



Excellence with Equity - Endeavour with Enjoyment

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'Raise Your Flag'

Minutes of the Local Board T4 Meeting held on Tuesday 26 March 2019 at 19:00

Present:

Abbas Sharif
Andrew Hogg (*Chair*)
David Caird
Florence Weston
Jeremy Bailey
Peter Overton
Torja Moore

In attendance:

Clare Maybury (clerk)
Clare Wellbourne, SENCO
Francesca Beers, AHT
Lisa Quinn, SBM
Lorna Brackstone, DBAT School Improvement
Noelle Rumball, Chair of Governors at Frome Vale

Lorna Brackstone was welcomed as DBAT SIO . She will provide 21 days' support and training, of which several have been used in visiting and reporting. She will attend LB and Standards meetings.

Noelle Rumball was welcomed as an observer, as part of her training with the National Governance Association.

269 Apologies

Apologies were received and accepted from Celia Morgan and Christina Brugger. Ahmed Sharif was not present.

270 Declarations of Interest

No interest was declared in any item on the agenda.

271 SEN Report

Members noted the circulated report, presented by Claire Wellbourne, and asked a series of questions:

Q How do the 97 on the SEN register and 4 going through EHCPs compare with other schools?
The national average is 20%, and our numbers are similar to other schools. There is a higher threshold for registration here, however, and parents may not support their child being on the register, so actual numbers are probably higher. ASD is known to be high in this area and we make accommodations even where parents do not support a diagnosis.

Q Do parents feel there is a stigma attached to diagnosis?
Yes. Some families have left and taken their children to Somalia. Others find support from within communities. We are able to signpost them to support such as holiday clubs, groups and advice.

Q Is the high number of pupils with speech and language needs due to ESL?
No, numbers are typical of any primary school. Where needs are not met this can evolve into behaviour difficulties at secondary school. Our speech and language therapy groups are very

successful, so less support is needed as they progress through school.

Members noted an increase in pupils with one to one support, and groups for maths, language, phonics and dyslexia support. This was not effective for all children and there were some very complex needs and difficulties, with some families in crisis and several siblings affected.

Funding loss was having an impact and Bristol top-up funding was under review, with potential funding from next September for submitted EHCP support plans. This should have been in place from T1 this year. The low success rate last year and poor funding level had made the time spent not cost-effective, and there were delays in the process of up to 49 weeks. This missed statutory requirements and a number of lawsuits were happening nationally. One Easton case was being taken up with the local MP and another going to tribunal.

Training had taken place for all staff and records for groupwork and tracking for one to one children had improved, via "Connecting Steps".

Q *Will the data be available to governors when there is sufficient to make comparisons?*
Once there is more than one data set it will be a useful tool, enabling us to see each child more positively, in terms of what they can do.

Q *As Bristol Autism Team don't cover everything, where else is support available from?*
There is no other support, although we do liaise with other schools to identify gaps. There is a need for more Educational Psychology, therapeutic and Behaviour Support. Our Speech and Language support is good.

Q *How can the LB support the school to ensure BCC respond as needed and required?*
Our MP has reported the situation to government and received a poor response. The issue could also be raised via the Academies representative at the Schools Forum.

ACTION AH to write to BCC on behalf of the LB to challenge the delay of 49 weeks for one child's EHCP outcome.

CW was thanked and left the meeting

272 Constitution

a. Foundation Member Vacancies

Members noted the two ongoing vacancies.

273 Minutes of the LB meeting of 5 February 2019

Corrections:

Item 266c, Policies: the SEN policy is not due for review until T4 2020.

With this correction, the **minutes were agreed and signed** by the Chair.

Update on previous actions not elsewhere in the minutes:

Item 264b, involvement in the National Week of Action for Schools:

AH had written to the local MP and received a positive response. She would be visiting the school on 23 May.

Item 265h, Oracy and Healthy Eating films:

A link to the healthy eating film had been sent to LB members and would be available until 28 March. The Oracy film was still awaited.

Item 266 website compliance:

The website was largely compliant, with a few outstanding items, and awaited the DBAT upgrade.

Item 267, Ofsted:

The LB model answers had been added to Governor Hub.

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

274 Governance

a. Committee membership and terms of reference

There was no discussion under this item

b. Link members

There were no issues arising from TM's appointment to the school staff regarding her role on the Local Board, but members noted that the role of Safeguarding link would now be taken by Florence Weston. A handover meeting had taken place. It was noted this may affect the priority FW could give to her role as SEN link.

c. LB engagement with staff, pupils and parents

Members were invited to attend the Parent Forum on 29 March and the Spring craft day on 4 April.

