

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



Minutes of the **Board of Governors** hybrid meeting held in the Oak Board Room, on Monday 15<sup>th</sup> January 2024. The meeting started at 6.04pm.

#### MEMBERS

✓	Stuart Clowes	(SC)	✓	Julie Summerhayes	(JS)	(Chair)
✓	Stuart Evans	(SE)	✓	Alex Tedford	(AT)	(Vice Chair)
✓	Helen Fisher	(HF)	✓	Brian Walton	(BW)	(Headteacher)
✓	Jenny Moore	(JM)	✓	Adi Whatling	(AW)	
✓	Jonathan Sansam	(JSa)	✓	Lauren Whinton	(LW)	

#### IN ATTENDANCE

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

(✓ those present) (v = virtual attendance)

## Minutes

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

**G30/23**

#### Spotlight on RSE/PSHE

The Wellbeing Lead introduced the RSE/PSHE topic and shared documents before the meeting including a summary of policy proposals, a draft policy, the results of the RSE parent consultation and an example lesson plan. The new strategy is based on the Scarf scheme which is thought to be well put together. Parents responses to the consultation suggest that they are broadly in favour of the Scarf curriculum and although it is not likely to directly affect the children it may do it some circumstances. It is optional to teach HIV virus like any other health and illness. It doesn't need to be taught explicitly. Puberty is being taught to a younger age group at Year 4 for girls. General hygiene for boys at end of Year 4.

**A Governor asked why teach puberty at the end of Year 4?**

It is possible to experience puberty at age 7 but more likely at age 8 so teaching the subject is good preparation.

The Wellbeing Lead raised the issue of pornography and its dangers, which was not included in the consultation. The Scarf scheme deals with the sharing of nude images but more than that children can easily view inappropriate content and the academy policy should include a paragraph on internet safety.

The Head remarked that this was an area that was difficult to discuss and that not much is currently happening at the primary level.

The Safeguarding governor commented that the reality is that 52% of criminal sexual abuse cases are child on child cases. Exploitation is getting cleverer and cleverer and it is being dealt with at Year 7. A governor commented that children are accessing inappropriate content and many schools will be looking to deal with the issue. The academy strategy aims to support parental knowledge and skills. There are really good, proactive online resources from CEOP for age 8 to age 11 year olds.

There is a a statutory responsibility to educate children about RSE and PSHE and topics are handled sensitively. Teaching Year 6 about conception is non-statutory.

**A governor asked where the questions for the parent consultation came from?**

The Wellbeing Lead looked at the government recommendations for what should be taught at the right age and developed the questions from there.

**A governor asked about pornography in Year 7?**

The Wellbeing Lead said that it was important to teach children about safe respectful and healthy relationships and consent and also consider the flip side that there are unhealthy relationships which should come with a health warning. It is not about encouraging children to start looking for inappropriate images but preparing them to know how to deal with them if they do see them. They need to be given a warning about unsafe images.

A governor asked a rhetorical question about whether all parents and carers know exactly what their children are looking at online. There are always games that children wish they could play, or played or were protected from playing, especially when following older siblings. At school there are filtering systems but at home parental controls may not fully prevent access to unsafe materials. It would be amiss to believe it doesn't happen. There are good resources to use to prevent harm.

The Wellbeing Lead will look at putting something in a newsletter on the strategy and will draft a paragraph for staff from CEOP.

**A governor asked about the parent comment in the consultation about homophobia being 'rife'?**

The Head responded and said homophobia is not rife. There are rare examples and they are addressed with parents.

There was a discussion about language and how to teach RSE at the primary level. A governor commented that language is really difficult. Terms come and go from common place language and evolve in meaning. Another

