

Brookside Academy (327) – Board of Governors
Company Registration Number: 07641618 (England & Wales)

Minutes of the **Board of Governors** meeting held at Brookside Academy, on Monday 30th September 2019. The meeting started at 6.00pm.

MEMBERS

✓ Clare Bolton (CB)	✓ Jenny Moore (JM)
✓ Stuart Clowes (SC)	✓ Julie Summerhayes (JS) (Chair)
✓ Kev Cook (KC)	Rob Sutherland (RS) (Vice Chair)
✓ Craig Harris (CH)	✓ Brian Walton (BW) (Headteacher)
✓ Helen Keast (HK)	✓ Jan White (JW)
Adam Kelland (AK)	

IN ATTENDANCE

✓ Sarah Ashford (SA) Deputy Headteacher	Sandra Cinicola (SC) Business Manager
✓ Greg Jones (GJ) Clerk to Governors	Chris Lane (CL) Assistant Headteacher

(✓ those present)

Minutes

No.	Item	Action
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Governor Meeting – Final Section
Chaired by Julie Summerhayes (Chair of Governors)

G01/19 Welcome

The Chair welcomed everyone to the meeting.
Clare Bolton was introduced as a new Governor of the Academy.

It was noted that this was the first meeting of the new format whole board meetings.
There will be a discussion at the end on how it has worked.

a) Apologies for absence

Apologies were accepted from Adam Kelland (Childcare) and Rob Sutherland (Personal).

The Clerk advised that with 9 of the 11 Governors present the meeting was quorate.

b) Declarations of Interest

None

G02/19 Headteachers Report

BW gave a verbal update on the Headlines from last year.
The key outcomes from last year have been reflected in the new School Development Plan.
Governors will be reviewing this at their session on 21st October.

- **Attendance**

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	<p>Overall attendance was up on the previous year. A key area will be to improve the attendance of the Pupil Premium children.</p> <ul style="list-style-type: none"> ● Safeguarding The number of Child Protection issues was up last year and are proving harder to deal with. The number of Physical incidents was high and are clouded by the number recorded in Specialist Provision. ● Standard Attainment Tests (SATs) This was a huge success story. The cohort were very relaxed with no stress or upset. Combined results were on the top 5% – 10% of schools nationally. Pupil Premium progress was good. 13% of the KS2 SATs cohort were in Specialist Provision and the school was still achieving at the national level with them included. Progress against the 100 score was -0.1 instead of between -1.0 and -2.0. ● School Development Plan The key issues in the new SDP are:- <ul style="list-style-type: none"> ○ Pupil Premium children in Key Stage 1. ○ Anomalies in Year 4. ○ GLD in Early years down to 65% (National 72%) There are 9% Specialist Provision in this cohort. 4 children have EHCP's (Good to identify early) The Planned Admission Number (PAN) is now 40 (up from 35) ○ Progress ○ Reading – Pupil Boys vs Girls ○ Social Emotional Mental Health (SEMH) – Compulsory relationships teaching Parent Family Support Assistant (PFSA) have been increased from 15hours a week to fulltime. ○ Behaviour ○ Developing Performance Management ● Self Evaluation The Key areas for improvement identified in the SEF are:- <ul style="list-style-type: none"> ○ Performance Management ○ Broader curriculum ○ Special Educational Needs & Disability (SEND) ○ Assessment ○ Attendance ○ Progress from Key Stage 1(KS1) to KS2 	

The two key areas for improvement identified by Ofsted are included in the SDP.
BW noted that current inspections under the new Inspection Framework start with a

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deep dive into Reading from which other areas to investigate are identified.

A Governor asked if the school is investing enough in embedding SEMH into the Personal, Social and Health Education (PSHE) curriculum? No – The School needs to do more work to establish better relationships with parents.

The School is in a better position this year with the PFSA and Emotional Learning Support Assistant (ELSA) working across the school. This includes working in Specialist Provision which is not part of their funded role.

Governors discussed the data highlighting concerns about School Readiness.

