

Minutes – TBA Academy Council Meeting

Version: Approved

Meeting Date: 22nd June 2026

Location: On site

Time: 16:00-18:00pm

Present:

- Gus Grimshaw (Chair)
- Rachel McManus (Sponsored Councillor)
- Natalie Jenkins (Support Staff Councillor)
- Kelis Cornock (Student Advocate Councillor)
- Carley Cardwell (Parent Councillor)
- Charlotte Ford (Teaching Staff Councillor)

In attendance:

- Lis Jolley (Executive Principal) -online
- Sara Yeun (Deputy Principal)
- Emily Allan (Assistant Principal – Pastoral)
- Jasmine Legrand (Governance Administrator/Clerk)- online
- Tobi Marks (SenCo)
- Rebecca Goodman (Observer)
- Katie Staten (Phase Lead - KS3)

Apologies:

- Kay Sarpong (Principal)
- Emma Wykes (Specialist Provision Development Manager)
- Polly Pick (Sponsored Councillor)

5.1.1	ACTION - To upload the Student Voice report on GovernorHub. Ongoing. EW to pick this up after the meeting.	EW
5.1.2	ACTION – EW to provide a copy of the FSW job description to the Chair.	EW
5.1.3	ACTION – KS4 lead to meet with PP regarding a potential visit by pupils to a local agricultural college (PP’s employer).	PP
5.1.4	ACTION - for councillors as individuals to tick off	
6.2.7	ACTION – NJ to check if any further responses	NJ
7.3.1	ACTION – can the electric gate be looked at and potentials for the budget?	LJ/EW

Minutes

		Action
1	Introduction, Administration and Apologies	
1.1	Everyone was introduced and apologies given by PP, KS and EW.	
2	Declarations of Interest	
2.1	None	
3	Academy Council Membership	
3.1	New Sponsored AC attending as observer, checks then onboarding.	
4	Minutes of Previous Meeting	
4.1	To be approved on Gov Hub	
5	Matters Arising	
5.1	Actions Carrying Over:	
5.1.1	ACTION - To upload the Student Voice report on GovernorHub. Ongoing. EW to pick this up after the meeting.	EW
5.1.2	ACTION – EW to provide a copy of the FSW job description to the Chair.	EW
5.1.3	ACTION – KS4 lead to meet with PP regarding a potential visit by pupils to a local agricultural college (PP's employer).	PP
5.1.4	ACTION - for councillors as individuals to tick off (safeguarding policy)	
5.1.5	ACTION – NJ to check if any further responses(survey)	NJ
5.1.6	ACTION – can the electric gate be looked at and potentials for the budget?	LJ/EW
6	Academy Council Report	
6.1	Overall Direction, higher need students/Therapeutic Curriculum and KS4 Model (LJ)	
6.1.1	Thank you to all AC's all the work they put in Direction of travel: CLF focus on "people", new leadership team, adaptive teaching (precision teaching), HUB for children not class ready, Specialist core teaching KS4, ASDAN Centre – PD to refresh the curriculum. Recent updates: • 9 year 11s have a clear direction for their next steps. • Exams: SY stellar job, students attended exams. • Suspensions have increased, 3 PEX's this year, this has been challenging and school community has been more settled since. • School Improvement Team from trust creating specialist curriculum with collab days in next couple of weeks • Staffing – vacancies in hand What has gone well: • In the absence of the principal, the vice principals have ensured the school's continuity and ongoing functioning. • Writing for pleasure	

	• Our staff and students are brilliant. • Parent voice: generally positive, we want to continue developing communication and improving relationships. Staff Voice: Trusting relationships with students, moral commitment, behaviour practice work on. Low morale with changes with Principal Student Voice: Great ideas and trusted adults, small amount of bullying and understanding	
7	SEND An Overview of Needs and Provision	
7.1	SEND: Consults and Annual Reviews, Graduated Response(TM)	
7.1.1	SEND Positives: • Staff development of understanding children's needs. • Confidence in balancing needs and bespoke offer continued in the classroom. • Reach out internally and refer externally. • Graduated response: staged approach. • Classroom organisation and thriving in their areas. • EHCP and supporting into next steps, building conscious response at each stage • Ongoing work with LA on understanding TBA, to develop context and build relationships. In the future LA is changing and we will have LA specific link officers. Link coordinators will still support with more challenging cases. Challenges: • Securing funding, additional funding is needed to provide support to meet needs, agreed funding levels at consultation. We are complete with evidencing and agreed in consultation the pupils coming in to us. • Parental engagement at annual reviews, however we have changed the model for next year to make it more accessible. There were lots of reasons and barriers to these happening. Changes next year to hold things earlier to give us a longer window of time and working out other barriers. • Number of consultations received: high demand. 133 different children but double up requests has increased those requests. • LA understanding of Brook, communication and consistency Next Steps: • Extended educational psychologist support • Ongoing work with LA • Blending of curriculum	
7.1.2	Is the Educational psychologist from LA? Yes LA – she works on and off site, doing case work. She also provides staff training where needed and has been supportive and effective.	
8	Achievements and Standards	
	Quality of Education including Curriculum developments	
8.1	Curriculum developments and staffing, T&L Framework, Exams (SY)	
8.1.1	Positives: • Year 9 and 10 have all either completed EL1-2 or 3. Some completed the step up to EL1.	

