

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



Minutes of the **Board of Governors** hybrid meeting held in Kangaroos, on Monday 17th July 2023. The meeting started at 6.05pm.

MEMBERS

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

IN ATTENDANCE

✓	Sarah Ashford	(SA) Deputy Headteacher	-	Sandra Cinicola	(SCi)	Business Manager
✓	Jenny Warrington	(JW) Clerk to Governors	-	Nicola Nevell	(NN)	Assistant Headteacher

(✓ those present) (v = virtual attendance)

Minutes

No.	Item	Action
Governor Meeting – Opening Section		
Chaired by Julie Summerhayes (Chair of Governors)		
G107/22	Spotlight on the Curriculum and English by Sian Rapsey, Year 6	

The governors were given a twenty-five minute presentation on the Curriculum and English. The academy has chosen to follow a knowledge-led curriculum with a focus on specific subjects rather than a topic-based curriculum. The curriculum should help understanding of the world. WALTs have been refined to focus on the point of the learning, the website has been updated, there is more cohesion across the academy and block teaching has been introduced. End points support children's evaluation at the end of the lesson or end of the unit of teaching. Next there should be a review of the medium-term plans and more cohesion between Early Years and KS1.

A governor asked who would lead on the Curriculum when Sian leaves?

Sarah Ashford will be leading on the Curriculum from September.

Sian summarised some of the successes of the English programme including 51 of 54 passing the phonics check, reading areas across the academy funded by Friends of Brookside, the book drive and focus on reading for pleasure supported by all staff.

Sian leaves after seventeen years at the academy and we wish her success for the future and will be greatly missed.

No.	Item	Action
G108/22	<u>Welcome</u>	
	<p>The chair welcomed everyone to the meeting.</p> <p>a) Apologies for absence Stuart Evans sent his apologies for this meeting. With 11 of the 12 Governors present the meeting was quorate.</p> <p>b) Declarations of Interest None</p> <p>c) Appointments and Resignations None</p>	

G109/22 Head teachers report

Brian Walton gave a verbal report on SATs results which had been circulated before the meeting. There has been a slight drop in Maths but it's still slightly above the national average. Reading reflects the effort over past couple of years (107 is the highest average scaled score for reading). Grammar, Punctuation and Spelling is highest at 109 and shows a strong position. Specialist provision results do impact on the overall score (Academy EXS+ is 16% different with SP). Generally the results are pleasing though there's always room for improvement. Well done the Y6 team.

A governor asked will you publish official figures with the adjusted figures with commentary? Yes when the national results are available.

BW

The reading paper was difficult asking questions to catch you out and the amount of reading meant there was only 13 seconds per question.

It was noted that children joining the academy from other schools have come with low achievements and that has affected the overall scores across the academy.

It was noted that there was a changing demographic with children coming from Poland, Ethiopia and Russia amongst other origin countries. Children are moving to the area because of parents relocating, moving for work or moving from cities.

A Governor asked whether the gap was widening between the low achievers and the high achievers.

The gap is widening. There is insight loss and gains. Not all students make same progress. The scores are normalized. The results are looking relatively ok.

There is a progress score for children with an EHCP. It is better to sit the test than not sit it. Brookside is an inclusive school but this doesn't show well on national results.

The evidence shows reading has strengthened. SPAG results are great. Maths can be up and down. Writing is still a problem area. This may improve working with the MAT to moderate as an open school.

A Governor asked how do you motivate children while keeping them grounded?

No.	Item	Action
	The academy is not a SATs factory. Y6 children leave on a high knowing they have done their best. Children see their own progress and measure themselves against selves rather than each other. An ethos which is fostered across the academy. The results are good and the end result is well rounded children.	

Thank you to Brian for producing the data.

Mainstream Teaching & Learning Section (MTaL)
Chaired by Stuart Clowes (Mainstream Teaching & Learning Lead)

T&L **Outcomes and Assessment**
09/22

The data had been circulated before the meeting and there had been some questions asked.

a) End of Year data 2022/23 incl. PP children

This data covers Y1-6. Year 2 writing has dipped. It was moderated. There are two systems in place criteria for a moderator and national curriculum objectives assessed by the teacher. There was a new to Year 2 teacher and spelling, handwriting and presentation wasn't there for some children. The school was honest about that and the moderators agreed. The next Year 3 teachers already know they will set expectations for presentation, spelling and editing. Year 4 are just missing key aspects consistently.

Year 5 many are at 1.7 which is so close but need to apply knowledge in a range of contexts for the teacher to assess. There needs to be evidence to back assessment. Year 5 is a good cohort but joining students have negatively affected scores. Several children are so nearly there. Overall good results.

A governor asked whether there was any academic support for children who are 'almost there' over the summer?

