



Endeavour Academy Council
Wednesday 25 June 2025 at 10.00 am
Endeavour Academy, Churchmoor Lane, Arnold, Nottingham NG5 8HN

Those Present:	Role	Initials
Neil Davies	Executive Headteacher	ND
Holly Hanks	Staff (Teaching) Governor	HH
Lisa Suter	Chair	LS
Layla Wall	Staff (Non-Teaching) Governor	LW
Paula Williams	Executive Regional Director	PW
Joseph Wiltshire	Parent Governor	JW
Also Present:		
Lyndsay Foster	Governance Clerk	LF
Apologies:		
Laura Davis	Parent Governor	LD

1. APOLOGIES FOR ABSENCE	Actions
1.1. To receive apologies for absence Apologies were received from LD.	
1.2. To accept apologies for absence Apologies were accepted from LD.	
2. BEST WE CAN BE AWARDS	
2.1. Best We Can Be Awards ND presented the "Best We Can Be" Award to four recipients. Three were present at the meeting to accept their certificates in person, while one was recognised via FaceTime. The awards went to H. Stayton, L. Dyer, L. Wall, and M. Morgan.	
3. ITEMS OF URGENT BUSINESS	
3.1 Chair to determine any items of urgent business to be considered None declared.	
3.2 Confirmation of new Staff (Teaching) Governor – Holly Hanks	
3.3 Confirmation of new Parent Governor – Laura Davis	
The Academy Council unanimously approved the confirmation of new Staff and Parent Governors, HH and LD.	
4. DECLARATION OF INTERESTS	
4.1. Individual Governors to declare any personal, business or other governance interests on any item on the agenda None declared.	
5. ENDEAVOUR ACADEMY LOCAL GOVERNANCE MINUTES	
5.1. To approve the minutes of the following meeting: The minutes of the meeting held on 5 th March 2025 were approved as a true record.	
5.2. Review of Action Tracker The outstanding action on the tracker were reviewed and updated.	
5.3. Matters arising from the minutes None.	
6. ITEMS TO BE CONSIDERED	
6.1 Headteacher Report ND reviewed the Headteacher Report, highlighting the key points for discussion. <u>Safeguarding</u> ND shared that the school is still on its journey of continuous development in Safeguarding, although it is currently effective across the entire school. Plans are	

underway for next year's CPD offer to ensure that Safeguarding remains a key part of the program's structure.

ND also informed the meeting that the school's Designated Safeguarding Lead (DSL) has been working diligently on the Section 175 audit, a Safeguarding assessment that evaluates the school's compliance levels. The audit helps determine whether areas are secure or insecure based on the evidence uploaded. Joanne Cliff from the Trust meets with the DSL regularly to review progress.

PW confirmed that the school is both compliant and effective in its approach to Safeguarding with Joanne Cliff ensuring that all schools within the trust maintain compliance, offering support and guidance where needed.

ND mentioned that a significant project the school has recently completed for Single Central Record (SCR) which is now fully compliant. Additionally, ND highlighted an ongoing project related to door safety across the school, ensuring that all sites are secure.

LS praised Marianne, the new DSL, for the excellent work she has been doing throughout the school, offering a well-deserved "well done."

LS also raised a point about ensuring that all staff and new governors are fully aware of and completed the KCSIE (Keeping Children Safe in Education) training to maintain full compliance.

Quality of Education

ND provided an update on curriculum development, highlighting the introduction of a new curriculum model and timetable. Discussions with Jonathan Sharp at the Trust have led to further adaptations aimed at better meeting the needs of students.

An identifiable curriculum is now in place at both school sites, although work on its further development is still ongoing.

ND expressed concern that the school isn't yet fully SEMH-friendly in terms of meeting children's needs. There is a need for more opportunities for students to engage in practical subjects and expressive arts significant efforts are being made to address this gap.

Models like Forest Schools and expressive arts have already been explored, alongside a review of the core curriculum offer to answer the question, "What do we want every child to access in an SEMH curriculum?" The school is currently looking into the Nurture UK model to form the backbone of the curriculum, plans are to move forward with additional subject leaders.

PW acknowledged that the work done so far has had a significant impact on the school and its operations. The establishment of a solid foundation curriculum has provided a strong base for expansion and as a result the school feels much more settled, with both staff and students showing positive signs of progress.

JW agreed, stating that while there is always room for improvement, it is equally important to maintain the areas that have already been enhanced. The focus should be on consistent development across all aspects of the school.

ND shared that the school is currently working on developing three distinct pathways to better cater to the varying needs and ability levels of the students. These pathways are designed to ensure that teaching is as effective as possible in supporting children and young people to reach their full potential.

- **Engage Pathway:** This pathway is aimed at children who aren't yet ready to learn in a traditional classroom setting. The focus is on helping them develop social skills and learn how to interact with peers, ultimately preparing them to share classrooms in the future.
- **Inspire/Build Pathway:** Targeted at students at a nurture level, this pathway supports progress through Key Stage 4, offering entry-level qualifications and skills to build a foundation for further learning.
- **Develop/Achieve Pathway:** This pathway is designed for pupils who are more likely to progress towards functional skills, qualifications, and potentially GCSEs. It aligns well with the On-site Alternate Provision (OAP), offering students an opportunity to further their academic journey in a tailored environment.

This structured approach allows for more personalised and effective teaching, addressing the diverse needs of the student body.

