

# Minutes – Evergreen Primary Academy

**Meeting Date:** 2 November 2023  
**Location:** EPA  
**Time:** 5.00pm

<b>Chair:</b>	Matt Johnson (MJ)	LA Representative Councillor & Chair
	Tim Morris (TM)	Sponsor Councillor
	Kerry Coote (KC)	Principal
	Kate Richardson (KR)	Executive Principal
	Julie Vincent (JV)	Student Advocate
	Shirley McCogg (SM)	Parent Councillor
	<i>Vacancy</i>	Teacher Councillor
	<i>Vacancy</i>	Sponsor Councillor
	<i>Vacancy</i>	Sponsor Councillor

<b>In Attendance:</b>	Sue Burns (SB)	Clerk
	Toni Dorse (TD)	Vice Principal

Item	Description	Action
<b>1</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	MJ welcomed everyone to the meeting.	
1.2	No apologies were required.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	None declared.	
<b>3</b>	<b>Minutes of Previous Meeting and Actions</b>	
3.1	The minutes of the meeting of 3 <sup>rd</sup> July 2023 were approved.	
3.2	Action: AIP to be included in the AC Report – <b>Completed</b> .	
<b>4</b>	<b>Academy Council Membership</b>	
4.1	Laura Batrinu is the new Parent Academy Councillor, she works for Aspens, submitted her application form in May and is awaiting a DBS and references.	
4.2	George Carey has expressed an interest in being a Sponsor Councillor and has submitted an application form to Charlotte Seavill (CLF Central).	
4.3	<b>Link Roles</b> <b>Safeguarding</b> - Matt Johnson <b>H&amp;S</b> – Matt Johnson <b>Pupil Premium &amp; LAC</b> – Shirley McCogg <b>SEND</b> – Tim Morris <b>Attendance</b> – Matt Johnson pending appointment of new ACs.	
<b>5</b>	<b>Academy Council Report</b>	
5.1	We have had a good first term. It has been calm and we have successfully covered the areas of the AIP that we had planned to.	

5.2	We have a lovely Reception cohort who have settled in well. The new teachers have settled in and we all work well as a team so staff morale is high and wellbeing is good.	
5.3	<b>You were going to step back from the Maths Lead role?</b> A member of staff has been shadowing me and by the end of next term I will have handed the role over. The member of staff already leads on other areas of the curriculum and is a very strong Maths teacher. Some teachers are already working with her where they need expertise in Maths.	
5.4	The SLT Team do book looks every week and examine all Maths, Reading and Writing books each term, therefore I will still continue to do that exercise moving forward.	
5.5	<b>Do you require any further support in your role?</b> I have one to one support from Jan Saunders every other week and one to one support from Kate Richardson. I can also approach either if I have any queries. I attend the leadership forum every other week which is a good support network for me.	
5.6	[REDACTED]	
5.7	<b>What feedback did you get from the ARV re SEND provision?</b> We had excellent feedback about quality first teaching within the classrooms and we provide consistent modelling. All the children engaged which demonstrates the impact of our oracy provision and all the children knew their next steps. The SENDCo is very proactive, and her leadership of SEND is robust.	
5.8	<b>How will modelling questioning impact on other provisions?</b> We are driving pedagogy in the school and have provided professional development for writing, trips and modelling.	
5.9	<b>Reception numbers are low for on-track, how does this compare to national?</b> This is the measure of the start point of children on entry to school therefore we anticipated it being low. Within our Trust there are about six schools with a higher than national average of disadvantaged children who therefore have low starting points. Not many of our children go to Nursery before starting school. We are introducing parents to the staff at a local Nursery and will introduce a stay and play session this term.	
5.10	Some of the year groups are complex cohorts. Y2 is a small cohort of only 12 children which makes comparing year groups difficult.	
5.11	<b>ACTION: KC to provide progress data to the Academy Council after each data drop.</b>	KC
5.12	<i>KR shared a chart of progress data for Y6 pupils last year which demonstrated accelerated progress.</i>	
5.13	<b>What are booster groups?</b> These are interventions sessions. Booster groups for reading and maths are provided by KC and TD and also an LSA. We have also covered some learning during breakfast club. The children are enthusiastic to learn.	
5.14	<b>How do you determine who attends a booster group?</b> We identify them based on the mock data.	
5.15	<b>How often do booster groups take place?</b> Afternoons three times a week which will increase when the swimming sessions end.	
5.16	<b>Is there a booster group for writing?</b> No, this is covered during class lessons. If additional support is required, then we will provide it within the lessons.	
5.17	<b>Do you take into account that English is not the first language for some children?</b>	