No the academy expectation is 1.8 but at 1.7 the children have passed. National average is 1.5. If parents approach us we can provide some support in the form of past papers.

For the children who are working towards borderline attainment we work on transition to the next year. It is important to show progress differently for some children who aren't making progress in the usual way for example Toe by Toe, Reading Ages can be used to show progress. Some children and families have added pressures which can affect attendance and engagement. The academy offered clubs but the take up was not as it might have been. Teams and Zoom have been considered as a method of delivery and it was commented that parents are working increasingly stretched hours.

A governor asked whether is was possible to produce a scattergram for average depth SATs against Teacher assessment?

It is possible to produce scattergrams on a range of aspects.

No.	Item	Action
	<p>A governor asked about comparatively lower scores for PP Mainstream summer term average depth in Y1 reading and writing and Y6 writing and maths – what strategies have been employed?</p> <p>The sample size being smaller approaches and solutions are very individualised. Year 1 – 1 child SEN, 1 child long term medical treatment impacted on attendance, 3 others specific gaps in common exception words which continued to be targeted.</p> <p>Y6 2 significant SEN, 1 long term medical, others made great progress in writing but cannot consistently pull elements together into pieces of writing.</p>	
b)	<p>Whole School group data – Summer 23</p> <p>The groups didn't vary much from last year. It was commented that significant number of joining children have low achievement.</p>	
d)	<p>Early Years end of year data overview -Summer23</p> <p>The GLD has gone up to 72% (69 % with 2 Specialist Provision children included) It is believed that the national GLD may dip this year.</p> <p>Why are children struggling with early years – what are the gaps? What are the solutions?</p> <p>Reading, writing, number patterns are the key gaps:</p> <ul style="list-style-type: none"> • Brookside has focused on Early reading agenda, with an extra member of staff • Approaches to make smarter writing – writing as a seamless end to phonics. Practical use of the phonic knowledge. • Number – broad number objectives – many have a sense of number but need to be able to apply it in context • Numerical patterns – in one statement there's a lot of learning. <p>Deb Wring came as SIP. The report will go to the next meeting. She met with Carly Cross (Early Years) and Nicola Nevell (Specialist Provision/ Assistant Head).</p>	
e)	<p>Phonics update EYs and Y1</p> <p>Well done to phonics results (94%)</p>	
	<p>A governor asked are there specific things to ascribe the progress over the last three years?</p> <p>First Zoe's leadership and absolute understanding of how to approach early reading in a systematic rigorous approach cascading this to the whole KS1 team. Twinkl phonics, well matched reading texts to phonic phase, 1:1 reading ensuring children are progressing through the bands, incredible TA support and delivery of targeted groups at targeted stages, regular discussion and moderating between all staff.</p>	

No.	Item	Action
f)	Y4 X tables check results	
	Well done to Y4 the governors were witness to the huge amount of hard work and specific intervention that contributed to this success.	
g)	Y2 and Y6 SATs data. This was discussed during the head's report.	
h)	Emerging Readers Keep an eye on progress. Toe by toe and sound linkage. OFSTED focus.	
i)	Interventions (walk through feedback) The record of governor visits was shared before the meeting. In summary it was added that it was lovely to see interventions and was nice to talk to TAs who have a passion and knowledge which shines through, and that they know the children really well. Staff are passionate and care. The children amazing. We were impressed by Toe by Toe. The children love it. They can grasp their progress. Children we spoke to children and understood why they were having the intervention they had no stigma about the interventions they thought they were special. Thank you Sarah for arranging it for us. We are fortunate to have TAs. The children know that there going to get support and they want to learn. They compete with themselves. TAs foster this ethos. There was a consistent ask for more space for interventions. The academy should look to protect the TA ratios. The extra TA has made a difference in Early Years.	
T&L 10/22	<u>Teaching and Learning</u>	
	a) Nursery – verbal update	
	Amy Taylor nursery manager been in post for a month and half and is doing a really good job. She's being on hand, bringing things together. Staff changes and recruitment are ongoing. We are building a workforce from the grassroots. Some people are showing interests in working with really young children and then are getting the qualifications with us from supervisors to apprentices. Chris Williams is providing a rigorous induction. We are investing in redmodelling – Nursery is growing in numbers - the baby team, toddler team and pre- school team have their own space. We're not there yet but there's a lot of change in progress.	
	b) Curriculum update Sian's presentation at the start of the meeting covered an update on the curriculum.	
	Sarah Ashford left at 7.20pm.	
T&L 11/22	<u>Themed policies</u>	
	a) Policy Grid 2022/23 The statutory guidance now seems to be asking for primary schools to provide a policy statement on their career guidance programme.	
	b) Policies for approval	

The equality report was circulated before the meeting. It is a new format. One aspect that has been highlighted in terms of staff is the male to female ratio as an indicator of bias.

A governor asked are you attracting a diverse group of people?

