



Kenwood Academy Council – Sheffield & Barnsley Committee
Thursday 12 December 2024 at 15:30
Coleman Suite - Nexus MAT Headquarters, Enterprise Works,
300 Meadowhall Way, Sheffield S9 1EA

Present:	Role:	Initials:
Richard Webster	Strategic Transition Lead/Chair	RW
Kathy Esberger	Governor/Vice Chair	KE
Ella Dixon	Community Governor	ED
Martin Grinold	Parent Governor	MG
Richard Hadfield	Executive Headteacher	RH
Kizzy Jaycock	Staff Governor	KJ
Kerry James	Staff Governor	KJa
Sorrel Morris	Parent Governor	SM
Bridget Parrott	Staff Governor	BP
Nathan Wood-Hague (via Teams)	Parent Governor	NW-H
Also Present:		
Matthew Hallam	Head of School	MH
Renata Robins	Governance Clerk	Clerk
Sarah Robinson	Designated Safeguarding Lead	SR
Sacha Schofield (via Teams)	Executive Regional Director	SS
Apologies:		
Michelle Sault	Head of School	MS

1. APOLOGIES FOR ABSENCE	Actions
1.1. To receive apologies for absence Apologies were received from MS.	
1.2. To accept apologies for absence Apologies were accepted from MS.	
1.3. Confirmation of Vice Chair – Kathy Esberger	

KE was re-confirmed as Vice Chair.	
2. BEST WE CAN BE AWARDS	
<p>2.1. Best we can be awards (Sharing success stories) ALL to contribute</p> <p>One or two examples will be recorded in the minutes each time the Academy Council meet.</p> <ul style="list-style-type: none"> • KJ raised that the Magic Moments recognition at Enterprise Works was a success. 	
3. ITEMS OF URGENT BUSINESS	
<p>3.1. Chair to determine any terms of urgent business to be considered</p> <p>Points listed under Item 8.1 below.</p>	
4. DECLARATION OF INTERESTS	
<p>4.1. Individual Governors to declare any personal, business or other governance interests on any item on the agenda</p> <p>None.</p>	
5. KENWOOD CENTRE ACADEMY LOCAL GOVERNANCE MINUTES	
<p>5.1. To approve the minutes of the following meetings:</p> <p>5.1.1 Kenwood Academy – Sheffield Committee meeting held on 16 July 2024</p> <p>5.1.2. Kenwood Academy – West Riding Committee meeting held on 23 May 2024</p> <p>Both sets of minutes were approved as a true and accurate record.</p>	
<p>5.2. Review Action Trackers:</p> <p>5.2.1. Kenwood Academy – Sheffield Committee 16 July 2024</p> <p><u>To arrange governor/s visit to the West Riding campus</u> RW and KE confirmed having visited West Riding site. Governors were invited to visit West Riding. Additionally, governors suggested exploring the possibility of holding next year's meetings at different Kenwood locations, allowing them the opportunity to visit each site.</p> <p>Action: Clerking Services to explore this possibility for 2025-26.</p> <p>Newsletter to celebrate success – students and staff – pilot stage but RH agreed to send out to governors.</p> <p>Action: RH to send to Clerking Services for distribution to governors.</p> <p>Leaders – guests at future governors' meetings for a meeting as they hold a lot of information for Ofsted to inform governors.</p>	<p>Action: Clerking Services ASAP</p> <p>Action: RH/Clerking Services ASAP</p>

Alongside the newsletter, RH stated that the website was being updated.

MG shared that he found a parent session on the curriculum last term very useful and suggested offering similar material on the website to prospective parents to help them understand the curriculum.

RH agreed it was a great idea but challenges remained in adapting the website for multiple audiences. Tailored versions for parents would be prioritised.

Cabinet Member & MPs' Feedback from Pupil Parliament

RH confirmed the election of new cabinet members and MPs and this item was rolled forward to the Spring/Summer meeting for feedback to governors. Student Councils had been established at every site and governors were encouraged to attend as observers. Governors felt it important that they were seen as a supportive element and were very interested in what the students would have to say.

Action: KE undertook to email Jenny Hair for a diary of events happening at the different sites.

Action:

KE
ASAP

Action: Kenwood SLT to ensure that KAC Governors are included (where appropriate) in training events. As part of this, dates for training including stating the nature of the training should be passed to Governors and dates included in the newsletter or other similar method of communication

Action:

Kenwood SLT
ASAP

5.2.2. Kenwood Academy – West Riding Committee 23 May 2024

Invite West Riding parents/carers to Sheffield Academy's 'Open Evening' on 17 June, 3.30-4.30pm at Nexus HQ

Post 16 Provision - To arrange visit of parents to Enterprise Works in Autumn term (October/November)

RH reported that both the open evening and visits had taken place in the summer and autumn terms. Both events had been very well attended and three West Riding pupils were currently attending the Post 16 provision at Enterprise Works.

