



EDMONTON ACADEMY TRUST

SEVENTH MEETING OF THE GOVERNING BODY OF EDMONTON COUNTY SCHOOL

21st MARCH 2018 AT 6.00PM – CAMBRIDGE CAMPUS

MINUTES – PART ONE

Members:	Salih Suavi, Justine McLennan, David Clarke, Owen Vallis
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^, Joanne Yarwood^, Liz Whale*, Vacancy
<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
Owen Vallis - Member
Stephen Kinson – (Deputy Headteacher) *
Maria Panayi – (Deputy Headteacher) *
Paul Miller – (Deputy Headteacher) *
^ denotes Absent * denotes Present

PART ONE

1.0 APOLOGIES FOR ABSENCE AND WELCOME

Apologies RECEIVED and NOTED from Justine McLennan, Christine Martin, Kelly Grant, Joanne Yarwood, Peter Blane and Cat Purtell. Neha Shah gave advance notice of lateness. It was NOTED that following the loss of a student, the GB gave its condolences to the family, friends and to others affected. The School has provided support for students and staff affected by the death. There will be a special assembly of remembrance held tomorrow.

1.1 Governors and others present introduced themselves and welcomed Owen Vallis, who is a Member of the Trust. Owen gave some background about his professional experience and expressed his interest in learning more about the School.

2 DECLARATIONS OF INTEREST

2.1 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 12th December 2017. The minutes were signed by the Chair.

4 MATTERS ARISING

4.1 There were no matters arising.

5 EXECUTIVE HEADTEACHER'S REPORT

5.1 RECEIVED and APPROVED the Executive Headteacher's report and actions taken and planned to support student achievement. The report included the Challenge Partners report on the school review, the SEF and the interim review of SPP. There was a presentation on the intervention strategies for the Primary Phase, KS4, behaviour and the Sixth Form.

5.2 Dr Susan Tranter (ST) highlighted the following:

- 270 places have been offered for Year 7 places starting in September 2018; 186 are on a waiting list.
- Mrs Clara Miele, Deputy Head of the Primary Phase is leaving the School. The recruitment process has started.
- Mrs Marianna Phiakkou has been appointed as AHT to the Primary Phase.
- Mr Paul Miller (PM) is acting Head of the Primary Phase; Erini Franciosa (Co-Head of Primary) is on maternity leave.
- The plan is to have a Deputy Head and three Assistant Heads in Primary, with the three TLR post holders.

Q=How many Assistant Heads are there now?

A= There are three, from September we will have a Year 6 for the first time

5.3 ST reported that following the Free School application, the interview took place on 19 January. It was a rigorous, and the New Schools Network gave outstanding pre-interview support. The School will be told of progress by Easter. Two MATs were interviewed, EAT was the only local MAT, the other is Bridge Academy Trust, who specialise in alternative provision. The decision will be made by the Regional Schools Commissioner, Enfield Council and the DfE.

5.4 ST reported that the Challenge Partner (CP) review was held on 29 January 2018 for three days. ST explained that CP, gives the SLT the opportunity to visit other schools across England, and provides an opportunity to reflect. The external team of six did about 35 lesson observations. They act as a critical friend, which helps to ensure that the School's internal moderation is sound.

5.5 The CP headline judgements about the School Improvement Strategies that went well were as follows:

- A whole school focus on how the teaching and learning policy is applied in the classroom is helping to embed greater consistency and more effective use of routines in lessons. There has been a concerted move away from showcase lesson observations towards more developmental practice based on the Challenge Partners model.
- There has also been a successful focus on managing the implementation of strategies to improve pupils' behaviour for learning. This has resulted in more consistent use of classroom routines which has secured better levels of engagement and learning.
- Heads of Faculty have been rolling out practice successfully implemented in Science. They are using a seven-step plan to improve consistency in response to recent GCSE changes. This tackles departmental priorities such as the organisation of curriculum, tracking pupils' progress, the use of centralised assessments and opportunities for developing independence.
- Leaders have continued to make the school self-evaluation shorter, more focused and more suitable for their intended audience. They have also reduced the scope of the school improvement plan. This is allowing them to improve the impact of school improvement strategies because there is more time to focus on the main priorities. They have also made changes to the provision of continuous professional development to ensure that there are demonstrable links to whole school priorities while still meeting the individual needs of the member of staff concerned.
- Leaders are capitalising on the split-site nature of the school to support staff wellbeing and help recruitment and retention. They exploit a range of opportunities that staff are ambitious to follow in order to move on to a different challenge, while keeping their skills and experience within the school. This nurturing of homegrown staff also helps to maintain consistency for pupils.

