

EDMONTON ACADEMY TRUST
LOCAL GOVERNING BODY OF EDMONTON COUNTY SCHOOL
PRIMARY COMMITTEE

TUESDAY 20 NOVEMBER 2018 AT 6.00PM (CAMBRIDGE)

MINUTES - PART ONE

- Members:** Salih Suavi (Chair), Justine McLennan, David Clarke, Owen Vallis
- Trustees:** Rob Leak (Chair), Peter Blane, Konrad Halls, Liz Whale, Christine Martin, and Susan Tranter (ex officio).
- Committee:** Liz Whale (Chair), Konrad Halls, Derek Richings, Graham Reid *, Clinton Page, Caroline Meier, Lia Commissar, Kelly Grant, Sheila O'Neill *, Susan Tranter *.
- Advisory Clerk:** Andreas Adamides
- Also attending:** Paul Miller Co Head of the Primary Phase

* denotes absent

1 COMMITTEE MANAGEMENT

- 1.1 Liz Whale, Chair of the Primary Committee welcomed all members to the meeting. There were apologies for absence from Graham Reid, Susan Tranter and Sheila O'Neill.
- 1.2 There were no declarations of any interest relating to items on this agenda.
- 1.3 The minutes of the meeting held on 12th June 2018, were agreed as an accurate record of the meeting. There were no outstanding matters arising that were not covered elsewhere on the agenda.

2 ATTENDANCE, ADMISSIONS and SCHOOL PROFILE

- 2.1 The Committee **RECEIVED** and **ACCEPTED** a presentation from Paul Miller (PM), which highlighted the following:
- The number of pupils on roll in all years.
 - The Reception Year for 2019/20 will have either one or two classes, for 30 or 60 pupils. This depends on the numbers of pupils needed to make each class financially viable.
 - The School is still recruiting for the 2019/20 Reception intake and held events for parents. There has been an increased level of interest compared to last year, with more parents having come to the events. The School advertised in 2 local papers and will evaluate the best way to promote the School in future.

Q= Is there much competition?

A= Yes there are a number of schools nearby, of different sizes.

Q= Is being an all-through school attractive for parents?

A= Yes, it is, we talk a lot about it, with the benefit of being in the same school at transition to Year 7. We promote how successful the Secondary School is. Most parents hear of us through word of mouth.

2.2 PM advised the Committee of the following.

- Later in the year the decision will be made if the 2019/20 Reception Year will have 30 or 60 children.
- The current Reception Year is full.
- Year 1 has spaces.
- Year 2 is full and oversized.
- Years 3 and 4 have spaces.
- Year 5 has one space.
- Year 6 is the cohort the School took on for the LA and has spaces.
- Since these figures were published on 5 November, five more pupils have joined the School, which will have 266 pupils by the end of term.

Q= Which years are the five pupils joining?

A= They are across the year groups.

2.3 PM presented the School Profile completed on 19 October (Data Window 1) and highlighted the following:

- Years R, 2 and 4 are 'boy-heavy', with Year 1 and 3 'girl-heavy' - some tailoring of the curriculum may be needed.
- The proportion of children eligible for Pupil Premium is high in Years 4 and 5 (often families are less able to support their child's learning at home. They often overlap with EAL).
- The proportion of children with SEND is high in Year 4.
- The proportion of children who are EAL is high in Years 1, 4 and 6.
- Year 6 has only 3 children who were in our original intake for this cohort.

Q= Why the high level of mobility in Year 6?

A= This was the LA cohort, the families either moved or found spaces in nearer schools. Most moved out of area completely.

Q= Is there still migration from inner London?

A= This is still happening, and some families move out of London. There is no evidence that they are leaving because of being unhappy with our education, we are a net gainer of children.

Q= Will mobility change any further in Year 5?

A= Mobility should not change much more.

2.4 PM presented the attendance data and advised that it was the best level of attendance in the School to date at 95.7%. There are 29 children with less than 90% attendance in school. Some families struggle to get over 90%. The

Committee was advised of the reasons that some children have low attendance, with EWO involvement.

Q= Do they get penalty letters?

A= We look at this on a case by case basis, we send letters to families. The LA sends the penalty letter to parents.

3 PRIMARY MONITORING POLICY

3.1 The Committee **RECEIVED** and **ACCEPTED** a policy from Paul Miller. This new policy is to formalise the approach to monitoring standards in teaching and behaviour management and includes staff responsibilities. PM highlighted the:

- Quality of teaching.
- Marking.
- Assessments.
- Behaviour.
- Homework.
- Quality Assurance and how it is recorded.

Q= Did it exist before?

A= We had processes but not a policy. The Secondary School will have a similar policy.

Q= Are there differences between teachers in behaviour analysis?

A= Sometimes - this is later on this agenda.

