

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



Minutes of the **Board of Governors** hybrid meeting held in Kangaroos and via Microsoft Teams, on Monday 24 April 2023. The meeting started at 6.00pm.

MEMBERS

✓	Clare Bolton	(CB)	✓	Jenny Moore	(JM)	
v	Stuart Clowes	(SC)	v	Jonathan Sansam	(JSa)	
	Colin Driscoll	(CD)	✓	Julie Summerhayes	(JS)	(Chair)
✓	Stuart Evans	(SE)	✓	Alex Tedford	(AT)	(Vice Chair)
v	Helen Fisher	(HF)		Brian Walton	(BW)	(Headteacher)
✓	Lauren McEwen	(LM)	✓	Adi Whatling	(AW)	

IN ATTENDANCE

✓	Sarah Ashford	(SA) Deputy Headteacher		Nicola Neville	(NN)	Assistant Headteacher
✓	Sandra Cinicola	(SC) Business Manager	✓	Lynne Freestone	(LF)	New Clerk to Governors
✓	Carly Cross	(CC) Early Years lead teacher				

(✓ those present) (v = virtual attendance)

Minutes

No.	Item	Action
	Governor Meeting – Opening Section	
	Chaired by Julie Summerhayes (Chair of Governors)	
G80/22	<u>Spotlight on Early Years and Nursery</u>	

Carly Cross (Early Years lead) gave a presentation on the teaching of Early Years across the Academy to be read in conjunction with her presentation document.

EYs

- 7 areas – 3 prime and 4 specific areas at EYS
- Prime areas –
 1. Communication and language,
 2. Physical development,
 3. Personal social and emotional development
- Specific areas –
 1. literacy,
 2. mathematics
 3. understanding of the world
 4. expressive art and design.
- Café each day. Come together for social time. Encouraged to build independence skills, pour own drink, peel fruit.
- Supporting of pencil grip, fine motor skills.
- Celebrations every Friday with in-class assembly for skills buddies . Other celebration certificates chosen by teachers and in line rest of school.

Lauren McEwen arrived.

No.	Item	Action
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- Transition to year 1. Building confidence and independence across the year.

A Governor asked about the Colour Monsters? Based on a book. Different colours to help children regulate and verbalise emotions eg yellow happy, red angry etc. Helps build emotional intelligence and become confident in emotions. As children transition into year 1 this will continue.

A Governor asked if a link to the book could be added to the school website? Felt this was a good idea to let parents see it and then perhaps buy or borrow the book if they felt it would be helpful.

Governors thanked Carly for her presentation.

A copy of the presentations will be circulated to governors.

G81/22 Welcome

The chair welcomed everyone to the meeting.

a) Apologies for absence

Colin Driscoll

Brian Walton

The Clerk advised that with 10 of the 12 Governors present the meeting was quorate.

b) Declarations of Interest

Adi Whatling – member of staff at Millfield School

Lauren McEwen – member of staff at Millfield School

G82/22 Headteachers Report

a) Headteachers report

In the Headteacher's absence Sarah Ashford, Deputy Headteacher, highlighted the main points of the Headteachers report circulated with the papers for this meeting.

- **Leadership and Management** - A Governor requested an amendment to the safeguarding table for the entire academic year so that tracing each term should be like for like, half termly by half termly as all terms are generally the same time.

Action – Adjust the term headings to make comparison easier.

BW

- **Quality of Education**

Development of processes. Report in maths, looking at assessment in foundation subjects for a bit more context.

No.	Item	Action
	<ul style="list-style-type: none"> Attendance Mainstream 94.5% Specialist Provision 84.9% Noted medical complications impact attendance in Specialist provision. Most settled period of time without covid/isolation etc and system has not been particularly interrupted this year. Attendance tracked every time children falling below threshold, logged, first letter sent then second letter. Clearer steps to support improved attendance. Vulnerable learners attendance is tracked by NN and both she and SA work with family, follow up phone calls, support mechanism, sign post etc. Bringing back class attendance certificates – highest attendance for house points. Introduced generic rewards for individual progress in attendance KS1 - stickers and KS2 attendance postcards - not about 100% attendance. Wellbeing Survey Very comprehensive. SEND common theme more support or training around behaviour. Question 5 – when NN started some systems and paperwork had to change. Staff confidence dipped. Learning process and very few quick fixes for SEND children. Q12 and 13 Work/life balance – behaviour to relationship policy. No quick fixes but we can support. Specialist role for SEND, drawing in trauma informed, need to be clear and consistent. Parent meeting with mental health support team (interim step before CAMHS) to do some training in emotional coaching with parents. Supporting families with help from PFSA and ELSA. By September will have a pathway staff, parents and children will know. 	
	<div style="border: 1px solid black; padding: 5px;"> <p>A Governor asked if this support will be for targeted families or open to all? To do bespoke you need families buying in to it and tailor to certain families. Anything to reach more people. Time is at a premium and for some parents it will be on very long term basis.</p> </div>	
	<p>Need to drill down on parent expectations or unreasonable behaviour. Senior lead expectations – in general people setting high standards and a committed workforce. Tried to make staff work meetings based on curriculum and may be part of problem as huge piece of work. Summer term slimmed down reports which is useful and important for parents. Learning as we go. Staff know that can ask if need to slow down.</p> <p>Low level concerns/reports with AD and BW safeguarding half term by half term.</p>	

