

EDMONTON ACADEMY TRUST

LOCAL GOVERNING BODY OF EDMONTON COUNTY SCHOOL

PRIMARY COMMITTEE

TUESDAY 27 FEBRUARY 2019 AT 6.00PM (BURY)

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
Erini Franciosa - Co-Head of the Primary Phase
Marianna Phiakkou - Deputy Head of Primary
Gemma Arnel - Deputy 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 apologies for absence from Konrad Halls, Derek Richings, Caroline Meier, Sheila O'Neill and Susan Tranter.
- 1.2 There were no declarations of any interest relating to items on this agenda.
- 1.3 The minutes of the meeting held on 20th November 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 DEPUTY HEAD PRESENTATION ON ACCELERATED READER

- 2.1 The Committee **RECEIVED** and **ACCEPTED** a presentation from Marianna Phiakkou (MP), Deputy Head of Primary. The aim of Accelerated Reader is to further engage children and improve Reading.
- 2.2 MP advised that Accelerated Reader (AR) starts with a Star Reading test which pupils take independently. This is a computer-based test to assess their reading ability, including comprehension. It provides them with a personalised reading range (ZPD). Currently the highest pupil reading range is 7 which is equivalent to a 15-year-old.
- 2.3 After the test a range of books is available for pupils to choose from based on their reading age. Pupils select books based on their ZPD range, the books vary in size and content, based on the complexity of the vocabulary. Pupils are

encouraged to choose books for their year group and within the right ZPD range.

- 2.4 After pupils read their chosen books, they are given a quiz about the books. They must achieve over 60% to pass the quiz, and the aim is to score 85%. There are about 27,000 book quizzes, with a big choice of books arranged by a coloured book guide. The test measures comprehension within the book level and pupils are given a word count.
- 2.5 Once the quiz is completed, the Reading Practice TOPS report is available for teachers. Parents can access it via Home Connect by logging in at home. Plus, they can check the Accelerated Reader book guide to buy appropriate books.
- 2.6 Accelerated Reader replaced the Home Reader scheme. With AR pupils know their ZPD range and there is a secure way of knowing that children are reading books at the right level, with age appropriate content.

Q= How do you overcome the challenge of getting children to choose the right books?

A= MP- With each ZPD range there are age appropriate books for all year groups. Plus, we have started putting book recommendations in the newsletter, and Year 6 pupils are recommending books to their friends.

Q= Was the absorption of detail an issue with some previous books?

A= MP- Yes, the previously used reading tests highlighted that comprehension is an issue. Children can decode words well, but understanding text is an issue. Often due to issues with vocabulary especially for EAL children. They now take a reading test every half term to see if their ZPD range has changed and their reading has improved. We want children to understand and enjoy books.

Q= Where do they do the tests?

A= MP- They only take the tests in School, by using computers in the School.

- 2.7 MP presented an example of a growth chart, which shows how well anonymised individual pupils are doing. When pupils are not progressing as well as expected, teachers ask questions. An anonymised example of a pupil whose reading age has increased up by a year and 8 months this year was shown to the Committee.

Q= Is there a gap between cohorts?

A= MP- Yes and there is a big gap within year groups. AR will help to close the gaps.

- 2.8 MP presented the teacher assessed Data Window 1 and 2 information showing that more pupils achieved or exceeding the age-related expectations by DW2. Staff are getting use to using the AR data to inform their assessments.
- 2.9 The Committee noted that pupils are given certificates in assemblies with their word count numbers, and that they are aiming for a million words.

Q= Are Year 6 pupils recommending books to their peers?

A= MP- Yes, a boy went to look at books with a friend who suggested books to read.

2.10 The Committee noted that EEF have trialled AR, which has a positive evidence base.

Q= How long has it been in place?

A= MP- It started in the Summer term and has taken off well.

Q= Do pupils still have access to the library?

A= MP- Children have a weekly library slot, and all AR books are labelled.

Q= Can you see the level of parent engagement with the platform?

A= MP- We will investigate this. ACTION.

