



Excellence with Equity - Endeavour with Enjoyment

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'Raise Your Flag'

Minutes of the Local Board T3 Meeting held on Tuesday 5 February 2019 at 19:00

Present:

Abbas Sharif [from item 262]
Andrew Hogg (*Chair*)
Celia Morgan
Christina Brugger
David Caird
Jeremy Bailey
Peter Overton
Toria Moore

In attendance:

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

259 Apologies

Apologies were received and accepted from Florence Weston. Ahmed Sharif was not present.

It was noted that Cathy Milton had been replaced as DBAT SIO by Lorna Brackstone. 21 days were available to the school in the current academic year for SI support, LB training and to attend LB and Standards meetings. Lorna would attend from the next meeting.

260 Declarations of Interest

No interest was declared in any item on the agenda.

261 Constitution

a. Foundation Member Vacancies

Members noted the two ongoing vacancies.

b. Parent member election

Members welcomed two new parent members, elected in December. Ahmed Sharif was re-elected and Abbas Sharif elected for the first time, each with a term of office ending 7 December 2022.

262 Minutes of the LB meeting of 12 December 2018

[Abbas Sharif arrived during this item]

Corrections:

Item 250b: should read "There remained **two vacancies** for Foundation members".

Item 253a, bullet point 3, CIF bids: should read "After this year further CIF funding **was unlikely if pupil numbers did not exceed 3,000.**"

With these corrections, the **minutes were agreed and signed** by the Chair.

Update on previous actions not elsewhere in the minutes:

Actions undertaken by CMi had been resolved or referred to Lorna Blackstone. These included:

- a. *253d: implementation of the Appraisal policy* (flagged to DBAT);
- b. *255b, evidence required for deferred places* (awaiting advice as this is a DBAT-wide issue)
- c. *251b: Local Board audit* (to be taken forward by LBla)

Other actions and matters arising are recorded under the relevant minute.

263 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

Members were asked to update their training records and ensure they attend training and inform the clerk, for Governor Hub.

ACTION **TM, PO** to investigate Prevent training for LB members via Educare or in-school, from Laura Connors

e. Visits and learning walks

The Report of the Maths Learning walk of 21 January 2019 was noted. LB members saw the continued influence of the new approach; good engagement from pupils and a strong Maths team.

f. Keeping Children Safe in Education

Members were asked to sign to confirm they had read the document.

ACTION stands **AS, AbS** and **TM** to confirm they have read Keeping Children Safe.

264 Reports from committees

a. Standards committee meeting of 15 January 2019

Minutes of the meeting were noted, in particular the **Ofsted data dashboard** areas for investigation: the school's responses were noted in the HT report and available on Governor Hub.

b. Resources committee meeting of 23 January 2019

Minutes of the meeting were noted, in particular:

- Funding had been received for a **running track** and trim trail. LQ was congratulated for her work on the successful bid.
- **Budgets** were very tight, with a predicted neutral balance at the end of the year. The fall in pupil numbers meant a reduction in funding. Options to address the school's needs within budget were being considered and would be advised to DBAT.

Q *Is the caretaker's house still a financial burden?*

A meeting is in hand for 15 February with Diocesan representative Sally Moody, to clarify

responsibilities and obligations.

Governors noted a request from Summerhill Infants' governors concerning a **national week of action** from 25 February to 2 March, to raise the issue of education resourcing.

ACTION AH to forward the request for involvement in the national week of action for schools
LB members to contact AH with any responses

- TM had been appointed to cover maternity leave for the **Home-school** post, from 19 February: she was congratulated.

ACTION clerk to advise on whether the post would affect TM's role as a member of the LB

- A proposal for a **working party** to help maintain the school grounds was welcomed.

c. Staff wellbeing group update

Outcomes from the questionnaire were awaited, and would be shared across the DBAT schools. 37 responses had been received to date.

ACTION Staff wellbeing committee to meet to consider wellbeing questionnaire outcomes and report to the LB in T4

265 Headteacher's report

The HT and data reports were noted and queried, in particular:

a) *Q Why are **girls** doing less well in **reading**?*

This does not follow the national picture, and the pattern is inconsistent year to year. Boys do less well in literacy. Oracy is supporting children to talk and build vocabulary to address the language disadvantage, and engages pupils well. Pupils tend to self-select into **gender groups** as they get older, and this is likely to impact on learning generally. Across KS1 boys' progress lags behind girls' and the reasons are being investigated.

b) **SEN** levels are high but the number of EHCPs relatively low, due to difficulties in engaging parents to support them.

c) Definitions of **disadvantage**, such as take-up of PP and levels of EAL, vary between school contexts and are less helpful than looking at boys, girls and prior attainment.

d) The **attainment** gap with national is still large but decreasing. Ofsted now measure over three years and have shifted the focus from attainment to progress, at which Easton does well.

e) The **inspection data** dashboard, with an evolving commentary, will continue to be considered by the Standards committee and will be added to training.

f) **Teaching and Learning** continues to improve as a result of the open door policy, teach-alongs, and a review of targets. Developing the middle leadership band has improved support and consistency.

g) A **SIP review** will take place on 12-13 March and LB members will be invited to the feedback session. The new SIO, Lorna Blackstone has previously visited the school as an HMI; has experience of governor training, and has led nationally on Early Years.

h) **Healthy eating** has become a focus, with checks on packed lunches and input from Alive & Kicking.

ACTION **PO** to consider adding Healthy eating and Oracy films, filmed recently at Easton, to the school website

i) Changes to **behaviour** strategies have been made following an SLT review and input from DBAT.

