

Brookside Primary School

Governing Body Annual Report and Impact Statement

2017 – 2018

Introduction

In recent years, we have seen a great number of changes to our education system, many of which have now become embedded. They have, and continue to have, an overarching effect on all schools and bring challenges to our own.

As Governors of Brookside Primary School working alongside our staff, we do our very best to ensure that these have a positive impact on our pupils' education while supporting each and every child to achieve to their fullest potential. We seek to raise our excellent standards year on year and continually strive to enhance the educational experience.

This impact statement summarises our role in the development of our school and its pupils over the past year, and aims to provide transparency about all that we do.

General

The Role of the Governing Body

The Governing Body plays a key role in the leadership of Brookside Primary School and in its strategic direction. Our purpose is to *'conduct the school with a view to promoting high standards of educational achievement'* and our responsibilities for are embedded in the law.

Governors are fully accountable to the Department for Education and work to the statutory directives and guidance set by them. We are required to focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

Constitution of the Governing Body

The constitution of Brookside's Governing Body is made up as follows:

- One Local Authority Governor

- Two staff Governors
- Two parent Governors
- Nine co-opted Governors

We also have one Associate Governor.

Governor Meetings

Two Full Governing Body Meetings are held each term. One meeting focuses on Business, which relates to finance and personnel, and the other on Development, which relates to strategic direction, the curriculum and pupil welfare.

We have a Pay Committee and other Working Groups which convene on an adhoc basis in relation to matters such as school development and future planning.

Governor Training and Induction

Comprehensive training opportunities are available to all our Governors, both when they are new to the Governing Body and for the continual development of our more experienced Governors. Training is provided by Governor Services, through external providers and via access to online courses.

We have a Governor Training Co-ordinator who manages this and runs an annual Skills Audit to ensure that we work to best practice, and that the skill set across the Governing Body is sufficient to enable us to fulfil our responsibilities.

New Governors are met by the Chair and Vice Chair to and are given all the information they need about the school to gain a full understanding of their role through the use of our Induction Pack. They are also assigned a mentor for support to enable them to fully participate as quickly as possible.

Link Governors and School Visits

An important part of the Governor's responsibility is to monitor every aspect of school performance. We do this by assigning link roles to Governors for specific areas (these include Curriculum and Individual Subject Areas, as well as Safeguarding, Special Educational Needs and Disabilities, Attendance and Pupil Premium, Health and Safety, etc).

Using a Monitoring Calendar, Link Governors visit the school throughout the year and meet with the staff member responsible for that particular area. In doing so, they gain a full understanding of that area, monitor progress and discuss any related matters. Governor Visit Reports are submitted to the Full Governing Body to inform on progress, to put forward suggested improvements and to bring to any light concerns that need to be addressed.

School Improvement – Focus for 2017-2018

The Governing Body seeks to ensure that the School Improvement Plan is fully implemented and to monitor progress throughout the year. This year, the main areas for improvement have been:

- To ensure that a mastery approach to maths through Maths No Problem is second nature across school; use Active Maths to improve mathematical learning; and ensure the appropriate times tables are secure in all year groups.
- To implement a Spelling Strategy to improve the accuracy of spelling across school; re-develop guided reading processes to promote deeper reading comprehension; and continue to improve standards in writing by ensuring a wider use of success criteria (linked to writing objectives) in the drafting and writing process.
- To develop the outdoor area in Early Years; ensure a smooth transition from other early years settings (or home) to Reception in Summer / Autumn 2018, as all children will be new to Brookside School; and use observational based assessment (from baseline through to EYFSP—Tapestry) to support gathering evidence, collating data and setting targets to assure impact on the development and attainment of all pupils.
- To implement a new Computing Curriculum throughout the school; ensure all staff be Apple accredited Apple Teachers; continue the upskilling of staff on iPads through accessing the courses on offer by the Apple Educators and by staff sharing best practice amongst themselves; introduce the role of Digital Leader in Upper KS2 and develop the role as an ambassador for Computing; and communicate with parents around internet safety.
- To put the necessary steps in place to aim for Gold Sports Mark criteria; ensure continuous staff development in teaching PE by putting into practice the teaching of skills and methodologies learnt in Mark Water's sessions; add further details to PE Curriculum Map so that the progression between year groups in the same sports / skills is evident; and implement and monitor the Active Maths initiative to increase physical activity.