3.2 PM highlighted the monitoring schedule from Autumn 1 to Summer 2.

3.3 The Committee **RECOMMENDED** the policy for **APPROVAL**.

4 PUPIL PROGRESS – 2017-18 FINAL FIGURES AND DATA WINDOW 1 UPDATE

4.1 The Committee **RECEIVED** and **ACCEPTED** an update from Paul Miller.

4.2 PM presented the Primary Phase Measures of Success, including the most recent DW1 figures. PM advised that the Year 2 figures are based on KS1 SATS, and Year 1 Phonics is a national test. Years 3, 4 and 5 data are based on teacher assessment. The School is confident that the assessment data is improving.

Q= What are the ARE figures based on?

A= The expectations for each year group is set out in the national primary curriculum, and the predictions are teacher assessments based on the quality of work that children have completed and any tests they have done.

Q= What are we aiming for Phonics?

A= We are aiming for 80% in Year 1, but in general 75% is the target for ARE in other areas.

- 4.3 PM presented that EYFS GLD which is assessed on 5 areas of the curriculum. The School outcome is consistently between 5 and 10% below local outcomes. This reflects the nature of the intake. The School needs to get closer to the national average of 70%. One of the Deputy Heads is working on developing new strategies for EYFS.

Q= How many children started Reception already at GLD?

A= Very few due to the intake. We followed LA advice and initially focussed on Communication and Language, Physical Development and Personal, Social and Emotional Development. We are now focussing on Literacy and Mathematics. Data Window 2 will give more information about these areas of the curriculum. Overall, we do need to re-evaluate our approach in Reception and Year 1.

Q= Do we use PiXL?

A= There is a new PiXL Primary we will look at working with them.

- 4.4 PM advised that last year Reception made good progress, which is why the prediction for Year 1 is 70% at ARE. In Year 2 the prediction is cautious.

Q= When will we know how well we are doing with Phonics?

A= The first mock screening is in the next couple of weeks.

Q= Have we used interventions?

A= We have a large number and need to look at what has the most impact. In pupil progress meetings, we have started to go through every child in the register, to look at which interventions they have had and which they need. I meet with each Year team after each data window (4 times a year).

Q= When are the interventions held?

A= They happen during the school day, before school and at lunchtime with TAs.

Q= Do you talk to parents about this?

A= 3 times a year we hold 'keep in touch' (KIT) meetings. Plus, we give parents pupil progress profiles from Data Window 2 (January) onwards.

Q= Are parents supported to help their children?

A= Yes both on a formal and informal basis, we give resources and links to websites. The difficulties are with parents who do not engage.

Q= Do we provide EAL parent support?

A= We are looking to relaunch ESOL classes, to improve parents support of their children at home. We are look at possible funding opportunities - we are a member of the Edmonton Community Partnership who may be able to help.

- 4.5 PM presented the evidence of pupil progress since Year 2 with arrows in most cases showing an improvement in ARE. Progress figures for Years 3 and 4 are

high. The School will be judged in Year 6 on progress from Key Stage 1 to 2 in addition the proportion of children reaching ARE.

Q= Do you inherit Year 6 prior outcomes (Key Stage 1) from pupils' previous school?

A= Yes, the data is provided when they move. There is work to do to improve progress.

Q= Are staff comfortable with the measuring system?

A= Yes, they can increasingly make accurate judgements; our duty is to get as many children as possible to ARE, and overall near to national averages.

4.6 PM presented Pupil Premium (PP) Outcomes 2016/19. This shows the outcomes and predictions for the whole year compared to PP only, with significant differences and areas of underperformance highlighted. The current Year 3 have issues that they have carried through the School. The new Deputy Head has been tasked with redrafting the PP strategy.

Q= What is the PP pot used for?

A= It is part of Primary funding, it is largely used to employ staff for interventions in the School day. We are reflecting if we should do interventions outside the School day for selected children with additional teaching time.

Q= Do we have half term boosters?

A= Yes, we can do but it will mean paying for more staff costs.

Q= What is the amount of PP in Primary?

A= In Secondary it is about £950 per child, in Primary about £1,300. We need to be more creative and look at what other schools do.

Q= Do we use the Education Endowment Fund evidence?

A= We use a similar evidence base including research from the Sutton Trust.

Q= Do we provide breakfasts?

A= We have a breakfast club, run by Fit for Sport, but this is not free. We need to research best practice with regards to this provision.

Q= Can we look at 'Magic Breakfast' interventions - free breakfasts that benefit PP pupils? Is there funding for breakfast clubs?

A= We will look at this and may need to use PP funding or other funding streams

Q= Is children not eating breakfast an issue?

A= Not that we are aware of, but we will need to research this further.

Q= When will the new PP Strategy be available?

A= By early next term, a draft will be brought to the Committee.

5 CURRICULUM REVIEW

- 5.1 The Committee **RECEIVED** and **ACCEPTED** samples of new curriculum plans from Paul Miller. PM advised that the rationale of the review is the need for a more literacy centred approach. It was noted that Writing and Reading need to improve. Year 1 and Year 5 samples with documents were provided to the Committee.
- 5.2 PM advised that this is a significant change for teachers. The School previously used bought-in packages but now has developed its own approach – similar approaches have been successful in other local schools.

