



**Pennine View Academy Council**  
**Thursday 28 November 2024 at 09:30**  
**Pennine View School**

<b>Those Present:</b>	<b>Roles:</b>	<b>Initials:</b>
Carl Cousins	Headteacher	CC
Sacha Schofield	Nexus MAT Executive Regional Director and Chair of Governors	SSc
Catherine McLaughlin	Governor	CM
Chris Rowse	Governor	CR
Sam Clarkson	Staff Governor	SC
<b>Also Present:</b>		
Lyndsay Foster	Nexus MAT Governance Clerk	CLERK
Nicole Doyle	Observer	ND
Lisa Suter	Nexus MAT Executive Regional Director	LS
<b>Apologies:</b>		
Kirsty Waddington	Parent Governor	KW
Carole Lawrie	Vice - Chair	CL
Sally Macdonald	Governor	SMa
<b>No Apologies:</b>		

1. APOLOGIES FOR ABSENCE	Actions
1.1. To receive apologies for absence Apologies were received for CL, KR, SMa	
1.2. To accept apologies for absence Apologies were accepted for CL, KR, SMa	
1.2. Confirmation of Vice Chair <b>ACTION: CS to email CL to confirm happy to continue as Vice Chair.</b>	<b>ACTION: CLERKING SERVICES 28/11/24</b>
2. OUTSTANDING ACHIEVEMENT AWARDS	
2.1.  CC discussed the 4 members of staff who received Best we can be awards. Each member of staff was brought into the meeting and presented with their award. Staff members recognised were Dave, Judy, Sam and Nicole.	
3 ITEMS OF URGENT BUSINESS	
3.1  None.	
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. PENNINE VIEW SCHOOL LOCAL GOVERNING BODY MINUTES	
5.1. To approve the minutes of the following meeting:  The minutes of the meeting held on 2 June 2024 were approved as a true record.	
5.2 Review of Action Tracker  The outstanding actions on the tracker were reviewed and updated.	
5.3 Matters arising from the Minutes  Discussion on McAuley Site Governance and Leadership Changes  <b>CR enquired about previous conversations regarding the McAuley site, specifically asking whether governors would be assigned to McAuley or if governance matters would continue to be addressed during Pennine View meetings?</b> CC responded that the Academy Council (AC) structure would remain unchanged and	

<p>that governance issues related to McAuley would continue to be discussed within regular meetings.</p> <p>LS and CC attended a meeting with the Local Authority (LA) the previous day to explore how LA input could assist in addressing current challenges at McAuley. LS reported that the review was exceptionally positive, helping to alleviate any concerns. It was agreed that students will remain on the McAuley site rather than being moved to Pennine View.</p> <p>CR discussed the acceptance of leadership changes at McAuley, questioning whether this was a reciprocal process and if Pennine View has any representation on the governance side. CC clarified that there is no current representation from Pennine View on the governance side. However, she emphasized that the Local Authority has been very clear and positive about moving forward with addressing these issues and encouraging broader involvement.</p> <p>SS suggested adding a dedicated section on Leadership and Management for the McAuley site within the Headteacher Report. This section would highlight ongoing developments and celebrate the positive work being accomplished at McAuley.</p> <p>LS mentioned that the presentation document from the recent meeting would be valuable and interesting to share with the AC governors, enhancing their understanding and engagement with the initiatives at McAuley.</p> <p><b>ACTION: CC to forward document when available from meeting to pass onto governor</b></p>	<p><b>ACTION:</b> <b>CC</b> <b>20/03/25</b></p>
<p><b>6. ITEMS TO BE CONSIDERED</b></p>	
<p><b>6.1 Headteacher Report</b></p> <p>CC informed that due to the relatively new Senior Leadership Team (SLT), investments have been made in positions to strengthen the team. Some staff members are stepping up into temporary TLR (Teaching and Learning Responsibility) roles to support the inclusion team, thereby increasing capacity for Zoe to focus on leadership priorities.</p> <p>Additionally:</p> <ul style="list-style-type: none"> <li>Two new members have been added to the inclusion team, enhancing the team's ability to meet student needs effectively.</li> <li>A new maths lead has been appointed, further strengthening the team and curriculum leadership in this subject area.</li> </ul> <p>These changes aim to improve support structures and ensure better outcomes for students.</p>	

### **Curriculum Development and Staff CPD Updates**

CC highlighted progress in curriculum enhancement, particularly in Music and Art, which are becoming more firmly established across the school.

Key points included:

- The introduction and use of the Enterprise Learning Institute (ELI) by the Trust have been instrumental in enhancing staff CPD. Staff have already benefited from ELI courses, including sessions on writing and SMH (Social, Mental, and Health), providing valuable development opportunities.
- Team Teach training remains an external requirement and incurs an annual renewal cost.
  - This week, Nicole conducted Team Teach training with staff, focusing on strategies for de-escalation during challenging student interactions.
  - Additional sessions are scheduled for the following week to further support staff in managing and mitigating such events effectively.

