

Minutes – Evergreen Primary Academy

Meeting Date: 21 January 2026
Location: EPA
Time: 5.00pm

Present:

Tim Morris (TM)	Sponsor Councillor – Chair
Julie Vincent (JV)	Support Staff Councillor
Shirley McCogg (SM)	Parent Councillor
Emma West (EW)	Teacher Councillor
<i>Vacancy</i>	Sponsor Councillor
<i>Vacancy</i>	Sponsor Councillor
<i>Vacancy</i>	Sponsor Councillor
<i>Vacancy</i>	Parent Councillor

In Attendance:

Kate Richardson (KR)	Education Director
Kerry Coote (KC)	Principal
Toni Dorse (TD)	Vice Principal
Chris Barrett (CB)	Associate Executive Principal
Sue Burns (SB)	Clerk
Kathryn Volk (KV)	Observing

Apologies:

Emma West (EW)	Teacher Councillor
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Item	Description	Action
1	Welcome, Introductions and Apologies	
1.1	TM welcomed everyone to the meeting and introductions were made.	
1.2	Absent with apologies: Emma West	
1.3	The quorum is 3 – only one of whom can be a Staff Councillor. If there is less than 3 in the meeting then the meeting cannot make any decisions or approve any policies, or minutes of the last meeting.	
1.4	The meeting was quorate.	
2	Declarations of Interest	
2.1	None declared.	
3	Minutes of Previous Meeting and Actions	
3.1	The minutes of the meeting of 19 November 2025 were approved to be a true and accurate record.	
3.2	KC to circulate the IDSR similar schools data with the next Academy Council report – Completed.	
4	Academy Council Membership	
4.1	George Carey resigned from the Academy Council wef 9 December 2025	
4.2	There are four Sponsor AC vacancies and a Parent AC vacancy. One Sponsor application is under way and an expression of interest submitted.	

4.3	TM will be the Safeguarding Link Councillor, and the SEND Link Role will be appointed pending the appointment of new Councillors.	
4.4	Vice Chair Election: Proposal for SM to be the Vice Chair of the Academy Council: TM Seconded: JV Show of Hands: Unanimous	
4.5	TM has met with Julie Vincent and has reviewed the safeguarding processes.	
5	Academy Council Report - KC	
5.1	[REDACTED]	
5.2	The Early Years setting has been reviewed to ensure learning through play is meaningful.	
5.3	A grant application has been made to the DfE to open a Nursery, but we won't hear back until April 2026.	
5.4	If the application was successful, when would the Nursery open? We would aim for January 2027 which should be viable because we already have contract quotes and the building is separate to the main school.	
5.5	When are you interviewing for the teaching post? The last week of this term. We've received some applications but not reviewed them yet.	
5.6	What is the contingency plan? Long-term supply if required. Ideally, we would employ an ECT which would help with the budget, but it depends on the calibre of the applicants.	
5.7	How are you mitigating the impact on children who have had more than one class teacher? Their current class teacher is very strong, and the children are already making good progress and closing gaps in learning. We had already added an experienced TA to Early Years who has provided consistency for the class, and she knows the children very well.	
5.8	We have a close focus on Early Years because many of our children aren't school ready when they arrive and we need to ensure they make rapid progress. We are analysing the data for Early Learning goals so that we have a really good understanding of what the children need.	
5.9	Why would the Nursery only be open in the mornings? It's a better fit for our community and we would need enough children to make it financially viable. Once we've achieved that we can grow over time.	
5.10	Is the mobility of the cohort a risk factor for the Nursery? Yes, however we have seen a reduction in mobility recently. However, the benefits of having the children a year early would be key in getting them learning ready.	
5.11	What is the minimum number of Nursery places required for it to be financially viable? 17 places.	
5.12	The birth rate has dropped, is there a risk that the market is smaller? As part of the application, we had to liaise with the LA who approved the application because there aren't many nurseries in the area.	
5.13	What is your GLD prediction for this year? We are predicting that we will be below the national average. We have two children with complex SEND needs. The children we've had since the beginning of the year should achieve GLD.	
5.14	What percentage of the Reception cohort are EAL? All of them are EAL apart from two.	
5.15	If you recruit an ECT, do you have the capacity to mentor them? Yes, and we will engage with the Trust to ensure that they have support from other Early Years teachers.	

