



Excellence with Equity - Endeavour with Enjoyment

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'Raise Your Flag'

Minutes of the Local Board T6 Meeting held on Tuesday 16 July 2019 at 19:00

Present:

Abbas Sharif
Ahmed Sharif
Andrew Hogg (*Chair*)
Christina Brugger [to item 298]
David Caird
Florence Weston
Jeremy Bailey
Peter Overton
Toria Moore

In attendance:

Clare Maybury (clerk)
Francesca Beers, DHT
Lisa Quinn, SBM

291 Apologies

Apologies were received and accepted from Celia Morgan. Lorna Brackstone was unable to attend.

292 Declarations of Interest

No interest was declared in any item on the agenda.

293 Constitution

Foundation Member Vacancies

Members noted the two ongoing vacancies. AH had forwarded a recruitment summary to LB members (*T5 ACTION item 282*). It was noted that not having a full complement was not unusual, and that a national charity placing governors reflected the difficulties in recruiting.

294 Minutes of the LB meeting of 21 May 2019

- a. There were no corrections and the minutes were agreed and signed by the Chair.
- b. Update on previous actions not elsewhere in the minutes:

Item 274d, Training: Some members had completed training and this had been added to GH records.

Item 283, Wellbeing committee: The committee had met, including two new staff representatives trained in mental health first aid, with a plan to meet again in September and regularly thereafter. No feedback had been received from DBAT following their staff wellbeing questionnaire.

Item 285a, Management of change: The restructuring proposal had been considered and the process was underway. One governor panel had met to consider redundancies. A second panel may be needed in September in case of any appeals.

Item 285b, SIO support: Lorna Brackstone had been given an additional 6 days to provide support for Easton up to inspection. This could take place anytime between September and February.

A full time SIO was being recruited by DBAT.
AH had not raised the new curriculum framework at the DBAT Chairs' network.
ACTION stands

Other actions and matters arising had been completed or are recorded under the relevant minute.

295 Governance

a. Committee membership and terms of reference

There was no discussion under this item

b. Link members

There was no discussion under this item

c. LB engagement with staff, pupils and parents

There was no discussion under this item

d. Training

TM, DC, AH, JB, PO had attended Easton training in the new curriculum and Ofsted preparation, led by Lorna Brackstone, on 10 June. AH had completed Prevent. Other members had completed various Educare online courses and these had been recorded on GH.

e. Visits and learning walks

The Reading learning walk had taken place on 21 May, with a report uploaded to GH. The Curriculum Development walk had taken place on 18 June, and had been very useful to those attending. A report would be provided in due course.

Q *Are Ofsted likely to question the training done and visits made by LB members?*

Both are considered by Ofsted, and we were the DBAT school accessing the least training last year. Members noted that the BGDS programme for 2019-20 was now out, including several new courses.

ACTION **LB members** to complete training, particularly those courses highlighted previously, as a priority over the summer.

296 Reports from committees

a. Resources committee meeting of 26 June 2019

Minutes of the meeting were noted, in particular:

- The use of any surplus and the ring-fencing of capital funds for future use. Two items of expenditure had been agreed: toilets at a cost of £9.5k, with works linked to the CIF bids, and robotic balls to strengthen the ICT curriculum.
- Staffing consultations had taken place and management of change was ongoing.
- CIF bid works were being managed with the expectation firmly stated that the school should be able to start on time in September, with contingency plans in place. Works would start imminently and take six weeks.

Q *The timeline is very tight: can it be met?*

Works will be done over weekends as well as weekdays. A meeting will take place in early August to ensure the project is managed as expected. PO has spoken to DBAT concerning use of INSET days to delay the start of school if necessary. Planned training can take place in the new building.

LB members then *agreed* to a delayed school start if works are unable to finish in time.

Q *Is the funding for apprenticeships not being used?*

All employers need to provide the apprenticeship levy. DBAT had been paying this centrally, but it is now being charged to schools. There are questions as to why this happened without notice, and the strategy to make use of it. The levy could buy training for someone already in school, but not CPD, as it must be an approved apprenticeship scheme. It has been used in other schools to train up TAs.

