



GLADSTONE PRIMARY ACADEMY
Minutes of Academy Committee Meeting on
Thursday 6 December 2018 at 4pm
in the Learning Centre of Gladstone Street Site

Attendees:

John Turner (Chair)	(JTU)	Simon Martin	(SMa)
Alan Sadler	(ASa)	Amy Warboys	(AWa)
Sukaina Manji	(SMan)	Paul Fountain	(PFo)
		Ifrat Jawaid	(IJa)

In Attendance:

Tara Gargiulo (Minutes)	(TGa)
Libby Porter	(LPo)

Safeguarding training was provided to all members at this meeting.

Papers had been circulated in advance and were taken as read

Item No.	Minutes	Action
AC/18.076	<p>WELCOME AND APOLOGIES</p> <ul style="list-style-type: none"> Apologies had been received from Ansar Ali, Gary Moore, Julie Taylor and Donna Augustine. 	
AC/18.077	<p>DECLARATIONS OF INTEREST</p> <ul style="list-style-type: none"> None were declared. 	
AC/18.078	<p>MINUTES OF PREVIOUS MEETING</p> <ul style="list-style-type: none"> The minutes of the meeting dated 11 October 2018 were agreed as a true and accurate record. The minutes were signed by the Chair. 	

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AC/18.079	<p>MATTERS ARISING</p> <ul style="list-style-type: none"> • 17.05.18 – Curriculum Plan - ADy to bring curriculum KPIs to a future meeting. • 12.07.18 - Y2 Moderation Results – AWa to prepare a business case for JTa to challenge the Local Authority on the inconsistent scoring parameters. • 11.10.18 – TDET Scheme of Delegation to be circulated. 	<p>ADy/AWa</p> <p>AWa/SMa</p> <p>SMa</p>
AC/18.080	<p>READING ACTION PLAN, DAILY SUPPORTED READING</p> <ul style="list-style-type: none"> • Libby Porter joined the meeting and took the group through the rationale for the Daily Supported Reading (DSR) ethos for Year 1. All children are in small groups based on book banding levels. Weekly meetings are held to discuss child progress and movements. Reading takes place for 30 minutes every day, reading a book from associated band level. • All relevant teaching staff have now had the DSR training. • Impact had been mapped onto an action plan. Plan is for children to move 3 levels every term. Progress is rapidly being made. • Children rotate regularly to ensure they are taught from teachers as well as TAs. • DSR is proving to be a very precise system enabling accurate targeting and prediction. • SMa stated rapid progress has been observed since being introduced. • SMan questioned the use of parents as a resource. LPo stated that there are some volunteer reading buddies. • ASa questioned if, in time, could interested parents receive training. It was confirmed they could. However, a daily commitment is required. • SMan thought a lot of parents would be very interested. • 233 families attended recent parent cafes and were asked if they could take part in reading with children. • SMan questioned if book level bandings have been shared with parents. LPo stated that these books are currently staying in school, but there is a long term plan for books to go home. Currently children take home a book they have chosen and enjoy rather than a challenging text. • SMan requested an email be sent home detailing the kind of books parents could be purchasing for their children? LPo stated that books were given away at the recent parent cafes, the books being read in school were targeting challenge with questioning. • The tool Destination Reader had been introduced last year) is having a notable impact with 17 out of 23 children on track, in class 3T, to make age related expectation. 	

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	<ul style="list-style-type: none"> On Year 5 and 6 teaching across the phase, Year 6 children are being tested on year 6 papers. 21% of the year cohort already meeting age related expectations. 	
AC/18.081	<p>PROGRESS AND PERFORMANCE (PROFESSIONAL PREDICTIONS FOR 2019 – EYFS, PHONICS, KS1 AND KS2)</p> <ul style="list-style-type: none"> GLD prediction at 55% (for 90 children), below national but positive trend (national approximately 80%). A lot of children arrive in school with no spoken English which is a big barrier to meeting national targets. The Reception Head of Year is leading the newly purchased preschool. On Phonics last year's results were at 48%. Children were being targeted with predictions of 60%. The Year Group Lead is impressive with clear predictions, which will be tested 6 times a year. Currently on track to achieve national. Mobility has been factored in. However, a barrier to this is child attendance. PFO stated last year Reception was the lowest attending year group and this has carried through to Year 1. There has been a successful 'Child in Need' application through poor attendance. Year 1 children are being targeted for home visits. ASa expressed he was impressed regarding the home visits. SMa and ASa were confident in the predictions which have been looked at in depth at the Scrutiny Committee. On KS2 predictions have targeted over and above the top threshold and there was more confidence that the KS2 predictions can be achieved. ASa questioned the lower target for writing this year when compared to last year. IJa stated the cohort has changed. 	
AC/18.082	<p>PUPIL PREMIUM PLAN, REVIEW OF 2017-18, PLAN FOR 2018-19</p> <ul style="list-style-type: none"> The plan is where quality of teaching is fundamental to progress. The personalised aspect includes funding for clubs, trips and other enrichment activities. Money for the library, where the books purchased have been chosen by the Pupil Premium children. There are interviews taking place currently for an enrichment lead who will coordinate enrichment activities in and out of school. Work has commence on a standardised plan format across the Trust. John Hinch is leading on pupil premium across the Trust. Flight path data is mapped out for children to hit national. Year group leaders have been met and checkpoint 1 has been reached, looking to close the gap over a two year period. Flight paths will be rag rated and if children are flagged, the PP Champion will target them to accelerate their progress. 	