ACTION PO to add Parent Forum dates to GH calendar

d. Training

Lorna Brackstone asked about training already in place and undertaken by governors, and outlined the kind of support she could provide, including:

- Identifying and addressing training needs, including the annual review
- Safeguarding as a priority, especially including FGM
- Ofsted preparation
- Appraisal and pay progression
- Consulting the community
- Equal Opportunities

ACTION All LB members to access the GDS training on *Getting the Most out of your Ofsted Inspection* on 23 May 18:30-21:00 or 17 May 10:00-12:30
Clerk to contact GDS to flag interest in the course and contact members with information once received

ACTION LB to follow up the training with a tailored early evening session for the LB at Easton in early June. LBr to send dates for this.

ACTION All LB members to commit to doing the Educare online courses in Safeguarding, FGM, GDPR and Equalities.

e. Visits and learning walks

The Reading learning walk had been postponed

ACTION FB / PO to confirm all Learning Walk dates to LB members

f. Keeping Children Safe in Education

ACTION AbS to confirm he has read the document.

275 Reports from committees

a. There was no meeting of the **Standards committee** in T4

b. **Resources committee** meeting of **20 March 2019**

Minutes of the meeting were noted, in particular:

The proposed **premises working party** had met and re-decorated the Junior School corridor and lobby. A list of further tasks was ready for future dates. LQ was thanked for starting the group.

Finance: the outcome of the two CIF bids was due, for water and fire safety works. The budget reforecast included a reduced surplus, and 2019-20 would be financially challenging.

The **caretaker bungalow** wall had been made safe, paid for by DBAT. It was likely that in future the school would be responsible, following DBAT's investigations with lawyers involved in the original transfer.

Following the **Health and Safety audit**, progress was being made on a challenging list of priorities. The importance of the link H+S role for the coming year was highlighted.

ACTION PO to brief AS concerning the increased importance of the H+S link role, and to consider whether two people may be required to ensure needs are met.

Q *Why is there a sudden increase in attention on H+S by DBAT?*

There have been a few incidents and we have inherited some issues, such as unclear lines of responsibility, from lack of due diligence at handover.

Q *What is happening with the catering contract?*

There were no returns for the DBAT tender. Questions remain to be considered, as well as the risks and possibilities of different models.

c. **Staff wellbeing group update**

There had been a total of 37 responses to the questionnaire, out of over a hundred staff members. It was not yet known what DBAT planned to do with the outcomes, or how results would be benchmarked. Generally staff felt there was a good team, felt supported and that they could ask for help. Pupil behaviour was an issue. 47% of staff had experienced emotional and physical violence from pupils, with 30% citing constant disruption. These levels were very high, and staff felt overworked. Career opportunities were few, and some staff did not feel comfortable voicing concerns to the school leadership.

Q *Are we scrutinising reports of incidents to ensure they are reported? The level is very high.*
Incidents are consistently reported and DBAT do see the reports as there is a centralised system. We have some insights to what is happening but we do need DBAT feedback.

Q *Should we do our own audit? People need to see action. Have results been reported to staff?*
We could do one, but people may not respond. Staff yoga is now happening, and copies of the audit outcomes have been left out in the staff room.

It was noted that the Wellbeing committee had been DBAT-led and was not happening. The research was Diocese-wide, not just DBAT. 71% of teachers' relationships nationally had been shown to be affected by workload and pupil behaviour, both concerns at Easton. An NEU survey included violence against staff and this was likely to become more of a focus, along with the right to therapeutic support.

ACTION Wellbeing committee to meet independently if DBAT has not taken the lead by the start of next term, in order to address some immediate issues.

d. Ethos committee

ACTION PO to put notes of February's Ethos committee meeting onto Governor Hub

276 **Headteacher's report**

The HT report was noted and queried, in particular:

a. Feedback from visits by the SIO Lorna Brackstone:

The **quality of teaching and learning** currently was good, although it was noted inspectors would consider work over time rather than a snapshot. Senior leaders had a good understanding of strengths and weaknesses, and those year groups needing support. The best lessons offered challenge, expectations, clear objectives, visual stimuli, with time given to think and reason, and feedback and TAs both used well. There were still pockets of teaching and learning where this did not consistently apply, and the SLT were aware of these.

There were opportunities for deep thinking, a focus on vocabulary and good use of assessment. There was sometimes an overdependence on worksheets, and a lack of differentiation. Year group leaders were knowledgeable about their year groups.

There was plenty of evidence for Maths and Literacy, but this was missing for the wider curriculum. Under the new framework, inspectors were likely to drill down in one area, such as geography, to consider progression through school.

