

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 27 September 2021. The meeting started at 6.00pm.

#### MEMBERS

✓ Clare Bolton (CB)	✓ Helen Keast (HK) v
✓ Stuart Clowes (SC)	✓ Jenny Moore (JM)
✓ Colin Driscoll (CD)	✓ Julie Summerhayes (JS) (Chair)
✓ Dani Durston (DD)	✓ Rob Sutherland (RS) v (Vice Chair)
✓ Helen Fisher (HF) v	✓ Alex Tedford (AT)
✓ Craig Harris (CH)	✓ Brian Walton (BW) (Headteacher)
✓ Martin Hooper (MH)	✓ Adi Whatling (AW)

#### 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
Governor Meeting – Opening Section		
Chaired by Julie Summerhayes (Chair of Governors)		
G00/21	<p><b><u>Annual Governors Safeguarding Awareness Training</u></b></p> <p>The Headteacher (Brian Walton) gave a presentation of Safeguarding in the school.</p> <p>Governors discussed the platforms through which safeguarding concerns can be raised in the school.</p> <p><b>A Governor asked if the school had a low-level concerns policy?</b> No – these concerns are discussed every week at Senior Leadership Team (SLT) meetings.</p>	
G01/21	<p><b><u>Welcome</u></b></p> <p>The chair welcomed everyone to the meeting.</p>	
	<p><b>a) Apologies for absence</b></p> <p>None</p> <p>The Clerk advised that with 14 of the 14 Governors present the meeting was quorate.</p>	
	<p><b>b) Declarations of Interest</b></p> <p>Rob Sutherland – Business Manager at Crispin School.</p>	

No.	Item	Action
G02/21	<b><u>Headteachers Report</u></b>	
	<p><b>a) Headteachers update</b> The Headteacher highlighted the main points of the new format Headteachers Report circulated with the papers for this meeting.</p> <ul style="list-style-type: none"> <li> <p>● <b>Ofsted and Current Self-Assessment</b> Most categories have been downgraded to good to reflect the new Ofsted criteria.</p> </li> <li> <p>● <b>Quality of Education</b> The first thing that Ofsted will look at will be the school website. We need to be sure that the curriculum details are published here. <i>[A question was asked about curriculum content on the website last night. We have worked on that today and it will be put up by the end of the week at the latest. As an example, you can see this content on the Our Classes Year 1 and Year 2 pages.]</i></p> <p>Governors discussed the need for this information to be available to parents as soon as possible.</p> </li> <li> <p>● <b>Mainstream Summer 2 data overview</b> Early Years Foundation Stage (EYFS) Good Level of Development (GLD) = 73%</p> <p>For all mainstream and No More Marking results see the Mainstream Teaching and Learning items below.</p> </li> <li> <p>● <b>Target Setting</b> There is no indication as to whether the statutory tests will take place this year and targets have not yet been set.</p> </li> <li> <p>● <b>Staff Meetings</b> Dates and themes of meetings that have taken place.</p> </li> <li> <p>● <b>Behaviour and Attitudes</b> Whole school attendance for 20-21 was 96.5%</p> </li> <li> <p>● <b>Personal Development</b> Information on visits out of the school and Extended School activities. Pupil Voice will be developed through House meetings. Assemble themes so far this year.</p> </li> <li> <p>● <b>Leadership and Management</b> Safeguarding, Health &amp; Safety, staff attendance and staff changes data.</p> </li> </ul>	