2.11 Paul Miller (PM) advised that AR has shown a positive impact across the country, and Ofsted commented positively about the School using AR. MP was thanked for her work on AR.

2.12 MP advised that on 26 April the School will be holding a speech competition for KS2 children. They will have options about which subject to write a speech about. There will be a panel to judge it. MP asked for a Governor to help judge the speech competition. ACTION.

3 PRIMARY PHASE PUPIL PREMIUM STRATEGY UPDATE

3.1 The Committee **RECEIVED** and **ACCEPTED** a presentation from Gemma Arnel (GA) Deputy Head of Primary.

3.2 GA presented the Attainment tracking 2016-19, data comparing Pupil Premium (PP) outcomes to overall School outcomes. This data is being used to develop the PP strategy.

3.3 GA highlighted that PP are doing well in Year 4 and Reception. Plus, in the following years:

- Year 1 PP attainment is better in English and Science
- Year 6 PP English are similar to the overall average.
- Year 3 Reading made good progress.
- Year 5 data has improved.
- Year 6 Maths is lower than the School average, but is going in the right direction
- The areas to work on were highlighted in Red including all subjects in Year 5.

3.4 GA presented the progress in DW1 and DW2 for all children and for children eligible for Pupil Premium. GA highlighted the following:

- It was noted that in Year 1 Reading both PP and all children progressed by 1.7 from DW1 to DW2.
- In Year 5 PP pupils progressed better in Writing than the overall average.
- In Year 6 Writing PP pupils made the same progress as the overall average.
- Overall in Years 1 to 4, PP pupils made the same or lower progress than the rest of the cohort.

- 3.5 GA presented the Primary Phase Pupil Premium Strategy Audit and Review January 2019 report, showing the strategy and the intervention programmes.

Q= Why are there so many reds in Year 3?

A= GA- The KS1 data from last year showed that they are a lower cohort. They are still making good progress. Years 2 and 5 are the greatest concern, which is why we are bringing in interventions.

Q= Why does Reception have such a high level of PP at 41%?

A= PM - Parents are filling in the forms. Some year groups have higher PP than others. The strategy is to use a range of interventions.

- 3.6 GA advised that the School is aiming to provide more focused interventions to close the gaps. To identify PP children and target them for more focused interventions including after School. Plus, to try to use leadership time on focussed teaching interventions, by running regular focus groups to close gaps, before after and during the school day. The quality and frequency of interventions is key to the strategy. Currently interventions are mostly delivered by TAs.

Q= When will the strategy start?

A= GA- From September.

A= PM- At the moment Deputy Heads teach for 50% of their time. The aim is to change their commitments to try to use leadership time on focussed teaching interventions. The current interventions before School have a lower attendance rate from PP children at 30%. Plus, overall PP attendance is 2 or 3% lower than average, which adds to their barriers to learning.

Q= Is the £108k Primary only PP funding?

A= PM yes, it is mostly spent on additional staffing, we are looking to change how it is spent.

A= GA - We are looking at changing interventions to be leadership led rather than using TAs.

- 3.7 GA advised that PP children will be targeted to take up free after school clubs and free instrument tuition. The strategy will raise the profile of PP across the School, and create a quick reference sheet for teachers to see who the PP pupils are including SEND etc.

Q= Can you identify PP children?

A= MP – Yes, all teachers have a class context sheet.

Q= Do you need to open more homework clubs?

A= GA- Yes and to target PP pupils, we may need to increase homework clubs.

Q= How does it compare to other schools?

A= GA- When Year 6 do SATs we will be able to compare them, but we have a higher proportion of PP than other local schools.

Q= Are they more transient?

A= GA- This could be an issue for PP children

GA and MP were thanked for their presentations and left the meeting at 7 pm.

4 ATTENDANCE, ADMISSIONS AND SCHOOL PROFILE

4.1 The Committee **RECEIVED** and **ACCEPTED** a report from Paul Miller. PM highlighted the following:

- There are vacancies in Years 1, 4 and 6. In Year 6 only 3 of the children started education in the School, and 11 did in Year 5.
- Reception admissions. There were 100 first to third preferences, which is an increase. The number of first preferences has gone down in the last 2 years, it suggests another single form entry Reception from September. Overall there is a lot of competition from local schools.