5.6 The CP judgements about the School Improvement Strategies that could be even better are as follows:

- There was greater consistency in how middle leaders monitor and hold their teams to account.
- There was greater clarity of what it means to make progress in the short, medium and long term in the Primary Phase.
- There was a clear strategy, with success criteria, for developing pupils' independence.

5.7 The CP judgements were highlighted follows:

- Teaching and Learning strategies were ensuring more consistency
- Behaviour for Learning has made a big difference
- Teaching and Learning outcomes are all good and school improvement strategies are outstanding

5.8 Areas to improve highlighted were:

- Ensure middle leaders, Heads of Departments are holding teams to account
- Improve outcomes in Primary,
- Making students more independent learners, with Do Now tasks, which are for about 20 minutes a lesson, students working independently, which is making a positive impacting and needs developing

Abi Adesida joined the meeting at 6.25 pm

5.9 Science was awarded an area of excellence by CP, judging that the strategies and outcomes are excellent. Other schools will be encouraged to learn from EAT about Science. The GB congratulated the School on Science.

5.10 Overall the School was pleased that there has been an improvement since last year and found the CP review useful.

5.11 The School Progress Plan- 2017-19 with RAG rating was presented, it was noted that actions are mostly green.

Q= What will we do in 2019, given that we have completed most of the actions?

A= We will revise the plan next term, to include the next steps

5.12 PM presented Primary Progress DW2, Data Analysis and School Profile, the following was highlighted:

- Data predictions show progress as children move through the School.
- The current Year 4 are on track to meet national and local expectations for Reading, Writing Maths and Science
- The Year 5 cohort of children started in the School by LA request. They have high mobility, only 3 of the children in Year 5, joined the School in Year 1. They missed out on a Reception Year, many are a year or two behind, the age-related expectations (ARE), two children cannot speak or write English. Overall only 50% are at ARE
- Year 3, is a challenging year
- Data analysis was presented, by key groups. there is a small gap between the whole cohort and Pupil Premium (PP) pupils, there is a big gap with SEND children

Q= What is the gap between free school meals (FSM) and non-FSM?

A= There is about a 10% gap for ARE

- The School profile shows that 28% have PP funding, but there is a significant variation between year groups, Year 4 is high, but this does not affect progress
- Year 3 is challenging, it is boy heavy, with high PP, 20% are SEND and about half are EAL.

Q= Are there consistent EAL numbers in the Primary School?

A= Yes, it is high, but each cohort is different in background, 10% are White British across the School.

Q= How is the latest group doing?

A= Reception is making good progress. FSM is low in Reception, due to KS1 free school meals, we are encouraging KS1 parents to register for FSM

Q= Is Year 4 an anomaly?

A= It is a single form year, with a cohesive group of children

Q= Can you provide the mobility figures for each year?

A= We will add this to the next school profile.

Q= Are other schools affected by similar mobility?

A= Yes, but it varies across year groups, some are more stable

Q= SEND numbers seems low, how many have EHCPs?

