



Coppice Academy Council Meeting Wednesday 26 March at 09:15 at Coppice School

| Those Present: | | |
|-----------------------|---------------------------------------|-------|
| Natalie Swearman | Headteacher | NS |
| Zenab Khan | Parent Governor | ZK |
| Joanne Cliff | Chair | JC |
| Sara Johnston | Vice Chair | SJ |
| Bethany Dimmock | Support Staff Governor | BD |
| Beverley Fox | Staff Governor | BF |
| Also Present: | | |
| Lyndsay Foster | Nexus MAT Governance Clerk | Clerk |
| Lisa Suter | Nexus MAT Executive Regional Director | LS |
| Tracey Conlon | Deputy Headteacher | TC |
| Apologies: | | |
| Paula Fraser | Parent Governor | PF |

| 1. APOLOGIES FOR ABSENCE | Actions |
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| 1.1. To receive apologies for absence Apologies for absence were received for PF. | |
| 1.2. To accept apologies for absence Apologies were accepted for PF. | |
| 2. OUTSTANDING ACHIEVEMENT AWARDS | |
| 2.1. Presentation to Staff Nominee(s) Presentation of awards took place with staff members attending the meeting. The staff awards were for Ashlie Emmerson, Jessica Edwards, Tracey Westacott and Hazdiza Hassan. | |
| 3. ITEMS OF URGENT BUSINESS | |
| 3.1. Chair to determine any items of urgent business to be considered Chair to determine any items of urgent business NS discussed resignation of Parent governor Paula Fraser due to work commitments, agreed resignation date 26 March 2025. ACTION: NS to advertise after easter for Expression of interest for Parent governor. ACTION: Clerking Services to send letter of thanks to Paula Fraser as Parent governor. | ACTION: NS 16/07/25 ACTION: CLERKING SERVICES 16/07/25 |
| 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. COPPICE SCHOOL ACADEMY COUNCIL MINUTES | |
| 5.1. To approve the minutes of the following meeting: The minutes of the meeting held on the 4 th December 2024 were approved as a true record with no amendments. | |
| 5.2. Review of Action Tracker The outstanding actions on the tracker were reviewed and updated. | |
| 5.3. Matters arising from the Minutes None. | |
| 6. ITEMS TO BE CONSIDERED | |
| 6.1. Headteacher Report | |

The Academy Council received and approved the Headteacher's report.

NS asked for any questions prior to meeting and summarised using the questions received.

How many staff absence trigger meetings have taken place and are leaders receiving support from HR?

NS outlined that since Sept 24, the school has held 15 absence meetings. HR support Stage 2 meetings, the school has had two so far this year. HR write the outcome letters from these meetings.

Are the roof works the main barrier to the dashboard being good-insecure for health and safety? When are the works planned to be completed?

NS confirmed the roof works are now completed and we will be moving the dashboard up to 'good or better' after Easter.

Are solar panels going to be installed on any other roof other than lower school?

There are no plans for this as yet, solar panels are due to be installed 2nd/3rd April.

The 'ideas' proposed for developing spaces in lower school for supporting positive wellbeing and self-regulation. Have these been costed out and what do leaders envision these spaces to include?

NS stated teachers in Woodlands/ Meadow area have been consulted with to look at what developments are needed in each of their shared areas.

The learning areas are working really well and pupils are engaging in the different learning pods. The two work pods have given classes additional spaces to do focused tasks outside the classroom. The school haven't put a timetable in place for any pods as staff wanted to emphasis sharing between all classes. Woodlands area is still a work in progress and under discussion. AmbiSpace Nooks were suggested to the staff – teachers were not keen, TAs were keen, so this is still under debate. These spaces average around £10k each. Corridors have recently been painted, in the upper school, a calming shade of green and corridors have been stripped back. Corridors in both upper and lower school need some additional wall resources, these have been a success in lower school.

NS distributed a print out with artist impressions of the learning pods.