No.	Item	Action
Mainstream Teaching & Learning Section (MTaL)		
Chaired by Stuart Clowes (Acting Lead Mainstream Teaching & Learning)		
T&L	<u>Outcomes and Assessments</u>	
13/22		

The Deputy Headteacher (Sarah Ashford) highlighted the main points of the reports circulated with the papers for this meeting.

a) Data Overview (Autumn 22/23)

- **Mainstream**

Year 4 data - targeting those 1.4/1.5 with interventions and support mechanisms.

Year 6 data – more cautious set of results than previous years.

- **Pupil Premium**

Not moved on quite as rapidly for lower level learners. Summer birthdays making progress. Mainstream SEN more progress than last year. SEN data pushed on in progress making.

A Governor asked if there was any underlying reason? Shift in SEN make up problems rather than academic related issues. Identification of SEN support within mainstream and consolidating why putting children on SEN register. Complementing JM and NN on their work. Sign posting slightly different in mainstream and SEN.

b) Early Years Data.

Starting to look to identify group of children who are going to be slightly below percentages and need more support to get Good Level of Development (GLD).

Children down at 1.1 and 1.2 make significant progress through summer term. Identified already children who will not have met significant amount of early learning goals. SEN approach moving into year 1.

c) Y1/EYs Phonics

EY– Autumn B to Spring B term – progressing.

Year 1 – Very pleased both in attainment and progress. Year 1 teacher checks with all children in early years.

Year 2 – Results interesting as did not pass phonic test in year 1. Up significantly in last few weeks.

Times tables in year 4 check is coming up in June and the Maths Lead has gone through best practice and consistent approach to give children every opportunity to pass. Continue into year 5.

No.	Item	Action
d)	No More Marking	<p>A Governor asked if any thoughts why cohort of year 2 into year 3 average writing age in year 2 higher than year 3? The no marking objective is based on comparative work therefore one person's opinion and different interpretations. Year 2 snapshot is later in the year and year 3 earlier. Dip in confidence of year 2 children moving into year 3. We should celebrate the fact we have higher writing averages compared to nationally.</p> <p>A Governor asked regarding anomalies of every child being given a writing age. Some strange results - example was given of a strong year 2 writer being given a writing age of 14 years and 1 month. Type of task is different and even though fiction the subject matter can vary. Some inspire imagination more than others. National benchmarking type of exercise. English Lead has worked hard in ensuring teachers are plotting and evidencing work as very capable students were not achieving greater depth.</p>
T&L 14/22	<u>Diminishing The Difference</u>	<p>a) Pupil Premium Data Strategy looked at. Needs work to see percentage of PP and low attendance so Governors are aware. Report at next MTaL meeting regarding what learned.</p>
T&L 15/22	<u>Teaching and Learning</u>	<p>a) Curriculum Update – Foundation Subjects Spotlight on Impact – where we go next?</p> <ul style="list-style-type: none"> • Subject leader monitoring <p>A Governor asked about the quality of how teachers are monitoring. SA replied by looking at Ofsted Framework about quality of education in formation what is being taught in year 1 and year 6. Assessing, managing teacher workload and monitoring develop across the year. Example of assessment of foundation subjects and how to manage that.</p> <p>Foundation subject leader has a new monitoring form to say what the big picture is for each subject and to complete objective and knowledge each term so can see evidence of end point, progression and everything has been covered. Form completed by the end of the year.</p> <ul style="list-style-type: none"> • Teacher Assessment Back framework of what Inspectors want. Process in place for measuring achievement and building on previous lessons from early years through to year 6 looking what they are doing and objectives. Useful to starting to bring everything together and everyone working in the same way. Process in place to feed back with slot in staff meeting and report to SLT.

