

**GLADSTONE PRIMARY ACADEMY**

**Minutes of LGB Meeting**  
**Thursday, 18<sup>th</sup> May 2017**  
**16:00 – 18:00 Gladstone Primary Academy**  
**Bourges Boulevard Site, Year 5 Intervention Room**

**Present:**

Julie Taylor (JTa)	CEO, TDET	Rukhsar Shabir (RSh)	Chair
Simon Martin (SM)	Headteacher	John Turner (JT)	Governor
Geoff Walls (GW)	Principal, TDA	Alan Sadler (AS)	Governor
Lloyd Thompson (LT)	Governor	Amy Ludman (AL)	AHoS
Donna Augustine (DA)	Governor	Reeta Suali (RS)	Governor
Laura Wales (LW)	YGL - item 1a only		
Louise Hale (LH)	PA to Headteacher & Clerk to the Meeting		

**All papers had been circulated and were taken as read**

	<b>Item of Business</b>	<b>Action</b>
1.	<p><b>Welcome and Apologies:</b></p> <ul style="list-style-type: none"> <li>• GW, RS, DA had advised they would arrive later.</li> <li>• SM advised that PF had been taken into hospital for a transplant. It had gone ahead; he was in a lot of pain but managed a smile. All expressed best wishes for a speedy recovery.</li> <li>• Reeta Suali (RS) was welcomed to the group.</li> <li>• RSh introduced LW (Reception YGL) to present Read Write Inc (RWI)</li> </ul>	
1a.	<p>LW delivered an example of a Reception RWI lesson. Key features:</p> <ul style="list-style-type: none"> <li>• Hand signals – my turn; your turn; stop more actions; less words.</li> <li>• My turn models; your turn - is child being actively involved.</li> <li>• Cards have associated picture – ‘memory hook’</li> <li>• Freddie Frog is fun element to blend which children find difficult</li> <li>• Fast link between practising sounds and writing them quickly</li> <li>• Expectation of children to sit at a table and write with a pencil</li> <li>• Solid preparation for Y1; most days children learn a new sound and ‘pinny time’ supports those struggling with specific sounds</li> <li>• Strong praise focus: ‘ketchup clap’, ‘cheese grater’ etc and progress is recognised.</li> <li>• RWI has had good results – Thorpe Primary had 30% at ARE – now getting 80% (est).</li> <li>• Staff have undertaken day 1 training and are now using the resources and building their own confidence; embedding the techniques.</li> </ul>	

	<ul style="list-style-type: none"> <li>• On day 2 training they will look at initial assessments and build next steps; assessments will enable appropriate grouping of children to learn together. Children never have a book above the level they are able to understand.</li> <li>• The idea is to build a team of excellent reading teachers and 1:1 tutoring where necessary.</li> <li>• Leaders get another development day and ongoing support. The trainer comes back and observes lessons, gives encouragement and feedback, supporting with assessment, giving guidance so that staff are not left alone with the programme.</li> <li>• RWI are quick to respond and other schools around use it and offer mutual support.</li> <li>• GPA is a large school and still has children in KS2 that need the basic level phonics.</li> <li>• Long term the plan will be to only need RWI in KS1.</li> <li>• SM – it is prescriptive but that is what is needed. It is not only teachers teaching phonics, it is TAs. Previously there was a lot of inconsistency. This minimises that risk. It is systematically taught.</li> <li>• The impact will be seen next year after it has embedded.</li> <li>• Governor visits: it would be good to see this in action, how the children are adapting to it and see the pedagogy of the programme. It is also key to getting parents engaged and involved.</li> </ul> <p><b>Q. How do you cope with letters together sounding different in different words?</b>  <b>A. As you continue through the programme, children recognise the same sound but in a different picture. In Y1-Y3 they focus more on correct spellings, Reception just try it out and use the technique which is good enough for that year group.</b></p> <p><b>Q. Do the children get annoyed learning the different sounds of the words with the same letter combinations?</b>  <b>A. No, it is on a chart and they get to recognise the different ways they are used through the pictures.</b></p> <p><b>Q. Are there books with the programme?</b>  <b>A. Yes, they read the same book 3 times. The first time to decode, the second to get the basic idea and the third for comprehension. More resources are still needed. Bigger photos will help with recognition.</b></p> <p><b>Q. Is there a direct correlation of EAL and poor phonics?</b>  <b>A. Partly, not just English acquisition but also lack of consistency in school. Blending is hard for children, especially EAL.</b></p> <p><b>Q. Could native language be good but word recognition poor?</b>  <b>A. It can work both ways. Children could have comprehension but be unable decode.</b></p>	
--	---	--

