



EDMONTON ACADEMY TRUST

FIFTH MEETING OF THE GOVERNING BODY OF EDMONTON COUNTY SCHOOL

26th SEPTEMBER 2017 AT 6.00PM – CAMBRIDGE CAMPUS

MINUTES – PART ONE

| | |
|--------------------------------|--|
| Members: | Salih Suavi*, Justine McLennan ^, David Clarke* |
| Trustees: | Salih Suavi, Thia Kunaratnam, Peter Blane, Susan Tranter (ex officio), Konrad Halls |
| Local Governing Body: | |
| <u>Parent Governors:</u> | Salih Suavi*, Peter Blane ^, Kelly Grant*, Shilpa Dave ^, Joanne Yarwood*, Liz Whale* |
| <u>Co-Opted Governors:</u> | Konrad Halls*, Sheila O'Neill*, Graham Reid*, Derek Richings*, Clinton Page*, Neha Shah*, Abi Adesida*, Christine Martin ^ |
| <u>Staff Governor:</u> | Cat Purtell* |
| <u>Executive Head Teacher:</u> | Dr Susan Tranter (ex officio) * |
| <u>Clerk:</u> | Andreas Adamides* |

Also in attendance:

David Clarke - Member
Stephen Kinson – (Deputy Headteacher) *
Maria Panayi – (Deputy Headteacher) *
Paul Miller – (Deputy Headteacher) *
Erini Franciosa – (Co- Head of Primary Phase)
^ denotes Absent * denotes Present

PART ONE

- 1 APOLOGIES FOR ABSENCE AND WELCOME TO NEW GOVERNORS
Apologies RECEIVED and NOTED from Christine Martin, Shilpa Dave and Peter Blane.
- 1.1 Four new Governors were welcomed and all Governors and others present introduced themselves.

1.2 Committee Chairs election, the following Chairs were elected:

- Peter Blane- Finance Audit and Premises
- Staffing- Konrad Hall
- Secondary- Joanne Yarwood
- Primary- Liz Whale

The following Link Governors were appointed:

- Induction and Training – Derek Richings
- SEND and Inclusion – Shilpa Dave
- Pupil Premium – Neha Shah
- Safeguarding - Abi Adesida
- Health and Safety – Graham Reid

2 DECLARATIONS OF INTEREST

There were no Declarations of Interests.

3 MINUTES OF PREVIOUS MEETING

3.1 RECEIVED and ACCEPTED the minutes of the Full Governing Body meeting held on 6th July 2017. The minutes were signed by the Chair, with the following highlighted amendment to 8.1` The first Primary PTA fete was a success. The organisers stated that quite a few lessons were learnt. 371 parents attended and the event realised a profit of just over £922.

4 MATTERS ARISING

There were no matters arising from the Governors Issues Log.

5 EXECUTIVE HEADTEACHER'S REPORT

5.1 RECEIVED and APPROVED the Executive Headteacher's report and actions taken and planned to support student achievement, and information about public examinations. A copy of the written report to Governors will be included in the Minute Book. An oral presentation was given by Dr Susan Tranter (Executive Headteacher), Paul Miller (Deputy Headteacher), Stephen Kinson (Deputy Headteacher), Maria Panayi (Deputy Headteacher) and Erini Franciosa (Co- Head of Primary Phase).

5.2 Paul Miller updated the GB about the KS4, Year 11 exams results, which are still fluid because of re-marking, and the School is waiting for the national figures from the DfE for comparison. The following KS4 figures have been updated since the handout was compiled.

- KS4 Attainment 8 - 44.8
- Progress 8 - 0.30
- E&M 9-5 - 57% (based on the new grading 9 to 1) *
- Ebacc 9-4 -24%
- 73% achieved Grade 4 or better in English
- 41% achieved Grade 4 or better in Maths
- 69% achieved Grade 4 or better in Science

*The grade boundaries were unclear, as there were few sample papers. Despite this the results were similar to previous cohorts (57% is similar to the number previously achieving A to C) with more demanding exams.

