



Kenwood Academy Council – Sheffield Committee

Tuesday 19 March 2024 at 15:30

Kenwood Centre, Broadfield Court, Sheffield, S8 0XN

Present:	Role:	Initials:
Richard Webster	Strategic Transition Lead/Chair	RW
Ella Dixon	Community Governor	ED
Kathy Esberger	Governor	KE
Martin Grinold	Parent Governor	MG
Richard Hadfield	Co-Headteacher	RH
Kizzy Jaycock	Staff Governor	KJ
Sorrel Morris	Parent Governor	SM
Bridget Parrott	Staff Governor	BP
Michelle Sault (via Teams)	Co-Headteacher	MS
Also Present:		
Jenny Hair	Assistant Headteacher	JH
Renata Robins	Governance Clerk	Clerk
Sacha Schofield	Executive Regional Director	SS
Apologies:		

1. APOLOGIES FOR ABSENCE	Actions
1.1. To receive apologies for absence No apologies were received.	
1.2. To accept apologies for absence No apologies were accepted.	
1.3. Confirmation of Vice Chair To be brought forward to the next meeting for appointment. MS did enquire if she could put herself forward for this position.	Action: RH/Chair 16/07/24

<p>Action: SS to find out if that was possible/appropriate and let her know.</p>	<p>Action: SS 20/03/24</p>
<p>2. BEST WE CAN BE AWARDS</p>	
<p>2.1. Best We can Be Awards (if applicable) – to be discussed</p> <p>It was agreed that this can be more about sharing some key successes/achievements that are individual to Kenwood.</p> <p>While governors found reassurance in RH's explanation that staff were acknowledged through other school-based channels, they urged RH to revisit the staff for further discussion. Their eagerness to recognise staff remained palpable, prompting them to enquire: if not through this forum, how do governors then celebrate and capture such recognition?</p> <p>Action: RH to look at this again in preparation for the next meeting.</p>	<p>Action: RH 16/07/24</p>
<p>3. ITEMS OF URGENT BUSINESS</p>	
<p>3.1. Chair to determine any terms of urgent business to be considered</p> <p>Item noted below.</p>	
<p>4. DECLARATION OF INTERESTS</p>	
<p>4.1. Individual Governors to declare any personal, business or other governance interests on any item on the agenda</p> <p>None raised.</p>	
<p>5. KENWOOD CENTRE ACADEMY LOCAL GOVERNANCE MINUTES</p>	
<p>5.1. To approve the minutes of the following meeting:</p> <p>Kenwood Academy Council – Sheffield Committee meeting held on 5 December 2023.</p> <p>The minutes were approved as a true and accurate record.</p>	
<p>5.2. Review Action Tracker</p> <p>The outstanding actions on the tracker were reviewed and updated.</p>	
<p>5.3. Matters arising from the minutes</p> <p>None.</p>	
<p>6. ITEMS TO BE CONSIDERED</p>	
<p>6.1. Headteacher Report</p>	

RH provided an overview of the report stating that he wanted to focus on Leadership and Management and particularly talk in more detail about the changes to the school, a topic not necessarily covered in detail in the report, as well as Budget Monitoring and the Performance Dashboard.

1.4. RH directed governors' attention to the notable increase in student enrolment and staffing levels. Furthermore, he addressed a specific query raised by governors during the previous meeting, regarding the inclusion of data concerning the number of students accessing CAMHS (Child and Adolescent Mental Health Services).

RH welcomed JH to the meeting and outlined that JH would provide an overview of the second of the three school focuses for the year. This linked into the recent invitation extended by JH to governors regarding the upcoming **INSET day on 15 April, on 'Supporting Student Mental Health'**. Notably, this event will be facilitated by the school's CAMHS and Primary Mental Health partners, emphasising the collaborative effort in addressing this crucial aspect of student well-being.

JH emphasized a key action from the September 2023 School Improvement Plan: appointing a senior mental health lead and establishing an SLA with Family Mental Health. She noted the advantageous presence of a Service Lead who had developed an effective monitoring measure, aligning well with the school's objectives for promoting mental health within Kenwood.