No.	Item	Action
<b>Mainstream Teaching &amp; Learning Section (MTaL)</b> <b>Chaired by Craig Harris (Mainstream Teaching &amp; Learning Lead)</b>		
<b>T&amp;L</b> <b>01/21</b>	<u>Outcomes and Assessment</u>	
	<p><b>a) Mainstream</b></p> <p>The Deputy Headteacher (Sarah Ashford) highlighted the main points of the Data report circulated with the papers for this meeting.</p> <ul style="list-style-type: none"> <li>• <b>Year 1</b> Reading is only 59% at the expected level. It was noted that the target is 1.8 and that there were 5 children (10%) at 1.7 which is a reasonable outcome. Governors noted that scores from the Insight system are based on an assessment that children’s average depth is either “not quite there” (1), “got it”(2), or “can explain it to others” (3). The target of 2 was reduced to 1.8 when it was clear that children at 1.8 were achieving the expected threshold in their SATs results.</li> <li>• <b>Year 2</b> 11% of the children are at 1.7 for writing.</li> <li>• <b>Year 3</b> These are good results and must be maintained into years 5 &amp; 6.</li> <li>• <b>Year 4</b> There are gaps in the objected being taught and 12% of children are at 1.7 in Maths.</li> <li>• <b>Year 5</b> Only 51% of children are at 1.8 in writing with 7% at 1.7 and 13% at 1.6. It was noted that the writing objectives are very similar to those in year 6. This year group were only just ahead of the national average in the No More Marking results.</li> <li>• <b>Year 6</b> This cohort of 90 children achieved good results. 12% of children were at 1.7 in writing.</li> </ul> <p>Governors discussed the fact that the progress needs to be maintained after the summer break.</p>	
	<p><b>b) Pupil Premium</b></p> <p>It was noted that Year 1 reading (43%) and Year 4 Reading (25%) and Writing (25%) and Maths (25%) were below the expected average depth.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>A Governor asked what strategies were in place to support year 4?</b> The Pupil Premium report shows that there are interventions in place for all groups. The</p> </div>	

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	<p>support started right at the start of this term and there are more support staff to allow other staff who know the children to focus on them.</p> <p><b>A Governor asked if the target average depth will be changed from 1.8?</b> No – This is the year that the school needs to keep to this aspirational target. It was noted that when comparing the data to the previous year that there were more objectives that had not been assessed in some areas.</p> <p><b>A Governor asked if the school is tracking the gaps in certain areas of the curriculum?</b> Yes – The school is keeping track on gaps in the curriculum. It was noted that the White Rose Maths scheme has already focused on the areas missed in the previous year.</p>	
	<p><b>c) Group Data</b> Governors reviewed the group data circulated with the papers for this meeting. It was noted that the school are keeping an eye on writing in Key Stage 2 (KS2) and Pupil Premium (PP) and have identified the barriers to move forward.</p> <p><b>A Governor asked about the comparison with previous years?</b> There is a group of children who have not “moved”, therefore widening the gap with others. The school is aware of some children who are “stuck”.</p>	
	<p><b>d) Early Years Foundation Stage</b> It was noted that a Good Level of Development (GLD) was achieved by 73% of the children. A phonics check is carried when the children move into year 1.</p>	
	<p><b>e) Nursery</b> Governors reviewed the Nursery data circulated with the papers for this meeting. It was noted that there are no concerns about the Nursery. Assessment has moved to “wider” development bands.</p>	
	<p><b>f) No More Marking data</b> The Headteacher (Brian Walton) introduced the No More Marking scheme. It is a way of comparing writing between thirty to forty thousand pupils nationally. Age group work is ranked over a week by teachers across the country, to give each school a comparative position with other schools across the country.</p> <p>Governors were pleased that the results show that the school is doing really well with 5 of the 6 years groups above the national average.</p> <p>Moving forward the school will be able to compare cohorts / children year on year as they move through the school.</p>	