These initiatives are collectively contributing to both the academic and pastoral development of the school.

### **CR asked whether Team Teach training should still be required for all staff, given that physical holds are no longer the primary focus?**

SC confirmed that the training remains highly valuable, particularly for its de-escalation techniques, which can be applied universally by staff to prevent and manage challenging behaviours effectively.

CC added that Nicole has introduced innovative approaches to support staff in addressing behaviours, fostering a shift in perspective with change-in-mind strategies. The transition from Behaviour Smart to CPoms has been completed, with the school retaining and integrating some of the beneficial aspects of Behaviour Smart, such as its reflective questions. This approach has enhanced the quality of information logged, helping to better tell the students' stories and providing a richer narrative for their behaviour and support needs. These efforts have contributed to improved staff confidence and a more comprehensive understanding of student behaviours.

### **SS asked how the PPA time at home was received by staff members?**

CC confirmed that it was a varied response some prefer to work in school, other staff want to explore the option more.

SS emphasised that these preferences often depend on individual home experiences and personal circumstances.. The discussion highlighted the importance of flexibility while ensuring that the offerings align with staff and school priorities.

### **CR asked can they do a split system?**

CC explained they are looking into this and how it will work for timetabling but wants to offer where every member can have access and see the availability or change if required allowing someone else to use. Agreed to run for remainder of the half term and see how this works.

Staff sickness has improved significantly. The school are continuing health and well-being checks and 4 additional counselling sessions paid for within school for staff are proving valuable.

**CMA asked about the outcome of the read write session?**

The read write session was cancelled due to poor weather and CC is assessing viable alternative dates.

CMA raised the topic of protecting the paintwork in the additional Year 11 classroom while displaying student's work and asked about the use of display boards. CC confirmed that the school is actively exploring various ideas and styles for the displays to ensure both functionality and protection of the walls. The aim is to balance showcasing student achievements with maintaining the classroom's appearance.

**SC asked about the removal of references to Behaviour Smart in documentation, as it is no longer in use?**

CC confirmed that the situation would be reviewed during the next term, ensuring the transition is fully reflected in relevant materials.

SS suggested considering a 2–3 year rolling programme for updates and reviews, as some other schools have adopted this approach to maintain consistency and long-term planning. CC agreed to review this proposal and discuss its feasibility and potential implementation at the next SIP/SEF meeting.

**SS asked why the Talk for Writing programme had been paused and what the expectations were moving forward?**

CC explained that the review of expectations was originally planned for June/July, but, due to evolving needs over the past three years, they decided not to introduce another system. CC further clarified that Kayleigh is currently mapping out the progression of the programme, which has been shared with staff to implement in lessons. Once it's in practice, they will assess how progress is being made and adjust as necessary.

**SS asked when is the trust assessment in place?**

SC confirmed they've already started trailing and have something in place for this till it comes into school properly.

**CR asked why the Trust is implementing these assessments?**

SS explained that in the past there used to be a way for schools to moderate and benchmark against each other but this system was discontinued. As a result, there was no longer a way to compare performance across schools.

SS further clarified that the new assessments and supportive framework are being put in place to help with development across all schools. These assessments will highlight areas where development is needed, showcase strengths, and identify patterns. If multiple schools are struggling in the same area, it will help the Trust identify what support can be offered to improve those areas.

**CR asked if the data collected from the assessments is only for the Trust and kept in-house?**

SS confirmed that the data is kept in-house and primarily used for internal analysis and development. While the Directors will have access to it, the data is mainly for the Trust's own purposes to assess and guide development within the schools.

**SS asked CC about the attendance report, noting that Pennine View had very good attendance, but McAuley's attendance appeared lower?**

CC clarified that McAuley currently has only 12 students on roll, with one student on a part-time timetable. This results in 75% of the timetable being accessed, as two students are on part-time schedules (one attends in the morning, the other in the afternoon). The school is also reviewing whether the current provision is the right fit for one of the students.

**SS asked where do Post 16 students move on to from Pennine View?**

CC confirmed that students typically transition to Doncaster College but there are now additional opportunities being explored including Communication College. Some students also transition to Heatherwood and Coppice.

SC shared that they are focusing on early transitions, with visits to six different provisions. Feedback sheets are collected from students through pupil voice, which aids in annual reviews and EHCP (Education, Health and Care Plans) updates. This collaborative approach also involves working closely with parents and carers to ensure the best fit for each student. The trust's careers lead is helping to guide and signpost parents towards the most suitable post-16 provisions for their children.

**CR asked if career planning starts in Year 10 now?**

CC confirmed that this is the plan based on the feedback received.

