

Minutes – Evergreen Primary Academy

Meeting Date: 4 December 2024
Location: EPA
Time: 5.00pm

Tim Morris (TM)	Sponsor Councillor
Julie Vincent (JV)	Student Advocate
Shirley McCogg (SM)	Parent Councillor
Laura Batrinu (LB)	Parent Councillor
<i>Vacancy</i>	Teacher Councillor
George Carey (GC)	Sponsor Councillor
Stacy Yelland (SY)	Sponsor Councillor <i>(SY left the meeting at 6.25pm)</i>

Apologies Matt Johnson (MJ) LA Representative Councillor & Chair

In Attendance: Kathryn Volk (KV) Acting Chair for this meeting
 Kerry Coote (KC) Principal
 Toni Dorse (TD) Vice Principal
 Kate Richardson (KR) Education Director *(left the meeting at 5.35pm)*
 Sue Burns (SB) Clerk

Item	Description	Action
1	Welcome, Introductions and Apologies	
1.1	KV welcomed everyone to the meeting and introductions were made.	
1.2	Apologies were received and accepted for Matt Johnson	
2	Declarations of Interest	
2.1	None declared.	
3	Minutes of Previous Meeting and Actions	
3.1	The minutes of the meeting of 14 October 2024 were carried forward to the next meeting due to an issue with the recording which IT are addressing.	
4	Academy Council Membership	
4.1	There is one Sponsor AC vacancy – Lewis Wedlock is in the process of applying.	
4.2	The Teacher Councillor vacancy remains.	
4.3	All the Academy Councillors were reminded to provide a head and shoulders photo of themselves.	
5	Academy Council Report	
5.1	Has pupil voice been collected for engagement? No, it's scheduled for next week.	
5.2	You've noted that engagement has improved, how do teachers' evidence that? The teaching and learning framework has been re-designed and we can see that the children are engaged in lessons when we do lesson drop-ins. The books also evidence learning and now we are working on meta-cognition and how children own their own learning.	
5.3	You reference the breadth of the oracy curriculum in your report?	

	We've reviewed oracy this term and there are AREs for each of the four areas per year group. Some of these need to be taught discreetly which will commence at the end of the term because not all the oracy skills can be taught via learning through the curriculum.	
5.4	Many of the year groups are a Y or an A, does that affect your oracy expectations? We are trying to build the children up because English is often an additional language for our children. Many of our children have lower starting points so we focus on filling the gaps and oracy is a route to achieve that. The children need to be able to articulate their learning to drive the standards up.	
5.5	The school has a high proportion of EAL, does the Trust have plans to break that down into students who have entered the country recently, vs British born? The way in which the data is produced for the AC Report is from Bromcom. We could filter for that but we as a Trust use data to start a conversation. At EPA, the numbers on roll are small and therefore the school knows them as individuals.	
5.6	Even the children who are born in the country experience no English spoken in the home, therefore the differentiation isn't that great.	
5.7	How do you define 'discrete teaching' in oracy? Each lesson has a learning objective. Oracy is often included in other areas of the curriculum, e.g. discussing something with a partner. A discreet lesson would include how to explain events in a chronological order, or how to use volume, or understanding that speaking to different audiences. Tracking the speaker and responding appropriately are all skills that underpin learning.	
5.8	Your target is 75% for ARE and 65% for disadvantaged, but in T1 you have 18% vs 14%? These are the Trust targets, but our aim is to close the gap and having high expectations for all children. We have been doing our second mocks this week which demonstrates a lot of support that we've put in place.	
5.9	What was the data this time last year? 4%. But the children ended at 74% due to the additional targeted support that we put in place.	
5.10	Are you anticipating your outcomes increasing year on year as you 'grow your own'? Yes, but our cohort is very transient, therefore by the end of Y6 we may only have 10 children who started in Reception.	
5.11	Is the cohort here more transient than other CLF schools? Yes. We have a lot of temporary and emergency housing in the area so it's common for families to be moved into another area which makes the logistics of keeping their children here challenging for them.	
5.12	Seven children have left, but the number on roll have increased? Yes, we've had nine children join the school which is very common and beyond our control. The seven that have moved have all done so due to Bristol housing.	
5.13	Will there be any progress measures this year? No, because the SATs didn't take place during Covid and the KS1 SATs have gone, therefore in three years' time we will measure from Reception to Y6.	
Behaviour, Attitudes and Attendance		
5.14	Will you include feedback on jobs and groups in your pupil survey? Yes. All children who wanted a place in a pupil voice group got one.	
5.15	The attendance report indicates a lot of PA children. What is the percentage for severely absent? We don't have any severely absent children this year.	
5.16	Has the pupil who was absent for three weeks now returned? Yes, they were abroad when school started in September. We meet weekly as an attendance team and look at children as individuals and determine what the barriers are. Our attendance processes are robust, and we hold regular meetings with the parents. Only one child was absent today. There is no clear pattern to absence.	

