



EDMONTON ACADEMY TRUST

FIFTEENTH MEETING OF THE GOVERNING BODY OF EDMONTON COUNTY SCHOOL

26 NOVEMBER 2019 AT 6.00PM – CAMBRIDGE CAMPUS

MINUTES – PART ONE

Members:	Salih Suavi, Justine McLennan, David Clarke, Owen Vallis
Trustees:	Rob Leak (Chair), Peter Blane, Liz Whale, Lia Commissar, Clinton Page, Susan Tranter (ex officio).
Local Governing Body:	
<u>Parent Governors:</u>	Kelly Grant*, Joanne Yarwood^, Liz Whale*, Graham Reid*
<u>Co-opted Governors:</u>	Rob Leak*, Derek Richings*, Clinton Page^, Lia Commissar*
<u>Staff Governor:</u>	Kirstie Das*, Ayse Erenler^
<u>Executive Head Teacher:</u>	Dr Susan Tranter (ex officio) *
<u>Clerk:</u>	Andreas Adamides*
<u>Also in attendance:</u>	
	Erini Franciosa - (Deputy Headteacher/ Head of the Primary Phase)
	Gemma Arnel, (Deputy Headteacher)
	Marianna Phiakkou, (Deputy Headteacher)
	Paul Miller – (Deputy Headteacher)
	^ denotes Absent * denotes Present.

PART ONE

- 1.0 APOLOGIES FOR ABSENCE AND WELCOME
- 1.1 Apologies were RECEIVED and NOTED from Governors Joanne Yarwood, Clinton Page and Ayse Erenler. The meeting was quorate.
- 1.2 Governors were informed that Christine Martin has resigned, she was thanked for her work as a Governor. Governors were informed that Joanne Yarwood will be taking a leave of absence until next year.
- 2 DECLARATIONS OF INTEREST
- 2.1 There were no Declarations of Interests.

3 MINUTES OF PREVIOUS MEETING

- 3.1 The GB RECEIVED and ACCEPTED the minutes of the Full Governing Body meeting held on 15 October 2019. The minutes were signed by the Chair.

4 MATTERS ARISING

- 4.1 Susan Tranter (ST) updated Governors about the issue of persistent absences and noted the work of the School on this matter. The LT are talking to parents about their children's attendance and how this effects education. This includes a discussion with parents, when their children were absent for the last few days of term, reminding parents that it is expected that children should be in School. At parents' evenings teachers bring up attendance issues with families.

- 4.2 The Governors' issue log was noted and that actions for this meeting and previous committee meetings are being carried out as planned.

Liz Whale joined the meeting at 6.05 pm.

5 MATHS REPORT

- 5.1 Governors RECEIVED a report from Gemma Arnel (GA) who highlighted the following:

- 5.2 Attainment and progress in Maths have improved and were good at the end of Early Years (EY) and KS1, but weaker in KS2. Attainment of girls is generally better than that of boys. The most significant differences are in Reception. Pupil Premium (PP) attainment is lower but progress is good. SEND attainment is lower than non-SEND pupils. EAL pupils' attainment is lower than the School average, but they made good progress.

- 5.3 The priorities for this year are extra support for Years 5 and 6, PP attainment, EAL children, to close the gaps between girls/boys and Summer born children.

- 5.4 Embedding Mastery Maths throughout the School in Primary is a priority. Research shows the improvements the programme has made in other schools.

- 5.5 Embedding the White Rose schemes of learning for Primary and the White Rose online resources is a priority.

- 5.6 The School is planning and delivering effective intervention sessions and using entry/ exit tests, including 1stClass@Number and Success@Arithmetic. The Power of 2 has been successful at KS2. Interventions are targeting at PP and EAL pupils.

- 5.7 The School has developed monitoring and teacher assessment in Maths. In addition, creating a new intervention spreadsheet to make sure children are targeted.

- 5.8 The School will be using precision teaching in Years 5 and 6 to fill in gaps in their knowledge. Erini Franciosa (EF) added that the School has acted after the Primary Review to ensure that senior staff are teaching the interventions with high quality teaching. There was good training for KS1 interventions, which are being delivered well, with entry and exit level tests. Every Child Counts will be used in KS2.