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	<p>governor commented that it's how language is used that needs to be monitored. Some terms can be misunderstood and used incorrectly or with different intended meanings. It's really important that children educated on these sensitive issues. At Year 7 there is a topic on Pride. There's isn't enough preparation for this currently at primary level. Children should understand equality. The Academy motto is Be Kind, Be Safe, Be Responsible and the children should develop their understanding and knowledge of the RSE and PSHE issues.</p>	
	<p><b>A governor asked about those 'strongly disagree' responses from the consultation.</b> It is a statutory responsibility to teach RSE and PSHE issues. A child can be removed from some aspects of the curriculum.</p>	
	<p><b>A governor asked about the child who came home and asked about the issues and the parent didn't know anything about it.</b> The policy will be online for parents to see before we teach it so parents are aware and can be prepared for questions from their children. There is more to do in terms of raising awareness with parents of what we are planning to do for RSE and PSHE curriculum and this is an area we can work on.</p>	
	<p><b>A governor asked about the issue of transsexuality in the comments of the consultation.</b> The head responded by saying the child thinks only girls can have long hair so didn't understand a boy with long hair. They are exploring the world and we need to deal with issues sensitively. The family was supported by the ELSA.</p>	
	<p>The Safeguarding Governor mentioned that the DFE Gender Consultation closes on the 12<sup>th</sup> March 2024. Due to the election year it seems unlikely that guidance will come from this in 2024.</p>	
	<p><b>A governor asked how do you have the conversation about gender?</b> There is guidance for primary schools. We cannot support any transition in primary school. Children ask questions and parents will ask questions.</p>	
	<p>The new PSHE policy will come to Governing Body for approval later in the meeting. There were no further questions for the Wellbeing Lead.</p>	

A governor said would there be an opportunity to hold a question and answer session as there had been such a good response to the consultation.

The Wellbeing Lead said he would be happy to do that. It would be a good chance to be open and upfront about the new curriculum and he hoped it would build trust.

There were no further questions for the Wellbeing Lead.

A staff governor stated that puberty had been taught in Year 4 for the past two years so this wasn't new in the curriculum.

Adrian Ballard left the meeting at 6.28pm

**G31/23**

**Welcome**

The chair welcomed everyone to the meeting.

**a) Apologies for absence**

There were no apologies for the meeting.

With 10 of the 10 Governors present the meeting was quorate.

**b) Declarations of Interest**

None

**G32/23**

**Head teachers report**

The Head began by saying that the Christmas performances were fantastic for many reasons including the children enjoying it, positive feedback and good lighting and seating. The Head apologised for not sending a formal invitation to the governors for these performances.

Specialist Provision has had three positive visits to other special schools in the area: Avalon, Critchill and Fiveways.

The Head and Deputy Head have been to a local authority attendance meeting which discuss children missing from education. The attendance team are doing termly meetings with schools again.

The governors looked at the December 2023 Local Authority analysis of the academy data. The Head commented that it was reflective of the national picture. Removing Specialist Provision from the data, the KS2 measures in the 1<sup>st</sup> quartile and EYFS is in the 2<sup>nd</sup> quartile. Vulnerable Learners total is 106 in the 3<sup>rd</sup> quartile. The data is wrong for the elective home educated which

**BW**

states 4 children when there are only 2 on roll. The Head will raise this with the LA.

**A governor asked why the electively home educated was red as in bad?**  
We don't want to see parents pulling there children out of school. The data is wrong. The Head will go back to the LA.

**A governor asked whether the data could be published when it is corrected?**  
There's nothing to say we couldn't publish it. It is a factual document.

There was a short discussion about how Brookside was doing according to national data and more locally. Out of 122 in Somerset Brookside is 73<sup>rd</sup> with Specialist Provision but 30<sup>th</sup> if Specialist Provision data is not included.

The Head commented that there was lots of recent activity in relation to joining the MAT and that would be shared later in the meeting.

The Head summarised the recent Head's meeting which had discussions about Ofsted and parental complaints. Bullying is one of the most common reason for parental complaints.

There is the statutory Safeguarding Audit to do for the 31<sup>st</sup> January which is very in-depth and will take time to complete. It has highlighted several areas to address including updating the Heads report, under 5s reporting to Ofsted and the need to update the safer recruitment training.

**A governor asked whether completing the audit would be helped by joining the MAT?**  
The Head replied by saying he had discussed the audit with the MAT and that it was still a big task.