Other areas of focus for the Governing Body have included the following:

- To continue to improve the positive perception of a successful school in the local community
- To continue working with Nottingham County Council with regard to Brookside Development and the required extension to our school, in light of current and future housing expansion within the local area

- To be active in the process of converting to Academy Status within the Equals Trust
- To continually promote e-safety across the school with pupils as well as parents and carers
- To seek funding opportunities in order that we can improve and enhance children's experiences at Brookside

Impact of the Governing Body

Personnel and Finance

Each year, our budget is agreed based on funding that we receive from Nottingham County Council. The priorities in the School Development Plan determine much of our spending for the year.

Our Office Manager is assisted and supported in managing the school budget and on financial matters by a qualified External Adviser. Each year, the Finance Governor and the Office Manager also carry out a full audit for writing off and disposing of surplus stock and equipment. This is approved by Governors and signed off by the Chair.

We use the termly Full Governing Body Business Meetings to review school spending against budget to focus on priorities and ensure financial sustainability. We receive and scrutinise data which benchmarks our spending against that of other schools.

At the end of Summer 2017, the Governing Body took the difficult decision to close nursery provision, driven by the requirement for extra space and teaching resource to deal with increasing pupil numbers. This resulted in a loss of £12k to the 2017-18 budget. Because of prudent spending throughout 2017 -18 however, there was a 7% surplus to carry forward into 2018-19. The Governing Body took careful measures to limit expenditure only to necessities, as the carry forward is essential for maintaining the budget next year to fund additional pupils as the school expands. AWPU and Pupil Growth Funding will not come through until 2019-20.

Governors approved the move to use of BACS payment system from cheques. The new BACS payment system is far more efficient, is easy to manage and saves time.

A virement of £75,000.00 was received to fully fund the cost of two teachers who are providing behaviour support within the local family of schools under the School Behaviour Attendance Partnership. Our Headteacher partly manages this and the money is ring fenced and held by Brookside Primary School.

Our policies, processes and systems are constantly under review in line with the Schools Financial Value Standard (SFVS).

Pupil Premium and Service Premium

The Government allocates Pupil Premium and Service Premium to the school each year, in order that we can support disadvantaged pupils to achieve to their full potential and to participate in every aspect of school life. This accounts for children on the Free School Meal register, children with parents in the armed forces and Children Looked After. We received £19,763 in Pupil Premium for the year 2017-18 (in addition to £13,800 for Children Looked After).

The spending allocation of Pupil Premium funds is for individual schools to decide, providing it is used to 'Narrow the Gap' in terms of pupils' progress and attainment between those who are disadvantaged and their peers. Spending is monitored by the Governing Body and is used to support interventions to target the acceleration of progress and enhance the learning of pupils who receive Pupil Premium to enable them to meet or exceed Age Related Expectations based on starting points.

The progress of the individual children on the Pupil Premium register is monitored routinely and is included in the pupil progress discussions that occur half-termly between the class teachers and the Headteacher. The majority of Pupil Premium expenditure goes towards supporting the learning of particular children whose identified barriers to learning include:

- Lack of self-esteem and confidence as learners
- Emotional needs / attachment difficulties
- Learning consolidation and mastery of core learning
- Technical language acquisition in maths and grammar

At Brookside, the majority of the Pupil Premium expenditure is used for Teaching Assistant Support to provide learning intervention for individual pupils and is also directed to the following areas:

- The acquisition of individual learning resources
- One-to-one learning provision to narrow the attainment gap
- Investment in Literacy Volunteers, a scheme which offers eligible children one to one reading partnerships
- Supporting the integration and learning of Looked After Children
- Interventions and support for the emotional health and well-being of children in order that they become more confident in talking and expressing their emotions and feelings in comfortable, supportive environment which results in less anxiety and a more balanced child
- The purchase of school uniform and the provision of milk
- Making extracurricular and enrichment activities available and accessible to Pupil Premium pupils, including trips and residentials, after school clubs

(such as cookery, drama and Gizmo Science), attending theatre productions and music and foreign language tuition

Sports Premium

Sports Premium funding was increased by 100% for this academic year and totalled an allocation of £14,100 for Brookside. Termly reports are presented to the Governing Body on the impact of the Sports Premium on our pupils.