5.17	<p>Is attendance improving year on year?</p> <p>It has stabilised and we recently met with the CLF attendance officer because we are below the national average. But given the challenges our families have we can't compare ourselves to other schools. We have good relationships with our families and encourage them to attend.</p>	
5.18	<p>How is the relationship with the family who have had a penalty notice?</p> <p>I always explain the process carefully.</p>	
5.19	<p>Do the parents buy-in to attendance over time?</p> <p>It can be up and down with some parents, but we've also had some breakthroughs. We will fine parents when required and we're now focusing on persistent lateness.</p>	
5.20	<p>Are there any trends in lateness or absence?</p> <p>We meet weekly for attendance reviews to pick up on any trends. We also examine broken weeks.</p>	
5.21	<p>How many of your families rely on public transport?</p> <p>Most families walk or scoot. Not many come by car, but some require public transport.</p>	
5.22	<p><i>KR left the meeting at 5.35pm</i></p>	
5.23	<p>Two pupils have returned from a part-time timetable to full-time. Has this been successful?</p> <p>One pupil has left and the other has successful re-integrated full-time.</p>	
5.24	<p>The pupils who returned from abroad, how long were they away for?</p> <p>Some of them were a few days late, some a few weeks and one for months.</p>	
5.25	<p>Were you aware where the children were?</p> <p>No, we had to make all the calls to track them down and we reported them to BCC.</p>	
<p>Personal Development</p>		
5.26	<p>You hold two citizen sessions a week, is that at a cost to other areas of the curriculum?</p> <p>No, we offer a broad and balanced curriculum. Enabling the children to be good citizens supports them to access a wider curriculum.</p>	
5.27	<p>What is shooting stars?</p> <p>It forms part of our behaviour policy. The children start on ready to learn and can achieve shooting stars which is a raffle ticket. We support our children to be successful and to believe in themselves.</p>	
5.28	<p>Children in the younger years really love to achieve shooting stars and don't pay attention to what others are doing. Some older children work collectively towards rewards as a class.</p>	
5.29	<p>Are there students who prefer quiet time indoors?</p> <p>We have a culture for children to read whatever they want to. The children choose how to use their star time so that the reward is motivating.</p>	
5.30	<p>You've received additional funding. What does NRPF mean?</p> <p>'No recourse to public funds'. We've received ten Lord Mayor's vouchers and Santa will attend with selection boxes courtesy of our PCSO. We've also made referrals to The Bristol Robins Foundation.</p>	
5.31	<p>Does funding only happen at this time of the year?</p> <p>Greggs is all year round. Clothing, white goods, beds and appliances are all year round and we collect weekly food from Fair Share for our families. Family Food Action also support us with fruit and healthy snacks at breaktime.</p>	
<p>Safeguarding</p>		
5.32	<p>There were 15 safeguarding incidents on CPOMS since the beginning of October, but only 9 appear on the pie chart, is that because they haven't been categorised?</p> <p>I would need to check the data.</p>	
5.33	<p>ACTION: KC to investigate why there are 15 safeguarding incidents on CPOMS since the beginning of October, but only 9 on the pie chart.</p>	KC
5.34	<p>How do you determine if the children are watching inappropriate media?</p> <p>It's based on the age certificate for that programme. Many of our families are large families and have teenagers in the house. We then educate the parents that it's not appropriate for younger</p>	