The feedback received was positive, echoing sentiments from Healthy Minds feedback provided by parents and staff. The current client model has proven effective, with an evaluation scheduled in July 2024. Refreshing the Service SLA from September 2024 will involve considerations of affordability, accommodating increased numbers, and necessary adaptations.

CAMHS has 9 departments, with the Healthy Minds Team focusing on addressing low to moderate mental health issues. Despite lack of funding for special schools, Kenwood's investment in mental health leader training positions the school to strengthen the partnership with CAMHS. This collaboration could potentially lead to designation as a Mental Health Support Team, providing additional support for students with low to moderate needs. Meanwhile, Primary Health manages moderate to severe cases and can refer to CAMHS' Verbatim Team. This setup allows Kenwood to handle more Tier 3 cases and offer therapeutic services.

Governors received JH's verbal report and engaged in a discussion, posing notable questions, particularly:

The Chair asked about the workers daily tasks?

JH explained that the school currently had allocated one day a week. This starts with a morning diary catch-up between 9.30am – 11.00am, followed by consultations according to the Primary Health Model, allowing ample time for thorough assessments. Referrals to Primary Mental Health initiate the process of bringing in a Mental Health Worker, who produces a report with recommendations. These recommendations are implemented within the team or followed up by health officials if necessary. Review periods are scheduled 2, 4, or 6 weeks later to ensure recommendations are carried out. Staff received CPD training on the consultation process recently. Referrals can be

made by tutors, Heads of House, and learning mentors. Follow-up meetings enhance communication between staff and the Primary Health Senior Team Leader.

The Chair remarked that the process sounded robust with many components and asked if JH was satisfied with how it was working?

JH replied affirmatively, expressing contentment with the current functioning. Additionally, RH has a review scheduled for 21 March to address GDPR constraints and ensure appropriate consent for information transfer between health and education sectors.

The Chair inquired about the potential impact of different locations on the current model?

JH explained that the model, as it stands, does not accommodate Enterprise Works. She emphasized the importance of SLA discussions considering the increasing numbers of students and locations in the future.

The Chair asked about the process for upscaling the initiative?

RH remarked that the CAMHS model was not bound by local authority (LA) boundaries, potentially allowing for a national service. He noted that although some pupils in a Sheffield provision come from another authority, it did not alter Kenwood's offer. There was potential to include pupils from West Riding as well.

ED inquired about the link person, specifically the Service Manager conducting consultations, seeking clarification on direct and indirect work involvement?

JH clarified that it encompassed both aspects. The direct work involved the Service Manager assessing families; determining the level of need and identifying necessary interventions for the child; referral as required to CAMHS/feedback to the school's safeguarding lead. Feedback from staff regarding this process had been positive.

RH expressed gratitude to JH for her insightful introduction to the topic and commended her leadership, noting that, in his opinion, there was no better demonstration of collaboration between education and health working together in such complex areas of need. RH reminded and encouraged governors to attend the INSET Day on 15 April, if they were able, to gain a better understanding of Kenwood's approaches to supporting students.

2.1.1. The Chair enquired about Curriculum plans as he noted that typically students entering Kenwood would have missed 12-18 months of school and leaders were clear how to address gaps, were there particular strategies utilised?

RH expressed a profound enthusiasm for integrating the spiral curriculum into every aspect of the school's operation. It permeated all plans and delivery methods, evident everywhere throughout the school. Its presence was tangible and evident, manifesting across various facets of the school environment.