5.3 The GB noted that most predictions were sound, but cautious, and the School is happy with data systems, School targets were ambitious and aspirational. Comparing this year with last year, the results were similar. However, The Attainment 8 lower figure is due to changes in the system. The Progress 8 figure of 0.3, in three subjects out of 10, this is a 3 grades higher than expected national progress and is greater than in 2016 (0.23).

Q= Why are we measuring using Grades 9 to 4, not 9 to 5?

A= The DfE decided that Grade 4 is a standard pass, and Grade 5 is a good pass, which is why we measured Grades 9 to 4

Q= Is the difference between Grades 4 and 5 significant?

A= Yes, it is a whole grade of knowledge and skills

Q= Is Ebacc graded with the old system?

A= Yes, if Grades 9 to 5 are used it is 19%

5.4 The exam results were presented by subject, showing a mixed performance by subject. English Literature, Science, Art, Business Studies and Product Design all exceeded targets.

Q= Why were Spanish and French results lower?

A= More students have been advised to do these languages, than previously

7.5 Paul Miller presented the updated Year 11 exam Progress 8 as follows:

- Overall Progress 8 - 0.3
- English- 0.31
- Maths - 0.07
- Ebacc - 0.76
- Other - 0.03

5.5 The key group analysis was presented by group. It was noted that White British pupils are the lowest performing group. SEND pupils are not attaining or progressing at the same rate as the rest of the cohort because of their SEN. The School aims to ensure they make the same progress as others. This group analysis is shared with governors at the Secondary Committee at its meetings.

Q= Is the School doing the group analysis for current year 11?

A= This was carried out after the Year 10 exams and based on teacher predictions

5.6 It was noted that about 50% of Students are Pupil Premium (PP) students, and the gap in performance was 14%, for English & Maths 9 to 4 and A* to C. Overall in 2017, PP achieved 50%, and non- PP 64%. For PP students English improved, but maths reduced by 14%.

5.7 Stephen Kinson informed the GB that interventions are not arranged exclusively for PP students, but tend to be more suitable for PP students. The interventions include mentoring, withdrawal for additional teaching (for example targeted teaching during tutor time) and additional maths teaching from a group of post-graduates. The school actively promotes awareness of the groups by creating 'War Boards' with pictures of all students, with their progress in the staff room. The CSR is shared with Heads of Faculties and Phase Leaders, to identify which group are underachieving. At CSR data breakfasts Heads of Faculties get together to identify which students to support and what needs to be done.

Q= Who much is PP income worth?

A= About £700,000

Q= Is this shared amongst all students?

A= It is weighted towards PP students and the information on how it is spent is posted on the website and reviewed by the FAP.

5.8 It was noted that Paul Miller, in November will write a PP report with the interventions. The PP spend is required to be on the website and for Governors to receive a PP report. The School makes sure all PP students are included in interventions.

Q= Why is the gap not reducing?

A= The School has a great deal of support for students, however some parents have more resources, and what happens at home contributes. The School tries to engage all parents, and has narrowed gaps over the last 3 years

Q= What is the gap in relation to the national gap?

A= Our gap is half of the national figure

Q= Do you monitor which interventions perform better?

A= Yes, and this is reported

5.9 The AG&T Year 11 results were reported, 26% of students achieved 3+ A*/A or 9-7 grades

Q= What is the student retention rate?

A= About half stayed on for the sixth form, many alternative providers attract students.

5.10 The Year 13 A Level exam results 2017 were presented by Maria Panayi., they surpassed expectations and are close to national averages, due to the strategies and interventions used. Parental meetings and a supportive year group all contributed, with 52% achieving A* to B.