NS discussed the issue with some of the doors and the button release system. The school may need to consider reverting to fobs in some areas due to student need and safeguarding issues.

ACTION: NS to contact EB at the Trust and continue discussions around the door system.

What method of assessment do you use to decide if staff have made enough progress against their previous appraisal targets? How is it measured? Is it evidence based?

NS stated they set teacher/ leader appraisals in September and October and this year have introduced compulsory structured mid-year appraisals in March, in previous years

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these have been optional. They use the Teachers standards linked to minimum standards expected of teachers at their career stage as a way to assess the teachers progress towards their targets. Senior Leaders triangulate this with a wide range of evidence and information such as pop-in data, drop-in data, learning walks, assessment data, pupil outcome review meeting information, professionalism and conduct, ability to support, mentor and coach others, ability to meet deadlines etc.

NS distributed an Appraisal sheet for information.

How much input have Teaching Assistants had in creating a more personalised appraisal?

NS has met with TAs as a group regularly. Senior Leads have now been aligned to each TA team within the staffing structure. Leads have met with Teams to create an action plan for their area for the Summer term, ensuring that all TAs have an allocated action, and each Thursday is protected TA time. They will review this as a group in the Summer term and TAs will agree on a way forward for their appraisals for September 2025. Discussions have begun in this area and it is likely that every TA will have a 'TA Team target', classroom-based targets and one linked to the CPD programme that will be specifically put in place from the Autumn term – Claire Garbutt from Nexus is supporting with this work.

TS4 has been identified as requiring the most support/CPD. What plans are in place to improve this standard and are there any areas of school where this standard is strong so that good practice can be shared?

NS informed that TS4 relates to planning well-structured lessons, as a part of their implementation plan for the Coppice learning cycle the CPD this is ongoing and we are being supported by our EAP to deliver and deep dive into this area. Additionally, as a part of our Ofsted visit, smaller steps planning and assessment were identified as an area for development, this also relates to TS4 and is also high on the agenda for CPD. on the school is in the delivery phase of the implementation plan. During drop-in discussions, teachers are signposted to areas of good practice across the school areas which they need to develop, this includes where there is strong practice in planning and structures. Additionally, collaborative planning takes place between teachers, key stages and areas – they are still trialing the best ways in which to do this.

In the TA drop in data analysis, are there any commonalities in areas of development identified and how do leaders envision resources and time is maximised to improve the quality of TAs whilst ensuring that ratios and support are effective in class?

Why do you think that 50% of Teaching Assistants didn't contribute to the recording of formative or observational assessments within the lesson?

NS informed one of the common areas was contributing to assessments particularly formative assessments, this is a school wide commonality and was subject to a deep dive by an EAP.

NS explained, in a school such as Coppice, ratios and staff familiarity are really important for the pupils on a daily basis, however, the school does facilitate TAs to attend relevant external training where needed including with ELI.

BF discussed they develop the curriculum to suit the need of the Key stage they are working with and have small steps depending on the cohort. They also looking at bringing in other approaches such as ASDAN.

In the development of the 14+ curriculum, what is the intended outcome and what support/training have leaders accessed to help develop this curriculum?

NS confirmed the school is researching through Equals training and specialist settings to develop a bespoke post 14 offer. The intended outcome is that those post 14 pupils particularly those on the pink, red and yellow provision bands are given a life skills focused curriculum which is meaningful for supporting their independence. It will more effectively bridge between our main school curriculum and the Post 16 offer.

How do you think the modular build better supports the needs of the curriculum of post 16 pupils?

