

EDMONTON ACADEMY TRUST

LOCAL GOVERNING BODY OF EDMONTON COUNTY SCHOOL

PRIMARY COMMITTEE

TUESDAY 21ST NOVEMBER 2017 AT 6.00PM (BURY)

MINUTES - PART ONE

Members:	Salih Suavi, Justine McLennan, David Clarke
Trustees:	Salih Suavi, Thia Kunaratnam, Peter Blane, Susan Tranter (ex officio), Konrad Halls.
Committee:	Liz Whale (Chair), Kelly Grant, Graham Reid, Susan Tranter, *Abi Adesida. Clinton Page and Neha Shah (Governors attending the Committee)
Advisory Clerk:	Andreas Adamides (LBOH)
Also attending:	Erini Franciosa and Paul Miller Co Heads of the Primary Phase Clara Miele – Deputy Head of Primary Hannah van Meeuwen – Assistant Head of Primary * denotes Absent

1 COMMITTEE MANAGEMENT

- 1.1 Liz Whale, Chair of the Primary Committee welcomed all members to the meeting. There were no apologies for absence.
- 1.2 There were no declarations of any interest relating to items on this agenda.
- 1.3 The minutes of the meeting held on 13th June 2017, were agreed as an accurate record of the meeting. There were no outstanding matters arising that were not covered elsewhere on the agenda.

2 CURRICULUM PLANNING – SCIENCE

- 2.1 The Committee **RECEIVED** and **ACCEPTED** an update from Hannah van Meeuwen (HvM).
- 2.2 It was noted that the whole curriculum overview was previously sent, and that subjects will be presented in future meetings.
- 2.3 HvM informed the Committee that as the Primary Subject Leader, she has been working at raising the profile of Science. She has attending LA professional development sessions, to share good practice with other Science leaders in Enfield schools.
- 2.4 HvM informed the Committee of the following:
 - SNAP Science, a new scheme of work has been introduced
 - A whole school overview of objectives was created
 - Progression can be seen in the use of new Science books

- Staff CPD meetings, resources, assessments and planning have all been carried out
 - Monitoring and planning of books is in place
 - All topic areas for Science have been resourced
 - Science displays arranged
 - Links with the Secondary Science team have been made
 - Year 4 children have been using the Science labs.
- 2.5 HvM presented an overview of the Science curriculum, with statutory areas highlighted in black and areas chosen by the School in red. It was noted that some objectives carry on through all year groups.
- 2.6 The SNAP Science Impact objectives were presented, which provide lessons, ideas and resources etc.
- 2.7 The importance of monitoring and assessment was highlighted, this is carried out by book looks and other monitoring. An example of exemplification materials was shown.

Q= How often do you check books?

A= Termly monitoring, plus we may look at Science across the Phase

- 2.8 Examples of anonymised children's books were shown, which included Science walks and hands on experiments. The School aims to make children excited about learning Science.
- 2.9 Science outcomes were presented for Summer 2017. To meet the expected standard, the target is 80%. The outcomes were
- Year 1 79%
 - Year 2 66%
 - Year 3 90%
 - Year 4 64%

Q= Why was Year 2 so far adrift?

A= Last year we had significant SEND, which the SATS results reflected. They are the neediest cohort, along with Year 4.

- 2.10 HvM was thanked for her work promoting Science in School.

3 EYFS/PHONICS/KS1 OUTCOMES UPDATE

- 3.1 The Committee **RECEIVED** and **ACCEPTED** an update from Clara Miele (CM).

Q= Last year we were presented with the School vs national figures?

A= This was presented at the full GB, except the Phonics screening figures

- 3.2 CM highlighted that the EYFS children are expected to achieve in 5 areas. In the Caterpillar class there was a higher number of SEND children, 12 were EAL and 12 were summer born. The focus was on Reading last year. Plus, an NQT had support last year. We were moderated by the LEA who agreed with our

judgements. We achieved 66% GLD, the LA was 68% and the national average was 69%. 93% of Girls were at GLD, with only one girl not at GLD.

Q= What support are boys getting?

A= They are a focus in Year 1, EAL in particular, who are the lowest attaining. More children are at exceeding this year. Overall children did well, but Literacy stopped at 66%, this was due to Writing.