Governors discussed the management of open evening sessions and ad hoc visits, highlighting the importance of carefully coordinating personalised 1:1 SENCO visits with general information evenings for visitors. KJ reported that the open evening sessions held at West Riding over the past year had been successful, with parents returning for additional personalised information from the SENCO as needed. MH concluded that this approach would be expanded to every Kenwood campus, providing opportunities for parents to meet the staff team.

A clear, one-page overview for parents outlining communication expectations was suggested by ED. This should provide absolute clarity, especially for families transitioning from mainstream education, to avoid misunderstandings and maintain strong relationships. The document could detail the frequency of meetings each term, key contacts for day-to-day issues, and general communication guidelines between families and the school. It was noted a simple, accessible format could be highly useful.

The outstanding actions on the trackers were reviewed and updated.

<p>5.3. Matters arising from the minutes</p> <p>None.</p>	
<p>6. ITEMS TO BE CONSIDERED</p>	
<p>6.1. Executive Headteacher Report</p> <p>RH provided an overview of the Autumn report and invited questions.</p> <p><u>1. Context – Key School Profile Data</u> NW-H asked about the capacity for pupils at Enterprise Works, raising a concern about balancing admissions. He questioned whether admitting external students alongside internal ones transitioning to post-16 might eventually lead to a situation where internal students were unable to secure places due to over-enrolment from external applicants? RH explained that when the Enterprise Works site becomes fully operational, including the ground floor, it would enable the accommodation of more students by allowing them to rotate between different facilities. He suggested that a target of 80 students for the Kenwood section would be ideal. However, RH acknowledged the complexity of answering this question due to the intricate commissioning arrangements with Barnsley (including West Riding) and Sheffield.</p> <p>NW-H expressed concern about ensuring transparency with prospective families. While promoting the post-16 campus, there was a risk parents might assume it guaranteed a natural transition for their child. It was explained that Kenwood Academy could only remove students from the roll through exclusion or with local authority approval. In Sheffield, students transitioning to post-16 were generally guaranteed a place if they were already on roll. However, Barnsley local authority's default position was for all students, including those at West Riding, to attend Barnsley College, complicating post-16 placement decisions.</p> <p>Governors engaged in a detailed discussion about the importance of Sheffield and Barnsley councils collaborating with the Kenwood provision.</p> <p><u>2. Leadership & Management</u> In 2.2.3. MG asked about the timeline for the expansion of the Broadfield campus and when parents be informed? In terms of the students, MG felt that they seemed positive and had fostered a built-in resilience to change. RH responded that it was looking very positive for the expansion of the campus for a February half-term. RH was hopeful to be able to send a letter to parents stating that Kenwood had secured a building in the Broadfield complex and an aspirational timeline for moving students into the new building was February half term.</p> <p>SM echoed the sentiment of the parent governors, praising the Kenwood team for their outstanding efforts in providing education for the children during a period of significant change and growth.</p>	

2.3 Safeguarding

The Chair asked how Kenwood made sure that safeguarding policies were up to date, compliant and implemented?

SR outlined that Nexus maintained an overarching safeguarding policy, reviewed annually, alongside a localised Kenwood Academy policy. The Kenwood policy included a tailored annex addressing the specific needs of the community and was updated annually to align with the latest Keeping Children Safe in Education guidance and collaborative practices.

The academy also followed the Section 175 safeguarding audit, which outlined policy details and ensured effective implementation. Staff were required to read and acknowledge the safeguarding policy annually, with compliance monitored through CPOMS. Safeguarding concerns were recorded in CPOMS and addressed by designated safeguarding leads.

The Chair asked if SR's team got together with other DSLs?

SR stated that DSL conferences were recently introduced, with the third session held last term. Led by Joanne Cliff, who oversaw safeguarding for Nexus, these meetings proved highly valuable. The most recent session included Phil Bradley, Director of Safeguarding, and focused on key topics such as safeguarding updates, ONS filtering and monitoring, and safer recruitment practices. The Nexus central team supported safeguarding efforts through the S175 audit, with a monitoring visit scheduled in January to review policies, practices, and staff and student engagement.

RH added that SR, an experienced DSL, oversaw safeguarding for 253 pupils across a 16-mile area. She was supported by two deputies: Joe Adler, who covered Broadfield and Enterprise campuses, and Kate French, who covered Nether Edge and West Riding. This structure, implemented in September, had proved effective in fostering a skilled and cohesive safeguarding team.

The Chair asked how safe the pupils felt and how this was assessed?