Spending on sports provision included:

- Specialist PE and sports coaching for both pupils and staff, provided by Mark Waters, including fitness testing which allows for appropriate planning to aid in improving children's fitness
- Enabling each and every child to represent Brookside in sport or physical activity through an extensive range of sports and activities offered during PE lessons, extra-curricular clubs and intra / inter school competitions
- Improving the engagement in daily physical activity for all children by working towards the recommended 30 minutes per day
- Renewing and improving resources which support the development of physical education and activity

The impact of the Sports Premium is evidenced by our registers which confirm that every single one of our pupils, including Pupil Premium and SEN children from both Key Stage 1 and 2, participated in school sport and intra / inter competition this year. Many children have engaged in several events through UK Triathlon, such as competitions at Harvey Haddon Stadium and The Big Pedal at Brookside. Other outdoor and adventurous activities include Forest Schools, a residential for Year 6 to Robinwood, swimming, distance hiking, Ultimate Frisbee and UK Skate accredited coaching in ice skating.

As reported last year, Brookside has been working hard towards the School Games Mark, which is a Government scheme that rewards schools for their commitment and participation in competition both within their school and their local community. It encourages schools to evaluate PE provision and to develop action plans in order to progress. We are extremely pleased and proud that we achieved the Gold Sports Mark Award at the end of the summer term.

Leadership and Management

Raising Standards of Teaching

Anonymised data is used to enable Governors to review the quality of teaching and this entails examining feedback from observations within the classroom, scrutinising the quality of marking within pupils' workbooks and looking at pupil progress overall as well as between certain groups of children.

Progress is tracked to ensure that Brookside's target that 100% of teaching should be good or outstanding and this target was successfully reached.

Headteacher's Appraisal

Two members of the Governing Body undertake the annual appraisal of the Headteacher and are trained for the role. An external School Improvement Consultant is commissioned to support and guide the process, in line with relevant standards.

The Headteacher's performance is scrutinised to identify strengths and weaknesses and reviewed against objectives and targets which are set each year. This ensures that we, as Governors, are proactive in our role of holding the Headteacher to account whilst monitoring measurable school improvement in terms of educational attainment, raising teaching standards and school leadership.

The appraisal also informs decisions regarding the Headteacher's pay award.

Staffing

Lesson observations, mentoring and the scrutiny of children's learning is used to monitor and inform the school leadership of the impact of teaching and learning and a programme of termly pupil discussions has proved extremely valuable.

The appraisal process determines the performance related pay for teachers too. In September 2017, the proposed incremental pay increase of 1% for all teaching staff was agreed by the Full Governing Body, on the recommendation of the Pay Committee.

The post of Year 1 teacher was advertised and successfully recruited for.

As well as being prudent in monitoring staff performance, as a school we are very attentive to the integration and practice of staff who join us as new recruits.

Attendance

Brookside's attendance record remains consistent in comparison to recent years, however, efforts to improve attendance levels remains a priority. Figures for the year 2017-18 (96.7%) show that we sit above the national absence figure of 96% (2016-17).

At Brookside, we take attendance as an issue very seriously. Our own evidence shows that it has a direct link to pupil progression and attainment at an individual level. Our Link Governor works with the Headteacher to monitor this and reports to the Governing Body.

As a school, we encourage all parents to support their child in achieving at least 95% attendance throughout the year. 95% attendance allows for up to ten days off because of illness or other circumstances.

Where attendance is below 90%, controls are in place to identify potential issues and tailored support is offered to parents, carers and pupils, depending on circumstances, to encourage an appreciation of the impact that persistent absence has on their child's learning. We encourage improvement and track these children daily in order to monitor the effectiveness of the initiatives that are in place to encourage attendance. Those succeeding in terms of good attendance are identified, acknowledged and rewarded.

Data Protection

In preparation for the implementation of the General Data Protection Regulations (GDPR) on 25th May 2018, the Governing Body worked closely with the Headteacher and the School Office to review the school's policies and procedures in relation to how personal data is collected, stored and used.

As part of this process, we appointed a Data Protection Officer and also approved an Information Governance Strategy which we have been working with the school to implement.

As part of the implementation, we have adopted various new privacy notices setting out how we process personal data and the legal basis for that processing. We have also approved and adopted a number of key new policies and procedures relating to data protection including an Information Governance Framework Policy, a Data Protection Policy and a Data Handling Security Policy together with associated procedures.