5.9 GA informed Governors that she has trained staff as a Maths specialist, and the action plan includes a Hub Programme to improve Maths vocabulary to help reading skills. This is good for the new curriculum. Plus, there is training from White Rose for the whole school mastery programme.

Q= What has changed in lessons?

A= GA- Problems are being presented differently, with problem solving and reasoning using the language of Maths. Staff have more structure. Children use the language of Maths to explain what they are doing. Plus, children are using more resources e.g. pictures to explain.

A= EF- Pupils have clear goals for their learning.

Q= How many of the programmes are bought in? If staff are trained will we still need to rely on bought in programmes?

A= GA- Maths Mastery is free, we applied for a grant to cover the costs. White Rose had a one-off fee for the training, but the programme is free. 1stClass@Number and The Power of 2 had one off costs for training and resources.

Q= How do we know which interventions are having an impact?

A= GA- We are introducing NFER tests, which we use for an analysis of the results and to see where pupils need extra help. 1stClass@Number gives a Maths age.

A= EF- We offer professional dialogue meetings for staff to look at interventions.

Q= Can you compare the impact against other schools?

A= GA- With the NFER test you can compare the impact against national data. NFER gives a standardised score, which lots of schools use to compare their data.

Q= How do we compare the School against other primary schools in Enfield?

A= GA- We have the LA end of key stage data and can compare the School against national data.

A= ST- The data shows which quintile the School is in against national outcomes.

6 ENGLISH REPORT

6.1 Governors RECEIVED a report from Marianna Phiakkou (MP) who highlighted that the overall data has improved, and pupils do well at KS1 and in Phonics. KS2 Reading outcomes are lower. After monitoring the data, it was assessed that Reading comprehension is an issue, including the learning of vocabulary. The School bought Accelerated Reader last year and staff have embraced it this year. Data is showing that pupils have made a year's progress in a term. The School changed Guided Reading this year, to whole class Guided Reading, teaching key skills for pupils to answer the questions at end of key stage tests. The key skills for the tests are being taught.

6.2 Teaching vocabulary using quality texts are essential for topic-based learning. The School has selected nonfiction books to engage boys, many of whom are SEND and PP.

6.3 The School holds three book fairs a year and spends the commission on books for Accelerated Reader (AR), which will engage boys. Children are keen on the AR books and keen to finish reading the books to do the quiz, if they get 100%, they get a star. Their reading ages have increased with AR. Staff are being trained in using the AR reports to compare pupils with similar cohorts nationally and locally. Staff are now able to target pupils better.

Q= With whole class Guided Reading what happens with advanced readers?

A= MP- We make sure we have quality texts for the age group, AR will allow them to make progress, we can differentiate the questions pupils answer, which is key.

Q= What if they have a higher reading age?

A= MP- With AR it splits books into reading ages and interest levels. We target the intervention to their level. Teachers can target pupils with more complex questions.

Q= Can you give an example of how vocabulary has improved?

A= MP- Previously we did not focus on pre-teaching vocabulary, this year every class has a vocabulary wall and we first teach vocabulary.

Q= How are we working on vocabulary?

A= EF- We are working on how vocabulary fits into the whole curriculum and builds from EY to Year 6. Spellings in KS1 and 2 focus on vocabulary and high frequency words.

Q= Does AR increase their passion to read?

A= MP- Yes, it is shown on the Twitter page. Children are reading at different times of the day for pleasure and are more engaged.

A= ER- Children like the healthy competitions and quizzes with trophies monthly.

6.4 MP advised that Writing is the weakest area in English and the School has taken extra steps to ensure that teaching is very good. Staff are provided with writing and grammar progression grids for the end of the key stage. Plus, they are using the discreet grammar teaching scheme. The Talk for Writing programme has a hot task for pupils to use the skills they have learnt. Writing progress books are used across the School. Staff are trained about what non-fiction writing looks like. Pupils have a book week every year, last time they wrote biographies.

Gemma Arnel and Marianna Phiakkou were thanked for their presentations and left the meeting.