ACTION AH to raise the apprenticeship levy issue with DBAT, along with the issue of capital ring-fencing and surplus funds. (JB to send details to AH)

- At a DBAT health and safety meeting attended on 12 June by JB and PO, the level 1+2 policies had been found to be not fit for purpose and were withdrawn, with schools advised to use their own. There was no timescale for replacement.

b. Standards committee meeting of 16 July 2019

Minutes of the meeting were not yet available, and a verbal report was given:

- A summary of key attainment outcomes for the last four years had been considered. Progress data would be available in the autumn and reported in T1. There had been a steady rate of improvement, with the EYFS and phonics very positive. KS1 headlines were more concerning, with slightly lower rates than in previous years. Analysis of particular groups remained to be done. Reading was a particular issue, as tests contained concepts and experiences unknown to children at the school, and texts were very long and challenging. There was an issue with comprehension, within the context of pupils being able to read fluently. In addition, the marking scheme had been very strict, with specific answers required, so that perfectly reasonable answers could not be accepted.
- KS2 had shown steady progress. Again, reading was the limiting area, with writing and maths attainment high and improved from previous years. High numbers of EAL students were known to affect reading progress generally, not just at Easton, and vocabulary was limited. Writing now included a drafting process which had helped by allowing time, whereas reading was a timed test.

Q *Has there been a fall in number of those in the EXS+ (exceeding expected standards) group?*

This was a very small cohort. The data show numbers rather than scores so this varies each year, and could potentially be just one child. These children are working significantly above average, so we would not expect high numbers.

Q *This document includes ambitious plans: will there be more detail later? How will it be used?*

The data indicate the trend and the impact of strategies used, and is used to inform the next year. Particular issues are highlighted, such as early reading and the need to align phonics and reading teaching better. Children need greater vocabulary and a rich knowledge-base. The report informs our self-evaluation (SEF) and leads to the SIP, which outlines priorities. The full plan is then used throughout the year.

297 SEF

The document had been drawn up based on a number of visits by LB, and written against the Ofsted framework for 2019, highlighting next steps. The school had improved in most areas and the report was confident a 'good' evaluation could be justified.

Q *Is teaching at the end of KS1 consistent enough to secure improvement?*

This is our focus, as the Early Years, Y1 and Y6 are consistently strong, with the EYFS likely to be rated 'outstanding'.

Q *Last term there was a slight deterioration in behaviour – does the evidence support the positive statements made?*

There are always spikes at certain times of year, but tracking individual children has shown an improvement in the vast majority of poor behaviour. We can show the positive effect of interventions. Clearer limits have led to an increase in fixed-term exclusions, with alternative provision and improved strategies. This has meant permanent exclusions have been avoided. Every teacher has to be an expert

at managing behaviour, and this is not yet consistent and systematic. More expert advice is being sought next year and we are refining the Behaviour policy. We have realised some elements are not helping and that we need a need greater focus on restorative responses rather than sanctions.

Q *Who is the report aimed at, and how is it used? Evidence needs to be stronger.*

The report will be used with staff and teams, as well as LB members. Monitoring and data evidence files sit behind each area, but it has been written like an Ofsted report, which is more general and evaluative.

ACTION PO to include more evidence of behaviour improvement in the SEF report, and add more detail (in the Leadership and Management section) about the role of LB members.

ACTION LB members to send comments on the SEF to PO within the next week, for the report to be finalised by the start of T1.

298 **SIP**

An updated version of the report was received, outlining key actions in each priority area. A new DBAT template had been used.

Q *Has the new curriculum been incorporated into Priorities 1 and 3?*

Yes, and Priority 4.

Q *Does the Thrive programme take time or resources, and does it involve parents?*

INSET days will be used, to ensure extra time is not needed, and it is in the budget. We hope to involve parents. The SIP Action Plan follows up on individual actions in more detail.

Q *What is the timeline for delivery of these actions?*

A time plan will be in place for each area, such as Maths, and revised as it progresses. Work starts in T1

Q *What is the meaning of ACT under Priority 4?*

ACT is a programme designed to strengthen well-being techniques for teaching staff. Twenty schools are involved. We have asked and hope to participate. It is part of a London-based research project about mindfulness in the workplace.

Q *The plan is ambitious in every aspect of school life. Is there the capacity to carry it out?*

A SIP has been in place for the last five years. Some is pushed to the next year but most is completed as planned every year. The plan is adjusted as we go along, and each issue resolved. Budget constraints sometimes affect plans.

Q *Sickness is high amongst TAs – is our approach too teacher-centric?*

ACT is based on teacher well-being, but could be considered for all staff.

ACTION PO to change wording in the SIP to 'staff' so the whole school team is included.

ACTION Wellbeing committee to consider the adaptation of ACT to ensure non-teaching staff are included in wellbeing improvement.