A Governor asked if there was an equivalent to the Social and Emotional Aspects of Learning (SEAL) programme? Yes – this is linked to the National Curriculum documents on PSHE teaching that can be adapted for each cohort.

Mainstream Teaching & Learning Section (T&L)

Chaired by Craig Harris (Mainstream Teaching & Learning Lead)

T01/19 Minutes of Previous Meeting

Craig Harris proposed that Governors approve the minutes of the Mainstream Teaching and Learning committee meeting of 8th July 2019. Seconded by Jan White and approved by all present and signed by the chair.

For: 9 Against: 0 Abstentions: 0

T02/19 Outcomes and Assessment

a) Three-year trend data (inc SATs)

BW highlighted the main points of the School Data Summary report circulated with the paper for this meeting.

Red is appearing in Pupil Premium where there are small cohorts and each pupil gives a big variance.

Green is appearing in Greater Depth.

There was a drop in Reading scores nationally, whereas there was a rise in this School.

All figures in the report include the Specialist Provision children. The percentage of Pupil Premium children is indicated.

A Governor asked about the impact of overlap of Pupil Premium with Specialist Provision? Yes – The School is working on the significance of Specialist Provision on a small number of Pupil Premium children.

There is an increasingly higher number of Pupil Premium children in reception cohorts. This is reflected in the investment in a fulltime PFSA.

No.	Item	Action
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Governors noted that 11% of the Year 4 cohort are in Specialist Provision.

A Governor asked how progress in years 1,3,4, & 5 compares with Year 2 & 6 (SATs)? There is more progress in years 2 & 6 for pupils taking their SATs.
A Governor asked about progress in Year 5? This may be due to the shared objectives with Year 6 and the teachers being hard on their assessment in Year 5.

BW noted the contextual information about teachers that has had an impact. Including the change in Year 1 objectives to make them higher.

A Governor asked if the numbers for year 1,3,4, & 5 in the report were based on test results only? No – Test results form part of a teacher’s overall judgement, but there is less pressure on teachers in these year groups.

Comparison of year on year progress of individual cohorts.

Year 4 downward trend – They were high at the end of KS1. This is the 90 pupil cohort.

Year 5 upward trend – Can see that this year group has been strong all the way through. There is a good correlation to their predicted SATs results.

It was noted that teachers exercise caution in their assessments so as not to “set up Year 6 to fail”.

A Governor asked if progress is expected to change as pupils progress through the School? This is easy to see with Fischer Family Trust data, and not so easy with Insight. There can be a dip from Years 4 to 5 as Year 5 share the same objectives as Year 6.

This is why the BW & SA conduct Pupil Progress meetings with the teachers.

Governors discussed the trends that were apparent from Year to Year when tracking the same groups of children.

b) Greater Depth Review

The Year 6 results had a good amount of Greater Depth.

Recent changes to the tracker expected score from 1.5 to 2.0 and then back down 1.8 has now correlated well with those achieving the expected standard.

The Greater Depth (GD) was reduced from 2.5 to 2.4 and all the children at 2.4 achieved Greater Depth in their SATs.

This has given greater confidence in the tracker scores.

T03/19 Diminishing the Difference

a) Pupil Premium expenditure review 2018-2019

BW highlighted the main point of the Pupil Premium expenditure review report for 2018-19 circulated with the papers for this meeting.