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	<ul style="list-style-type: none"> • ASa questioned if there was any crossover between SEND and PP? PFo stated that there is, in terms of other group cohorts. There is a child in care who is now at working at age related. • The data in the paper had been lifted from the flightpath. • PP is at 27% which was noted as high. However, KS1 parents who are eligible for Universal Free School Meals do not apply for pupil premium until Year 3. • Increasing resilience for PP children is a key target of the plan. 	
AC/18.083	<p>FINANCIAL POSITION</p> <ul style="list-style-type: none"> • SMa updated there was a good surplus and a further surplus is budgeted for this year. Currently on plan against target. 	
AC/18.084	<p>QUALITY OF TEACHING</p> <ul style="list-style-type: none"> • The snapshot of current status was discussed which had been carried out earlier this year in order to intervene earlier when needed. • This year there are a lot more teachers who are exceeding targets. • The use of Iris is increasing. • There is a focus on feedback currently to motivate teachers to ask the questions ‘what can I do better’. • One Year 6 NQT, currently meeting standard as he is developing his skills and is being closely monitored by his mentor. • SMa questioned given the improvements in quality of teaching, why are the outcomes not reflecting this? AWa stated that the quality of teaching is starting to be more consistent across every class. However, quality of teaching being shown is in RWI (Read Write Inc) for example is not consistent across all curriculum subjects currently. ASa questioned what was being undertaken to have consistent quality of teaching across curriculum. • SMan questioned feedback and sound buttons. Sound buttons are being used in one class as a trial and being very positively received. 	
AC/18.085	<p>APPRAISAL OUTCOMES</p> <ul style="list-style-type: none"> • The Headteacher stated out of 31 teachers, 8 were awarded as exceeding targets and above, and therefore get pay progression (7 were exceeding and 1 was exceptional). 	
AC/18.086	<p>COMMITTEE MEMBER VISIT REPORTS</p> <ul style="list-style-type: none"> • Reports had been received from JTU and ASa. • JTU had met with PFo to review safeguarding and the Single Central Record. Two teachers were working without a DBS in place who have arrived from abroad, risks are being mitigated. 	

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	<ul style="list-style-type: none"> • ASa had focused on Teaching and Learning – phonics. How each child was being tracked had been a particular focus, the process was good, there had been suggestions for improvement. Distributed leadership model being implemented was embedding culture, which is quite a unique situation in schools. ASa was confident there had been significant improvements in most areas. There is a general air of positivity about the school. 	
AC/18.087	<p>HEAD TEACHER UPDATE</p> <p>MCKIE MASTERY: POWER OF TEACHING AND LEARNING</p> <ul style="list-style-type: none"> • Headline figures of the school are not reflective of the positive changes made. A more effective model is being implemented. Schools have been visited across the country and have identified an approach from Sunderland which brings together children who are working at the same level across all years. McKie Mastery: Power of Teaching and Learning has been viewed in practice, it is a pedagogy of Phonics, Writing and Maths which is modelled by the teacher, paired and independent work. However, it is around teacher retraining, it includes learning behaviours, behaviour management, monitoring, appraisal and training. • ASa expressed concern in living a professor’s process which can be very prescriptive. SMa stated they had seen a number of schools who have implemented it with very impressive results. • Current systems are proving successful; however, this is an approach that works for Reading, Writing and Maths. • PFo visited a school in Peterborough who are using it and they had the strongest maths books he had seen. • It is a way to accelerate impact and making the children work hard e.g. 20% from the teacher and 80% from the children. • Training is ten days in January to start using in school in February. • SMan thought this would help support new arrivals who were new to English. • ASa questioned how it interfaces with secondary school. TDA and QKA were looking to introduce in Year 7. <p>Head Teacher Update:</p> <ul style="list-style-type: none"> • A year 3 teacher has resigned, as has a TA and a Receptionist. A number of appointments have been made. Internal candidate Lucy Wray will be Year 3 Lead from September 2019. • Alex Oldaker will take on Y3 leadership. Karen Mallot will act as Year 4 Lead for two terms. • Helen Bolton has been appointed as a teacher year 4 class. 	

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	<ul style="list-style-type: none"> • David Cope has been appointed as a sports coach and has worked with the school previously via a third party. • Gail Nicholson joined as a Year 4 teacher which has been a learning curve. • A new Receptionist has been appointed called Elena. • Consultation for reducing reception intake continues, positive feedback had been received from Jack Hunt. SMa was meeting Jon Lewis and Councillor Ayres on Monday. • The Headteacher had met with a company called Tarmac who have acquired the railway sides opposite the school site and want to put asphalt plant on. This would be less than 90 meters from the playground. The Headteacher expressed concern and will be challenging robustly. Concerns over air pollution levels, the largest concentration of which would sit over the playground. ASa questioned any possibility of emission free plant, and also the position of the local authority. 	
AC/18.088	<p>ANY OTHER BUSINESS</p> <ul style="list-style-type: none"> • There being no further business the meeting closed. 	
AC/18.089	<p>DATE AND TIME OF NEXT MEETING</p> <ul style="list-style-type: none"> • Date for next meeting 4pm on Thursday 7 February 2019 in the Intervention Room of Bourges Boulevard site. 	

Approved by Chair.....
Date: