from the Trust is scheduled for next week. Some creative writing training has been conducted and Y10 and Y11 students have completed their GCSEs. It is hoped that by the time these students move on to Level 2 next year, the pressure will ease somewhat and pupil progress will be reviewed.

VDr informed that attendance remains a key focus, along with the progress of internal referrals. The behaviour in the BMRI has been evaluated positively. Additionally, the Personal Development Lead training continues through the Trust.

Regarding Y10 and Y11, they have worked extremely hard on their mock exams in recent weeks. VDr expressed a desire to celebrate the results, particularly noting the significant increase in the number of exams offered this year, in contrast to only 7 students being offered exams last year.

CG asked if reports can track student progress in future. Then on page 19, for the students who aren't on track for progress, can you give an example of some intervention school have taken to get back on track?

RT discussed the use of learning mentors for educational interventions in specific subjects, as well as employing restorative processes. This has allowed for students' voices to be heard. One example highlighted was a student who, after expressing their

preference, completed their exams in the office with KL.
VDr added that the access to learning mentors has been very positive and effective in supporting students.

ACTION: VDr to amend the chart on page 16 to make clear that its students on track from their starting points.

**ACTION:
VDr
20/03/25**

RT informed that the nurturing programme will be introduced to assess all students. After further investigation, various strategies will be implemented to support the students, followed by another round of review and assessment to track progress. Some students have already been profiled by their teachers to better understand their needs and tailor the interventions accordingly.

JT asked about the outcomes, specifically if the school noticed any improvements in further education as a result of offering more qualifications this year and providing more bespoke personalised education?

VDr confirmed that the students are accessing a variety of further education opportunities, including one student attending TRC, another at McCauley School, a third at the RNN Group, and at the Communication College. Additionally, some students are progressing to mainstream colleges, indicating a diverse range of pathways and higher-level courses.

VDr also clarified that the data was easier to understand in the form of tables and everyone agreed to continue presenting the data this way for clarity.

Amber Base is performing very well and the provision is receiving positive feedback. The Head Teacher and Head of School, both of whom came from a hub in Hull, were particularly impressed. They shared that the practices through ASDAN (Award Scheme Development and Accreditation Network) were lovely and praised the approach. Overall, the feedback has been very positive regarding the practices being used at Amber Base.

JT asked about how teachers are finding the EarWig system and its impact on their workload?

VDr confirmed that one staff member mentioned that while some subjects are working better than others, the focus is on developing the other areas, improving evidence collection and streamlining good practices.

KB added that the Teaching Assistants are playing a crucial role in helping with the workload by upskilling and providing support, which has been very beneficial.

JT queried whether EarWig can be linked with Dojo or is it a case of copying?

VDr expressed that Dojo is working really well but you can't share the information between the two.

Students who access Alternative Provision are continuously monitored by the school. The SLT (Senior Leadership Team) effectively manages the monitoring process, with the responsibility being shared among the three members of the leadership team. This

ensures that the students receive the support they need and that their progress is closely tracked.

LH asked who pays for the alternate provision?

VDr confirmed that the Local Authority (LA) provides coverage for the students in Alternative Provision. Occasionally, there are questions regarding the top-up funding, but this funding is used to cover the school's time spent carrying out necessary checks and ensuring that the students' information is kept up-to-date.

CG expressed concern about the workload and the time required to manage the tasks outlined in the report, assuming that the responsibility is being split among the three of them. VDr confirmed that it is indeed a team effort and due to the volume of work involved, sharing the responsibilities is beneficial.

RT informed the governors that there has been a significant amount of CPD (Continuing Professional Development) for staff, focusing on topics such as behaviour and attitudes, understanding the function of behaviour, trauma-informed practices, and PDA (Pathological Demand Avoidance) training. Many of these sessions have been delivered internally.

RT also mentioned that he and VDr have attended four sessions over six weeks as part of the nurturing program. There will be a review of the program after four months to assess its impact and progress.

RT explained that students celebrated Anti-Bullying Week, with a focus on getting important information out to staff and students in advance, ensuring everyone was prepared.

AH agreed, noting that it's positive that the students are now in the routine of these events.

JT expressed it will be good next term and helpful to governors to monitor progress.

ACTION: RT to show visual on the report of ongoing progress

RT discussed the school's approach to reducing suspensions, which have dropped by 50%. He pointed out that when considering the data, one of the students is currently at an Alternative Provision (AP), so the school cannot monitor their behaviour off-site. Overall, it's been really positive, with the school's restorative practice having a noticeable impact.

VDr discussed how the school's attendance is now closer to the national average, particularly for students with SEN. The school is tracking attendance carefully using spreadsheets for monitoring. There's been good interaction and engagement with parents to improve attendance. The first fixed penalty notice is set to be sent out, but before taking that step, all interactions with families are logged to create a paper trail showing the history of attendance concerns and the school's efforts to address them prior to the penalty being issued.

JT asked if there will be any pushback from the penalty?

VDr explained that families are made aware of the attendance process through letters,

**ACTION:
RT
20/03/25**

which clearly outline the steps that will be taken as the situation progresses. The Education Welfare Officer (EWO) is now involved and any further action is managed by the Local Authority (LA). The LA handles the official procedures, including issuing penalties, once the school has completed its part of the process.