No.	Item	Action
	<p>Governors noted the contents of the report and asked the following questions.</p> <p>A Governor asked about the need to use PP funding to support school trips? Funding is used on an individual basis and is also reflected in extended schools and curriculum support.</p> <p>A Governor asked why attendance is still a problem with PP children? Attendance has not improved for a particular group of children. The investment in the PFSA will allow them to work with these parents.</p> <p>Children with less than 90% attendance are highlighted at the Senior Management Team meetings and the actions taken are discussed.</p> <p>A Governor asked about the successes of expenditure on PP? Expenditure is mostly tied up in staffing, so it is hard to change without impacting jobs. Staff need to be more flexible to provide the correct focus.</p> <p>The School is looking at Behaviour at lunchtime; Attendance; SEMH; PSHE; Specialist parents; and Reading Engagement for PP children, and is being much more diagnostic and analytical.</p> <p>A Governor asked how flexible the School can be when 85% of the budget is spent on staffing? Staff are being used much more flexible in their teams and some staff have been trained in Wave 3 interventions.</p> <p>A Governor asked about the continuation of the Pupil Premium focus from last year? The Pupils Premium champions and Inset day were very successful. BW is meeting with them soon to discuss a focus for this year.</p>	
	<p>b) 3 Year Pupil Premium plan</p> <p>BW highlighted that 63% of the Pupil Premium children are boys and 25% have Special Educational Needs.</p> <p>The School are breaking down groups, Year Groups, Phonics check etc to monitor these pupils to provide clarity on the gaps in these groups.</p> <p>Governors noted the gap in attendance between PP and other pupils.</p> <p>The targets for this year are:-</p> <ol style="list-style-type: none"> 1. <u>Attendance gap</u> 2. <u>Positive PP progress from KS1 to KS2</u> 3. <u>Develop an understanding of the 63% boy PP cohort</u> <p>A Governor asked about the definition of Pupil Premium? It is pupils who receive Free School Meals; Children Looked After; Children adopted from care' Service Children etc.</p>	
	<p>BW will bring the 3 Year Pupil Premium plan to the next MTaL focus meeting and the SDP visioning session.</p> <p>Governors discussed the impact of Safeguarding referrals and the percentage of children that this involves.</p>	BW

No.	Item	Action
T04/19	<u>Teaching and Learning</u>	
	<p>a) <u>Update on Staffing</u></p> <p>Appointments</p> <ul style="list-style-type: none"> • Two Newly Qualified Teachers (NQT) to Specialist and Year 3. • A Cover Teacher for Specialist and Mainstream. • A fulltime PFSA and ELSA. • 2 x SB Teaching Assistants. • 4 x Nursery workers. • 1 x Mainstream Teaching Assistant. • 2 x Specialist Teaching Assistants. <p>Leavers</p> <ul style="list-style-type: none"> • 2 x Teachers • 1 x Specialist Teacher 	
	Circulate a copy of the new structure chart to Governors.	BW
	<p>b) <u>Priorities in English, Maths, ICT and Curriculum</u></p> <p>Governors noted the contents of the reports circulated by the Deputy Headteacher.</p> <p>Priorities for English Maths focus IT Priorities</p>	
	The clerk will circulate the Maths and IT reports not available at the meeting.	GJ
	<p>A Governor asked about the level of parental engagement with the Reading priority? This is sporadic. More time is being provided in the School.</p>	
	Governors discussed approaches to encourage Reading across the School.	
	<p>Curriculum priorities</p> <ul style="list-style-type: none"> • Curriculum Review • More risk • New topics 	
	Governors discussed trips related to a local focus on topics.	
	<p>c) <u>Update on progressing from Early Years into Year1</u></p> <p>SA highlighted the main points of the report to be circulated with other reports.</p> <ul style="list-style-type: none"> • Good Level of Development (GLD) was down last year. • Transition in Summer 2 was supported by Kiri Gibson. • Classrooms have been set up more informally. Similar to the working in Early Years. 2 classes of 30 pupils. 	

No.	Item	Action
	<ul style="list-style-type: none"> • Flexible timetable; more reactive each day. • Each day starts with a short focus on Maths in key groups. • Activities are based on current learning and there are “must do” activities each week. • Social time is used to model appropriate behaviour. Snacks are in class. • Phonic Screening is supported with 2 extra TA’s: giving 6 adults; one for each group. • 2 TA’s reading with 1 to 1 with the children; more with the emerging readers. • The role of the class based TA’s is being developed. • Pupils are being asked to self-register their emotions each morning. 	

Teachers get to work with every child over the period of one week.
There are still opportunities for children to learn in a way that suites themselves.
This will lead to a more balanced cohort.

There are 3 EHCP’s in the pipeline.

A Governor asked if there were any concerns about a more structured approach?

No – The children who are ready to learn have independent tasks.