A= Primary schools usually decides if a child has SEND, the guidance says they have to be 2 years or more behind the cohort, unless they have a known medical need or disability

Neha Shah joined the meeting at 6.40 pm

5.13 The SEND interventions were presented, they are arranged as follows:

- Wave 1, quality first teaching through differentiation
- Wave 2, interventions at group level e.g. literacy, EAL etc
- Wave 3, focussing on acute individual needs, e.g. CAMHS referrals

5.14 Academic interventions were presented, the following was highlighted:

- Pre School boosters
- After School boosters
- Lunchtime boosters
- Boosters during the Deputy Head's assembly
- They focus on literacy and numeracy needs, providing extra teaching
- Academic interventions include MYMaths and Rockstars
- Planning for Years 5 and 6, there will be a third teacher, when children are split into 3 groups, a teacher will lead for each group

5.15 The Good to be Green strategy was highlighted as a behaviour approach using a 5-point scale. It was noted that the Headteacher tracks the reds, ambers and purples. There has been a gradual reduction in reds, which were at 11 a week in September. They are now at about half that level at 5/6 a week compared to September.

5.16 Maria Panayi (MP) presented Behaviour Matters, the School's behaviour policy updated in December 2017. Students helped put this together, saying what they wanted behaviour to look like. The policy is based on students valuing education, respecting the community and achieving success. Students are expected to:

- Attend school punctually
- Wear the correct uniform at all times
- Behave in a manner that shows respect for the community and for one another
- Work hard and enable others to work hard too
- Work cooperatively and to the best of their ability
- Do as they are asked and behave with dignity at all times
- Follow instructions the first time, every time

5.17 MP stated that the updated policy formalises procedures and gives clarity. Including the following:

- Punctuality and uniform

- Students should behave in a dignified manner
 - From Year 7 there is an emphasis on following instructions, with good behaviour in transition
 - Book looks ensure they take pride in their work
 - The Do Now task have been effective and has impacted on behaviour
 - Nationally most misbehaviour is low level, when their time is not structured
 - Students are asked to repeat their homework when it is not of high quality
 - Language is important
 - There are non-negotiables, including how they go through corridors
 - Assemblies have expectations they must line up in silence
 - How they behave in wider community, on buses is particularly important
 - All staff are responsible for behaviour, subject teachers, Progress Leaders, Senior Progress Leaders and Heads of Faculties.
 - CP noted that the relationships between staff and children are good.
- 5.18 MP stated that the School uses data fortnightly to track negative behaviour, this picks up issues that need interventions, that are constantly monitored. The data shows behaviour hotspots, lessons that have behaviour issues are rated as 8 and 9.
- 5.19 MP presented the tackling behaviour stages, showing ongoing monitoring and the sanction ladder.
- 5.20 The following data was presented:
- 8s, March 2017/18 there has been a 20% decrease
 - 9s, March 2017/18 there has been a 26% decrease
 - 2.3%, of lessons were 8/9s in March 2015
 - 0.62%, of lessons were 8/9s in February 2018
- 5.21 It was noted that overall the policy makes it clear that students should speak to staff to pre-empt problems.
- 5.22 Stephen Kinson (SK) presented the current Year 11 Data Windows 2, 2017/18 headline measures, following the mock exams.
- 5.23 SK stated that for Attainment 8 and Progress 8 Maths and English are double weighted, plus they include 3 EBacc subjects, and 3 other subjects. It was noted that the expected progress, should be at least zero. The School's 0.27 progress score is good, the School did predict -0.67 last year, due to the uncertainty of making predictions. At the moment the prediction is zero, due to not having the grade boundaries. E.g. last year the Maths higher paper grade boundary was 17%, the School predicted it would be higher.
- 5.24 SK stated the following:
- The current Year 11 A8 targets are low, this is reflected in the progress score.
 - The A8 EBacc prediction is increasing, above last year.
 - The majority are predicted to achieve 5+GCSEs grades 1 to 9.
 - Maths is looking healthy
 - Science, all the curriculum has been taught, now students are doing revision