	Yes, we record which pupils are EAL and provide additional support and oracy where required. Evergreen has high mobility within the cohort, so we have linked with a school in Birmingham with similar demographics to share learning.	
	<b>Behaviour &amp; Attitudes</b>	
5.18	<b>Do the children understand what constitutes poor behaviour?</b> We have a behaviour chart on display in all the classrooms. It is RAG-rated so that children understand what constitutes poor behaviour. The chart was put together in consultation with the children so that they understand what constitutes a poor choice.	
5.19	<b>Is behaviour good in the school?</b> Yes, behaviour is good across the school. There are very few children who move down the star chart and approximately five children who have challenging behaviour.	
5.20	Behaviour is a communication, and we are finding that some children are too hungry to learn which we address when we become aware. We encourage children to reflect on their own behaviour.	
	<b>Attendance</b>	
5.21	The attendance gap for PP and non-PP is small which is encouraging.	
5.22	Attendance has improved and is closer to the national average data.	
5.23	We have seen an improvement in the number of families who are taking term-time holidays as a result of the work we have done with the families.	
5.24	We support families about the value of education, but we also fine for absence as a deterrent.	
5.25	We meet all new families and explain talk about attendance and the importance of coming to school every day, on time. This helps to build relationships and sets expectations.	
5.26	We hold a weekly attendance meeting and review overall attendance data for each class. We then examine trends and review broken weeks and reasons for absence.	
5.27	We review lateness reports, and we follow the attendance strategy which includes the impact of absence or lateness.	
5.28	We have a set amount of time with the Education Welfare Officer which has been impactful for key families.	
5.29	This year we met with all the new Reception parents and explained the expectations for attendance and punctuality.	
5.30	We offer a parent hub coffee morning and Julie attends to talk about attendance.	
5.31	We offer clothes and shoes via Class Dojo if the weather is poor.	
5.32	<b>Has the storm warning affected attendance?</b> No, because it does not apply to this area.	
5.33	We have had chickenpox in the school which has significantly impacted attendance. We support parents with understanding incubation periods, and we take parent consent for administering Calpol if required.	
5.34	<b>Do you use incentives for attendance?</b> We have £2k funding for KS2 children for healthy snacks at breaktime which are very popular.	
5.35	The best attended class get the mascot which is an incentive. Teachers also let children know what exciting plans are in place for the following day which means children want to be in school.	
5.36	School trips are arranged for Mondays and Fridays which are common absence days.	
5.37	<b>At what stage do you fine families?</b> We use fines for four days of absence or more during a 10-week period. Prolonged absence requires support from external agencies to have impact.	
5.38	Where necessary we request medical evidence for illness absence, or it is recorded as unauthorised absence.	
5.39	<b>How much is the unauthorised absence fine?</b> £60 per child, per parent.	

Personal Development		
5.40	<p><b>What is UK Parliament week?</b> We elect our new Pupil Academy Council, which is an exciting week. The existing representatives talk about their experiences before they step down. This year they have linked with a Care Home, had lunch with a church congregation and visited City Hall. We have ballot boxes, and all the children vote for a class representative. On Friday we have a visiting MP who will deliver the assembly and announce the new Council and hold question time with the MP.</p>	
5.41	This links well to British Values and for many children is their first experience of democracy.	
5.42	<p><b>What was the output from the Learning Beyond the Classroom Inset Day?</b> We are trying to support the team to break down barriers. Our biggest challenges are funding for trips and adults to accompany the trip.</p>	
5.43	We have streamlined the risk assessment process and have researched free trips. We are buddying older and younger cohorts. We use local experiences where possible, and our own grounds.	
5.44	<p><b>How are the afterschool clubs going?</b> Evergreen staff provide clubs two nights a week, spread across the year groups. If teachers and LSAs provide a club for two terms, then they can have a day in lieu which is a good incentive.</p>	
5.45	<p><b>Are more children attending because they don't have to pay?</b> Yes, but mainly because the club is with a known adult which had been a barrier to attendance previously.</p>	
Leadership and Management		
5.46	<p><b>How is parental engagement going?</b> We are not reaching every parent, but we have had an increase in engagement, particularly for the SEND coffee morning which was attended by over 20 parents.</p>	
5.47	Some parents have requested English lessons which has been difficult to source, but we are signposting them where possible.	
Safeguarding		
5.48	We know where all our children are if they are not in school, so we don't have any attendance safeguarding concerns.	
5.49	The teachers and LSAs are very proactive about alerting any safeguarding concerns which we follow up on immediately.	
5.50	<p><b>Should there be more safeguarding concerns given the vulnerability of the cohort?</b> We hold safeguarding meetings every week, a member of SLT sees the families every day. We have developed good relationships based on trust and our parents approach us for help. Our safeguarding processes are very robust, and we are confident that we are not missing anything.</p>	
5.51	We celebrate cultural diversity, and we are all part of the Evergreen Community.	
5.52	<p><b>There is a larger number of child-on-child incidents in Y1?</b> There is a handful of children in Y1 who are very boisterous. We know who they are and what the incidents are, and we are proactive about putting strategies in place.</p>	
5.53	<p><b>Is the trend reducing?</b> It is for some children.</p>	
EYFS		
5.54	<p><b>Why is the Phonics not RAG-rated yellow, but writing and Maths is?</b> Everyone starts on the same Phonics scheme and the children are on track with where they should be for this point in the year. Writing and Maths is lower at this point in the year.</p>	
Finance, H&S and Estates		
5.55	MJ will review the Risk Register this term.	
5.56	Pupil numbers remain low which impacts on the amount of funding the school receives.	

5.57	The school is working hard to increase the lettings income and is promoting the school spaces in the community.	
6	<b>Policies</b>	
6.1	<p><b>CLF Policies to note:</b></p> <ul style="list-style-type: none"> <li>• CLF &amp; EPA Safeguarding Policy</li> </ul> <p>The Academy Councillors noted the above policy.</p> <p><b>Policies to approve:</b></p> <ul style="list-style-type: none"> <li>• Behaviour and Child on Child Abuse Policy</li> </ul> <p>The Academy Councillors approved the above policy.</p>	
7	<b>Matters for the Board/COAC</b>	
7.1	None	
8	<b>AOB</b>	
8.1	None.	