



Bader Academy Council Meeting Thursday 20 March 2025 at 13:00 Bader Academy

Those Present:		
Viki Drew	Headteacher	VDr
Claire Garbutt	Chair	CG
Abigail Hirst	Teaching Staff Governor	AH
Tom Brown	Community Governor	TB
Lynn Olsen	Non-Teaching Staff Governor	LO
Leanne Bradley	Parent Governor	LB
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
Lisa Suter	Nexus MAT Executive Regional Director	LS
Apologies:		
Scott Spence-Hill	Parent Governor	SSH
Larry Hollando	Community Governor	LH

1. APOLOGIES FOR ABSENCE	Actions
1.1. To receive apologies for absence Apologies received from LH, SSH.	
1.2. To accept apologies for absence Apologies accepted from LH, SSH.	
2. ITEMS OF URGENT BUSINESS	
2.1 Chair to determine any items of urgent business to be considered. None.	
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 12 December 2024 were approved as a true record.	
4.2. Review of Action Tracker Reviewed and updated.	
4.3. Matters arising from the Minutes Amend Typographical errors.	
5. ITEMS TO BE CONSIDERED	
5.1. Headteacher Report VDr stated that self-assessments still show strong performance. Due to the departure of the Assistant Head, the school has decided to appoint a SENCO instead, reflecting the changing needs of the school. Additionally, the Family Behaviour Lead role has been reviewed and transitioned to Senior Leader for Pastoral Lead and Attendance. VDr confirmed that they are reviewing their readiness for Ofsted. The recent attendance audit was very positive, with some recommendations currently being addressed. The school is also pursuing SMSC verification this week, aiming for the Silver award, with RT leading the effort. VDr stated that the school experienced a flood after Christmas, leaving four rooms out of action. The issue is nearly resolved, and staff have worked together to manage the situation. Only one group of five pupils was unable to attend, but an alternative arrangement was made for a group to go to the Bridge, which has been a positive experience. VDr discussed the sickness data, noting that it is not directly comparable to last year due to significant staff accidents occurring outside of school, which required long	

recovery periods. The absence monitoring process has been followed, with support from the Trust's HR team.

LB asked what is the national average rate in comparison to Bader? Can this be added to the governor report?

JT stated that this goes to the directors to the SPSB meeting.

CG asked about the NPQ's staff are undertaken and queried the providers of training?

VDr stated training was not provided by the same entities but at present all courses are provided by Learners First.

JT queried 1-2-1 support and how it is implemented at the school? (for teachers)

VDr confirmed it includes everyone and is layered through the school, with SLT overseeing support staff.

VDr personally conducts most 1-2-1s with teachers and leaders.

LO shared that the 1-2-1s are valuable and much needed, covering not just work-related matters but also health, well-being, and personal concerns, giving SLT a fuller picture of each staff member.

AH added that it's reassuring to know that someone will always check in, regardless of how busy things get.

VDr discussed the Trust inset day at Magna was great.

LO said she found it very inspiring.

VDr stated that a staff member is now trained in 'Train the Trainer-First Aid', enabling her to deliver sessions to students. Dummies have been ordered to support the training.

CG thanked everyone for incorporating the ELI reference in the report. They noted that the Enterprise Learning Institute could also benefit from this training.

KL informed that the quality assurance cycle is ongoing. The MFL deep dive was highly positive, with strong embedding of practices and the use of Language Angels, leading to increased pupil engagement. A Spanish Day has also been planned. This week, a cycle of lesson observations is taking place, where all teachers have selected time slots for SLT to drop into lessons, with a specific focus on TA deployment.

KL informed Pupil engagement in DT remains strong following the DT deep dive. Areas for improvement have been identified, including health and safety recommendations and enhanced tracking on EWig for DT.

KL stated that the Trust provides support for Phonics and Reading, with KL now taking on the lead role. KL also mentioned that mock exams are currently underway, including GCSE mocks, SATs, and functional skills exams.

LB asked about point 3.1 on page 12, specifically the phraseology "can mostly articulate the curriculum." She questioned if staff are supported in

embedding the programme?