- 3.3 The actions this year are about the exceeding levels which are challenging, and Reading is a focus with the DSR programme. Plus, a focus on Maths.
- 3.4 It was noted that Year 1 Phonics had a pass mark of 32/40. 55% passed the screening, previously 60% of this Cohort achieved GLD. However, 7 of the children left and 14 were new to Year 1. The predications were higher, but 2 high achieving children left, and the test was harder this year. The mock tests showed that children were close, and 5 children were very close to passing.

Q= Are there some children who cannot do phonics?

A= Some children cannot access phonics, we have a robust assessment and pick up on children who cannot access phonics. This year the boosters will start after Christmas, and mock tests for Year 1 Phonics held before Christmas.

Q= In Year 2 phonics, did 48% fail?

A= Yes, but we have personalised interventions, reading clubs, DSR implemented and we will reassess in Year 3. By end of Year 2, only 71% of boys passed Phonics, we must get boys to do more reading at home

Q=Are there clear trends?

A=Currently Year 3, have significant SEND and EAL groups, we are trying to plug the gaps. We are making sure there are a range of activities around books, including book clubs

Q=Are you doing Fabulous Phonics?

A= After the mock tests, we will highlight children for this

- 3.5 Key Stage 1's significant needs were highlighted compared to the previous year. They were supported by booster sessions, before School, but the uptake was low. There were changes in Writing expectations in 2017, it was moderated last year, and were all agreed. Writing had sentences that were not natural for children, and these types of sentences have now been removed for this year.
- 3.6 Currently in Year 3, there are 59% boys, 50% EAL children and 25% in the cohort have SEND.
- 3.7 Year 2 work has been moderated and monitored, ECS is the only School, that the LA agreed with all the School's assessments in all three statutory areas.

CM and HvM left the meeting.

4 ADMISSIONS UPDATE

- 4.1 The Committee **RECEIVED** and **ACCEPTED** an update from Erini Franciosa (EM).

- 4.2 It was noted that there are 253 children across the Primary Phase, and mobility is stabilising. Since 6 July, 14 children have moved school usually to be closer to home. Year 1, this week has had some movement. The School is capping Year 1 at 35 children.

Q= Why is there a waiting list?

A= There should not be one except for Year 4, they should be pending.

- 4.3 It was noted that Reception is not full yet, it is a borough wide issue.
- 4.4 Admissions next year, the School recently met the LA about opening a Nursery, but there are low numbers of children across Enfield. Next year Reception is likely to have one class. In Enfield more, parents are getting their first choice.

Q= Are there financial implications?

A= We are not worried, it is hard to recruit staff and we are fully recruited for staff. We may not need to recruit more staff in future, and there are economies of scale

- 4.5 It was noted that Year 1 and Year 3 are boy heavy, Year 2 has more girls.
- 4.6 Year 4 has a high number of PP children, and Years 3 and 5 have a high level of SEND, they are key year groups with high EAL. TAs are attached to each class.
- 4.7 The application round is now open for admissions. The School is doing personal tours with parents.

Q= Will there be many siblings?

A= We are knowledgeable about our families, we will have fewer next year than this year

- 4.8 Year 1 has two smaller classes currently, if it reaches 30, the School will consider capping it at 30.

Q= How does it work with 37 children?

A= We have 2 classes, 2 teachers and a Schools Direct trainee

- 4.9 Attendance was reported for this term; the target is 95%. 96.7% has been achieved. The first week was 94.8%. The Attendance Officer challenges parents, and there are rewards for good attendance. The School previously had a punctuality 5/10-minute leeway, but this is no longer in place. Lessons start at 8.45 am.

Q= Do the rewards impact on parents with low attendance?

A= It is exciting for children in assemblies to get rewards and this features in newsletters

5 STAFF STRUCTURE UPDATE

- 5.1 The Committee **RECIEVED** and **ACCEPTED** an update from Erini Franciosa
- 5.2 EF reported that the School has a very hard-working team, including the wider workforce, teachers and the leadership team, which is much stronger, than in

- the past. Clara Miele, is the Deputy Head, there are two Assistant Heads, for key subjects and phases. There is a possible new Assistant Head for Years 5 and 6. New staff training, and induction is likely to take place from September.
- 5.3 In middle management, there are two new coordinators, for Year 3, enrichment, plus for Upper KS2, Science and Computing and Y5. There are two 2 long term supplies.
- 5.4 The PE Lead is working hard on involving the School in sports across the borough. Plus, Secondary staff are leading PPA, communicating about what children are working on. TAs are taking on extra responsibilities, including Phonics, and Maths we be looked at. Plus, Miss Lewis is leaving, relocating outside of London.