A third of the class had not achieved GLD in Early Years. The class feels more settled than this time last year.

d) Autumn Read Review (linked to SDP)

BW reported that Lesson Observations will be undertaken over the next 2 weeks that will include a survey of staff and parents.

T05/19 Policies for Review

a) Policy Grid 2019-20

- Governors monitoring & evaluation – March 2020
- Marking and Feedback – BW
- Newly Qualified Teachers – done (next meeting)
- Teachers Pay Policy – (next meeting)

b) Policies for approval

None

c) Governance Handbook 2019-20

It was noted that some of the Governors roles had not yet been allocated and that the handbook will need to be updated to reflect them after the next meeting.

Brian Walton proposed that the Governance Handbook be approved with the identified amendments. Seconded by Stuart Clowes and approved by all present.

For: 9 Against: 0 Abstentions: 0

No.	Item	Action
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Governors signed the sheet to confirm that they would comply with the Code of Conduct contained in the Governance Handbook.

Governor Meeting – Final Section

Chaired by Julie Summerhayes (Chair of Governors)

G03/19 Minutes of Previous Meeting

Helen Keast proposed that Governors approve the minutes of the meeting of 15th July 2019. Seconded by Stuart Clowes and approved by all present and signed by the chair.

For: 8 Against: 0 Abstentions: 1

[Governors not present at the meeting abstained from approving the minutes]

G04/19 Papers for Information

Governors noted the papers included for information.

G05/19 Matters Arising

- Governors noted the contents of the report on the visit of the School Improvement Partner – Deb Wring
- BW has not yet explored collaborations with other schools as there has not been a meeting of SAPHTO yet this year.
- The Community Learning Partnership is in flux as the coordinator is retiring.

G06/19 Governors Visits and Training

a) **Governors' Visits**

JW & SC – Visit report with papers for next month's meeting

BW will provide dates for a Premises visit.

BW→GJ

b) **Governor Training**

- GJ – Clerks Briefing
- JW – Monitoring the SDP (next week)

The SSE Training programme has been added to the Governors Information folder on the Website.

No.	Item	Action
G07/19	<u>Procedural Matters</u>	

a) **Governor Recruitment**

Clare Bolton has joined the Board and JW & BW are meeting with two other potential governors on Friday 4th Oct.

b) **Clerks Briefing**

The Clerk highlighted the main points of the Briefing Notes circulated with the papers for this meeting.

c) **Keeping Children Safe in Education Part 2**

Governors were asked to confirm that they have read Part 2 of Keeping Children Safe in Education at the next meeting

Any Other Business

- **New meeting format**

There will be a break after the focused session.

Reports should be submitted before the meeting to allow governors to read and then spend less time highlighting them at the meeting.

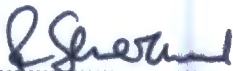
Page numbers for each item will be included on the agenda for the paper pack.

66/18 **Date, time, and, place of the next meeting**

The next meeting of the Board of Governors will be on
Monday 14th October 2019
All meetings will start at 6.00pm

Monday 21st October – SDP session

Signed on behalf of the Governors of
Brookside Academy



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14th October 2019

Signed on behalf of the Area Lead



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14th October 2019

With no further business, the chair declared the meeting closed at 8.30pm.

Action List

Agenda Item	Action	By Whom	Due Date
T03/19b	Bring the 3 Year Pupil Premium plan to the next MTaL focus meeting and the SDP visioning session.	BW	21/10/19 02/12/19
T04/19a	Circulate a copy of the new staff structure chart to Governors.	BW	11/11/19
T04/19b	The clerk will circulate the Maths and IT reports not available at the meeting. Also circulate the EY into Yr1 report	GJ	ASAP [done]
G06/19a	Premises visit dates	BW→GJ	ASAP [done]

Any business for the next Board of Governors meeting should be advised to the Chair of Governors.

Minutes have been colour coded to identify the 4 main areas of the New Inspection Framework.

Quality of education (Red)

Behaviour and attitudes (Blue)

Personal development (Green)

Leadership and management (Purple)

(Overall effectiveness – as a combination of the above)