Work will continue in order to develop other new information governance policies and procedures and to review existing ones to assess whether any changes are required from a data protection perspective. Given the large number of policies and procedures which the school has, covering a wide variety of areas, this is an ongoing process.

Implementing the Information Governance Strategy and ensuring data protection compliance is going to be a continuous requirement as we work to ensure that data protection issues are considered as part of everything we do.

Partnership Working

- Moderating baseline assessments in Early Years across the family of schools
- Shared Inset with Rushcliffe Learning Alliance schools on strategies that impact upon reading and writing
- Enrolment with the regional Maths Hub to develop strategies of mastery in mathematics
- Collaborative work with Apple Education showcasing the use of technology in the Early Years classroom

Behaviour and Safety

Pupil Discipline and Behaviour

Within the local community, our school is often complimented on the exemplary behaviour and manners of our pupils who are recognised as 'Brookside Children'. We are extremely proud of this reputation and we believe it stems from our strong ethos of instilling discipline in a positive way by rewarding and reinforcing good behaviour. Our Pupil Discipline and Behaviour Policy stipulates that negative and disruptive behaviour should be managed rationally and in a sensitive manner in order that teaching and learning for others is unaffected.

The Governing Body receive regular reports on recorded incidents of bullying, racism, homophobic and discriminative behaviour. Principles of equality and diversity are taught widely across the curriculum and respect for others and anti-bullying are constantly promoted.

In our efforts to instil a strong sense of responsibility within our children, those in Years 5 and 6 are given the opportunity to become Play Leaders and Peace Makers. This is embraced enthusiastically and develops positive relationships and support to children throughout the school.

There has been one fixed term exclusion during the year 2017-18.

Safeguarding

The welfare and safety of our pupils is a whole school priority and something that we take very seriously at all times. We review our Safeguarding and Child Protection Policies and procedures annually and these are overseen by our Designated Governor for Child Protection, as well as two Designated Safeguarding staff roles. These are clearly identifiable with posters around the school.

In January 2017, updated training took place around Safeguarding and Child Protection for the whole staff and Governors. Training on the Prevent Duty for Schools is also completed by staff and Governors. Records are kept and maintained to ensure complete compliance.

Nottingham County Council's Safeguarding Governors' Compliance Checklist and the Auditing of Pupil Records Checklist are examined and signed off by the Chair of Governors each year. Both of these are designed to ensure that the correct policies and procedures are in place and rigorously followed and that record keeping is effective with respect of our most vulnerable children for which there is concern. Where issues or gaps are identified, these are immediately rectified.

Online Safety

E-safety continues to be a priority in educating both children and their parents and carers on the dangers that exist online. Year 5 and 6 pupils participated a

learning project titled 'Alright Charlie' run by the Derbyshire charity, Safe & Sound. The project was designed to help children stay safe online and to recognise the dangers of online strangers and grooming.

A survey was carried out with Year 5 and 6 pupils on “What my parents don’t know” about their use of social media – results were very surprising and even shocking in some aspects and these were anonymised and shared with parents during Parents Evenings.

We are receiving more reports of minor incidents of online safety compromises that children have experienced outside of school using their own devices and such concerns are communicated to the parents and carers of the children involved, when they come to the attention of staff.

It has been recognised this year that aside from the issues that our children require emotional support around (family illness and bereavement, adoption and fostering, etc), there has been a marked rise in dealing with increased stress and anxiety about school and the pressures placed on children, particularly in relation to the internet and social media. ‘Worry Boxes’ have been introduced into classrooms so that children have a method of having concerns addressed in a safe and anonymous way. This has proved very successful.

Health and Safety

Through the work of the Headteacher, Operations Manager and Link Governor, health and safety is now embedded within the culture and day-to-day management processes of the school. For example, health and safety is a standing item on the agenda of Governing Body meetings, the Headteacher presents an annual report to the Governing Body and the Health and Safety Policy and Emergency Plan are reviewed annually by the Governing Body.

The Link Governor meets with the Operations Manager twice a year to review and discuss health and safety policies, procedures and practices and reports back the findings and raises any issues of concern with the Governing Body. At the request of the Link Governor, learning walks around the school have been added to the Link Governor’s visits. These walks are undertaken with representatives of the School Council in order that health and safety issues are also considered from the pupils’ perspective. In December 2017, the Link Governor conducted a learning walk around the KS1 classrooms accompanied by the Operations Manager and the Year 1 and 2 School Council representatives.