Q= Was the Deputy Head post advertised?

A= It was advertised.

Q= Are there any potential leavers?

A=There is always a potential for people leaving

Q= Will we have a Year 6 teacher?

A= We have recruited an experienced KS2 teacher, she is starting in Year 5, and will then take on Year 6. Plus, a new teacher currently working in Year 1, has experience in Years 5 and 6

- 5.5 The Committee approved the structure.

6 PHYSICAL RESTRAINT POLICY - APPROVAL

- 6.1 The Committee **RECIEVED** and **ACCEPTED** a report for approval from Erini Franciosa
- 6.2 EM stated that on the rare occasions that it is needed to use a positive approach for restraint, it is a good idea to have a policy for safeguarding, about when it is appropriate to use reasonable force. The main reason to use the policy is if a child is not safe, a risk to themselves and staff; it is a last resort. The main policy advice is to ensure that children are in a safe space and are calm. The School has a bank of people who have had Positive Approach Training.

Q= How many have been trained?

A= 4 members of staff, they are the only ones allowed to take the approach, which identifies the risk factors. They work in twos

Q= Are there age specific strategies?

A= Yes, there are to ensure a safe approach. Dr Tranter (ST), added that if another member of staff needs to restrain a child, another member of staff will provide support and to clear children and adults out of the situation. The training ensures that children and adults are safe.

Q= Do we need to update any other policy?

A= No, but it can be referenced in the behaviour policy

Q= Will we need a review date?

A= It will be reviewed every year

Q= Will any incidents be brought to the Committee?

A= If necessary but this does fall under the scope of 'day-to-day' management.

Q= Is there a report form?

A= Yes, we can attach a blank form with policy

Q= Have there been any incidents?

A= Yes, there was one a month ago

Q= Are children given time to reflect on their behaviour?

A= Yes, an example was described to the Committee

Q= Did you have the training before putting the policy in place?

A= Yes, and we will be doing more training

The policy was **APPROVED**.

7 BEHAVIOUR (GOOD TO BE GREEN) UPDATE

7.1 The Committee **RECEIVED** and **ACCEPTED** the Good to be Green Behaviour Monitoring update from Paul Miller. The Good to be Green behaviour programme was introduced mid-September 2016. It is more in line with the Secondary school, with greater monitoring and to improve behaviour. The system is based on five-point colour coded cards given for unacceptable behaviour.

7.2 The Good to Be Green Behaviour monitoring 2016-17 was presented. It was looked at weekly, for the numbers in each colour code. There was a reduction in red incidents and an increase in purple during the year, children and parents found it accessible. The only exception to the pattern, was in the last half term, when there was an increase in reds, during the winding down of the school year, and a reduction in purples too.

7.3 The class proportions were published half termly for staff, for classes to be similar, only Reception classes had differences, with a NQT. Red incidents were recorded on SIMS.

7.4 As there were a large number incident in the playground, the School has arranged more structured activities at break and lunch times.

Q=What are they?

A= Mostly sports activities, we are looking at indoor clubs, and more space for children outside. There is more work to improve behaviour outside, we are looking at staffing and equipment

7.5 It was noted that the children who received reds were mostly in Year 2

Q= One child had 53 incidents?

A= That child has an EHCP

Q= Does giving reds help?

A= Yes, although some children need additional strategies. It is a key part of our recording system

7.6 The Good to Be Green Behaviour monitoring 2017-18 was presented. This new data showed the first half term, compared to last year it is better than the same time last year. The GTBG proportions Autumn 1 were shown, the School will be working with teachers to ensure they are consistent.

Q= 58% of a low-level disruption led to a red?

A= Either 1 single incident, or repeated defiance can lead to red

Q= Are we getting playground equipment?

A= We have some equipment, and can use some PTA funding for marking the playground. We will need to look at the design of playground, avoiding fixed play equipment, due to it being a small space and possible issues with climbing frames.

8 NEXT MEETING

8.1 Items for the next agenda, to include the following:

- Curriculum computing
- Attendance
- Behaviour policy update
- Phonics
- Data window 2

8.2 Date and Time of next meeting – Wednesday 28th February 2018 Cambridge Campus

9 ANY OTHER BUSINESS

9.1 None

Clerk's note: Part one and two of the meeting ended at 7.25 pm

Signed: _____

Chair of Primary Committee

Date: _____

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