Q= Are there far more places than pupils?

A= PM- Yes across the borough.

4.2 PM highlighted the following actions:

- The new Primary website will help.
- To open a nursery provision.
- Keep advertising. (Word of mouth is most effective).
- Connections with preschool nurseries are key.

4.3 PM reported that attendance in the Autumn term and Spring terms was above the 2017/18 level at 95.3%, the School is hoping for annual attendance above 95%. Interventions include work with the Student and Family Support Coordinator (SFSC) for Fast Track cases and the EWO, who works closely with all serious cases. The School challenge all term-time holidays, with penalty letters sent to parents. The School continues to praise and reward children for best attendance weekly.

Q= Can you comment about the 10 pupils in Year 6 who are persistently absent?

A= PM- These children are an ongoing concern, we do home visits and work with parents on strategies to get them to School.

5 BEHAVIOUR MONITORING

5.1 The Committee **RECIEVED** and **ACCEPTED** a report from Paul Miller (PM) about Good to Be Green monitoring 2018/19.

5.2 The Committee noted that there are about half the number of reds and ambers this year, compared to last year.

5.3 Successes include children who were in-year admissions with acute needs, who are now behaving at the same standard as other children. The School meets parents after red incidents.

Q= Are there any LAC children?

A= PM- There are none.

6 PUPIL PROGRESS – DATA WINDOW 2 UPDATE

- 6.1 The Committee **RECEIVED** and **ACCEPTED** an update from Paul Miller.
- 6.2 PM presented the updated predictions for each year group, with more pupils predicted to reach age related expectations (ARE). With some exceptions in Year 3.
- 6.3 PM advised that there is still some work to do when the predictions are in the 50s and 60s. The Year 6 SATs results will not be high, but progress figure will be good.

Q= Did Year 2 start well?

A= PM- Yes but many were a year behind

- 6.4 Overall the data shows progress for each year group.

7 PRIMARY SCHOOL PROGRESS PLAN UPDATE

- 7.1 The Committee **RECEIVED** and **ACCEPTED** a report from Paul Miller. It was noted that it was RAG rated showing what is completed, ongoing and a few actions behind schedule, which are mostly about SEND and independence.

Q= How severe are the reds?

A= PM- They are not a big concern; the independence actions which were red are now amber. The document is a month old and used in SLT and management meetings.

Q= Was anything urgent missed?

A= PM- No, we have prioritised other important actions

8 PREMISES UPDATE

- 8.1 The Committee **RECEIVED** and **ACCEPTED** an oral update from Paul Miller.
- 8.2 The new playground markings were completed. They encourage physical activities and outdoor learning, including the Phonics Cloud.
- 8.3 The physical outdoor classroom works will be starting in the next 3 weeks with some PTA financial support. To be completed by Easter.
- 8.4 Road safety outside the School is an issue, there is no crossing. The School is considering looking into employing a lolly pop person. Plus, to lobby Enfield Council and contact the Mayor of London. Joanne McCartney, Statutory Deputy Mayor of London and Assembly Member for Enfield and Haringey, whose brief includes education and childcare. ACTION.**

9 RECRUITMENT PROCESS FOR NEXT YEAR

- 9.1 The Committee **RECEIVED** and **ACCEPTED** an oral report from Paul Miller.
- 9.2 PM advised that the School is currently thinking about redeploying Deputy Heads for intervention groups. Overall the current staffing position is positive.

Q= What is the staff turnover?

A= PM - It is low, people leave for natural progression.

10 NEXT MEETING

10.1 Date and Time of next meeting. 11 June 2019, to be held in the Primary School.

10.2 Items to include:

- Staffing.
- Data Windows 3 or 4, including Pupil Premium.
- Reception update for September.
- Assessment package.

11 ANY OTHER BUSINESS

None.

*Clerk's note: Part one of the meeting ended at 7.30 pm.
There was no part two.*

Signed: _____

Chair of Primary Committee

Date: _____

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