



## ARC Minutes

**Date:** Tuesday 8<sup>th</sup> November 2016

**Venue:** Colchester Academy

**Time:** 12.00pm

**Attendees:**

<b>ARC Group Members</b>	<b>Role</b>
<b>Richard Bassett (RBA)</b>	<b>Independent Chair of ARC</b>
<b>Simon Evans (SEV)</b>	<b>Project Director</b>
<b>Mary McKeeman (MMC)</b>	<b>Director of School Improvement</b>
<b>Nigel Shaddick (NSH)</b>	<b>Attendance and Safeguarding</b>
<b>Regional Group Members</b>	
<b>Heidi Hoskin</b>	<b>Executive Principal, Gulval School</b>
<b>Paul Baker</b>	<b>Headteacher, Gulval School</b>
<b>Clerk</b>	
<b>Julie Isahak</b>	<b>Clerks Associates</b>

Nb: Questions recorded **(in bold)**. Responses *(in italics)*

PART	DETAILS	ACTION
	RBA introduced the members present who make up the Accountability, Review and Challenge Committee. During the meeting, Governors would consider; strategic paperwork, the Academy Development Plan (ADP), the Self-Evaluation Form (SEF) and check against the actions on the most recent RIG. Smart Outcomes for both the Academy and the Trust will also be considered and a discussion will be held concerning general support from the Trust.	
<b>1</b>	<b>Safeguarding</b>	
	NSH questioned: <ul style="list-style-type: none"> <li><b>When was your last safeguarding audit conducted and how confident are you with your safeguarding procedures?</b> <i>A 175 County Council audit has taken place. No further monitoring visit was required as a result of this although the following actions were highlighted.</i></li> </ul>	



	<ul style="list-style-type: none"> <li>- Fire Safety training</li> <li>- Ensure all files up to date with accurate chronologies</li> <li>- Requirement for Tier 2 refresher training for new staff</li> <li>- Positive handling</li> </ul> <ul style="list-style-type: none"> <li>• <b>When was the Single Central Record (SCR) checked and do you have an evidence trail of this?</b> <i>It was checked two weeks ago; the only issue raised was concerning a document that needs to be in place for new members of staff.</i></li> </ul> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• PBA to email MMC to update on this</li> <li>• Ensure SCR is built into RIG monitoring time-line.</li> </ul>	PBA/MMC
	<p>With regards positive handling; Team Teach are currently the preferred option across all the primaries as the Trust do not have any trainers to offer outreach services.</p> <p><b>ACTION</b> –In advance of next ARC meeting; HHO, NSH and MMC to present Trust strategy around in-house safeguarding strategy. Note that HHO is a Tier 2 trainer and it may be better to bring this service in-house than to pay for it. Consider achieving Trust accreditation.</p>	HHO, NSH, MMC
<b>2</b>	<b>2016 Data</b>	
	<p>The school's top line data looks very good;</p> <ul style="list-style-type: none"> <li>• +5.36 writing</li> <li>• +1.3 maths</li> <li>• The figures for disadvantaged pupil are also positive.</li> </ul>	
	<p><u>Maths</u></p> <p>PBA explained that half of the group left at the time the school was categorized 'Special Measures'. 50% of the remaining pupils were eligible for Pupil Premium (PP); they were a challenging group but made amazing progress. Maths is generally a weaker area and the following initiatives were put in place:</p> <ul style="list-style-type: none"> <li>• Appointment of a Maths Co-ordinator.</li> <li>• A Calculation Policy has been written and revised.</li> <li>• Advice on how parents can support maths at home has been published on the school's website.</li> <li>• Assessment is closely monitored and linked to differentiation.</li> </ul> <p>RBA commented that with maths being generally a weaker area, the Trust may consider supporting the subject area generally, in primary schools.</p>	TRUST
	<p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>• 95% of pupils are at or above Age Related Expectation (ARE) for reading.</li> <li>• 86% at or above ARE for writing</li> <li>• 91% at or above ARE for maths</li> <li>• Combined measure – 82%</li> </ul> <p><b>ACTION</b> – PBA to provide data from the most recent data drop (<i>by 14.11.16</i>)</p>	
	<p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>• 100% at or above ARE for reading</li> <li>• 75% at or above ARE for writing</li> </ul>	