No.	Item	Action
	<ul style="list-style-type: none"> • Sources of evidence Padlet Teachers load discussion work i.e. french speaking as not a lot to see in books. Load up lots of lovely range of subjects for younger children as much more written content higher up the school. Take tablet and show children and generate discussion which helps to remember lesson better. 	
	<div style="border: 1px solid black; padding: 5px;"> <p>A Governor asked about the knowledge of curriculum with visual clue recall. Next piece of work is on quality, implementation and impact. Smart ways of child knowing where they can find that information of what they learned in previous year. Constantly revisiting lesson to lesson.</p> </div>	
	<ul style="list-style-type: none"> • No nursery update at this meeting. • Governor visit The previous Clerk sent out poll for visit on 26 April at 9 to 11 am. No responses have been passed on. 	
	<p>Action: Sarah Ashford will convene new date. Clerk to research Doodle Poll as previously used.</p>	SA LF

T&L 16/22 Policies

- a) **Policy Grid**
This was not being looked at this meeting.

Governor Meeting – Final Section Chaired by Julie Summerhayes (Chair of Governors) G83/22 Minutes of Previous Meeting

No changes were made to **Stuart Clowes proposed that Governors approve the minutes of the meeting 27 March 2023. Seconded by Adi Whatling and approved by all present.**

For: 10 Against: 0 Abstentions: 2

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

G84/22 Matters Arising

Sandra Cinicola joined the meeting.

- a) **MAT discussion following the two presentations with WLT on 17 April 2023 and BTCT on 18 April 2023 and agree next steps.**

No.	Item	Action
	Brief update today from the two presentations.	
	Working group meeting to take place on Wednesday 3 May 2023.	
	Brian is in process of pulling information to produce a second summary document from the presentation sessions.	
	Working group will discuss and come back to Board with recommendations.	
	There are two options:-	
	<ul style="list-style-type: none"> • To join one of the MATs – subject to RSD approval • Not to join either and remain as a SAT 	
	The next Board meeting on 15 May 2023 will be extended by 30 minutes to discuss MAT.	
	Action – Send extended duration calendar invites for next Board meeting.	LF
	Recap on the two presentation for those Governors who did not attend.	
	Initial thoughts and comments were invited from those who did attend:	
	<ul style="list-style-type: none"> • Overall felt very informative • Two very different MATs and positives and negatives for both • Need to understand which aligns best with Brookside • Felt it was easy to see why they both wanted us within their Trusts • Felt one was more transparent than the other • Felt one did their “homework” better than the other asking permission to come in for meeting beforehand to help understand the nursery set up etc. better • Difference in managing finance in that one allows the school to keep all the income but would take 5% top cut, the other takes all the GAG but leave school with other funds, for example, pupil premium, sport premium and specialist funding • One presentation appeared to be more slick than the other but should not be swayed by that • One MAT attended with 4 representatives and the other MAT attended with 8 representatives, including the Chair of Governors and a Governor. 	
	It was noted that we are still engaging with Millfield School – but only completing the formal due diligence process with WLT and BTCT, as approved by the Board of Governors.	

G85/22 Governors Visits and Training

a) Governors Visits’ to School

JS – Fortnightly meeting with the Headteacher.

LM – Tour of the school.

No.	Item	Action
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To book individual visits to the school contact Sarah Morris (see contact sheet).

b) Governor Training

AW completed DSL Mental Health Lead Training. Not statutory at the moment for DfE but will be.

Governors were reminded that there was training available via:-
Support Services for Education

<https://www.supportservicesforeducation.co.uk/Training>

There is free training available online from Governors for Schools

<https://governorsforschools.org.uk/elearning/>

Webinars and training is also available from the [National College](#)

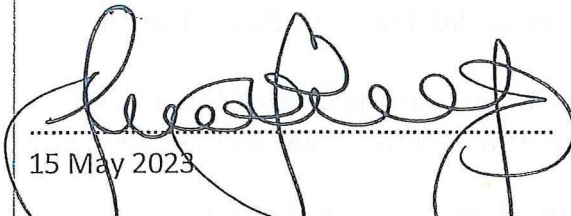
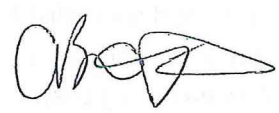
G86/22 Any Other Business

None

G87/22 Date, time, and place of the next meeting

The next meeting of the Board of Governors will be on 15 May 2023 – SSB
Chaired by Clare Bolton, Specialist, Safeguarding and Behaviour Lead
Kangaroos – Brookside Academy
(There will be the option to join this meeting virtually via Microsoft Teams)

All meetings will start at 6.00pm – please note extended duration of 30 minutes.

	Signed on behalf of the Governors of Brookside Academy	Signed on behalf of the Area Lead	
			
	15 May 2023	15 May 2023	

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

Action List

Agenda Item	Action	By Whom	Due Date
G82/22	Adjust headings for term safeguarding data	BW	15/05/23
T&L 15/22	Give new dates for school walk through	SA	ASAP
T&L 15/22	To look at obtaining Doodle Poll information/software	LF	ASAP
G84/22	Send calendar invites for the next Board Meeting 15.5.23 – note longer duration.	LF	ASAP

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