## Teaching and Learning Section (TaL)

Chaired by Lauren Whinton (TaL Lead)

### TaL 05/23 Outcomes and Assessment

#### A) Mainstream overview

The Deputy Head summarises the data for the year groups using the information that was shared before the meeting:

- Year 1 was similar to last year. Increase in number at expected level in reading backed up by Y1 phonics due to a slightly higher cohort.
- Y2 data was on the low side at the end of Autumn 2. There's a new teacher whose agreed to stay longer term and is now working with a parallel teacher. There are also 3 TAs supporting across Y2.
- Year 3 has very positive results so there no concerns. They are higher than last year.
- Year 4 scores are higher than previous years

- Year 5 data is positive but lower in Maths (add 28% on to 34%) There were slightly less objectives in writing
- Year 6 – there's a watch alert on writing. The academy will be keeping closer eye on this in the coming months.

Year 2 was moderated last year. It may be that Early Years or Year 6 will be moderated this year. Pupil Premium fluctuates due to the small numbers involved.

B) Early Years data

At the end of the Autumn Term this year's cohort were slightly higher than last year's which was 1.2 and below. Currently between 1.6 and 1.0. There should be a gradual increase over three terms.

**A governor asked about the 3 children at 0.0?**

Two children have come in to the year and are being assessed for EHCPs. 1 child is looked after and has been retained by a year.

C) Year 1/Early Years Phonics and Times tables

The Early Years phonics data looks slightly lower but only equates to four children. Year 1 Phonics at the end of Autumn A: 52% of children have already passed Phonics Check if the threshold remains same. It was interesting to hear what Ofsted said about phonics. The academy has really positive, strong results. The Phonics and Literacy Lead has been liaising with the teaching assistants regarding children that are stuck on specific sounds and phases. Their strategy is to go back to the logical progression instead of teaching with too much creativity. They can take the best bits for the children that need it. Phonics progress has been positive. The Year 2 check will be done shortly for those who didn't pass in Year 1 and for a few that have joined.

Year 4 Times tables Check Results

The results from the Autumn 2023 practice check showed half were at pass mark and the Year 4 team now know who they need to support more.

D) No More Marking

To date the current Year 3 and Year 5 results are back. Year 1 did the task last week and Year 4 are doing it this week. Year 3 results are positive and are above the national expectation with standardisation. Greater depth is on par with all schools. The same is true for Pupil Premium and Pupil Premium at greater depth which is positive at Year 3.

**No.****Item****Action**

Year 5 appear to have dipped in comparison and this needs explaining. The average age was 8 years 5 months (all schools were 8 years 7 months). There were 5 specialist children in the data set and this skewed levels which dipped in greater depth. Also, for the first time in three years it was a fiction task rather than a non-fiction task which tends to come out higher. The scaled scores have dropped: 2021 – average 504 (fiction), 2022 - 534 (non-fiction), 2023 – 546 (non-fiction), This time – 518 (fiction). Academy marks are following the same curve as the national patterns. It did highlight inconsistency in marking. Some teachers have been marking scripts too quickly which can be discussed and improved.

**A governor thought No More Marking was external?**

The data is the academies data.

There was a short discussion about the fiction paper and its indistinguishable image for children to write a story about. It's hard to get the best writing when this isn't how they normally learn about writing stories but with practice it should improve. There will be another non-fiction paper at the end of the year.

The children have made progress from Year 3 to Year 5: Year 1 – 423, Year 2 - 485 (Summer Term), Year 3 (Autumn Term) Plateau at 488), Year 4 – 514 (non-fiction)

A staff governor commented that it was nice to see the wider picture.

The No More Marking scheme offers comparative judgements. Ultimately, it's as good a double marking (or two people marking) in a much shorter time.

**A governor asked whether No More Marking was used more at secondary level?**

I don't know if there are more doing the secondary version of No More Marking but there were 57000 children completing the tasks this time. 19000 when the scheme started. Like SATs it offers comparative judgements.

A staff governor commented that more difficult writing becomes harder to mark e.g child b has used a semi-colon but have they used it correctly. There will be a staff meeting to discuss marking scripts. Then the marking will be monitored and then teachers can buddy up which is good continuing professional development.

**E) Groups data**

The governors looked at the Whole School Average Depth vs Groups data which didn't raise any issues to note or discuss.

- F) IDRS (Inspection Data Summary Report) BA  
The Heads report covered the Local Authority analysis of Brookside Data.