As well as regular fire drills, an off-site evacuation to the local Village Hall took place and a school ‘lock down’ was conducted whereby, without prior notice, all children were brought to a safe internal space, windows, doors and shutters were closed and registers were called. Both drills were completed successfully and efficiently and in good time.

The progress made by the Governing Body and school in managing health and safety in the last two years was formally recognised by the very positive outcome

of a Health and Safety Audit by Nottinghamshire County Council in July 2018. The school received the highest ranking of 'substantial assurance' for its management of health and safety and the auditors stated that,

'Standards were very high and documentation was very well maintained ... Health and Safety is a high priority at the school and findings demonstrate the high level of work, time and effort given to maintain the management system'.

Following the tragic events at Grenfell Tower, the Local Authority has reviewed the fire safety protocols in public sector buildings. All schools were provided with a checklist to complete and return.

After a long period without one, a new crossing patrol warden was put in place to ensure the safety of children crossing the main road near to the school.

The Link Governor is supporting the Operations Manager in working towards achieving Nottinghamshire County Council's Safety Smart Award, which recognises schools that demonstrate continued commitment to the improvement of health and safety standards and compliance.

Curriculum

Monitoring the Curriculum

The Curriculum Link Governor regularly meets with the Curriculum Lead at school to discuss any issues and to make sure that all areas of the national curriculum are being covered throughout the school.

During those visits evidence of the planning and structure of the curriculum has been provided by looking at teaching plans for each subjects. In addition to that the Link Governor has seen termly curriculum plans for each year group which provide evidence of all areas of national curriculum.

The Link Governor has seen and discussed all subject leaders' improvement plans (Art, DT, English, PE, EYFS, Humanities, Maths, PHSE, Science and SEN) with the Curriculum Lead. Data shows that improvements have been addressed across all areas of the curriculum and mostly completed in time.

Our Subject Link Governors meet with the subject leaders at school on a regular basis in order to monitor each subject in more depth. The Governing Body uses these reports alongside Headteacher Reports and school performance data to continuously monitor each curriculum area.

Raising Attainment

Our focus in 2017-18 has been on continuing to improve performance in relation to the requirements in our 2014 Ofsted Report:

- Make certain that work in Key Stage 1 consistently engages pupils' attention and builds upon what the pupils already know, understand and can do
- Ensure teachers in Key Stage 2 always set suitably challenging tasks for pupils in writing

Continuing from the previous academic year, 'Maths No Problem' is now fully implemented across Years 1 to 5 with huge success and a very positive impact. Additionally, 'Active Maths' established itself throughout the school during 2017-18. 'Active maths' involves the children combining physical activity with number and reasoning skills – it has proved to be an enjoyable, stimulating and effective aid to the children's understanding of maths and number work. Times Table Rockstars has also been implemented to assist in the learning and recall of times tables.

Overall, the teaching and learning throughout the school has been greatly enhanced, in terms of children obtaining a deeper understanding and developing greater verbal reasoning skills. Children's performance during assessments throughout the school also demonstrated the impact upon teaching and learning of Maths No Problem and 'Active Maths'.

Assessment takes place half termly in order to give an accurate representation of children's progress. Children in Year 6 and Year 2 use past SATS papers for these assessments, whilst children in other year groups use NFER assessment papers as well as SATS materials, where appropriate. Governor monitoring evidenced the fact that children were making good progress and were on track to achieve the forecast levels by the end of the summer Term.

Brookside School continues to expand its iPads and Apple computer resources in order to enhance the use of technology within the school. All of the school's teaching and teaching assistant staff achieved Apple Teacher accreditation during the year. The school continues to do innovative work with Apple Educators – the work of our pupils and teachers has been used as exemplification of good practice at national conferences hosted by Apple Education.

There has been lots of engagement with sport across the school throughout the year. This includes the introduction of Sports Leaders from amongst our older pupils and achieving the Silver Sports Mark. The school established a relationship with UK Triathlon. Our children attended competitive events at Harvey Haddon stadium and on the Embankment in Nottingham. In addition, UK Triathlon have hosted an active day, the Big Pedal, for all of our pupils here at Brookside.