KL explained that the subject leader who took over MFL is new to the role and hasn't been a subject leader before, which is why they may have been unsure about answering some of the questions.

ACTION: LB to make appoint with KL to go through detailed curriculum overview report.

**ACTION:
LB
10/07/25**

CG asked if Spanish in MFL is taught by a subject specialist?

KL responded that it is taught by different staff members, but they use Language Angels for pronunciation. LO added that, as someone who occasionally covers the subject, it is easy to follow, and the computer does most of the work. LB mentioned that the Spanish work is very accurate and, as an MFL teacher, she is impressed. She also offered support if needed.

JT asked how areas of development are identified and how progress is monitored?

KL explained that they touch base during their ELT sessions, plan accordingly, and liaise with VDr. Actions are put in place and reviewed every half term, with feedback provided to subject leads for them to make necessary amendments.

KL expressed there is a three-year learning cycle at Bader and the school is currently in the third year of that cycle.

KL shared positive outcomes from exams, functional skills, and personal student achievements. Additionally, KL has started staff training for Phonics and early reading to help shape things differently.

VDr showed learning cycle presentation on power point to the governors.
VDr and RT are working towards Nurture school award.

CG asked what's the staff feedback?

AH mentioned that the support staff found it useful, especially when some are not from an educational background, as they can follow the learning cycle. KL clarified that the approach is evidence-based and research-driven, with ongoing training sessions that break down the learning process into small steps.

LB asked about the 18% difference in KS3 English, specifically regarding targeted intervention and tracking Pupil Premium vs non-Pupil Premium students?

VDr explained that all students who are not on track receive intervention, not just PP students. They have a dedicated teacher who works one day every other week to provide intervention, focusing on getting all students on track, regardless of their PP status.

LB asked about the different subjects and the lower GCSE results in History?

VDr explained she would add a key to clarify and discussed the levels and what they cover. She also mentioned that some students are struggling with History recall.

KL added that GCSE intervention groups have been running after school to help fill the

gaps.

VDr highlighted that some exam awarding bodies are not very autism-friendly, so schools are looking into other awarding bodies.

AH expressed that it really makes a difference when students enjoy the subjects and aspects of those subjects.

VDr expressed that they are looking to offer BTEC in Travel and Tourism, which includes the Geography/ Humanities element, and are also considering introducing Hair and Beauty for the next year. The next year's offer will include Cooking, Art and Design, Performing Arts, Sports Studies, and Travel and Tourism, along with GCSEs in Maths, English, Science, and IT.

RT expressed that the KS4 booklet has been updated slightly, incorporating pupil voice to better reflect what they want to do how those choices will be assessed, and how they align with career goals. The booklets are sent out in February, and the option choices are made in May.

CG expressed that the range of options available to students is impressive and commended the work that has gone into it. They highlighted that the offerings at this school are more extensive than what is often seen in some mainstream schools.

CG asked about the Year 6 data on page 17 of the report, asking if some students may be in the wrong setting due to mainstream equivalent SATS scaled scores. They questioned whether these students could cope in a mainstream setting, or if it were the support, curriculum and care that students receive at Bader which is supporting the successes?

VDr responded that these students would not cope in a mainstream setting. The focus is on providing opportunities and setting appropriate entry requirements without limiting the students' potential. RT added that the goal is to meet the students' needs, allowing them to thrive and offering the exams within this setting.

CG asked about how the school ensures students stay on track with their aspirations going into Year 11?

VDr explained that they base this on the students' SAT results and work closely with families. If a student is identified as an overachiever, they are moved onto a higher paper. The approach is tailored to each individual student's needs and progress.

CG asked about the three students predicted a GCSE level 3, and if they are close to achieving a level 4?

VDr responded that the student's progress will be assessed based on their mock exam results. The new maths lead will focus on identifying any gaps or issues and implement targeted intervention to help improve their performance.

JT asked do you do formal testing from entry?

VDr informed yes the SENCO will be doing this.