**TaL06/23**    **Teaching and Learning**

- a) Ofsted report actions / update
- There was a reminder to implement teaching what you say you are going to teach, to embed links and to build on these successfully.
  - Early Years Maths teaching and securing quick and consistent recall of number bond 0-10. Alison Jeffery (Curriculum) and Sue Rainer (Maths specialist) are going to come and work with the Early Years team, Year 1 lead and Maths Lead. The Early Years teachers are visiting schools to see what is happening elsewhere. Foundations need to build effectively each year.
  - Feedback that teachers were not doing what they said they'd do. This referred to one lesson, which didn't start with revisit. This is now being done and there is an improvement of knowledge and retention.
  - About history specifically chronology was noted. There should be an understanding of connection between events. Year 1 were asked about their history and geography. One said a geography wordsearch was the best thing. Another couldn't sort a time line of pictures of houses. We need to develop understanding of chronology better. We are painting the stairwell with an historical timeline to help children visualise the timeline. There will be a timeline for each class with sensible parameters. There will be links between classes using the same resources to develop the children's understanding. Time is a challenging concept to grasp.
  - Revisit recall and retain in a normal lesson: Today in Year 5 we are looking at North America. The first slide would revisit. There would perhaps be questions about the about rainforest, and the four layers in rainforest. This was a Year 4 taught unit. There may be several other questions to getting the children thinking. To Recall we might ask the children to name the countries in North American, which we had covered in the previous week. The focus to remember something from last year and recall what we've just learnt about. The responses are getting better as the children become aware of what's needed. They are beginning to look in their books for previous learning.



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	<p>A governor asked how they look in their books for learning from last year? We are looking for retention from last year. Key learning points from each topic. To promote knowledge and the love of learning.</p>	
	<p>There has been less subject leader release time for monitoring due to staff absence before Christmas.</p>	
	<p>Insight Tracker is being used to support medium term planning and can record who is working towards, at or beyond an objective and can be used to identify who really enjoyed a subject.</p>	
	<p>The Deputy Head is covering the Art subject lead for now.</p>	
	<p>There were no further questions.</p>	
	<p>b) Walkthrough details 26/02/2023 at 1pm</p>	
	<p>There will be a Governor Walkthrough on 26<sup>th</sup> February 2024 1pm -3.15pm. The brief is to observe how children are supported to build prior learning and are beginning to make connections between knowledge, skills and concepts taught in lesson and over time. Governors should think about what children know, what can they do and what can they remember of the curriculum subject they are being taught. An email with further questions will be sent to governors after the meeting.</p>	
TaL07/23	<b>Themed Policies</b>	
	<p>a) Policy Grid 2023/24</p>	
	<p>The policy grid was shared before the meeting. It was noted that the Marking and Feedback and RE policies were out of date but were in progress and are non-statutory.</p>	
	<p>b) Policies for approval</p>	
	<p>There were two policies for approval.</p>	
	<p>The Early Careers Teacher Induction Policy NQTs paragraph LA not doing formal review – 5 counties training Policy was proposed by Alex Tedford and Seconded by Stuart Clowes. <b>All present approved.</b> <b>For: 10 Against: 0</b></p>	
	<p>The PSHE policy Stuart Clowes proposed the policy be approved and this was seconded Lauren Whinton. <b>All present approved.</b> <b>For: 10 Against: 0</b></p>	

No.	Item	Action
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Sarah Ashford left the meeting at 7:45pm

### Governor Meeting – Final Section

Chaired by Julie Summerhayes (Chair of Governors)

#### G33/23 Minutes of Previous Meeting

The minutes of the meeting on 9<sup>th</sup> October 2023 were approved by email in advance of this meeting.

**All approved.**

**For: 10 Against: 0**

The minutes of the 13<sup>th</sup> November 2023 were proposed for approval by Julie Summerhayes and seconded by Stuart Clowes

**All approved.**

**For: 10 Against: 0**

*[Governors not present at the meeting abstained from approving the minutes)*

#### G34/23 Papers for Information

The email from the Secretary of State for Education was shared before the meeting. There were no further questions about this in the meeting.

