

Minutes – Evergreen Primary Academy

Meeting Date: 5 February 2025
Location: EPA
Time: 5.00pm

Julie Vincent (JV) Student Advocate
 Shirley McCogg (SM) Parent Councillor
Vacancy Teacher Councillor
 Stacy Yelland (SY) Sponsor Councillor

Apologies Matt Johnson (MJ) LA Representative Councillor & Chair
 Laura Batrinu (LB) Parent Councillor

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

Absent: Tim Morris (TM) Sponsor Councillor
 George Carey (GC) Sponsor Councillor

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	
1.3	Absent without apologies: Tim Morris, Laura Batrinu and George Carey.	
1.4	The meeting was quorate.	
1.5	Kate Richardson advised in advance that she would be late to the meeting.	
2	Declarations of Interest	
2.1	None declared.	
3	Minutes of Previous Meeting and Actions	
3.1	The minutes of the meeting of 4 December 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	Attendance and Behaviour	

5.2	Behaviour remains good across the academy. The lunchtime incidents have reduced and the Pupil Council are going to be interviewed to determine what can be approved.	
5.3	Positive feedback has been received from external trips about their behaviour when off-site.	
5.4	Do you highlight to pupils which words and phrases are racist? There is one pupil who is learning English who uses inappropriate language to provoke a reaction. We are explicit about what words are inappropriate and why they are hurtful. We've also discussed the use of language in different ways when interacting with different people and that racist language is not acceptable under any circumstances.	
5.5	An ARV took place this week which reviewed oracy through the schools and noted the significant improvement. The Oracy Pupil Voice group articulated themselves well and could explain the use of oracy in the school. They are going to monitor the use of oracy in the class next term and will present the oracy certificates in assembly.	
5.6	A teaching and learning review has taken place and we've identified precision as the PD for next term.	
5.7	Does the Oracy Group contain the same percentage of PP students as is in the school? About 47% of our children are PP, but there are a large number of students who don't meet the threshold but are still disadvantaged. There are PP students in the group and all the children were voted for by their peers.	
5.8	Are those pupils in the CLF category 'Just about managing'? No, that group is populated by low-income families who are just above the PP threshold. Our families include single parents or families who are new to the country with no access to funds so technically they are below PP. Approximately 95% of our children are living in some form of poverty.	
5.9	The persistent absence is reducing? Yes, but the data doesn't include the children no longer at the school because the LA has moved them into temporary housing in another area of the city. The family want to remain with the school, so they keep their children on roll as long as possible, but logistically it's not possible for them to attend school regularly and eventually they move schools. 23 children have joined, and 18 children have left so far this academic year.	
5.10	When the family move, do you support their transition into a new school? Yes, we support them with the move.	
5.11	There have been no suspensions since the beginning of December which we are pleased about.	
5.12	Why are the children visiting a prison? It's the Police Headquarters where there are cells, but no-one is in them when they visit. The children get to visit the police horses and find out what it's like to be a police person which might be inspirational. The children are also taught about the law and visiting the headquarters helps to break down the barriers about being afraid of authority and the police.	
5.13	We are exploring aspirational visits from adults within the community who can provide a role model experience for our children.	
5.14	Empire Boxing have provided a six-week block with our Y5 and Y6 children which is based on goal setting and has been well-received with by the children.	
5.15	Has the provision been quality assured? Yes.	
5.16	The Y4 children are doing a project on climate change which they've enjoyed and demonstrates the impact that children can have on eco initiatives.	
5.17	Forest School is being attended by the Y5 children which is based on understanding the environment and team building skills.	
5.18	Will Forest School be a permanent feature in the school?	

	Yes, we have a teacher who is trained in Forest School education. A curriculum is being created whereby all the children will receive a six-week block.	
5.19	Has the Forest School Lead had oracy training? Yes.	
5.20	Y6 have a block week to encourage them to consider going to University. This was oracy based and the children attended the Bristol Old Vic and then had a graduation ceremony at the University which some of the children attended.	
	Safeguarding - JV	
5.21	I met with Laura the Safeguarding Link Councillor who asked about the reduction in incidents from the beginning of the year to now. This is due to an influx of safeguarding incidents over the summer, or children who have gone abroad and not returned. Also, the terms are not equal in length, some terms are 8 weeks long and one term is 5 weeks long.	
5.22	There has been an increase in the number of children watching inappropriate content via Youtube or Tick-Tok, so we write to the parents and provide information about age-ratings and disturbing content. We also provide support with setting parental controls on devices.	
5.23	Do you only respond to information provided from children? No, we issue a monthly safeguarding newsletter, and we also add 'top tips' to our school newsletter. At the start of our computing curriculum, we discuss appropriate use and scams, unsafe sites, and the need to keep safe on the internet. We also have an E-Safety Pupil Voice Group which is investigating age-restrictions on games and why content may be distressing.	
5.24	Some children mentioned that they don't wear seatbelts in the car, so we added some information to the newsletter.	
5.25	Are children making their own Youtube accounts? Yes. They are easy to create, and our children are tech-savvy but when we find out we inform parents and encourage them to shut them down.	
5.26	We provide our safeguarding data to the Trust at the end of each term, and they then monitor trends across the Trust.	
5.27	Graph 2 Page 2, what is 'other'? A referral to an external agency other e.g. 'Be Safe'	
5.28	Parent wellbeing accounts for two incidents, but the there are additional parental incidents listed under safeguarding, therefore should this number be higher? On CPOMS when we categorise, we have to select the <i>main</i> category which may not be parental wellbeing even though it may encompass that.	
5.29	ACTION: JV to provide some anonymised case studies to indicate the support provided by EPA for children captured in the CPOMS data.	JV
5.30	Child-on-child incidents are high given the number of children in the school. Are they bullying incidents? We meet weekly as a Safeguarding Team, and we track children and whether behaviour is repeated or targeted at an individual. Most of the incidents are around football and are not consistent in terms of the 'victim'.	
5.31	50% of child-on-child incidents take place within the classroom. What support is put in place for staff? We support them with clear structures and routines for moving around the classroom and we have SLT on call when required. We offer restorative conversations depending on the incident. With younger children it can be incidents of 'kind hands' and lining up appropriately. We use social stories to discuss what to do in certain circumstances.	
5.32	Do you have a reactive PSHE tracker? The SLT complete the tracker, and we monitor for contextual triggers that may require a change in the PSHE provision.	

5.33	Can any teacher add to the tracker? They can do, but they tend to inform the SLT who complete it on their behalf because it's part of a conversation and we are a small team.	
	Teaching and Learning	
5.34	What did you do for Black History month? We held an assembly to celebrate the month, but as a staff team we made the decision to celebrate black history every time we teach history and throughout the wider curriculum rather than just focusing on it for a month.	
5.35	Do you have a library within the school? Yes, we have two.	
5.36	Do the books represent the cohort in the school? Yes. We select a specific text per year group, and we have some bi-lingual books in the library.	
5.37	We have appointed a new Reception Teacher for next term to cover maternity leave. In the meantime, a long-term supply teacher is covering the vacancy and Toni teaches Phonics four days a week.	
5.38	Teaching and learning is good across the school. We are focusing on precise explanations in our PD and one-to-ones as a result of our ARV.	
5.39	The SLT are providing Maths and Reading boosters every day which is impactful and next term our focus will increase on Y6 in preparation for SATs.	
5.40	Do you do mocks every term? Yes. We then analyse the data, change the intervention and then the children sit another mock. The data indicates improvement each term.	
5.41	Do the CLF use the same mock papers? Yes, then the data is comparable across the Trust.	
5.42	Do you utilise access arrangements? Yes, we have a range of access arrangements available to our students.	
5.43	For children who are new to English or working below and don't sit the SATs paper, do you explain why? Yes, we sit with the children and explain why, and we offer an alternative assessment.	
5.44	How does a transient cohort impact transition to Secondary School? We support our parents to apply for a Secondary School place before the deadline. If a child starts mid-year, then we complete the form on admission and enter it as a later admission for a school place. If children move house, then we change the application to their local Secondary School.	
5.45	Will there be a graduation ceremony this year? Yes.	
5.46	Are you aiming to achieve Voice 21 Centre of Oracy? The application has been released to us, and we have a visit scheduled for 7 March and we are starting to collate our evidence.	
5.47	We've delayed our adaptations this term following the ARV so that we can focus on explanation first. We support our ECT with how their planning is adapted for each child with SEND.	
5.48	What is the biggest category in SEND-E? Speech and language. We are hoping to get one EHCP approved by the end of term and the SEND team may use the school as a trial for using our EP report instead of having to wait for a Bristol EP which will speed up the process.	
5.49	Does the EP provision come out of the school budget? Yes.	
	Outcomes	
5.50	At this point in the year, we identify our key marginals and how we can convert them.	
5.51	There are 22 children in Y6, five of whom are new to the country so won't be included in the reporting data.	

5.52	If children are on track in a year group, do they start the next year group on track? Not always, because a lot of our children don't retain their knowledge over the summer.	
5.53	The school has significant mobility. What percentage of children stay from Reception to Y6? There are 7 children in our Y6 cohort that have been with us from Reception which represents about 30%.	
5.54	Is that reflected in their outcomes? No, not necessarily. We have high expectations for all our children and support them to achieve their best outcomes regardless of when they joined the school.	
5.55	Do you use PIXEL? Yes, three times a year from Y2 to Y5.	
5.56	How is the Phonics screening going? It took place today and we were pleasantly surprised with the results. 7 out of 21 children passed today and 5 were above 26.	
5.57	The Reading data was lower than Maths? There were a couple of children who were borderline. We are exposing them to increased vocabulary where possible.	
5.58	Do you celebrate SATs week? Yes, we have an event when the SATs are over, but we keep SATs week the same as mocks so that it all feels familiar.	
	Finance, H&S and Estates	
5.59	We are hoping to have the toilets refurbished over the summer.	
5.60	Is the Breakfast Club free? Yes, it's free to attend, doesn't require booking, and is funded by Gregs and Fairshare.	
5.61	Is attendance at Breakfast Club high? Yes, it's well attended with about 50% of the school attending. It starts at 8.00pm and we offer breakfast to children who arrive late to school but haven't eaten.	
5.62	What Sports Clubs do you offer? Bristol Robins supports some sports groups, and we have a team playing tag-rugby which has been arranged by the CLF. We are also given free tickets to watch the sporting events.	
6	Policies	
6.1	Policies to Note: <ul style="list-style-type: none"> • Trustee and Councillor Expenses • Sponsorship and Ethical Fundraising Policies that require approval <ul style="list-style-type: none"> • Admissions Policy 2026-27 • Complaints <p><i>The Academy Council approved the Complaints Policy and the Admissions Policy for 2026-27</i></p>	
7	Matters for the Board/COAC	
7.1	None	
8	AOB	
8.1	None	