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	<p>The fact that teachers mark other year group work is good Continuing Professional Development (CPD) for them.</p> <p><b>A Governor asked if children get their own results?</b> No – it is used by the Teachers to “health check” the insight data.</p> <p><b>A Governor asked about the wide gaps in some year groups for Pupil Premium children?</b> This is a concern, and the school is looking at the individual pupil interventions to narrow this gap.</p> <p><b>A Governor asked if children in Specialist Provision take part in these assessments?</b> Yes – some have scored above the national average.</p>	
T&L 02/21	<b>Diminishing the Difference</b>	
	<p><b>a) Pupil Premium Action Plan</b></p> <p>The Deputy Headteacher (Sarah Ashford) highlighted the main points of the review of the pupil premium action plan circulated with the papers for this meeting.</p> <ul style="list-style-type: none"> <li>• 9 children remain a concern and are receiving targeted interventions this term.</li> <li>• Attendance is still a concern, and the school is targeting families via the Parent Family Support Assistant (PFSA).</li> <li>• The emerging children at KS1 from each year group continue to be tracked as this was a concern from Ofsted.</li> <li>• Emotional Literacy Support Assistant (ELSA) interventions are provided for half a term and then the children are monitored to see what impact it has had.</li> <li>• The PFSA is supporting Pupil Premium children with complex needs along with Occupational Therapy and SALT interventions.</li> <li>• Wave 3 interventions via Toe by Toe continue to be delivered. Children have been re-baselined this year for their interventions.</li> </ul> <p><b>A Governor asked if there will be a new action plan for this year?</b> Yes – this plan is already on the school website.</p> <p><b>A Governor asked about comparison with the Education Endowment Foundation (EEF)?</b> Yes – this will be completed later in the year. It was noted that that this is not always suitable for children who are “stuck”.</p> <p><b>A Governor asked if there something that had not worked so well?</b> Yes – improvement in attendance over the last 3 years has not moved as well as non-PP children. There are specific expectations for the parents.</p>	

No.	Item	Action
<b>T&amp;L 15/20</b>	<b><u>Teaching and Learning</u></b>	
	<p><b>a) Settling in report</b> The Deputy headteacher (Sarah Ashford) gave a verbal update on how pupils have settled into school this year.</p> <p><b>Early Years</b> are a confident group of children and quickly became established in the school, Baseline assessments will shortly be carried out.</p> <p><b>Specialist Provision</b> numbers have been increased by ten to fifty children. That means that with ten children leaving last year that there are twenty new children this year. There are also two new teachers and a student teacher. The children are happy to be able to mix with their peers and are adapting to the new smaller sized class structure and the length of the school day.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>A Governor asked if there was a spread of ages for the new children?</b> They are across all ages, but the older ones are more challenging.</p> </div> <p>It was noted that the transport routes have become longer which is a challenge to some of the children.</p> <p><b>Years 1 and 2</b> have made a positive start. They are resilient and willing to concentrate. The teacher's expectations have more of a focus on wellbeing. <b>Year 3</b> have started with a shorter attention span but are improving. <b>Year 4</b> have made a great start. This has been helped by having the same teachers as in Year 3. <b>Year 5</b> lack stamina and resilience, and there are low level disruptions in the classroom. <b>Year 6</b> have started with an excellent attitude and are keen to learn.</p>	
	<p><b>b) EYFS update, Nursery and EYs</b> The Deputy Headteacher (Sarah Ashford) highlighted the main points of the report circulated with the papers for this meeting.</p> <p>The additional Nursery inset in conjunction with the Early Years Alliance focused on the changes in the statutory framework and OFSTED requirements. It was noted that the nursery has a separate OFSTED registration and will be inspected separately.</p> <p>The school is looking at introducing a tracking system that parents can access to share the "wow" moments.</p> <p>The 7am planning sessions on Monday mornings for all the Nursery staff are working really well. The Staff Hub has moved to the Hive which has made it easier to maintain a continuous provision. Provision is being rotated to ensure that children do not become attached to an individual adult.</p>	