SR explained that most students felt safe at school, thanks to a high staff-to-student ratio and strong relationships between staff and students. Staff were attuned to students' needs and able to offer sensitive support when needed. Various communication channels, such as worry boxes and learning mentor rooms, were available to ensure students could seek help in the way that felt most comfortable to them.

The Chair asked whether reviews, analysis and meetings led to staff training?

SR responded that training was an ongoing process within the CPD structure. Recently, all staff had received the required face-to-face training, which was mandatory in Sheffield every three years. Due to a high turnover of staff, it had been conducted for the past two years to ensure everyone was trained. The DSL team was also advanced trained.

SR noted that training needs were identified based on emerging themes, such as online safety, which had been a significant focus due to ongoing concerns. Prevent training was also regularly conducted for staff. Each week, staff were asked a safeguarding question as part of a CPD rolling programme during staff briefings.

KE asked about support outside of school, noting that much of the focus was on in-school help?

SR explained that safeguarding concerns often came to DSLs through various channels, including social media, online reports, students reporting in school. SR emphasised the strong relationships with external agencies and Kenwood worked closely with social care and other services.

KE asked about monitoring vulnerable children who were absent?

SR explained that the school had a policy and a dedicated learning mentor team to follow up on unexplained absences and highlighted the success of a recently implemented same-day mentoring programme, which provided immediate support to re-engage absent students through home visits or online check-ins. If the DSL had serious concerns, a phone call would be made to the safeguarding hub/MASH team at the local authority.

ED asked if student surveys or panels provided evidence of how children felt about safety?

RH responded that the recent community voice report highlighted "safe" as a frequently mentioned term and that the report was regularly updated. RH also mentioned annual reviews focusing on Student Voice and the use of various surveys to collect feedback.

3. Quality of Education

Action: MH to deliver a presentation on curriculum plan overview 24/25 under Quality of Education at the next meeting.

Action:
MH
20.03.24

4. Behaviour & Attitudes

The Chair asked if there were any red flags?

RH shared that the number of suspensions at Kenward had increased significantly, as evidenced on page 10, under 4.3 Table 1 – Exclusions & Suspensions. This was partly due to the cohort increase but something RH was going to monitor.

The Chair asked if it was the same student twice?

Eight students were suspended, three of them twice, including one with a 10-day suspension, indicating a high risk of permanent exclusion. The school implemented a collaborative "team around the child" approach, involving staff, parents, and external agencies, to support the student, who was already under CAMHS and psychiatric care culminating in a personalised offer to that student.

ED emphasised the value of previous reports comparing students' suspension and attendance rates in mainstream schools to those at Kenwood Academy, highlighting significant improvements. ED requested that this comparison be included again in future reports.

RH stated he would work on providing this comparative data in future reports.

RH stated that another red flag was related to absence and outlined the steps taken to address it, which led to Kenwood's first-ever "Team Around the School" meeting. This brought together all relevant agencies to collaborate in supporting the school and its students.

The Chair asked whether the transport service participated in the meeting?

RH confirmed that, while they were not present, transport was discussed during the meeting.

<p>RH felt there were three themes of persistent absence:</p> <ul style="list-style-type: none"> • Difficulties with mental health • Stamina – not being able to complete a 25 hour/week due health concerns • Non-attendance – both parents and students refusing to engage with school. <p>SM praised Kenwood’s staff for their understanding, contrasting it with her experiences in mainstream schools. SM suggested comparing data with other comparable special schools, if it was possible?</p> <p>RH explained that Kenwood had no direct statistical comparisons, as it was unique in catering to autism, complex mental health needs, and delivering a mainstream curriculum simultaneously. This uniqueness was expected to be highlighted during an Ofsted inspection, where the school would need to explain its distinct approach. Ofsted planned to engage with all stakeholders, including parents.</p> <p>KE asked whether the school had case studies from parents to present to Ofsted?</p> <p>SR agreed, noting that while the data alone did not capture the complexities, the size of the safeguarding team highlighted the level of support required by the young people and their families.</p> <p>6.1.1 Appendix 1 – Updated SIP Verbal update received.</p> <p>6.1.2 Appendix 2 – School SEF Report received.</p>	
<p>6.2. Draft School Dashboard Summary</p> <p>Report received.</p>	
<p>6.3. Budget Report</p> <p>6.3.1 (Sheffield Kenwood) and 6.3.2 (West Riding) budget reports received.</p> <p>The Chair asked if there were any red flags?</p> <p>RH said there were no red flags. Following a period of growth and de-stabilisation, the school was in a stable position.</p> <p>NW-H asked for a breakdown of Pupil Premium spending, emphasising the importance of tracking how the funds were being used to support students' individual needs in school?</p> <p>Action: RH included this request in section 6.1 of his next report to provide a detailed analysis at the following meeting.</p> <p>Governors collectively found the format of the budget reports difficult to understand.</p> <p>Action: Finance to provide a walk-through of the budget report at a future meeting.</p>	<p>Action: RH 20.03.25</p> <p>Action: Chair ASAP</p>

6.4. Ofsted - How inspection works, what to expect and where Kenwood is placed

RH gave a verbal presentation and referred to the dashboard and SEF written to the Ofsted framework.