	children to be watching that content. We also support parents with how to set parental controls on devices and we explain the age-rating systems to children.	
5.35	Is the parent feedback appropriate? Yes, they are often grateful because they weren't aware that their children are watching inappropriate material.	
5.36	Is the bound and numbered book up to date? Yes.	
	Quality of education	
5.37	How many ECTs are in the school? One in their first year and two in their second year.	
5.38	The Reception teacher is due to go on maternity leave? We've advertised with a start day of T4 to allow candidates to work a notice period. We will also interview long-term supply if needed and we have two HLTAs who cover PPA that we could utilise if required.	
5.39	How many children are in Reception? Fifteen. We gained five but lost two. The birth rate in Bristol is dropping so all schools are finding it difficult to fill their Reception classes. We have nine siblings from September compared to only two this year. We support our families to apply.	
5.40	We are taking the time to cover each area of teaching and learning thoroughly, and this is having a real impact in lessons which is exciting.	
5.41	We always consider what gaps in learning our children have to ensure that they achieve their prime areas from the previous year to scaffold their learning.	
5.42	Do you use PIXL tests? Yes, in Y3, Y4 and Y5 which helps inform our DOOYA data. In the lower year groups, we use teacher assessment.	
5.43	Do you analyse data based on how long the child has been in EPA? No because we review all our children as individuals and what they need to progress.	
5.44	ACTION: KC to analyse the Y6 children who have been with EPA since Reception and compare the Y6 data to their Reception baseline to determine progress.	KC
5.45	Do the staff move around the year groups? The number of children in the class doesn't indicate how challenging the class is. One of our smallest cohorts has more need than our largest classes.	
5.46	Are you on track with addressing the OFSTED feedback? Yes, we continue to move forward as a school, even in terms of our personal development provision where they remarked that there was nothing more that could be done. We support our children to ensure that they are ready to learn and then we provide high quality teaching and learning to support their social mobility.	
5.47	How is adaptive teaching in the school? It's a strength in the school. The level of SEND need has increased. Communication and language is our biggest area of need and SEMH is our secondary area of need across all our year groups. Our Y3 class has three children with EHCPs in it. Top-up funding has ended and EHCPs take up to a year, therefore funding children who require one-to-one support may be very challenging.	
5.48	How is the playground refurbishment going? We applied for funding last year and were granted £15k. We added another £7k because not many of our children visit parks. The equipment is being used and younger and older children play together.	
5.49	You've increased the supervision for football, how is that going? There are two games in one area and all the age groups mingle together so there are occasional conflicts, but we are reluctant to remove it because they love it and are learning social skills and the rules of the game.	
5.50	Is security a risk at the school?	

	Last year we had some issues with working women using the carpark with their clients. The edge of the field also had needles found in it. The gates have been raised which prevents ingress to the carpark and new signage has improved the needles issue. We've had a security review which the Trust supplied, and we will have an action plan which we can then address.	
5.51	Do the staff feel safe? Yes. The carpark is lit and there is CCTV available, and we don't experience any issues during school time.	
5.52	The safeguarding report is due on 20 December 2024. Will it be circulated? Yes, that can be arranged.	
5.53	ACTION: KC to circulate the Safeguarding Report to the Safeguarding Link via Governorhub	KC
6	Policies	
6.1	<p>CLF Policies to note:</p> <ul style="list-style-type: none"> • Exclusions and Suspensions • RHSE Policy <p><i>The Academy Councillors noted the above policies.</i></p> <p>Policies to Approve</p> <ul style="list-style-type: none"> • Anti-Bullying (child friendly) 1 • Anti-Bullying 2 • Child on Child Policy 3 • Positive Behaviour 4 • Attendance 5 • LAC Policy 6 <p>1 The commitment statement says 'bully-free' environment. Could that be changed to 'bullying-free'. The little monster describes sexist-bullying and homophobic-bullying, should that be just sexist and homophobic. Point No 5 follow-up: Further steps need to be added if the victim doesn't feel safe. Re-enforcement at home and roleplaying scenarios with parents could be changed to how to not bully and how to ask for help from an adult.</p> <p>2. Reference to governors needs to change to Academy Councillors. 'Dealt with appropriately' shouldn't be in the governance section because they are strategic. Also, bullying shouldn't be reported to the governors. How parents are made aware of the policy should be included. Changing 'bully' to 'child showing bullying behaviour' (page 3).</p> <p>3. Child on Child refers to West Wickham. Under 'need to talk' specific members are referred to. Changing the 'and' to 'or' is more appropriate. Leave a note in... needs to be defined. There is reference to helping someone, therefore this should be updated to 'try to help'. Should talk to someone as soon as they feel 'unsafe' (not abused).</p> <p>4. The stages in the policy should include one that includes the risk of exclusion. Stage 4 indicates that an EHCP will be applied for (if applicable). Page 19, Stage 1 interventions 'bullied pupil' implies that it's staff perception, but child voice should be included and referred to on CPOMS.</p> <p>5. The data protection policy is referred to and therefore this policy should be referred to in the data protection policy.</p>	

	<p>Point 15.3 refers to child one child</p> <p>6. Change the word 'negotiate' to be changed to 'discuss'. Change governing body to Academy Council.</p> <p><i>The Academy Councillors approved the above policies, subject to grammatical amendments.</i></p>	
7	Matters for the Board/COAC	
7.1	None	
8	AOB	
8.1	None	