ND shared that a cohort of students who had previously struggled in traditional classroom spaces mainly due to behavioural challenges have shown significant improvement after accessing the different pathways. These students have had positive experiences such as work experience days at a local inclusive café, a BTEC Level 1 in go-kart mechanics and track time afterward. Additionally, some have participated in fishing and conservation projects.

This group was previously responsible for the majority of suspensions before Christmas but since engaging with pathways suspensions have drastically reduced. In fact, one student has had no suspensions since and has even requested to return to a more traditional classroom setting after going through the On-site Alternative Provision (OAP).

ND emphasised that the OAP is also a huge financial benefit for the school, as it helps reduce the costs associated with off-site Alternative Provision (AP).

LS pointed out another advantage of the OAP: the school no longer has to wait for available places in off-site provisions. It can respond quickly and provide the necessary support within the school setting.

JW agreed, noting that the OAP is a great idea because it minimises triggers for change in some pupils, offering them a more stable environment to thrive in.

ND informed that the school has decided to transition from using **Little Wandle** to **Read Write Inc.** for their Reading and Phonics program. While Little Wandle has been

effective for the younger students, it hasn't been as successful for the older cohort, prompting the change to better suit their needs.

ND highlighted that the school is now nearly fully staffed with a system in place to ensure all leads are developing training to further enhance the curriculum. Most subjects now have dedicated curriculum leads which is helping to strengthen the overall academic structure.

Additionally, there has been some pedagogical research conducted on how children learn which has been most effectively supported by Darren Dickenson at the Trust. This research is helping to inform teaching practices and improve the learning experience for students.

ND expressed satisfaction with the success of exams this year, noting that more students are accessing exams each year. All Year 6 students were able to sit the SATs, which is a positive step forward.

Additionally, ND shared that 60% of pupils are making good progress with their reading, highlighting significant improvement in this area.

LS asked whether the exam offer will follow a set program or be tailored to students' interests?

ND responded that flexibility is key when working with students. As the school builds and structures the timetable for Year 10/11 and Post-16 students, they plan to offer more flexibility. This approach is currently being finalised for next year. ND gave an example of one student who expressed interest in studying German at an exam level. The school accommodated this request by bringing the subject in for the student and it has worked really well.

LS asked whether staff knowledge and training related to SEMH barriers to learning are integrated within the curriculum development?

ND replied that this term they have been fortunate to have Leanne Camaish, an SEMH specialist, visit the school to conduct a Behaviour Audit across both sites. This audit is essentially a SWOT analysis focused on how staff are working with the children and addressing their needs. While the report with the findings is still awaited, Leanne has expressed being very positive about the staff's kindness and noted a significant improvement in the school atmosphere compared to 15 months ago.

Leadership and Management

ND informed that the new SLT team is now fully embedded and that from September the school will have a new Deputy Head, adding further leadership capacity.

PW shared positive feedback from Leanne Camaish, highlighting noticeable improvements within the school environment, among both staff and students, as well as the growing confidence of the staff and SLT.

ND also reported that staff sickness absence has dropped significantly and is now among the lowest rates within the Trust.

Behaviour and Attitudes

ND expressed how much calmer the school feels overall, thanks to the skill set and consistency of staff. The CPOMS system is now well-embedded and used effectively for tracking data, which has helped in reducing suspensions. The school is now able to identify patterns in behaviour, which is playing a key role in preventing future issues.

PW discussed the cyclical nature of behaviour and how the goal is to help students transform into a different person. While suspensions will never be fully eliminated in a school with such a high level of need, the focus is on addressing and preventing situations where students become overwhelmed by identifying and addressing behaviour patterns early.

The recently employed Pastoral Care Team, which is not classroom-based, has also had a positive impact, helping to settle the school environment. Additionally, the school now has a **Level 2 "Train the Trainer"** on-site which is helping staff build positive relationships with students, de-escalate situations, and pass this training on to teachers and teaching assistants. The quality of the training has been excellent where the impact has already been noticed. This will now be incorporated into the school's CPD program.

Attendance

ND discussed that attendance is currently at 70%. While this is a strong figure, it could be higher if not for a small group of six students with complex needs who are not attending regularly. Alternate provision has been offered to support these students. Two have already moved on and possibly another two will by the end of the school year, so attendance is expected to improve next term.

PW noted that the average attendance for PRUs and APs is around 47%, with 80% being the target, making the school's 70% attendance very positive. PW also congratulated the staff on achieving no permanent exclusions, highlighting this as a significant accomplishment.

LS suggested it would be beneficial to invite the Pupil Parliament to attend AC meetings to share their ideas.

ND agreed, sharing that the Pupil Parliament's involvement has been very positive. For example, they helped choose the new school uniform implemented from September, as well as support staff uniforms, they really enjoyed being involved in these decisions.

6.1.1 Appendix 1 – Updated SIP

The report was distributed prior to the meeting and discussed within the report.

6.1.2 Appendix 2 – Updated SEF

The report was distributed prior to the meeting and discussed within the report.

LS and PW explained to the new members the purpose of the SIP (School Improvement Plan) and SEF (Self-Evaluation Form) documents, outlining why they are included in the meeting materials. They also shared that all academy councils hold informal meetings before the formal AC meetings to review and discuss these documents and any updates or changes.

9.1 To consider the confidentiality of any items discussed during the meeting None.	
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10. DATES OF NEXT MEETING	
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Wednesday 26 November 2025	10:00-12:00	Endeavour Academy
Wednesday 11 March 2026	10:00-12:00	Endeavour Academy
Wednesday 24 June 2026	10:00-12:00	Endeavour Academy

Minutes approved

CHAIR	SIGNATURE	DATE
Lisa Suter		