- 5.25 SK stated that the areas of risk are as follows:
- The (small) more able group consists of 57 students
 - English, 75% are EAL, the predicted grades are not high
 - Science and other subjects have high literacy demands with extended writing
- 5.26 SK presented the Year 11 strategy including the following:
- Pastoral behaviour support
 - Assemblies
 - Parents Evening
 - USB resources
 - CSR's - Current Status Reports
 - Targeted groups (Turkish students on Cambridge, Somali parents group)
 - Curriculum Evening (there will be a second parents' evening)
 - Pixl Partner (now used for the Sixth Form, and for sharing resources)
 - Enrichment Day's
 - Lesson 6
 - Passport to Prom
 - War board (student boards for staff to show how students are achieving)
- 5.27 It was noted that the DfE removed the equivalent status of ECDL and Science BTEC, but students will continue the courses, they have started.
- 5.28 The following Year 11 strategy developments were noted:
- 40 students have an additional home language, for which they can take a GCSE (the largest group about 40% in Turkish, followed by Greek and 12 other languages)
 - Saturday Study Zone (to help students who need more independent study)
 - L20 and L40 (lowest 20 students on each campus for progress) plus the next 20.
 - Walking Talking mocks
 - Smith proformas (Maths, Art and P.d.) Using diagnostics to RAG rate papers, and therapies personalised feedback for each student.
- 5.29 It was noted that nearly all GCSE subjects are now rated 1 to 9. Previously the DfE said a 5 was a good pass, now it is a 4.

Q= Why do other subjects not follow the Science strategy?

A= In History we work on how to apply knowledge and to reinforce it. The idea is to move towards all GCSEs finishing their content by February

5.30 PM presented the Data Window 2 predictions for AS and A Levels. It was noted that the Sixth form is in the top 10% nationally. The AS target for AB is 42%, the main target is to reduce low grades in Year 12. A Level targets are high; the School is working on the C/D border line.

- 5.31 The Sixth Form intervention process and structure were presented as follows:
- Communication with parents: phone; letters

- Revision / catch-up sessions
- Additional resources (incl. online resources)
- Parents' Evening discussions
- Additional meetings with parents
- Tutor monitoring and guidance
- ARD meetings with senior staff
- Attendance contracts
- Independent Study guidance meetings
- Parents' evening – targeting key students
- Meetings with parents

5.32 The Edmonton Academy Trust Members redacted minutes of the meeting dated 18 December 2017 were presented by ST.

Q= Page 8 includes a discussion about an alternative pay provider?

A= We will be moving payroll and HR to the new provider

Q= Will the alternative pay provider give more robust advice?

A= That is happening, they are giving robust advice

Q= Will we be able to change the pay day?

A= We may be able to

Q= The Members meeting discussed a governance review?

A= The Chair replied that we will action a review of governance

Action FGB

5.33 ST informed the GB that the School will be sending the GDPR regulations to be signed by the GB.

Action FGB

6 REPORTS FROM COMMITTEES

6.1 MINUTES OF THE STAFFING COMMITTEE

The minutes of the meeting dated 6 February 2018 were accepted.

6.2 MINUTES OF THE SECONDARY COMMITTEE

The minutes of the meeting dated 21 February 2018 were accepted.

6.3 MINUTES OF THE PRIMARY COMMITTEE

The minutes of the meeting dated 14 March 2018 were accepted.

7 DATES OF FUTURE MEETINGS

The dates for Governors and Trustees meetings were agreed

- W/c Monday 16 April 2018, Spring Term Governors Visit Day
- Tuesday 1 May 2018, FA&P (Telecon) – 5pm
- Thursday 24 May, FGB Training (C)
- Tuesday 12 June, Primary (C)
- Tuesday 19 June, Secondary (B)
- Tuesday 26 June, Staffing (C)

- Thursday 28 June, Performance and Strategy group (Telecon) – 5pm
- Tuesday 10 July, FA&P (Telecon) – 5pm
- Tuesday 17 July, Full GB Meeting (C)

8 ANY OTHER BUSINESS

8.1 It was noted that the centenary Year of the School starts in January 2019, ST to write a paper about ideas for the GB July meeting. Action Headteacher

8.2 Next agenda to include the School feedback form for parents. Action Clerk

Clerk's Note: Part 1 meeting closed at 7.35 pm.

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Signed by Chair/Vice Chair

Date