	<ul style="list-style-type: none"> <li>• 92% at or above ARE for maths</li> <li>• Combined measure - 75%</li> </ul>	
	The school is becoming increasingly popular with a higher percentage of first choice applications. The school is growing and with that it is getting more diverse and becoming a more accurate reflection of the community.	
	<u>Years 2 and 3</u> <ul style="list-style-type: none"> <li>• These are big year groups and although they have made good progress, they will need some catch-up. A new 'Good' to 'Outstanding' teacher has been appointed to lead KS1.</li> </ul>	
	<p>With an Ofsted visit impending, RBA suggested that the school runs two base lines as follows:</p> <ul style="list-style-type: none"> <li>• The base line that was in place when pupils entered the school.</li> <li>• A further base line from when the previous teacher left.</li> </ul> <p>This allows for a capacity judgment on leadership; staff have been moved on and replaced and there is strong evidence of improvements that have taken place as a result.</p>	
	<p><b>MMC questioned what the base line is in terms of pupils entering the school?</b></p> <p><i>Very average. There is a Child Development Centre (CDC) on the site and children are increasingly coming into school rather than getting places in specialist education. CDC results are not taken into account as a base line.</i></p>	
	<p><b>RBA commented that some of the school's data suggests more than 'Good' on progress and questioned; could progress be graded above 'Good' or are there too many gaps?</b></p> <ul style="list-style-type: none"> <li>• Teaching in the Year 4/5 class needs more consistency.</li> <li>• Reception is led by an NQT, who is doing a good job but is still an NQT.</li> </ul> <p><b>What is the normal diet of education throughout the week; is it various teachers; enabling progress to be better because there is not just one person teaching?</b></p> <p><i>A lot has been put in place; three new teachers have been appointed this year out of five classes.</i></p> <p>RBA advised; If you feel you have better teaching overall and pupils are making progress; look to see where your gaps are and see if you can fill them up with support mechanisms, in order to show that progress has accelerated.</p> <p><b>ACTION – PBA to forward Targets (by 14.11.16)</b></p>	<b>PBA</b>
	<p>Attendance</p> <ul style="list-style-type: none"> <li>• Overall attendance is 96.6%</li> <li>• Persistent absence is 7.43%</li> <li>• PP attendance is 96.3%</li> </ul> <p>The Attendance Tracker is up and running and is having a real impact. The school is now much more proactive in how it deals with absence. The Education Welfare Officer is very pleased with the impact and wants to signpost other schools to what Gulval is doing; e.g.:</p> <ul style="list-style-type: none"> <li>• Share successes on Facebook page</li> <li>• Drive the Attendance Policy and share with parents</li> <li>• Attendance certificates</li> </ul>	