How leaders were preparing:

1. Do what you normally do and do it really well. Do not do anything different. This was very well embedded at Kenwood and Nexus.
2. Had done some specific training and CPD around this.
3. Same for the leadership team who had undertaken specific training from a current Ofsted inspector.
4. The academy leadership team have had a regular focus on Ofsted readiness and continue to self-evaluate.
5. Support and challenge from Nexus, through the QA cycle for all schools again to the Ofsted framework.
6. In the SEF, in the headteacher's report, in the Ofsted framework.
7. Things that we do every time.
8. Expect the unexpected (government change, Ofsted change).
9. Practise - particularly for the leadership team.

RH explained that his primary involvement would be a two-hour phone call before the inspection, during which he would need to present and explain all relevant details to Ofsted. Throughout the inspection, Ofsted would maintain communication with him to verify the accuracy of his statements. For safety reasons, it was expected that Ofsted would visit all Kenwood sites.

SM had completed the Ofsted governor readiness training and noted that most of the content was already addressed in the headteacher's report. The training also covered fundamental details, including which governors would be meeting with the inspection team.

SM was keen to know if, and in what capacity, governors might be involved at a local level?

RH referred to the Nexus MAT Governance briefing note outlining how Ofsted inspects multi-academy trusts. He shared that the Schools Regional Director, Sacha Schofield, would support him during the process. Governance responsibilities included the Chair of the Directors, Rachel Potts, the CEO, Warren Carratt, and Kenwood's Chair of Governors. RH expressed strong enthusiasm for Ofsted inspectors to engage directly with Kenwood parents, which, he hoped, would naturally involve parent governors.

Action: Briefing Note on How Ofsted inspects MATS would be re-circulated to governors.

Action:
Clerking Services
ASAP

KE commented that she had completed the same Ofsted training as SM and asked if there would be any OFSTED briefing packs, as this was seen as good practice?

The Chair replied that the briefing notes as above could be used as an aide memoire for governors.

Action: Chair to arrange circulation of the Governance briefing notes.

Action: SM to forward a copy of the 'prompt list' from the Ofsted Governor training session to RW.

Action:
SM
ASAP

<p>RW stated that the CPD training Ofsted preparation training, and suggested, if appropriate, governors could be invited to attend as well? This suggestion was well received by governors. Action: RW to investigate if appropriate for governors to be invited.</p> <p>Kenwood SLT to ensure that KAC Governors are included (where appropriate) in training events. As part of this dates for training including stating the nature of the training should be passed to Governors and dates included in the newsletter or other similar method of communication</p>	<p>Action: RW / Clerking Services ASAP</p>
<p>6.5. Teaching Staff Appraisal Outcome Report</p> <p>Received for information.</p>	
<p>7. TRUST MATTERS</p>	
<p>7.1. Trust Verbal Update of key issues</p> <ul style="list-style-type: none"> Two schools had joined the Nexus family in September: Lotus Academy (previously known as Holgate), and Endeavour (previously known as Derrymount). Additionally, three more schools had been approved to join: Bents Green; and Seven Hills; plus, a hospital school in Nottinghamshire. Nexus continued to experience pressure on placements at all of its special schools. Nexus was awaiting further information from the Government regarding their approach to education, special educational needs, and inclusion, along with the implications any new policy directions might have on the Trust. 	
<p>8. ANY OTHER URGENT BUSINESS</p>	
<p>8.1. To consider any other urgent business</p> <ul style="list-style-type: none"> Chair announced that OM had resigned from the academy committee effective 03.10.24. Chair announced that MS had resigned from her position as Head of School at West Riding effective 31.12.24. <p>Action: Clerking Services to facilitate necessary amendments on GIAS and internal records following OM and MS's resignations.</p> <p>Clerk reminded governors to promptly complete their online Declaration of Interests and Safeguarding training via Governor Hub, if they had not already done so.</p>	<p>Action: Clerking Services 13/12/24</p>

9. CONFIDENTIALITY	
9.1 To consider the confidentiality of any items discussed during the meeting None.	
10. DATES OF NEXT MEETINGS	

Thursday 20 March 2025	15:30 - 17:30	(Classroom E8 Kenwood Zone) – Nexus MAT Headquarters, Enterprise Works Rachel Potts to be in attendance
Thursday 17 July 2025	15:30 -17:30	Nexus MAT Headquarters, Enterprise Works

Minutes approved

CHAIR	SIGNATURE	DATE