	<p><b>Q. How are you engaging parents with the new scheme?</b>  <b>A. Workshops will be of benefit. Once staff are confident and we know what the programme looks like, we will go out to parents. We can show a session, modelling and demonstrating how we sound and blend and can reassure them that it is hard and needs patience. We will run open afternoons to allow parents to see the programme in action.</b></p>	
<p><b>2.</b></p>	<p><b>Minutes of meeting held 6<sup>th</sup> April 2017 and Matters Arising:</b></p> <ul style="list-style-type: none"> <li>• Even without fundraising, £22m has been allocated in the budget for furniture and the first round of books has been ordered. By September there will be new stock.</li> <li>• GPA Vision – SM prepared and submitted a working document.</li> <li>• RSh had sent the Skills Audit to JTa who will discuss with Dr Barnes (Chair of the MAT Board) and formulate a governor training plan.</li> <li>• Governor reports are being uploaded to the website after LGB meetings.</li> <li>• It would be good governance for LGBs to be involved in the scrutiny of the Single Central Record (SCR) to check all details are being recorded properly.</li> <li>• Facebook is live and the reach is widening.</li> <li>• A MAT Summer Conference will take place at Abbey College on Friday, 14<sup>th</sup> July commencing at 10am. Governors are invited to a workshop at 4pm and dinner at 6pm. However, they are welcome to take part in the rest of the day if they so wish. Invites will be sent out next week by Jane Johnson, PA at Abbey College.</li> </ul> <p><b>Q. What was the outcome of visits to other schools?</b>  <b>A. Teachers have had time to reflect on their own practice and adapt.</b>  <b>A visit took place to see Building Learning Power. This is about building resilience and avoid becoming stuck in a rut. All year 4 classes are following this and are talking about it. It will be rolled out in September.</b></p> <p><b>Q. What is the situation with attendance?</b>  <b>A. SM is working closely with Anushka (AD) who is confident and working well with AL and PF. Attendance meetings are held regularly.</b></p> <p><b>Q. What has happened about production of an attendance leaflet and presenting the impact of poor attendance on progress/attainment to parents?</b>  <b>A. SM will check with AD as PF was managing this.</b></p> <p><b>Q. How will attendance details be provided to LGBs. We need clear data and context so that questions can be addressed when asked.</b></p>	<p><b>JTa</b></p>

	<p><b>We need information on improvements in attendance and specific data on groups such as EAL, SEND, PP, etc. The LGB needs to show good governance.</b></p> <p><b>A. JTa suggested graphically presenting this data regularly to show target and impact.</b></p> <p><b>The SEF shows attendance data. It shows an increase in attendance levels and if under 5s and leave of absence pupils were removed, the attendance figure would be above 95%. Persistent absence is dropping; there is still high mobility and some part time children which all affect this figure.</b></p> <p><b>Systems continue in PF's absence. All figures are also in action plans.</b></p> <p><b>PF has had an impact on attendance and has established good structures.</b></p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li><b>i. JTa to get in touch with Jem Patel</b></li> <li><b>ii. SM to speak to AD about status of attendance leaflet and presenting the impact of attendance on progress/attainment.</b></li> <li><b>iii. SM to provide organigram.</b></li> <li><b>iv. Safeguarding question to be added to governor visit forms.</b></li> </ol>	<p><b>JTa</b></p> <p><b>SM</b></p> <p><b>SM</b></p> <p><b>SM</b></p>
<b>3.</b>	<b>Vision and Ethos – covered above</b>	
<b>4.</b>	<p><b>RSC visit letter:</b></p> <ul style="list-style-type: none"> <li>• This was very positive: a good representation of where the school is and how far it has come.</li> <li>• Very KS1 focused but shared and work on with staff in all year groups as it holds meaning for them too.</li> <li>• JTa felt verbal feedback did not quite match the written feedback across all the Trust schools.</li> <li>• RWI was very positive – see Point 2.</li> <li>• The report is testimony to how well SM has led the school and gives external valuation which is key.</li> <li>• It is not in a format suitable to share with parents but a letter will go out reflecting the message it contains.</li> </ul>	
<b>5</b>	<p><b>Spring POAP:</b></p> <p><b>Section 4 on Evaluated Plans: Behaviour</b></p> <ul style="list-style-type: none"> <li>• Autumn 1 Negative to 9.7 positives</li> <li>• Spring 1 Negative to 14.35 positives</li> </ul>	