5.16	<p>Attendance has reduced due to winter illness?</p> <p>We've had a lot of V&D absence this term which has spread across the classes. Toothache has also been a factor, so we are reaching out to the dental school again and we are teaching the children how to clean their teeth. We review the attendance weekly and aim to identify the barriers to attendance.</p>	
5.17	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
5.18	<p>Are there any parenting courses that your families can access?</p> <p>Yes, but a lot of them are online and there is a language barrier. Julie meets with families regularly to discuss the impact of absence on their education.</p>	
5.19	<p>Do you have robust hygiene arrangements in Early Years?</p> <p>Yes, there are lots of structures in place and we teach the children about bugs and why we need to wash our hands.</p>	
5.20	<p>Some children have reduced timetables. Are those children being reintegrated into mainstream education?</p> <p>All the children have complex SEND needs. The SENDCO reviews the timetables every two weeks, and we are taking advice from the Educational Psychologist about how to extend the timetable so that the child feels successful.</p>	
5.21	<p>What is the primary need in the SEND cohort?</p> <p>Communication and interaction and SEMH.</p>	
5.22	<p>Are the same needs reflected in the part-time timetables?</p> <p>Yes, mainly communication and interaction with one child having SEMH.</p>	
5.23	<p>Are there any additional interventions you can identify?</p> <p>We are working with the SENCO and the Educational Psychologist around ALP placements and outreach provision. These children can't be safely in a mainstream education without full-time one to one-support.</p>	
5.24	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
5.25	<p>[REDACTED]</p> <p>[REDACTED]</p>	
5.26	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
5.27	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
5.28	<p>[REDACTED]</p> <p>[REDACTED]</p>	
5.29	<p>We are focusing on the development of literacy and Maths across the school. The data indicates that the work we did with our Y1 cohort to close the gaps has had impact. In Y6 we've always had lower starting points, but we've been able to make accelerated progress, therefore we are sharing best practice lower down the school to introduce the same sense of urgency.</p>	
5.30	<p>You have new pupils in Reception and Y1, how quickly can you baseline them?</p>	

	It depends on whether they are new to English or may not have been in a classroom before so it takes a little time to find out what they can do. Children who are new to the country require four weeks to integrate into the school before we can do any baseline assessments to ensure they feel safe and have a sense of belonging.	
5.31	We have worked with the teachers to outline the difference between children who have English as a second language and children with SEND needs because they have very different learning needs. We also work closely with the TAs because they work with our children one-to-one.	
5.32	████████████████████ ██ ██ ██	
5.33	You are going to introduce a trauma informed approach? We have introduced a 'Relationship Policy' instead of a behaviour policy and the change in the reward system has been impactful.	
5.34	Your outcomes target is 91%? There are 30 children in the Y6 cohort. One child is working significantly below, all those is still making progress. Two children won't achieve combined ARE but will get two of the three subjects.	
5.35	Is the target realistic? Last year we only had 18 children but this year each child represents 3% so we are confident that we will achieve our target. The next round of mocks will inform us what areas we need to focus on next.	
5.36	How often do you set mocks? Each term. We know what areas we need to support the children with to ensure they retain the knowledge and take it with them to Secondary School.	
5.37	What is BARTs? Bristol Avon River Trust. They've been working with our children to explore rivers and to do pond dipping, etc. An artist has installed an eel and now the children are suggesting names for it.	
5.38	During an OFSTED inspection, do you have case studies you can share? Yes, we have a lot of evidence that underpins our provision and all our lessons are mapped to a curriculum objective. We are due an inspection at the beginning of 2027 and have worked with other Principals in the Trust to understand the new framework.	
5.39	Are you confident you will get pupil and parent voice? Our children's oracy is very strong, and they can confidently talk to unknown adults about their learning. Some parents will be able to complete the feedback online, but OFSTED should understand the school's community context.	
5.40	Has the alarm issue been resolved? The Fire Alarm is not easy to hear outside the building. Therefore, we are getting advice from the CLF Estates Team about how to address it.	
5.41	Is it being addressed urgently? Audio tests have been undertaken to see where in the site there issues may be. All the adults are aware of the issue so in the event that the alarm went off we would use hand signals to mitigate the risk.	
5.42	What is the solution? They are investigating louder sirens for outside the building. If we need to do a lockdown, we can ring the handbell which the children are used to responding quickly to and coming inside.	
5.43	When is your next lockdown practice? Next term.	
5.44	What is the timeline for the issue being addressed? We are anticipating it being addressed by the end of this term.	

5.45	<p>What is the Pins Project? Professional development for all staff to ensure they can support neuro-divergent children which has been well received by staff. We've also held coffee mornings which the families have appreciated because the families have been able to learn from one another and we have been able to sign-post agencies.</p>	
5.46	<p>[REDACTED]</p>	
5.47	<p>[REDACTED]</p>	
5.48	<p>[REDACTED]</p>	
5.49	<p>There has been some positive press for the school? The local paper reported that our SATs results were the second-highest in Bristol which we are very proud of because it gives our children the best chance of social mobility.</p>	
5.50	<p>The Academy Council congratulated the school on their recent press coverage and their ongoing high expectations for the children.</p>	
6	Policies	
6.1	None	
7	Matters for the Board/COAC	
7.1	None	
8	AOB	
8.1	None.	