	<ul style="list-style-type: none"> <li>Home visits (these have had a real impact)</li> </ul>	
	<p>RBA questioned;</p> <ul style="list-style-type: none"> <li><b>Is there a year group you are concerned about?</b> <i>There is one pupil in Year 2 whose family has been taken to court. The school is working hard with the family and there is an evidence trail over a period of time; one pupil has a significant impact.</i></li> </ul> <p>PBA confirmed that the school is happy with attendance but only as a result of challenging it.</p>	
	<p><u>Behaviour</u></p> <ul style="list-style-type: none"> <li>Low level behaviour incidents are being tackled</li> <li>There have been no Fixed Term or Part Time exclusions</li> <li>There are no pupils on report</li> </ul>	
	<p>RBA questioned;</p> <ul style="list-style-type: none"> <li><b>What was behaviour like two years ago, when you arrived?</b> <i>Very challenging. It had not been dealt with. There was a lot of low level disruption which then escalated with certain children who were running the school.</i></li> </ul>	
	<p>RBA Suggested that this might be an area to develop for CPD, for another primary or lower end secondary school and requested that PBA prepare an evidence trail to show that there is capacity which can extend beyond Gulval, if this is a strength.</p>	<b>PBA</b>
	<p>PBA advised that there is a challenging pupil in year 6 who is at risk of permanent exclusion. The situation is being managed and an application to access support through the Trust has been prepared; this is critical to keep the child in school. An Education Health Care Plan (EHCP) has been awarded but no additional funding. The child has been in and out of specialist provision but is now back in mainstream education. He came through the CDC and has been through many different processes. His behaviour is defiant through mental health and a challenging family. A Team Around the Child (TAC) meeting was held yesterday but he is at risk. One to one support is needed but this requires additional funds. MMC advised:</p> <ul style="list-style-type: none"> <li>if there is a persistent and constant breach of the Behaviour Policy then this could trigger a Permanent Exclusion, as could a one-off serious incident. The question you have to ask is; as a school, can you meet his needs?</li> </ul> <p>MMC to follow up on request for support from the Trust.</p> <p>HHO stated:</p> <ul style="list-style-type: none"> <li>When a child is awarded an EHCP they are allocated 16/17 hours but this does not come with additional funding. Budgets are so tight that needs are not being met. These applications need to be turned round within 48 hours.</li> </ul>	<b>MMC</b>
	<p>Specialist support around SEND was discussed; there are four new SENCOs across the primary schools but no experienced SEN leaders; all have the qualification but not the experience. Practical support in school is needed.</p> <p><b>ACTION</b> - RBA to follow up.</p>	<b>RBA</b>
<b>3</b>	<b>Staffing</b>	

	<p>PBA has spent two years building a team which is now very settled. The school has operated strategically in terms of moving staff on and has been able to appoint some good members of staff.</p> <ul style="list-style-type: none"> <li>• There is an issue with the Year 4/5 teacher who is relatively inexperienced; a support plan is in place and signs of improvement are already being seen, particularly around behaviour in the classroom and learning environment. He will likely become a solidly good teacher.</li> <li>• The mixed Year 1 and 2 class is headed up by a teacher who is solidly good and has done a huge amount in a short space of time; the learning environment is outstanding and this teacher is providing support to an inexperienced teacher in the Year 2 and 3 class.</li> </ul>	
	<p>RBA questioned the number of TAs in the school and offered the suggestion of having fewer TAs in order to fund further teachers. PBA advised that TA support was restructured at the end of the 2015/2016 academic year and those now in place work very hard to impact positively on children's learning.</p>	
<b>4</b>	<b>AOB</b>	
	<p>RBA questioned:</p> <ul style="list-style-type: none"> <li>• <b>Are there any other things that we should be aware of from your last RIG?</b> <i>Premises are an issue. We do not have an onsite caretaker and I literally have tools under my desk. Matt Winn visits every couple of weeks. There is outstanding work to the canteen which needs completing, new builders are in doing this. There was work done recently on a slippery decked path. It is the day to day things that are causing a concern</i></li> </ul> <p>SEV questioned:</p> <ul style="list-style-type: none"> <li>• <b>Is the IT structure for purpose to deliver the IT curriculum?</b> <i>There was a successful bid but this has not been communicated. The support we receive should free up my time to concentrate on teaching and learning but premises is taking up a lot of my time</i></li> </ul>	
	<p>RBA questioned:</p> <ul style="list-style-type: none"> <li>• <b>Following the change of governance within the Trust, where are you with community support and the drive teams?</b> <i>We are using the media to get the community on board. We have a Facebook page and produce newsletters. We are sharing good practice and getting the community involved. Regarding the Drive Team - lots of work was done with the governors who were still in place at the end of last year. We need to ensure confidence moving forward and that people are on board. Processes have moved quickly and it is taking time to get the community back on board. Letters have been sent out inviting the old governors to sit on the Drive team. I don't expect them all to be on board but hopefully a couple will show interest. We hope to report that a Drive Team is in place in the next 3 weeks.</i></li> </ul>	