Q= Is there a complete set of curriculum plans?

A= Yes and they will be published on the new website for parents. Our new talented leaders have all contributed to this new model.

Q= How is our staffing?

A= We are fully staffed with teachers, two Deputy Heads, two Assistant Heads and a Creative Curriculum Coordinator, we have got a good level of expertise in the School.

Q= Will the Co-Heads model continue?

A= The other Co-Head of the Primary Phase is due back after the February half term, for 4 days a week. I will do the other day for the rest of the year.

6 BEHAVIOUR MONITORING

- 6.1 The Committee **RECEIVED** and **ACCEPTED** a report from Paul Miller (PM) about Good to Be Green monitoring 2018/19.
- 6.2 The Committee noted that this is the third year of the model. The number of reds, in 2017/18, were 8 a week on average, this year it has halved.
- 6.3 PM advised that there is a downward trend in the number of 'reds' and 'ambers', although this is partly a consequence of 2 children with SEN moving to more specialist provisions in the last 18 months. We are currently supporting the Year 4 team to reduce the incidence of 'reds' in this year group.
- 6.4 PM advised that there is an upward trend in the proportion of 'blues' and 'purples'. The School has focused on publicly praising positive behaviours, and children are increasingly keen to see their good behaviour and attitude to learning recognised and rewarded.
- 6.5 Many incidents are connected with the playground. The School is looking at a range of measures to improve this; revised duty team arrangements; a newly appointed team of 12 prefects who are helping; the introduction of a safe room and lunchtime detentions in KS2.
- 6.6 Additionally, the Playground Diamond Tickets strategy has made clear the 4 expectations of behaviour in the playground. Children are awarded with a ticket for particularly good playground conduct, with the class the most tickets in a week being rewarded. The School will be monitoring whether this makes an impact on playground behaviour.

- 6.7 PM presented a summary by Year group and the Good to be Green numbers by class were shown. This is looked at for consistency between classes in the same year. There is some variation between classes – where this has occurred phase leaders discuss with their teams to ensure a consistent approach.
- 6.8 PM advised that there is a system for parental contact is based on the number of red incidents in a half-term period. Year 4 has had the most issues this year.

Q= Is there a concern that children who are behaving are recognised?

A= Yes, they are being rewarded for behaving well.

- 6.9 The Committee **NOTED** the Behaviour Policy, previously circulated.

7 PRIMARY SCHOOL PROGRESS PLAN AND OFSTED FEEDBACK

- 7.1 The Committee **RECIEVED** and **ACCEPTED** a report from Paul Miller. It was noted that the document is in the same format as whole school plan. The Plan includes the detail for the Primary school and is similar to Head of Faculties plans. The plan needs to be completed and will be after the Ofsted report.

Q= What level of detail does it cover?

A= All aspects of the curriculum and areas for development for the school. It links to the whole-school progress plan priorities too.

Q= When will it be reviewed?

A= Progress is reviewed half termly by the Primary Leadership Team.

- 7.2 It was noted that the School has started using Accelerated Reader, the Committee will to look at it in future.

8 WEBSITE UPDATE

- 8.1 The Committee **RECEIVED** and **ACCEPTED** an oral update from Paul Miller.

- 8.2 **Action Governors were asked to look at the website in development, dev.edmontoncounty.co.uk, and to give feedback on the content of the Primary section.**
- ACTION**

9 PREMISES UPDATE

- 9.1 The Committee **RECEIVED** and **ACCEPTED** a verbal update from Paul Miller. The School is planning an outdoor classroom to hold up to 30 children, waiting to receive quotes. The PTA has kindly agreed to contribute.

Q= How many quotes are we getting?

A= 3 quotes are needed

Q= Why is it needed?

A= There is no shaded area for the summer when it can get very hot. Plus, it could also be a sheltered area in the winter for an outdoor classroom.

Q= How is it funded?

A= It will cost about £6k. Primary funding of about £2k, £2k from the Sports Premium Funding and £2k from the PTA. The work should happen by the end of December. Plus, we will use Sports Premium funding for playground markings in the February half term.

Q= How is the river walk?

A= It is fine in general. It is an LA cycle route.

Q= Have there been any more incidents with parents?

A= No. Since the 2 incidents of parents arguing on or near the school premises a few months ago, a new policy on the conduct of parents and visitors on site has been put in place.

10 NEXT MEETING

10.1 Date and Time of next meeting – 27 February 2019.

10.2 Items to include:

- Deputy Head presentation on Accelerated Reader.
- Deputy Head presentation on the Pupil Premium strategy.
- Data Window 2 update.

11 ANY OTHER BUSINESS

None.

*Clerk's note: Part one of the meeting ended at 7.35 pm.
There was no part two.*

Signed: _____

Chair of Primary Committee

Date: _____

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