	• Our Year 11 offer has been extended and excellent report from standards. • KS3 English curriculum specialist teacher delivering science. • Formal results in August, and we will be open on results day. We want to be sure students feel they have achieved milestones here, the same as they would have experienced in a mainstream setting. • Trust collaboration days • Assessment tracking on Bromcom in line with mainstream and trust colleagues • GCSE Mocks at the same time as they are sat in mainstream, in line with the trust We will have a specialist science curriculum and will be broadening KS4 pathways. Exams: 3 JCQ inspections all positive, no actions or recommendations required. Trust specialist lead – big support in moderation; writing for pleasure intervention She has a presence here and goes into lessons, our students want to share writing with her. This has all happened due to the Trust recognising our need for it.	
8.1.2	Will the specialist lead support continue in the new academic year? Yes	
8.1.3	1 teacher vacancy, hopefully appoint by the end of this week 2 x pastoral team have left. Recruited 2 vacancies and expanded that offer. From September: Pastoral family support worker, relational support worker and two pastoral support workers, plus Emily. Recruited Ops manager for September start; this will be a great support to SLT.	
8.1.4	Will the ops manager have experience and full time? Yes	
8.1.5	Challenges: • The capacity of SLT has been stretched due to long period without principal. • Consistency of monitoring teaching and learning and development has been under a time constraint. We have had support from Trust, but day-to-day there is a lot of unplanned things that must take priority. • Staff absence has been high and supply cover brings a higher cost. • Tackling discriminatory language, we need to balance behaviour as communication alongside high expectations for pupil behaviour/safety. Next steps: Trauma informed practice, PD curriculum, PE offer, accredited curriculum. Phase leads time out of class to support SLT. ECT/apprenticeship monitoring. Destinations post 16. Consultation and implementation. Of T&L framework/policy with a focus on adaptive teaching. Consolidation across oracy. CPD program for race/misogyny work and PD focusing on adaptive teaching. SEMH and adaptive teaching trauma informed practice. Accountability balanced with wellbeing. Staff wellbeing is more acute in a SEMH setting, partly because everyone cares so much.	
8.2	KS3: Curriculum & Quality of Key Stage (KS)	
8.2.1	Maths, English curriculum ladder plan	

	We have been looking at progress through targets and working through manageable steps. The maths review was successful. Curriculum ladders have been useful at meeting need of students at the level they are at. Year 9s have found moving across a challenge, so we have made individual decisions for each child. Some are ready for entry level. Spending a term on each strand is useful, but we also need opportunities to recap key skills for example adding in extra arithmetic. We will continue to work alongside the Trust to create a bridge between filling gaps with KS2 and KS3 preparing for exams. We also want to reduce worksheets. Using manipulatives has gone well. We have implemented using maths across the curriculum, in PE using time trials, using fractions within cooking. English: Writing for pleasure staff training, which was an intervention over 6 weeks. The students were given a writing journal, and they really engaged with the freedom to write. Year 7 “crossing the line” by Tia Fisher – continue that and introduce high quality books within the curriculum. In terms of engagement, there are always one or two that don’t engage with the book. This comes alongside anxieties around writing, spellings and handwriting. It is not always clear where gaps in data are being taught and we want to master steps before moving on. Children who can’t read often refuse to engage in targeted interventions. I can statement, library visits, class visits, explore more reading interventions, using Alexa to helps student to read and find new ways of helping students using technology. They have completed purpose reports about football matches. We use wobble boards to help children concentrate when writing. For students that can struggle with anxiety around spellings, we do the practise in sand, and use play dough to reduce anxiety and make the learning fun. We are very proud of PD and extra-curricular offer: bowling, football matches, festival of sport, football tournament, fishing intervention. 37/42 pupils who attend school have been given opportunity to attend a sports event. We do need enough staff to take on these events. They have included: Athletics festival, Brook football team, Golf Festival at Hartpury College, Cheese rolling visit, Redwood Forest, Tewkesbury Abbey, Beechenhurst lodge, Hartpury University, Forest Green football coaching. PSHE sessions have been missed previously, so we have been using the KS2 jigsaw curriculum and looking at safety online, a good friend, puberty, investing in that. Next year: Duke of Edinburgh and support more of year 9-11 to do trips	
8.2.2	Can some of these photos be shared on the website? Yes, some fishing photos have been shared already, but we can absolutely include some more.	
8.3	KS4: Curriculum & Quality of Key Stage (CF)	
8.3.1	Our English curriculum is designed with SEMH needs at its core: prioritising engagement, communication and emotional literacy. A tailored SEMH provision – absolute best we can provide, which is adapted to students when they need it to be.	