SC added that they are looking to begin early visits for post-16 provisions when Year 11 students leave. This would give staff a few months to address any gaps in transition planning.

CR highlighted that the video newsletter was a fantastic idea and greatly received.

SS and LS agreed, stating it was a lovely change in how information is shared. They also suggested it would be a great idea to share with other schools within the Trust.

SC expressed the desire to implement a system where parents are invited to Pupil Parliament or House of Lords meetings to experience how the students present and engage in discussions.

LS agreed, recognising that this would be a great opportunity for parents to see how students participate in school and would provide insight into what students might talk about at home.

CMA asked if it was possible to have dates of events and Christmas festivities happening.

**ACTION: CC to email out Festive calendar with all activities happening within school for AC to attend.**

**ACTION:  
CC  
29/11/24**

**Nicole Doyle from McAuley - Cohort and Progress Update:**

- ND provided an overview of the cohort at McAuley, noting the diverse needs of the students, which include PMLD (Profound and Multiple Learning Disabilities), SEN (Special Educational Needs), and some who have come from a PRU (Pupil Referral Unit). The cohort represents a wide spectrum of need.
- ND shared that, based on data, the students are currently performing at least 5 years below age-related expectations in terms of learning.

<ul style="list-style-type: none"> <li>• <b>Behaviour and Relationships:</b> <ul style="list-style-type: none"> <li>○ There has been a noticeable reduction in behavioural incidents since the students have settled on site. The students are developing strong relationships with staff and are expressing a sense of belonging.</li> </ul> </li> <li>• <b>Parent Engagement:</b> <ul style="list-style-type: none"> <li>○ Parent engagement has been exceptional, with 100% of parents responding, and 9 out of 12 sets of parents attending an on-site Parents' Day.</li> </ul> </li> <li>• <b>Building Challenges and LA Collaboration:</b> <ul style="list-style-type: none"> <li>○ Although the school is facing challenges with the building, ND highlighted that a meeting with the Local Authority (LA) was held recently to discuss these issues and identify solutions to improve the learning environment for the students.</li> </ul> </li> </ul>	
<p><b>SS asked ND how much inclusion is actually happening with these students with the needs they have and are McAuley welcoming?</b></p> <p>ND informed there is a reluctance at the moment from McAuley community to fully engage, some pupils are ready to access some lessons, the LA are looking to help and put some actions in place with this.</p> <p>CC discussed funding and staffing need.</p> <p>ND expressed the biggest challenge they have to deal with is if more than one student goes into crisis it can be taking up to 3 members of staff to the one student so more support staff is required. ND confirmed that it's a new Headteacher in role since the provision was implemented. ND offered go in to McAuley and deliver training to make it more beneficial and make a mutual positive experience.</p> <p><b>CR asked about the range of students at McAuley, specifically asking whether ND was expecting to have PMLD (Profound and Multiple Learning Disabilities) students, and if the building was suitable for the equipment and staffing required for such needs. Additionally, CR asked if having PMLD students had a significant impact on the provision?</b></p> <p>ND stated that due to backlog in students needing a place they were put forward for the PMLD student The building isn't designed for some needs and students would benefit from areas such as occupational therapy support and appropriate sensory environments.</p>	
<p>6.1.1 Appendix 1 - Updated SIP</p> <p>Document shared for information.</p>	
<p>6.1. 2 Appendix 2 – School SEF</p> <p>Document shared for information.</p> <p><b>CR asked about the areas for improvement and how its worded?</b></p> <p>CC confirmed that EHCPs that come with students can be out of date and very old targets from previous primary school, SC will now look at targets and teachers making smaller targets long term and short term to update.</p> <p><b>CR asked how many students in school were on EHCP'S?</b></p> <p>CC confirmed all students in school are on EHCP's and staff CPD will be constant and upskilling all staff.</p>	

6.2. School Dashboard Summary	
Document shared for information.	
CC informed that the dashboard will change and some move from green as McAuley will now be incorporated with the figures.	
6.3. Budget Monitoring Report	
Brief discussion over the report that was distributed in the meeting for information.	
6.4. Teaching staff appraisal outcome report	
Document shared for information.	
<b>7. TRUST MATTERS</b>	
7.1 Trust Verbal Update of Key Issues	
None.	
<b>8. ANY OTHER URGENT BUSINESS</b>	
8.1. To consider any other urgent business agreed by the Chair	
None.	
<b>9. CONFIDENTIALITY &amp; RISK</b>	
9.1. To consider the confidentiality of any items discussed during the meeting	
None.	

10. DATES OF NEXT MEETING			
Thursday 20 March 2025	09:30 – 11:30	Pennine View Academy	
Thursday 19 June 2025	09:30 – 11:30	Pennine View Academy	

**Minutes approved.**

CHAIR	SIGNATURE	DATE