NS discussed the modular was designed with the post 16 curriculum in mind. It includes an 'Independent Flat' style kitchen and dining area which the pupils use to prepare snacks, simple meals and dine together, as well as learning how to prepare, prep and store food in a meaningful way, and additionally how to clean up after themselves in a homely environment. It also includes a more 'commercial' style kitchen and a café area, this is where pupils prepare lunches for the cohort every day and will serve at small events. Both of these areas are used daily and link to targets. Additionally, there are spaces for a small sensory room, focused work room, small common room area, classrooms including space for enterprise products. The outdoor environment is being developed over Easter including the addition of fencing, gates, a pergola to use as an outdoor learning space, a large bucket swing and raised beds for growing and harvesting veg to further support the curriculum. Additionally, the modular feels more 'separate' from school and is closer to the main road, this supports pupils to feel like they are moving on in their Coppice journey and can access independent travel opportunities easier.

They recognised that the environment needs further development, and one of the post 16 teachers is working on this as part of their appraisal target. It was highlighted that the modular won't be right for all of our Post 16 learners, particularly those learners on an informal pathway as it may be too busy and too small to meet their needs.

How do you ensure that each class has an ASD friendly environment that is effectively organised throughout school?

NS stated this is currently being reviewed by the environment and display team. The policy is being updated to reflect the drive for biophilic principals, staff are creating a list of expectations linked to developmental stage and pathway, examples of what is expected through photos will also be added to the policy which will then be shared with all staff.

Environment and Display Team action plan document distributed in the meeting for information.

ACTION: NS to arrange for next AC meeting for the key lead to come in to the meeting and discuss what's been put in place and how it's working.

SJ asked is the new feedback for pop ins and drop ins more time efficient for SLT? Have staff responded positively to it?

NS stated following drop-ins/ pop-ins the schedule in 'follow-up' meetings on EBIs that have been set with a specific teacher. The aim of this is to ensure teachers are working on their EBIs in a timely manner and that any misconceptions can be addressed or any additional support can be identified quickly, as opposed to waiting for a term for the

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NS
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next round of drop-ins/ pop-ins. This takes up more SLT capacity, spending more targeted time in class, followed by a discussion with the teacher. However, they do feel this is worthwhile and we can keep a clearer track of progress towards EBIs. Fully utilising the Flourish system is still in its infancy for SLT and this will be rolled out to share with teachers when we are happy with the information on Flourish and how to analyse teacher data. Teachers will have their own log-ins to access their own data, and subject leads will also be able to use the system to support their analysis of their subject areas.

What safeguarding checks have taken place to ensure that the pupil who accesses AP are not at risk?

NS explained they have regular contact, Visits take place on a 3-weekly basis, the last visit was attended by the DSL and the LA SEN officer. Attendance is shared with the school each day, as are all CPOMS reports. All AP providers are screened by the LA.

Are leaders planning on sharing the report outcomes?

NS stated that the report will be shared with all staff. They are using daily monitoring forms to review class teams and working with parents to review, it has had a positive impact and helping to forward plan. It is also helping to track individual students' regulation and planning their timetables and adapting where necessary.

Community Passport document distributed in meeting for information.

Are Community Visit passports useful in deciding whether a place is suitable for that class based on the ratio of staff per pupil required?

NS explained the community passport document has been sent home to parents for information to be returned by parents and teachers to fill in and then combine the answers and do a completed document and get home to sign. Individual risk assessments have been done before any visits for the student.

NS stated they are monitoring behaviours working alongside the Nexus suspension policy.

Are staff volunteering to become drivers so more community visits can take place?

NS stated more school drivers are required. Currently two TA's have volunteered.

What strategies are being taken to further improve attendance following recommendations from the recent audit?

The school has not put into place any strategies as yet. This is a work in progress.

Do you think the Behaviour Wave 3 Process, a 'Plan Do Review' process, has been the most efficient and effective way in managing pupil behaviour?

NS explained the trial phase has been well received by staff. The process is extremely supportive for staff teaching our pupils who are currently facing high challenge. It is also easier to organise and monitor from a SLT perspective and ensures documentation is also up to date. The process has definitely had a positive impact so far on the pupils we have trialed on, with significant changes to their behavior and wellbeing.