#### G35/23 Matters Arising

##### a ) MAT update

BCT Trust came to the INSET day on 2<sup>nd</sup> January and lots of the Trust team came. Peter Elliott gave a presentation to staff, which introduced the Trust and its core beliefs and values and was also upfront about how staff would transfer to Trust employment through a consultation process expected around May 2024. The BTC Trust is involving the academy in relevant opportunities. The Head is going to the Head's meeting for the first time. Peter Elliott is coming to the academy to look at staffing. The academy may begin using the Crewkerne APEX centre and there may be linkage regarding safeguarding. The academy would need to invest in transport, possibly cars big enough for several children which staff can drive.

**A governor asked a question about a possible transport pool?**

There would be a proposal to the next business meeting/before summer.  
This may include a proposal for a cover for the Forest School.

The aim is to start with the MAT on September 1<sup>st</sup> 2024. Communication is good. The Business Manager is doing due diligence. The academy has engaged solicitors. The Chair of Governors will meet Peter Elliott and the Trust Chair on the 19<sup>th</sup> February. Peter Elliott will come to the governors meeting after that.

There were challenges from Regional School Directorate asking what the Trust plans for Brookside, will Brookside strengthen the overall MAT. They also asked for a Governance Review but the Trust had done a review a year ago and asked what they wanted changed. The Trust does have two Requires Improvement grades from Ofsted currently. The fourth challenge was regarding the Chair of Governors who is employed by Bridgwater College, the separate entity to the Trust.

There is an agreement subject to conditions.

**G36/23****Governors Visits and Training****a) Governors Visits' to School**

Stuart Evans – Governors Award Assembly  
Stuart Clowes and Alex Tedford – visit to discuss the Risk Register  
Adi Whatling – visit for safeguarding review  
Julie Summerhayes – Meetings with Head  
Lauren Whinton – Meeting with Deputy Head  
Julie Summerhayes – KS2 Christmas performance

To book individual visits to the school contact the Head teacher's Personal Assistant.

**b) Governor Training**

None reported in the meeting

The chair reminded governors to look at the recent SSE Governance email that listed upcoming training. Contact the Clerk if you haven't received this email.

**BW****G37/23****Procedural matters****Safeguarding Governor update**

The safeguarding governor's visit was delayed from the previous meeting. The Safeguarding Governor shared the Millfield Low Level concerns poster and this was discussed by governors.

**No.****Item****Action**

The safeguarding team capacity was also raised as an issue.

**A governor asked whether immediate action was needed regarding safeguarding capacity?**

The SENCO role for Mainstream and Specialist Provision is a massive job. Support should be offered. There is no worry about the safety to do the job immediately. The Safeguarding Team is a team of four and they don't work in isolation but respond to need.

**G38/23 Any Other Business**

The Chair asked the governors where they would like to hold future meetings of the governing body. The governing body chose Kangaroos for the next and future meetings.

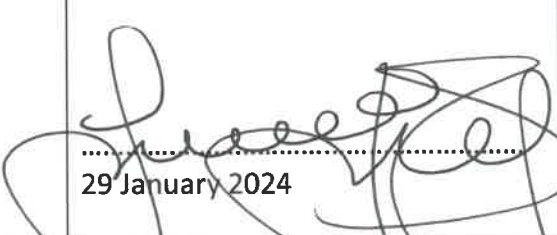

**G39/23 Date, time, and place of the next meeting**

The next meeting of the Board of Governors will be on Monday 29<sup>th</sup> January 2024

6.00pm **Kangaroos** Brookside Academy

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

All meetings will start at 6pm.

	Signed on behalf of the Governors of Brookside Academy	Signed on behalf of the Area Lead	
			
	29 January 2024	29 January 2024	

With no further business, the chair declared the meeting closed at 20:20pm.

**Action List**

Agenda Item	Action	By Whom	Due Date
G111/22	Look into capacity and needs preference issues for Specialist Provision	NN	
SPI01/23a	Share Behaviour data with governors	NN	26/02/2024
BUS06/23	Chase Data Protection Summary Audit from County.	SCi	29/01/2024
G32/23	Elective home education 2 not 4 in LA data analysis Dec 2023	BW	29/04/2024

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