Q *How do we balance the challenge of attainment against providing a broad curriculum?*

There are unique challenges here and the tests seem to disadvantage our children, who have less wide experience and poorer vocabulary.

Maths and Literacy are strong and inspectors will want to see these skills used across the Curriculum.

Q *Are year group leaders in place at the expense of subject leaders?*

Q *Is there scope for us to highlight things not on the curriculum, which are about broadening experience?*

ACTION LBr to provide the full report to the LB by the end of T4

b. Behaviour:

More serious, dangerous or disruptive behaviour was now usually resulting in a half day exclusion. Two children were currently in specialist provision arranged by BCC following exclusion. Training had taken place in February in strategies for de-escalation, and making cohesive classroom communities. CAT class had had an impact on the whole school, and little change was expected from its closure. Classroom behaviour for learning was good.

Q *Regarding exclusions, do parents engage and support the school?*

The worst behaviours are often not seen at home by parents. Sometimes more specialist advice is needed from Education Psychology and Behaviour specialists.

Discussions with BCC were ongoing about the development of a specialist behaviour provision on-site, to meet a local need for places. Various models were under consideration. Even if places were all to be taken by pupils from other schools, having school-based expertise was likely to have an effect across the school.

Q *What would be the timescale for investigating and setting up the provision?*

BCC want it as soon as possible, but this could not be by September. It could start mid-year.

c. Safeguarding:

The audit started by Laura and Jess had been taken on by TM, with the auditors impressed at the handover.

The HT was thanked for his report.

277 Policies

- a. DBAT level 1 policies were *adopted* as follows:
- **Health & Safety**
 - **Pay Policy**
 - **School-based Staff Capability** (applies from Sept '19)
 - **Support Staff and SBM Appraisal** (Sept '19)
 - **Teaching Staff and senior Leaders Appraisal** (Sept '19)
- b. The DBAT level 3 **Complaints** policy was briefly discussed, before being *adopted* as it stood. It was noted that this would supercede the existing, school-based policy. No formal complaints had been received in the last few years. The use of the word "vexatious" in the policy was queried.
- c. Updates to the following statutory policy, reviewed at committee were *approved*, as follows:
- **Intimate Care**, with the addition at committee of reference to the procedure for one-off events, and the recommendation that at the next review TM should be included.

Approval of the **Nursery Admissions** policy was postponed due to significantly lowered numbers.

- d. Statutory policies due for review and approval in T5 were noted:
- CCTV (Resources)
 - Behaviour (Standards)
- e. DBAT guidance documents for immediate use were *noted*, as follows:
- **Acceptable Use Agreement (pupils)**
 - **Acceptable Use Agreement (staff and volunteers)**

278 Ofsted preparation: This item was discussed at items 273 and 274d.

279 Meeting dates

Local Board (T5): Tues 21 May 2019, 19:00- 21:00
Resources committee: Weds 1 May 2019, 13:15-15:15
Standards committee: Thurs 7 May, 09:00-11:00

Learning walks: Reading - Tues 21 May 08:30-12:00 **tbc**
Curriculum development Tues 18 June 13:00-15:00 **tbc**
Oracy Tues 21 May 08:30-12:00 **tbc**

The meeting closed at 21:05

Signed (Chair) 

Date

Reports received in advance:

(item 7) HT report
(item 2) SEN report
(item 10) School-level policies: Intimate Care; Nursery Admissions

(item 2) Verbal / powerpoint SEN report
(item 10) Acceptable Use Agreements for Pupils and for Staff and Volunteers

DBAT level 1 policies: Health & Safety; Pay Policy; School-based Staff Capability; Support Staff and SBM Appraisal; Teaching Staff and senior Leaders Appraisal;

DBAT level 3 policy: Complaints

Reports received at the meeting:

Glossary

AHT	Assistant Head Teacher	KS	Key Stage
ASD	Autism Spectrum Disorder	LB	Local Board
BCC	Bristol City Council	MP	Member of Parliament
CIF	Condition Improvement fund	NEU	National Education Union
DBAT	Diocese of Bristol Academies Trust	Ofsted	Office for Standards in Education
EHCP	Education, Health and Care Plan	Q	LB member's question
EAL	English as an Additional Language	SBM	School Business Manager
EYFS	Early Years Foundation Stage	SEN	Special educational needs
FGM	Female genital mutilation	SIO	School Improvement Officer
GDPR	General Data Protection Regulations	SLT	Senior leadership team
GDS	(Bristol) Governor Development Service	TA	Teaching Assistant
GH	Governor Hub	T3	term 3
HMI	Her Majesty's Inspectorate	Y1	Year 1
HT	Headteacher		