AH advised Amber base is progressing well towards their GCSEs, with notable achievements. In maths, one pupil scored full marks, showing great progress. Another student, who couldn't read 18 months ago, has made significant improvements and can now read, with a focus on enhancing their writing skills. ASDAN quality assurance has been conducted by external assessors and the feedback was very positive. Moderation

for ASDAN is scheduled for May. Additionally, the students have been participating in weekly swimming sessions, including public sessions, which further supports their development.

JT enquired about the future of Amber Base with many Year 11 students moving on?

VDr explained that there will always be a need for Amber Base, as student needs vary each year based on their individual circumstances, including trauma and support requirements. The provision is flexible, adjusting to whether students need full-time or part-time support, ensuring it continues to meet their needs effectively.

RT shared that they are actively addressing low-level behaviours and various challenges, ensuring staff have a platform to voice their concerns and suggest interventions.

LO added that many of the challenges are consistent across different areas, so by sharing feedback, staff can see that these issues are not isolated. This allows for the implementation of shared strategies and a unified approach, ensuring consistency in expectations and interventions across the school.

RT highlighted the school is undergoing SMSC verification this week; what the school does around social and culture aspects. The annual calendar dates respect different culture celebration weeks and diversity. VDr stated the pupils are coming up with ideas like celebrating World Food Day for cooking and life skills.

RT explained that British Values have been updated and incorporated into the Personal Development curriculum following a recent deep dive.

RT informed that staff training on Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) has taken place, focusing on safeguarding and awareness. Additionally, there has been teaching on knife crime in response to recent incidents. Plans are in place to conduct a mock lockdown, both full and partial, to ensure preparedness.

JT asked about student reactions following the recent high-profile knife crime incidents in Sheffield and Doncaster?

VDr explained that while students are managing in school, there is some anxiety, particularly given the nature of the student cohort. However, they are openly discussing their concerns and know they can speak to staff for support. Parents have also been made aware of the situation and a presentation on knife crime has been delivered to both lower and upper school students in age-appropriate versions.

CG commended the school for the extensive enrichment opportunities available to students, acknowledging the hard work that has gone into providing such a broad and engaging curriculum.

LB enquired about the 7% suspension statistic and how it compares to other special schools?

JT responded that this information is available to directors at the SPSB board..

<p>ACTION: JT to check suspension data in comparable to others schools in the trust.</p> <p>CG acknowledged that the overall attendance for off-site provision is excellent, running smoothly, and above the national average—offering congratulations for the achievement.</p> <p>VDr shared that they plan to become an ECO school in May.</p> <p>CG enquired about the evidence for lunch clubs in the SEF document? RT responded that they plan to implement a register and collate attendance data via the office. They are also considering where to send the students data and how best to record it.</p>	<p>ACTION: JT 21/03/25</p>
<p>5.2. School Dashboard Summary</p> <p>Discussed report and distributed prior to meeting for information.</p>	
<p>5.3. Budget Monitoring Report</p> <p>Discussed report and distributed prior to meeting for information.</p>	
<p>5.4. School Calendar</p> <p>Document distributed for information.</p>	
<p>5.5. Cabinet Member & MP’s Feedback from Pupil Parliament</p> <p>Pupil parliament was last week and they also attended the Trust cabinet, they have expressed great enrichment opportunities.</p>	
<p>5.6. Skills Audit</p> <p>Discussed skills audit and deadline for 28 March, handed paper copies and digital copy to follow.</p> <p>ACTION: Clerking services to distribute Skills audit on email.</p>	<p>ACTION: CLERKING SERVICES 20/03/25</p>
<p>6. TRUST MATTERS</p>	
<p>6.1. Trust Verbal Update of Key Issues</p> <p>LS discussed recent Sports Premium messages shared by Rebecca Allard in the QA&SI team, with associated deadlines for publication.</p>	
<p>7. ANY OTHER URGENT BUSINESS</p>	
<p>7.1. To consider any other urgent business agreed by the Chair</p> <p>None.</p>	
<p>8. CONFIDENTIALITY</p>	
<p>8.1 To consider the confidentiality of any items discussed during the meeting</p> <p>None.</p>	

9. DATES OF NEXT MEETING

Thursday 10 July 2025	13:00 – 15:00	Bader Academy
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Minutes approved

CHAIR	SIGNATURE	DATE