Q *Is behaviour worse than last year? Does it deteriorate through the year?*

Class room behaviour is better but there are a high number of high needs children, with a resulting recent increase in violence and aggression. There is a pattern of behaviour worsening through the year as the novelty of being back at school recedes and staff energy levels deplete.

Q *How supportive are parents?*

There is good engagement with the school but nervousness when other experts are brought in, for example concerning ADHD, autism or speech and language. This is improving as trust is built.

Q *What happens at the end of the year for those removed from the classroom?*

Following time in the Cat Room, children should be ready to move back to class or on to other provision. One has already moved, with another being reintegrated now. This strategy has highlighted individual needs more effectively, so we know how to support them back to the classroom. Children are learning there are consequences to behaviour. This is an issue for many of our pupils, particularly boys, and is not always followed through in the community. Girls with BSPs tend to be more responsive.

Q *Noting both the number of days of exclusions this year and some staff questionnaire responses, how common is the feeling that disruptive behaviour prevents effective teaching and learning?*

This is the case in some classes with a high number of disruptive pupils, and can be stressful for the teaching staff. There are more exclusions as a result of better recording and response, and to protect staff wellbeing and learning. Inclusion should not be at the expense of these. Overall behaviour for learning has improved significantly since first becoming an Academy, and pupils are generally more able to continue their own learning despite the presence of a number of high needs children with more challenging behaviour. Places for these children are increasingly difficult to find with decisions ensuring schools take them having to be made at a fair assessment panel.

Q *If schools are successful in placing these high needs pupils, does this then attract more?*

It would, but the decision to offer a place is ultimately financial, as additional funding for these pupils is not provided by the sending school.

Q *Does each child out of class have one- to-one support? What are they doing during this time?*

They go the Cat room for part of the day, where up to six pupils are with one SLT member. They make apologies and either follow the classroom curriculum or, where this is not possible, do age-appropriate work. Pupils do not like going and are generally keen to return to class.

Q *Are teachers confident to send them, without implication of fault on their part?*

They are, having assessed the impact of the behaviour on the rest of the class. There is a clear process based on consequences, which pupils know, so teachers can remain dispassionate.

j) **Attendance** hit the 96 % target post-Christmas, with a day's closure for snow following this.

266 Policies

- a. Updates to statutory policies reviewed at committee were discussed and *approved*, pending the amendments noted:
- **Online Safety** : the policy states that a link governor should be appointed. It was agreed this should be attached to the Safeguarding role. Some typing errors to be addressed.
 - **Accessibility Plan 2019-2022**
 - **Equality Information and Objectives**: Some typing errors to be addressed.
 - **Admissions 2020-21**: This was the final version following consultation. No objections had been received,; some changes had been made by BCC, and DBAT had agreed the policy.

ACTION **LQ / clerk** (tbc) Policies to be corrected, put into final pdf format, and accessibly stored on Governor Hub. School storage to be clarified following DBAT's completion of the new school website, due for completion by March.
All compliance documents to be uploaded to the current and new websites.

ACTION **Safeguarding link governor** to add Online Safety to their remit

ACTION **AH** to take role as link governor for Equalities

ACTION **LB members** to complete Educare online training in Equalities (recommendation)

- b. Updates to school-level policies reviewed at committee were noted and *approved*:
- **Lettings**
- c. Statutory policies due for review and approval in T4 were noted:
- SEN (deferred from T2)

267 Ofsted preparation

Questions in the circulated report were addressed in small groups and reported back.

ACTION **PO** to add LB responses to the prepared model answers document

268 Meeting dates

Local Board (T4): Tues 26 March 2019, 19:00- 21:00

ACTION **AH** to confirm with JP a LB **training session** prior to this meeting, from 18:00-19:00.

Resources committee: 20 March 2019, 13:15-15:15 (**Please note** this is a change from the previously agreed date of 13 March)

Standards committee: 7 May, 09:00-11:00

Learning walks: Reading - date **to be confirmed** (previously agreed date no longer available)

ACTION **PO** to circulate new date for Reading Learning Walk

Oracy Tues 21 May 08:30-12:00

SIP feedback visit: Weds 13 March 16:00

The meeting closed at 21:10

Signed (Chair)

Date

Reports received in advance:

LB and committee minutes
Keeping Children Safe in
Education
HT report
Inspection data summary report
with school responses
Mock Ofsted questions

Policies reviewed at committee:

- Accessibility Plan 2019-2022
- Equalities Information
- Online Safety
- Lettings
- Admissions 2020-21

Reports received at the meeting:

Mock Ofsted answers

Glossary

AIP	Academy Improvement Plan	KS	Key Stage
ADHD	Attention deficit hyperactivity disorder	LA	Local Authority
BCC	Bristol City Council	LB	Local Board
BSP	Behaviour Support Plan	Ofsted	Office for Standards in Education
DBAT	Diocese of Bristol Academies Trust	PCC	Parochial Church Council
CEO	Chief Executive Officer	PP	Pupil Premium grant
CIF	Condition Improvement fund	Q	LB member's question
DHT	Deputy Head Teacher	SBM	School Business Manager
EHCP	Education, Health and Care Plan	SEN	Special educational needs
EAL	English as an Additional Language	SIO	School Improvement Officer
EPT	Education Partnership Trust	SIP	School Improvement Plan
EYFS	Early Years Foundation Stage	SLT	Senior leadership team
GDPR	General Data Protection Regulations	TA	Teaching Assistant
GH	Governor Hub	T3	term 3
HMI	Her Majesty's Inspectorate	Y1	Year 1
HT	Headteacher		