5.11 The Year 13 ALPS scores were presented and are in the 25 percentile in 10 out of 17 subjects.

- 5.12 The Year 13 AG&T student exam results were presented. It was noted most students secured their first choice at university.
- 5.13 The Year 12 AS exam results were presented; it was noted that 40% fewer schools did AS exams this year. The School is close to the national average for A* to C, and when support is needed structured conversations are arranged. It was noted that the Year 12 ALPS Scores are in the top percentile for most subjects. However, Maths needs improving, and interventions and strategies are in place. Overall the School retained 80% of students into Year 13. When Miss Panayi asked a student why they did well, the student said they were well supported, well-motivated. The pastoral curriculum is about building resilience.
- 5.14 Erini Franciosa presented the Primary Phase results. It was reported that the EYFS results are based on 5 areas of assessment, with 12 strands needed to achieve a Good Level of Development (GLD). 66% was achieved in 2017, close to the national average of 69%. The gender breakdown presented, shows boys outcome on literacy affecting the overall outcomes, as only 1 girl did not get GLD. It was noted that 50% of summer born children achieved a GLD. The predictions for the end of KS1 are good.
- 5.15 Year 1 phonics screening is 55% this year, which has dipped, due to a more challenging test. It was 39% for summer born children. In the test the words are more complex, this will be the focus on this year, and staff are working hard, with booster classes.

Q= Pupils did better in mock exams than the test, were they harder than the mocks?

A= Yes, the words and sounds were more sophisticated, we need to focus on language development. The mock test was at 68%, in the exam many children could not get to 32. These children will be re-submitted this year

- 5.16 It was reported that KS1 SATs have seen the most changes, for reading, maths, writing and science. More complex questions are being asked, with expectations being raised. Overall the School is below the national and local results, with a less able cohort, with 25% SEND with complex needs. When moderated, the assessments are good, and were validated. There are more changes coming in the next 2 years, the emphasis will be on language, writing and boys.
- 5.17 Dr Tranter reported that the School population is 1,806. The Special School bid must be prepared with a detailed application. A core team is working on this and the application must be submitted by 24 November. EAT is part of the New Schools Network development, who will carry out a mock interview, in preparation for the DfE interview (if selected).

Q= When would it open?

A= September 2018, but the LA nominated site is a field and so means it is more likely in September 2019

Q= How many pupils?

A= 75

Q= Are there pupils with identified needs?

A= Yes

Q= How many children are in Reception?

A= There are 26, not the 11 in the report as they are inducted gradually into school.

6 REPORTS FROM COMMITTEES

6.1 MINUTES OF THE FINANCE AND PREMISES COMMITTEE

The minutes of the meetings dated 18 July 2017 and 12 September 2017 were accepted.

6.2 The GB accepted the projected out turn for 2016/17, and the 2018/18 draft trust and school budgets, which were looked at in detail by the Committee.

6.3 It was noted that the accounts for the Trust must be submitted by December. They will be audited in October, with a draft going to the Committee.

7 DATES OF FUTURE MEETINGS

The dates for Governors and Trustees meetings were agreed. Governors were encouraged to attend the open evening on 28 September.

| Day | Venue/Timing | Autumn Term | Meeting | Purpose |
|-----------|--------------|-------------------|------------------------|---|
| Thursday | | 28 September 2017 | Open Evening | |
| Thursday | C- 6-7pm | 12 October 2017 | Governor Training | Networking |
| Tuesday | B-6-8pm | 7 November 2017 | Staffing | |
| Tuesday | C-6-8pm | 14 November 2017 | Secondary | |
| Tuesday | B-6-8pm | 21 November 2017 | Primary | |
| Wednesday | Telcon 5-7pm | 29 November 2017 | FA&P | Draft end of year accounts |
| Thursday | Telcon 5-7pm | 30 November 2017 | Trustees | |
| Tuesday | C- 6-8pm | 12 December 2017 | Trustees and Governors | Reports from committees Approve end of year accounts |

8 ANY OTHER BUSINESS

8.1 It was noted that the updated Governor Handbook will be sent.

Clerk's Note: Part 1 meeting closed at 7.30 pm.

Please be reminded that you are responsible for the security of all papers that you receive, whether in electronic or paper format. Emails and electronic copies should not be forwarded to anyone and should be stored in a secure space. Paper copies should likewise be safely secured and if they are no longer required, must be disposed of correctly as confidential waste. If you would like the School to dispose of your papers, please return them to the School and request this.

Signed by Chair/Vice Chair

Date