6.1.1 and 6.1.2 Document was distributed before the meeting for information no current changes.

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| <p>TC came in to the meeting at 11:05 to do presentation on 'Happy Centered schools'.</p> <p>Why did the Happy Centered Schools model need to be relaunched and how long will it take to implement it? How will these changes affect the planning process in supporting pupils' positive mental health and well-being and developing key characteristics?</p> <p>TC presented the Happy Centred Schools initiative, explaining that it is closely linked to the school's vision and values and is already embedded within the school. However, they are relaunching it. An implementation plan has been developed to guide the relaunch, ensuring it aligns with the Learning Cycle. There will be a bespoke lesson once a week and a celebration assembly will be introduced, with pupils having input on how they would like it to be run. The focus is on sharing knowledge with staff and making it evident throughout the school environment that it is a Happy Centred School.</p> <p>JC asked if parents are involved in the relaunch?</p> <p>TC confirmed that they are, primarily through Class Dojo, which is used positively by parents. Parents can also engage by awarding Dojo points at home when they feel their child has earned them.</p> <p>Presentation documents distributed in the meeting for governors.</p> | |
| <p>6.1.1. Appendix 1 - Updated SIP</p> <p>Document for information distributed prior to the meeting for information.</p> | |
| <p>6.1.2. Appendix 2 – SEF</p> <p>Document for information distributed prior to the meeting for information.</p> | |
| <p>6.2. School Dashboard Summary</p> <p>Documents distributed prior to meeting for information.</p> | |
| <p>6.3. Budget Monitoring Report</p> <p>Document distributed prior to meeting for information.</p> <p>JC asked NS what the reason for the staffing cost increase was on the budget report?</p> <p>NS informed that the staffing budget from last year was not accurate, and supply cover was included within it. However, they have managed supply effectively recently, resulting in savings. There has also been an increase in 1-to-1 support packages, and the overall budget is now back on track.</p> | |
| <p>6.4. School Calendar</p> <p>Document distributed prior to meeting for information.</p> | |
| <p>6.5. Cabinet Member & MP's Feedback from Pupil Parliament</p> <p>NS explained that the CEO and JT from the Trust attended the Pupil Parliament meeting via Teams, which was very positive. They are exploring ways to ensure all pupils' voices are heard, including having A1 and J7 representatives attend the larger meetings.</p> | |

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| NS also mentioned that local MP Lee Pritchard visited the school, spoke with students, and expressed interest in attending their next Pupil Parliament meeting. He also shared their fundraising efforts for France on his page. | |
| <p>6.6. Skills Audit</p> <p>Document distributed prior to the meeting and also paper copy handed out at the meeting for completion by 9th April 2025.</p> <p>ACTION: Clerking Services to send out digital copy of Skills Audit to be returned by 9th April 2025.</p> | ACTION: CLERKING SERVICES 26/03/25 |
| 7. TRUST MATTERS | |
| <p>7.1. Trust Verbal Update of Key Issues</p> <p>LS discussed Sports premium and has now to be reported via the DFE portal and have till the 31st July 2025 to use funding or its lost.</p> <p>Enterprise Learning Institute (ELI) is now a live portal and access to learning.</p> <p>ACTION: Clerking Services to send out link to Enterprise Learning Institute to governors</p> | ACTION: CLERKING SERVICES 26/03/25 |
| 8. ANY OTHER URGENT BUSINESS | |
| <p>8.1. To consider any other urgent business agreed by the Chair</p> <p>None.</p> | |
| 9. CONFIDENTIALITY & RISK | |
| <p>9.1. To consider the confidentiality of any items discussed during the meeting</p> <p>None.</p> | |
| 10. DATES OF NEXT MEETING | |

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| Wednesday 16 th July 2025 | 09.15 – 11.15 | Coppice Academy |
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Minutes approved.

| CHAIR | SIGNATURE | DATE |
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