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	There are five children with significant special needs attached to key workers.	
	<p><b>c) Curriculum</b> The Headteacher (Brian Walton) gave a verbal update on the curriculum.</p> <p>There is a two-week timetable with time taught expectations.</p> <p>Each year group will be monitored for Intent, lessons, books, and subject leadership.</p>	
<b>T&amp;L 04/21</b>	<b>Themed Policies</b>	
	<p><b>a) Policy Grid</b> The Clerk (Greg Jones) highlighted that there is only one Teaching and Learning policy that requires review.</p> <p><b>b) Policies to approve</b></p> <p><b>Stuart Clowes proposed that governors approve the Early Careers Teachers Policy. Seconded by Colin Driscoll and approved by all present.</b> <b>For: 14 Against: 0 Abstentions: 0</b></p>	
<b>Governor Meeting – Final Section</b> <b>Chaired by Julie Summerhayes (Chair of Governors)</b>		
<b>G03/21</b>	<b><u>Minutes of Previous Meeting</u></b>	
	<p><b>Colin Driscoll proposed that Governors approve the minutes of the meeting 12 July 2021. Seconded by Brian Walton and approved by all present.</b> <b>For: 12 Against: 0 Abstentions: 2</b></p> <p><i>[Governors not present at the meeting abstained from approving the minutes]</i></p>	
<b>G04/21</b>	<b><u>Papers for Information</u></b>	
	Understanding your data.	
<b>G05/21</b>	<b><u>Matters Arising</u></b>	
	None	

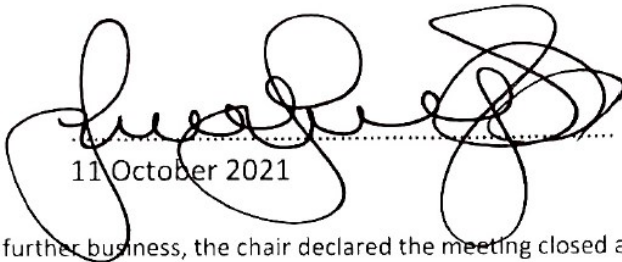
No.	Item	Action
G06/21	<b><u>Governors Visits and Training</u></b>	
	<p><b>a) Governors Visits' to School</b>            CD – Stage 3 complaint mediation            JS – Fortnightly meeting with the Headteacher and walkthrough of changes.</p> <p><b>b) Governor Training</b>            The programme of courses offered by SSE has been circulated to governors.            These courses can be booked via the clerk.</p>	
G07/21	<b><u>Procedural Matters</u></b>	
	<p><b>a) Keeping Children Safe in Education</b>  <b>Action</b> – Governors to acknowledge that they have read KCSiE at the next meeting.</p> <p><b>b) Brookside Academy Governance Handbook</b>   <b>Julie Summerhayes proposed that governors approve the Governance Handbook. Seconded by Alex Tedford and approved by all present.</b>  <b>For: 14 Against: 0 Abstentions: 0</b></p> <p><b>c) Clerks Briefing</b>            The Clerk (Greg Jones) highlighted the main points of the Clerks Briefing Notes circulated with the papers for this meeting.</p> <p>Action – Carry out the annual Website check            Action – Add the Relationships and Sex Education policy to the website</p>	<p><b>ALL</b></p> <p><b>SC</b> <b>SA</b></p>
	<b><u>Any Other Business</u></b>	
	The chair thanked all Governors for their attendance at this meeting.	
G08/21	<b><u>Date, time, and place of the next meeting</u></b>	
	<p>The next meeting of the Board of Governors will be on            Monday 11<sup>th</sup> October 2021 – SSB            Kangaroos – Brookside Academy            (There will be the option to join this meeting virtually via Microsoft Teams)</p> <p>All meetings will start at 6.00pm</p>	

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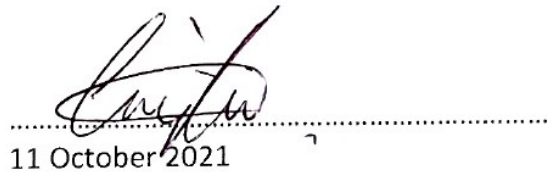


Signed on behalf of the Governors of  
Brookside Academy

Signed on behalf of the Area Lead



11 October 2021



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With no further business, the chair declared the meeting closed at 7.10pm.

#### Action List

Agenda Item	Action	By Whom	Due Date
B2420	Fire safety audit action plan.	SC	08/11/21
G07/21a	Governors to acknowledge that they have read KCSiE at the next meeting (11/10/21)	ALL	11/10/21
G07/21c	Carry out the annual Website check	SC	08/11/21
G07/21c	Add the Relationships and Sex Education policy to the website	SA	ASAP

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