	KS3: foundational literacy and communication skills. Functional skills and drip feeding these through the school years, with accessible books for everyone. We want to ensure mainstream experiences are not being missed out. KS4: 3 different pathways, GCSE, stepping up and functional skills. Writing outcomes for each book change per term and per book. Teachers have a picture or textbook options. Quality of the educational offer – 66.67% students sat GCSE maths and 55.56% sat English language exams. Of our 6 year 11 pupils that attend on site regularly, 100% sat GCSE maths and 5/6 did the English Language. KS4 we are ensuring they achieve meaningful qualifications. Areas for development and strength: Highly personalised teaching approaches. Having an emotional literacy focus. Further embedding literacy pathways, specialist English teacher next academic year, oracy a clear area of development.	
8.4	P16 destinations	
8.4.1	We have had visits to local destinations and have 5 going onto mainstream colleges, 1 into a specialised provision which will be very exciting for them. SCS stroud creative media, Hartpury college and Skylark college. Next year we will do more work around apprenticeships and support post 16 transitions: support for parents and students, partnered with company to bring careers info into school, including life skills workshops. Expand partnership with colleges and post 16 placements.	
9	Safeguarding	
9.1	Attendance, Safeguarding, LA and non-attenders (EA)	
9.1.1	Increase slightly in attendance. Positives: 34 children on or above 90% For the complex cases, we've worked with Fiona the trust lead on strategy and guidance. We have had an increase in connection with the LA, through two meetings this year to discuss cases and understand each other. To manage phase transfer from year 6s to 7, we have been identifying concerns early and having discussions early, where we already know the students that have decided they won't be coming to Brook. 2 x students elected HE but not reintegrated back to school. LA haven't actioned the request, so have returned back to Brook after a long wait.	
9.1.2	Can you give us an idea of how many non-attenders we have? 7 on 0%, but of those, 2 had COP requests, this has a significant impact on our attendance. The Trust standard is 85% national is 76%. If we were to remove any child with 0%-20% in terms of attendance from the data, then the school attendance goes up to 85/86%.	

	Term time holidays can also have an impact on our attendance as there are parents that want to take their children out in term time due to SEN needs, that impacts attendance but that can also bring a challenge around if they don't notify us, we do not know where the children are and we need to resolve that.	
9.2	Safeguarding	
9.2.1	Positives: • Introduction of family support worker has been so helpful, for support to families, staff and home visits, it has really made a huge difference to the school. • CLF safeguarding audit was successful despite this years circumstances. • Youth engagement officer has been coming into Brook and has worked with the students getting to know everyone and also ran some targeted sessions with some students. • Increased engagement with anti bullying week, world mental health day, national holocaust day. • We have positive working relationships external agencies. Challenges: • Racism and misogyny but have provided CPD for staff and a working party to support and tackle this further. • Linking with attendance is the volume of home visits required, 14 needed home visits for a period and 12 of those have been all year. • Physical incidents – higher numbers between students so need to look at how to improve in the future. Next steps: Relational support worker, DDSL will create a safeguarding team to distribute responsibilities to allow more strategic work for DSL.	
10	Staff and Wellbeing	
10.1	It is incredible what this team has achieved, they have all added value and made sure we can get here in year 4. Transition and experience of last year to this year. We are seeing you learning from practice. To see parents and young people leaving here in such a good position is a real endorsement of the whole staff team.	
10.2	Where are we with vacancies? 1 teacher vacancy, RSW out, we also have a PE vacancy, filled from internally potentially. Our main vacancies are made up of support staff vacancies – 6 staff roles. AWS is an agency we are working with, and we do have another agency to secure high quality staff. It is always a challenge for teaching assistants whether special or mainstream. We interviewed for a teacher vacancy last week; we had 2 candidates appointable and another that couldn't make that set of interviews. We are spoilt for choice so will be filled. Our assistant Principal will also be leaving; students will be made aware and will be very missed.	
11	Close of Meeting	
11.1	17:45pm close of meeting	

ACTIONS

5.1.1	ACTION - To upload the Student Voice report on Governor Hub. Ongoing. EW to pick this up after the meeting.	EW
5.1.2	ACTION – EW to provide a copy of the FSW job description to the Chair.	EW
5.1.3	ACTION – KS4 lead to meet with PP regarding a potential visit by pupils to a local agricultural college (PP’s employer).	PP
5.1.4	ACTION - for councillors as individuals to tick off (safeguarding policy)	
5.1.5	ACTION – NJ to check if any further responses(survey)	NJ
5.1.6	ACTION – can the electric gate be looked at and potentials for the budget?	LJ/EW