Achievement of Pupils

Outcomes for all pupils were very successful within the 2017-18 cohort of Early Years pupils. The percentage attaining a Good Level of Development (GLD) was

81%. This compares very favourably to the national average of 72%. Similar successes were experienced across the range of Early Learning Goals, such as Physical Development, Literacy, Mathematics and Personal, Social and Emotional Development.

Attainment at KS1 was above, or significantly above, national averages and continues the trend experienced by the school in this age phase. The measures include phonics at Year 1 and reading, writing and maths at Year 2.

Both attainment and progress scores at the end of Key Stage 2 are above national averages. These figures include the percentage of pupils that achieved the expected standard (in reading, writing and maths) and the percentage that achieved the higher standard. For example, the percentage of pupils achieving the expected standard in reading was 91% (compared to 75% nationally), while the percentage working at greater depth was 44% (compared to 28% nationally). The combined school for reading, writing and maths was 84% (19% achieving the higher score), compared to 64% (10%) nationally.

Disadvantaged pupils made at least good across the key areas of learning. Progress scores were always above the average for non-disadvantaged pupils nationally and, within reading and maths, above Brookside's own non-disadvantaged pupils. The percentage of disadvantaged pupils achieving the expected standard across all core subjects was above the national average for all pupils (100% against 64%). It was also above the school's percentage for all pupils combined (84%)

Collectively, the series of results from across the school offer a great deal to celebrate and are testament to the effectiveness of teaching and learning within the school.

Success factors for performance of children throughout the school includes:

- Focused teaching throughout the school that is age related and aspirational
- Children prepared for their next steps in learning as they transition between year groups and key stages
- The positive impact of school improvement priorities, such as Maths No Problem, quality of feedback and understanding the writing and re-drafting process
- Established teams of staff that are engaged with and contribute to school improvement priorities and teaching and learning that is aspirational
- Teaching and learning that is centred around the experiences and enjoyment of the children
- Effective partnerships amongst the staff, with parents and with partnership schools.

Special Educational Needs and Disability (SEND)

SEND pupils include those who have learning difficulties or disabilities encompassing problems in thinking and understanding, physical and / or sensory difficulties and problems with speech and language. It also includes emotional and behavioural difficulties.

Nottinghamshire County Council has created a SEN Resources Self Evaluation Framework Toolkit. The objective of the toolkit is to help schools to evaluate and demonstrate the use and effectiveness of their SEN resources. Brookside was selected within our family of schools as the pilot for assessing the toolkit. Feedback regarding the content and allocation of funding resources has been very positive.

The Special Educational Needs Co-ordinator (SENCo) has created a Dyslexia Guidance Form which can be viewed on the school website. This year has seen the introduction of screening for children suspected of having dyslexic traits using the Nottinghamshire Dyslexia Screening Toolkit. Progress is regularly monitored and parents kept informed of the efficacy of interventions. Children are recorded in a 'Children with Dyslexic Traits' Register. Brookside is not qualified to make a formal dyslexia assessment, but parents can use this information if they wish to seek specialist advice.

All SEND and SEND vulnerable children now have an 'Additional Support and Interventions' Tracker which lists interventions and their effects (e.g. spelling intervention to learn 25 listed spellings). This is more specific and informative than the Provision Map which is now only used as evidence for additionally funded SEND support children.

A Wellbeing Profile has been created for all SEND support and SEND vulnerable children where various aspects of the child's welfare is recorded. All teaching and support staff are encouraged to use and contribute to this file to increase their knowledge of our SEND children.

Half termly meetings have been set up between the SENCo and the Designated Safeguarding Lead to discuss children with wellbeing concerns and overlaps between SEN and Safeguarding.

A very effective spelling intervention has been introduced with 95% of children making expected progress and 47% better than expected. At least 86% of SEND / SEND vulnerable children were on track for reading, writing, maths and SPAG, remaining within the same band for their age group. 39% made better than expected progress and moved up a band.

Recordkeeping is standardised across the school to ensure that interventions for SEND pupils are tracked efficiently and effectively. The SENCo meets regularly with parents and carers of SEND pupils and works closely the Local Authority and other support agencies. The SEND Link Governor monitors the work of the SENCo and reports back to the Governing Body.