[CB left at this point]

299 **Developing the Easton CE Academy Curriculum**

- a. Members undertook an exercise first completed at the Curriculum INSET day, attended by AH, AbS and CM. This ranked priorities about the purpose of the curriculum, including developing a knowledge base and reflecting context. Priorities then affect how the curriculum is developed and shaped, to include areas such as the running track , parent forum and food festival.

Q *What do the LB need to do to support what is happening at school? Do we need our own plan?*
School vision and values need to be established and then measured. This will involve greater LB engagement, such as teaming up with a family and connecting with the community, or partnering a teacher for a time.

Q *How will these powerful statements be communicated more widely?*
A staff discussion was begun at the INSET day. The document will be available to parents and the public on the website, and there will be further discussion at Local Board.

ACTION **PO** to circulate the vision and values document for the school in T1, along with the actions to be taken. Its impact to be evaluated later in the year.

ACTION **LB members** to discuss how to take forward greater engagement with the school and community.

- b. FB gave a presentation on **reading**, recorded as part of as part of a professional qualification, which was questioned by LB members. This covered the reading action plan, its impact and further plans, and included Talk for Reading, reading for learning and reading for pleasure and the end of year reading review. The impact had been shown to be very variable, with the focus on teaching rather than systems. The focus had now shifted to systems. The action plan had been developed to work with stages rather than ages, and to continue phonics development into Y3. Investment was needed in TAs, and further consideration would be given to interventions and tracking. Changes in subject leaders would require training and support, and Reading Hubs specialist leaders would disseminate training across schools.

Q *Are dual language books provided, given the poor home background for books and reading?*
Some, but this could be further developed.

Q *Are there enough book resources available in school?*
There are, but they are often not returned after borrowing, for a variety of reasons. Systems need greater monitoring, but many schools are struggling with this issue.

FB was thanked for her report.

ACTION **LB** (from Standards). Reading in Y3 to be the focus of the first learning walk in T1

300 **Headteacher's report**

The SEF and SIP reports and the curriculum presentation replaced the usual HT report.

301 **Policies**

- a. Policies were approved as follows:

The statutory school-level **Behaviour** policy had been reviewed at committee and was *approved* subject to minor corrections.

The non-statutory, school-level **CCTV** policy had been reviewed at committee and was *approved*.

- b. The statutory, level 3 **Sex and Relationships Education** policy was *not approved*. Although the policy had been adopted in July 2018 the SRE sections had not been implemented. Further consultation with parents was needed, which would take place from September. Currently, government guidance was being followed.

- c. Policies due for review in T1 were noted:

- Allegations of abuse against staff (statement of procedures for dealing with) (Resources)
- Charging and Remissions policy and principles (Resources)
- Property Management documents (Resources)
- Safeguarding & Child protection policy and procedures (Standards)

302 Meeting dates

a. Meeting dates for 2019-20 were considered and *agreed*

ACTION Clerk to add dates to GH calendar

ACTION PO to invite Lorna Brackstone to be part of the LB training session on 10 Sept

b. Meetings in T1:

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|----------------------|-------------------------------------|
| Local Board (T1): | Tuesday 8 Oct 2019, 19:00- 21:00 |
| Resources committee: | Wednesday 18 Sept 2019, 13:15-15:15 |
| Standards committee: | Tuesday 24 Sept 2019, 09:00-11:00 |

Training session (Ofsted preparation) Tuesday 10 September 18:00-20:00

Reading Learning Walk in September, Wednesday: date tbc

The meeting closed at 21:05

Signed (Chair) Ann J. Hogg

Date 8 October 2019

Reports received in advance:

- (item 296b) Key attainment outcomes 2016-2019
- (item 297) SEF self-evali
- (item 298) SIP
- (item 301) Policies: Behaviour, CCTV, Pupil Attendance, Sex and Relationships
- (item 302) Proposed LB meeting dates 2019-20

Glossary

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|-------|--|--------|-----------------------------------|
| CIF | Condition Improvement fund | Ofsted | Office for Standards in Education |
| DBAT | Diocese of Bristol Academies Trust | PP | Pupil Premium (grant) |
| EAL | English as an additional language | Q | LB member's question |
| EYFS | Early Years Foundation Stage | SEF | Self-evaluation framework |
| GDPR | General Data Protection Regulations | SIP | School Improvement Priorities |
| GDS | (Bristol) Governor Development Service | SIO | School Improvement Officer |
| GH | Governor Hub | SLT | Senior leadership team |
| HT | Headteacher | SRE | Sex and relationships education |
| ICT | Information + communication technology | TA | Teaching Assistant |
| INSET | In-service training | T3 | term 3 |
| KS | Key Stage | Y3 | Year 3 |
| LB | Local Board | | |