7 ATTENDANCE, ADMISSIONS and SCHOOL PROFILE (primary)

7.1 Governors RECEIVED a report from Erini Franciosa (EF) who highlighted that overall the School has an even balance of boys and girls, but some years are boy or girl heavy. The School tailors the curriculum when needed for boys with non-fiction and outdoor learning.

7.2 The highest numbers of PP are in Years in 1 and 6. SEND numbers are high in Years 2 and 6. The School is looking at the overlap between groups, and working on a new PP

strategy, looking at the gaps and social emotional needs, to be presented at the next meeting. ACTION. EAL numbers are high in Years 2 and 5, with a need to look at children's confidence in English.

Q= Can you comment about half of Reception being summer born?

A= EF- Summer born pupils are tracked from Reception, but by the time get to KS2 the differences should even out, we track them closely.

7.3 EF advised that there are pupil places spaces in Years 4 and 5, and that marketing the Primary School this term is a priority.

Q= Will we go back to two form entry?

A= EF- It is unlikely because there is a local issue about low pupil numbers. There are currently vacancies in local schools.

Q= Has interest in the School increased?

A= EF- We are competing with established primary schools. We sent leaflets to pre-schools and nurseries in a 2 miles radius. We launched a toddler group on Fridays. We use the Twitter and Facebook pages. New parents are local and were impressed by the tours. They like the small school site. We need to change the website pictures.

Q= Can we have a more detailed ethnic breakdown?

A= There are many smaller groups, we will add another category.

7.4 EF advised that attendance is on target at 96%, the School is working with parents, with weekly awards for children, and working with the EWO. An initial letter is hand delivered by the teacher if there is a concern about attendance.

8 HOME LEARNING POLICY

8.1 Governors RECEIVED a report from Erini Franciosa (EF) who highlighted that the new policy deals with the issue that presently homework takes too much time in preparation and cost. It is not impacting on attainment and progress and mostly consolidates learning.

8.2 The new policy encourages children to read, do timetables, spelling, to talk and communicates with families daily. It will involve moving towards a half termly block of suggested activities to do at home and to read at home. It will help children with reading, talking and spelling every day. The School will know if they are reading at home by assessments.

Q= What if they are not doing it?

A= EF- We challenge parents to talk about children's progress and provide additional support for parents when needed. We use online resources with Maths etc.

Q= How will it be monitored?

A= We want them to do basic skills every night, we have many workshops to work with parents.

Q= Can you incentivise parents to help children?

A= We must ensure that they are comfortable with what children learn and parents come in to School to see what we do in class.

Q= How about ESOL for parents?

A= We do ESOL classes and have learning cafes.

Q= Do we still have home school agreements?

A= EF- We need to review and re-launch them.

Q= When would homework change?

A= EF- When the GB agrees.

Q= Are you not going to set homework any longer? The policy is confusing it says homework is optional.

A= EF- There are suggested activities, e.g. suggestions for Reading and Maths.

Q= Will you track how many children are doing homework?

A= EF- Yes

8.3 Governors suggested that the School should research what parents' perceptions are and adapt the policy. To emphasise that pupils still need to do Reading, Spelling and Timetables, that they are not optional. Plus, the need to be clear about what is meant by home learning. The School to adapt the policy and email it to the LGB after testing it with parents. Governors can agree the revised policy by email to avoid undue delay. ACTION.

9 EXCLUSIONS UPDATE

9.1 Governors RECEIVED an oral update from Erini Franciosa (EF) who highlighted that two children were excluded in KS2 for a day. The School is making referrals to agencies for support and engaging with parents and the SENCOs. Pupils are being supported in a safe space at lunchtimes to play games etc.

Q= Can you update us about after school arrangements?

A= We now have an in-house provision to be more tailored for children's needs for after school and breakfast clubs. It is run by the wider workforce who know the children well and is more nurturing.

Q= How are the numbers attending?