Quality Assurance and Accreditation

After a succession of years when the school has had its Early Years, Key Stage 1 SATs and teacher assessments, Year 1 phonics screening and Key Stage 2 SATs and teacher assessments externally moderated, the school was not selected for moderation or monitoring by the local authority.

Quality assurance and moderation occurred routinely within the school regarding elements such as the impact of marking and maths reasoning. It also occurred between ourselves and partnership schools on aspects including writing and assessment and quality assuring the Early Years.

The school achieved the Sports Mark Silver Status and Silver Environmental Status from the Woodland Trust. The school aims to achieve gold in both during the 2018-19 school year.

The Real Schools Guide

In January 2018, Brookside Primary School was awarded a very pleasing 5* Rating, according to The Real Schools Guide. 4* and 5* scores were secured in all sub-categories, including attainment, progress and attendance. This continues the school's successes from the previous year.

Brookside Development

School Expansion

September 2018 saw our pupil admission number increase from 30 to 45 for pupils in the early Years F2 (4/ 5 year olds). This had the effect of creating two classes of F2 children. The school's pupil numbers will grow during following years as it continues to admit 45 F2 pupils each September.

The new intake (September 2017) benefitted from a more spacious and newly renovated Early Years Foundation Unit. All works were project managed by Nottinghamshire County Council.

May 2018 saw the start of the building works for a new block of three classrooms. The majority of the most disruptive work occurred during the school summer holiday. The three classroom block was completed on schedule for the start of September 2018. Once again, the local authority took responsibility for managing the project.

Governors were heavily involved during the long planning process around this expansion, whilst representatives of the school's staff were engaged in the design and liaison with the local authority and contractors throughout the timescale of the works being carried out.

School Academisation

During the school year 2017-18, the Governors at Brookside discussed the advantages and opportunities that converting to an academy by joining an academy trust that matched the values and aspirations Brookside School has for its pupils.

A thorough due diligence process occurred with The Equals Trust alongside staff and parent presentation and consultation processes. Following the investigations embarked upon by the Governors of Brookside during the due diligence process and with consideration of the outcomes of the consultation processes, the Governor agreed to progress the school by joining The Equals Trust. Notification was shared with the school's community and the Regional School's Commissioner during June 2018. Brookside School is anticipating the date of its conversion to be November 1st 2018.

Inspiring Pupils and Overall Impact

Brookside Primary School is extremely proud of its provision of a creative curriculum and the many opportunities for children to grow and develop in a holistic way. As Governors, we do all that we can to support this and to be actively involved in school life.

- The Brookside Governor Newsletter established last year has proved a success in improving communication with the parents and carers in our school community and has also been useful in the recruitment of new Governors
- Following a Governor survey on the quality of school dinners during the summer term of 2017, feedback from pupils, parents and carers led to vast improvements being made. A new school chef was appointed by Nottingham County Council.
- What has become an annual trip to London to visit the Goethe Institut took place as a result of the ongoing partnership and celebration of German language learning at school
- There has been a huge focus around environmental awareness and has been evident throughout the school in children's creative writing, art work and the school's Twitter feed. Various initiatives have supported this, including:
 - A poster campaign throughout the village of East Leake to advertise the 'Tidy Event' and to promote the children's invention of 'plalking' (to collect waste and rubbish while walking!) – many families participated
 - A Plastic Free Day was held in school in June 2018
 - The school took part in 3M's young innovators challenge which also included an environmental task where children had to create a

musical instrument out of recycled materials

- Extensive fundraising has taken place for the school this year which has included the following:
 - Marked calendar events supported by the school community, such as Children in Need, Bonfire Night and Remembrance Day, has enabled the purchase of a defibrillator for the school, as well as a training package for twelve members of staff to become competent in its use
 - A £10,000 Awards for All Lottery Grant was successfully won and has improved outdoor play areas
 - A Lego Coding Kit worth £750 was received by the school after a Year 5 pupil won the 3M Technology Challenge
- The School Choir, run by two Teaching Assistants, one of whom is a Governor, continues to grow from strength to strength and has performed at several local events
- The newly established Wonderful Wildlife Club run by two staff members has helped to obtain the Woodland Trust's Green Tree School Silver Award, alongside the activities of the children in Key Stage 1
- Specialist teachers have been engaged with the introduction of Mindfulness and Yoga Classes
- Chair of Governors, Reesha Armstead, was presented with The Governance East Midlands Award; Effective Governance for an Individual Governor