The academy is advertising through standard routes and recruitment is challenging.

Another aspect brought up by the report was sexual orientation and gender reassignment. The academy is beginning to see the fringes of it. The academy is working with families and our own internal support systems.

A governor asked whether there was consensus and/or good guidance on how to handle gender reassignment in the primary setting?

There is fake guidance. Some of the real authentic guidance is contentious when reaching public discussion. Gender is part of PSHE. It may be something for a staff meeting next year perhaps. DFE guidance is long overdue.

A governor asked whether there are any parents who are actively bringing up children as gender neutral?

Not that we are aware of. The first thing schools should do is tell the parents.

Governor Meeting – Final Section

Chaired by Julie Summerhayes (Chair of Governors)

G110/22 Minutes of Previous Meeting

**BW proposed that Governors approve the minutes of the meeting 03 July 2023.
Seconded by AD and approved by all present.
For: 9 Against: 0 Abstentions: 2**

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

G111/22 Papers for Information

Email to LA regarding specialist provision

The governors discussed Brian's email to the LA regarding Specialist Provision, which was written as the LA has given 53 pupils to the academy when the academy Board of Governors has agreed a capacity of 50. Specialist Provision has already grown from 25, to 40, to 50 upon agreed of the Board. There's been no new building to support the growth. The 50 capacity also depends on individual need of the children. With new schools in the area it was thought that numbers would go down but they have not. The academy has taken on higher behaviours when it is not a behaviour/SEMH focused provision. Brookside is PLD to cognition and strongest with Speech and

Language but it is parental choice. Brian Walton commented that he is concerned as there's a safety issue. Will we hopefully be stronger in a MAT.

NN

NN – to look at for October.

G112/22 Matters Arising

MAT update

There is not much beyond what was said last meeting. Brookside is still expecting it go to board in September October time and is waiting for that decision.

G113/22 Governors Visits and Training

a) Governors Visits' to School

AW visit last Thursday and today.

To book individual visits to the school contact Sarah Morris (see contact sheet).

a) Governor Training

Lauren McEwen – Induction training and Performance Data for New Governors

G114/22 Procedural matters

a) Meeting programme 2023-2024

Shared meeting programme. No meeting has as yet been set for clearance meeting and following business meeting.

**A governor asked who sets the inset days?
ELT set inset days two years in advance.**

115/22 Board of Governors AGM

2023/24 Elections

Chair

Adi Whatling proposed that Julie Summerhayes be elected as Chair of Governors for the forthcoming year. Seconded by Lauren McEwen.
There were no further nominations and Julie Summerhayes left the meeting.

For: 11 Against:0 Abstentions:0

Vice Chair

Julie Summerhayes proposed that Alex Tedford be elected as Vice Chair for the forthcoming year. Seconded by Jenny Moore.

There were no further nominations and Alex Tedford left the meeting.

For: 11 Against: 0 Abstentions: 0

Area Leads for 2023/24

The following areas have governors leading on them:

Business – Alex Tedford
Teaching and Learning – Lauren McEwen
Specialist Provision and Inclusion – Helen Fisher
Admissions Chair – Stuart Clowes

Governor roles for 2023/24

Child Protection - Adi Whatling
Children Looked After - Stuart Clowes
Special Education Needs and Disabilities – Lauren McEwen
Health and Safety – Stuart Evans
Pupil Premium – Stuart Clowes

G116/22 Any Other Business

Thank you to Colin Driscoll and Clare Bolton who are leaving the board of Governors today and they will be missed.

Enjoy the summer holidays.

G106/22 Date, time, and place of the next meeting

The next meeting of the Board of Governors will be on Monday 25 September 2023
6.00pm

Kangaroos or TBC Brookside Academy (*with the option to join virtually*)

Kangaroos – Brookside Academy

(There will be the option to join this meeting virtually via Microsoft Teams)

All meetings will start at 6.00pm

Signed on behalf of the Governors of
Brookside Academy

Signed on behalf of the Area Lead




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25 September 2023

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25 September 2023

With no further business, the chair declared the meeting closed at 8.10pm.

Action List

Agenda Item	Action	By Whom	Due Date
G100/22	Headteacher's report for leadership and management/safeguarding to be completed on a half termly basis after the meeting.	BW	Ongoing
G100/22	To investigate whether there is a required evacuation time for Fire Drills	BW	By next BUS Meeting
BUS 23/22	Look at previous year funding by government for pay increases	BW	By 17/07/2023
G104/22	Check distribution list for half term governor bulletin.	JW	By 31/08/2023
BUS28/22	Contact Bridgwater to see how they manage risk	BW	By 30/09/2023
G109/22	Publish official figures with the adjusted figures with commentary	BW	
G111/22	Look into capacity and needs preference issues for Specialist Provision	NN	

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