A= EF- The breakfast club has increased, the after-school club varies according to the day. The late collection policy has impacted well

10 CURRICULUM STATEMENT

- 10.1 The GB RECEIVED and APPROVED a report from Susan Tranter (ST).
- 10.2 ST advised that the new Ofsted framework emphasises the importance of the School looking at strengths, weaknesses, intentions and how well they are implemented. They will start an inspection vertically with a range of subjects. Then on day two will look horizontally at how a subject develops across a year group. The Chief Inspector's view is that the curriculum can be too heavily determined by exam specifications. The three key words are intention, implementation and the impact of the curriculum, which will drive school inspections.
- 10.3 ST advised that the School has been working on the curriculum statement, including agreed aims. The statement includes what the intention is for all children who attend Edmonton County School to be able to do. Including to Read, Write and speak English with confidence, fluency and accuracy and to be confident and accurate in their use of number. Ofsted would want to see how this will happen.
- 10.4 The statement includes the key questions to answer for the School. The inspector will want to see if the intentions are lived out in class and if teachers can answer questions about the intentions.

Q= How long has it been in place?

A= ST- Since September 2019. We did a school review with this in mind; lesson observations training gave an insight into this.

- 10.5 The statement includes the intentions for Early Years and Key Stages 1 to 5. The LGB need to be aware that there could be questions about having a 3-year KS4. This could be about the possibility of pupils not learning about History, Music etc in Year 8. The School will need to be able to justify a 3-year KS4, which has better deeper learning and better outcomes. Enrichment days ensure that subject links are made to Music, Drama, Food etc.
- 10.6 The School will be asking Heads of Faculties to map out the intention and implementation for each subject starting in KS4, 5 and KS3 by subject. The SLT will audit this to look for strengths and gaps and will share it with the LGB. The mapping will take place by the February half term, there will be an update after then. ACTION.

Q= Is this to get through an Ofsted?

A= ST- They are good questions and it is a worthy exercise. The SLT spent time on discussions about what we are seeking to achieve with education in the School.

Q= Can you look again at page 3, the wording about physical and mental health?

A= ST- We will look again at this wording. ACTION.

Q= Will this be used across the Trust?

A= ST- Yes this will be the policy for the Trust.

11 BUDGET

- 11.1 The LGB RECEIVED the ECS budget for 2019/20.
- 11.2 ST highlighted that the budget was revised because of this year’s teacher pay award which was 2.75%, the pay grant was 0.75%, the budget was re-profiled for this. The Government said the increased pension contributions will be funded until the next CSR. Due to changes, the budget will change annually.
- 11.3 ST advised that the in-year predicted surplus is £196. In the following year there will be a deficit, but the figures can change. The School will need to re-model arrangements across the two campuses, for future years. The LGB will be presented with a paper at the next meeting about re-modelling for savings. ACTION.
- 11.4 Governors commented that it will be good to see a strategy and options for growth re-structuring and for working across the Trust sharing resources including with the Sixth Form. ST to bring a strategy and options for growth for the next meeting. ACTION.
- 11.5 Steven Kinson and Paul Miller were both congratulated about their new roles, as Headteacher of Lea Valley Academy and Head of School at Edmonton County School.

12 ITEMS FOR NEXT AGENDA

- 12.1 The next meeting will have a Secondary focus and will look at the curriculum.
- 12.2 Governors were reminded about training on 10 December, including LVA Governors and Trustees to start to look at the vision for the Trust.

13 DATES OF FUTURE LOCAL BOARD OF GOVERNOR MEETINGS

10 December 2019 (at ECS)	<ul style="list-style-type: none"> • Governor Training- 6pm • Followed by Dinner
28 January 2020	<ul style="list-style-type: none"> • Staffing update • Secondary focus • Finance report • School Progress plan update
25 February 2020	<ul style="list-style-type: none"> • Staffing update • Primary focus • Finance report • School Progress plan update
21 March 2020 (at LVA)	Governor Training -6pm
21 May 2020	Staffing update Secondary focus Finance report School Progress plan update
16 June 2020	Staffing update Primary focus Finance report School Progress plan update
30 June 2020	Staffing update Review of work Finance report

	Plans for next year School Progress Plan
14 July 2020 (at ECS)	Governor Training-6pm Followed by Dinner

Governor Training Dates

10 December 2019

21 March 2020

14 July 2020.

Clerk's Note: Part 1 meeting closed at 8.00 pm.

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Signed by Chair/Vice Chair

Date