2.2.1. Governors acknowledged that Kenwood offered a wide range of accredited courses.

<p>2.2.1. ED enquired about the functional skills qualification, would that be 25 out of 26 taking the functional skills qualification (for example in English)? RH stated the table did not allow governors to see if it was the same student or not. RH said that mostly they are the same students as Kenwood tries to accredit English and Maths in as many ways as possible.</p> <p>3.5. RH asked what did the school do to settle students in when they arrived, having been absent from school for a long time? RH emphasized that there were numerous opportunities for Kenwood to settle students into school. The Learning Mentor team implements a personalised 6 to 12-week plan, overseen by one of its members, to cater to individual needs. Their aim is to swiftly establish connections between students, families, and the tutoring team. This is facilitated through a calm and systematic Spiral approach to curriculum implementation.</p> <p>3.5. KE asked if Kenwood employed a phased entry into school or did it vary depending on pupil need? RH stated that the hope was that pupils start with 100% attendance and one or two do that but the majority need a more gradual approach factored into their 6 to 12-week plan.</p> <p>3.5. KE enquired if school were finding that the EHCPs were better than they used to be, as they used to be very generalised? RH responded that it was mixed but he stated that EHCPs generally were not appropriate for the young people in the Kenwood setting because most of the students came from mainstream schools which had different settings.</p> <p>4.1.1. RH asked governors to note that JH was the driving force behind the Personal Development programme which had improved the most over the last 6-12 months.</p> <p>6.4. KE noted the mention of Religious Studies and Sciences specialist teachers and referred back to the discussion about Languages at the last meeting and was this still an area of interest? RH affirmed that the school remained interested in exploring Languages and was actively working to determine the best approach.</p> <p>6.1.1 Appendix 1 – Updated SIP Verbal update received.</p> <p>6.1.2 Appendix 2 – School SEF Verbal update received.</p>	
<p>6.2. School Dashboard Summary Report received.</p>	
<p>6.3. Budget Report</p>	

Report received.	
<p>6.4. School Calendar</p> <ul style="list-style-type: none"> The school calendar was received for the 2024-25 academic year. RH informed governors about an additional INSET day on Friday 3 May 2024. 	
<p>6.5. Cabinet Member & MPs’ Feedback from Pupil Parliament - Verbal</p> <ul style="list-style-type: none"> RH provided governors with verbal feedback on the Pupil Parliament, highlighting its diverse array of social and political structures designed to mirror real-world frameworks. Kenwood boasts a Member of Parliament who participated in a recent Parliament meeting alongside other members and the Prime Minister (Nexus CEO), engaging in lively discussions, question-and-answer sessions, and idea sharing. Governors received verbal feedback from JH regarding the Student Council. Following the demerger of Becton and Kenwood, preserving and maintaining the Student Council became a priority, given its longstanding importance to both students and staff. As the council has expanded, its structure has evolved, becoming a vital avenue for communication between students and staff. The processes mirror those of democracy as closely as possible, aiming to impart valuable life skills to students. <p>The Chair asked if students were aware of this meeting and would they be able to provide an update on their work to the meeting in the future? JH stated that she thought they would embrace this. Action: JH/Chair to invite Student Council/Pupil Parliament members to update governors on their work.</p>	<p>Action JH/Chair 16/07/24</p>
<p>6.6. Skills Audit – Governor Self-Assessment - Verbal</p> <p>Chair introduced this item. Skills audit handed out to governors by clerk and to be sent out electronically also, to be completed within a 2-week period. The audit was self-explanatory and the aim of the audit was to prompt governor self-evaluation to gather where the knowledge was across the Trust.</p> <p>Action: Skills Audit – Governor Self-Assessment – to be emailed out to governors, for response within a 2-week timeframe.</p>	<p>Action: Clerking Services 20/03/24</p>
7. TRUST MATTERS	
<p>7.1. Trust Verbal Update of key issues</p> <ul style="list-style-type: none"> SS shared that there was a new hub opening in Doncaster and Holgate was due to academize imminently, and Nexus have been named as the sponsor of Derrymount. schools have expressed interest in joining Nexus, indicating a continuing interest and recognition of the benefits of being part of the Nexus network. 	

8. ANY OTHER URGENT BUSINESS	
8.1. To consider any other urgent business See Appendix 1 – Confidential Item.	
9. CONFIDENTIALITY	
9.1 To consider the confidentiality of any items discussed during the meeting See Appendix 1 – Confidential Item.	
10. DATES OF NEXT MEETING	

Tuesday 16 July 2024	15:30 – 17:30	Coleman Suite, Nexus Central Office, Enterprise Works – Sheffield
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Minutes approved

CHAIR	SIGNATURE	DATE