	<p><b>Q. Reviewing the use of the red room as a sanction – what is the feedback?</b></p> <p><b>A. There is no longer a red room. There was no restorative end to the punishment. Children needed to be outside using energy to help improve behaviour. Children are now sent to classes on the opposite lunch sitting but occasions of this sanction having to be used are quite rare.</b></p>	
6	<p><b>SEF:</b></p> <ul style="list-style-type: none"> <li>• It was good to have external validation by the RSC who had read it before attending.</li> <li>• The RSC met SLT visited all areas of the school, where he evidenced all that was in the SEF, both in classrooms and on paper.</li> <li>• The document is tied to the Ofsted framework. See Page 2 – overall effectiveness.</li> <li>• Although no longer in Special Measures by becoming a new Academy, the RSC stated that this is not a grade 4 school. This has been reflected in the SEF by adjusting to ‘Requires Improvement’.</li> <li>• Some areas of Inadequate have moved to Requires Improvement.</li> <li>• There are pockets of Very Good and Outstanding.</li> <li>• Consistency is required. T&amp;L has not moved to Good as some has not yet reached that point.</li> <li>• Leadership and Management cannot be Good when there is no evidence of improved outcomes.</li> <li>• AS: Leadership and Management is in a different league to previously. Although not yet recognised by the grading, all changes made show good practice.</li> <li>• All agreed that whilst it was understood why leadership had not been upgraded in terms of Ofsted descriptors, the improvements were clear and strong leadership is now in place. The LGB felt that, in reality, leadership should be ‘Good.’</li> <li>• PP reference – the LGB need a good understanding of the PP plan and its impact. This is on the website. PF is responsible currently and how to take it forward in his absence is being reviewed at SLT. JTa suggested that this could wait until the autumn term.</li> </ul>	
7.	<p><b>Summer Action Plan:</b></p> <ul style="list-style-type: none"> <li>• This is driven by SEF with judgement and key actions at the end of each section. These lead to evaluation at the end of term.</li> <li>• Shared document – SLT has responsibility for different areas, as follows: PF – SG; AL – T&amp;L; IJ – assessment.</li> </ul> <p><b>Q. On SG objectives, this could reflect the increased responsibility on governance for SCR. It is a key responsibility of governance and whether the governors are fulfilling their roles.</b></p>	

	<p><b>A. JTa had discussed with Dr Barnes and said that it will be a key training area for FGB to revisit and follow a strategic plan on how to monitor this as a Trust and feed into JT for him to capture.</b></p> <p><b>GW stressed this is the kind of thing that will push GPA into Good.</b></p> <p><b>Governors can feed back to JT after visits.</b></p> <p><b>SM explained that safeguarding is more than a system – it is rather the gold thread running through everything.</b></p> <p><b>Q. Who is the DSL lead in PF's absence?</b></p> <p><b>A. SM. There is a safeguarding team but DSL has knowledge of every form and sees them all.</b></p> <p><b>SM will decide on the appropriate action and delegate to a team member to action within 48 hours.</b></p> <p><b>JTa had been through this with SM and ensured there was no risk to GPA.</b></p>	
8.	<p><b>Governor visits:</b></p> <ul style="list-style-type: none"> <li>• RS visited and met with SM.</li> <li>• LT visit – SATs procedures were strictly followed, more so than anywhere he has known.</li> <li>• AS visit was followed by meeting with AL.</li> <li>• Asked about evidence of impact – still too soon to measure elements.</li> <li>• Talked about RWI and Iris. Iris is a recording system to record teachers and aid reflection and coaching. It can record and send to another person for feedback and coaching. Staff can play back the recording and identify their own behaviours. Trust-wide, videos could be shared. Students can log in and re-watch a lesson if useful.</li> </ul> <p><b>Q. Would licencing allow TDA to record?</b></p> <p><b>A. No. They would have to purchase the discovery kit.</b></p> <p><b>AL met with the rep as it is important that sharing is possible on a Tlit site school. We need to allow remote viewing and viewing as a group.</b></p> <p><b>This would be helpful across the Trust. GPA work with TVA on how to support their Y7 and could share effective primary practice.</b></p> <p><b>GPA will trial it first then JTa will consider whether to include the purchase of a licence across the Trust in the IT budget planning in the future.</b></p>	JTa
9.	<p><b>Governor Recruitment:</b></p> <ul style="list-style-type: none"> <li>• AS and LT will be standing down and replacements will be needed.</li> <li>• SM thanked AS for his contribution and commitment to the IEB and LGB and for his valued input.</li> </ul>	

	<ul style="list-style-type: none"> <li>• There is a national database listing potential candidates.</li> <li>• LGBs can make approaches to people they believe to be appropriate candidates.</li> <li>• Please email RSh with ideas and JTa will take forward any suggestions and plans.</li> <li>• The website could be used to advertise any vacancies.</li> </ul>	
<b>10.</b>	<p><b>Governor/Parent Meetings:</b></p> <ul style="list-style-type: none"> <li>• The Trust policy is for there to be no parent governors but a parent voice is needed.</li> <li>• It was suggested that a parents' forum was established and/or a governor-hosted event. Alternatively, they could 'piggy back' onto a parent teacher consultation.</li> <li>• Parents could be involved in a focused piece of work to engage them and get them on board.</li> <li>• TDA use text surveys at different times of the day to capture the best audience. 4 'nudges' are given.</li> <li>• Meet and Eat – Wednesday, 24<sup>th</sup> May in BBS Hall commencing at 3.40pm. Governors are invited to a three course meal through city College. This is a good chance to network with local parents. GPA will fund for governors.</li> </ul> <p><b>Q. Is there anything on the website about British values?</b>  <b>A. There may not be. Under the current framework we need to be aware of what the school is doing to address British values. This could be looked at during a future meeting. SM to address.</b></p>	<b>SM</b>
	<b>Next meeting: Thursday, 6<sup>th</sup> July 2017. 4-6pm. Bourges Boulevard site, Y5 Intervention Room.</b>	