VDr discussed the pupil parliament, noting that there may need to be separate meetings for primary and secondary students. A pupil questionnaire was sent out, and the feedback received has been very positive.

AH shared that for younger students, using stars as a way to rate things (e.g., "How many stars would you give this?") worked well, as it was more relatable for them.

JT commented that the outcomes from the pupil questionnaire were positive.

CG highlighted that when considering the nurture principles, the high star values were particularly significant, indicating that these principles are having a positive impact on the students.

CG asked if this is delivered in a 1-2-1 basis with the questionnaires?

VDr confirmed this was the method.

VDr informed that the school has started taking part in football matches against other schools. They have won one match and lost another. The experience has been really positive, particularly in terms of managing expectations and teaching students about taking turns.

VDr feels the school is very good with enrichment, lots of sporting events have happened for team building and they have attended skills work experience to do with careers.

JT asked what was it for?

RT explained that the visit to the Department of Education was intended to give students a sense of the routine in a work setting, such as having lunch there and experiencing a typical workday before heading home. However, RT mentioned that a more positive experience was had during a skills-based work experience visit to the Yorkshire Wildlife Park, where the students had a better time engaging with the activities and environment.

SSH praised the enrichment activities at the school, stating that they are not just good but outstanding. VDr agreed, emphasising that every student deserves these enriching experiences and that the school is committed to providing opportunities for all. One of the students' favourite activities was the Young Learners Driving Lessons.

Additionally, VDr shared that the school had donated 48 pairs of pyjamas for a hospital appeal, with contributions from parents and families. They had also celebrated Remembrance Morning and Yellow Day and the students participated in Forest Schools. Year 7-11 students particularly enjoyed the Young Drivers initiative. Looking ahead, VDr mentioned plans for a Disneyland Paris trip for Year 7 and 8 students in June 2026.

KL shared that a trip to Tropical World was successfully carried out after the Royal Armouries had unexpectedly closed, with the trip being rerouted to the new destination. Additionally, KL informed the group that the new community governor, TB,

<p>had come in to lead harvest and Christianity sessions during an assembly, which was well-received by the students.</p> <p>CG suggested that it would be a good idea to invest in an annual calendar to map out all planned activities for the year. RT confirmed that they have already started working on one, focusing on significant dates and once it's completed it will be sent out to parents.</p> <p>CG also mentioned that the PD (Professional Development) opportunities seem really strong and suggested that looking at all that's planned, including staff well-being, would be a good focus to structure. She, along with JT, praised the staff and VDr for organising these efforts on behalf of the school and governors, noting that they provide a wide range of enrichment and opportunities.</p> <p>6.1.1 SIP and 6.1.2 SEF have been distributed prior to the meeting for information. JT informed she's very impressed all the information in the headteacher report feeds into the SIP document. VDr informed she will remove overall effectiveness as this can now be completed on iAbacus.</p> <p>ACTION: VDr to remove overall effectiveness from SEF as now completed on iAbacus.</p> <p>JT asked is the self-evaluation from the summer and when will it next be updated? VDr advised these are completed annual towards the end of the year especially due to been in an Ofsted window.</p> <p>RA asked where the SEF is in place if they are closely aligned it won't need to write a new one just an updated version? CG informed there's some that are low good and ideally need to be better strong good so can just be updated.</p> <p>CG stated go through when EAP visit happens and update the SEF. ACTION: Following the next EAP visit to discuss dashboard, to then update the SEF on reflection of the current picture.</p>	<p>ACTION: VDr 20/03/25</p> <p>ACTION: VDr 20/03/25</p>
<p>5.2. School Dashboard Summary</p> <p>Discussed report and distributed prior to meeting for information.</p> <p>LH asked VDr what EarWig and renaissance are? VDr confirmed EarWig is an assessment framework and Renaissance is an online reading platform.</p>	
<p>5.3. Budget Monitoring Report</p> <p>Discussed report and distributed prior to meeting for information.</p>	
<p>5.4. Teaching staff appraisal outcome report</p> <p>Document distributed for information.</p>	
<p>6. TRUST MATTERS</p>	

<p>6.1. Trust Verbal Update of Key Issues</p> <p>JT informed the two new schools that have academised from September which is Lotus in Sheffield and Endeavor in Nottinghamshire both SEMH schools. There's a further two schools that have been approved and looking to be early next year which is Bents Green and Seven Hills which are more of generic SEN school. JT also informed the trust is trying to manage the tribunals with the LA over the trust.</p>	
7. ANY OTHER URGENT BUSINESS	
<p>7.1. To consider any other urgent business agreed by the Chair</p> <p>None.</p>	
8. CONFIDENTIALITY	
<p>8.1 To consider the confidentiality of any items discussed during the meeting</p> <p>None.</p>	

9. DATES OF NEXT MEETING	
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Thursday 20 March 2025	13:00 – 15:00	Bader Academy
Thursday 10 July 2025	13:00 – 15:00	Bader Academy

Minutes approved

CHAIR	SIGNATURE	DATE