

Minutes of Academy Committee Meeting
Gladstone Primary Academy
Thursday 21st March 2019
4pm – 6pm
St Barnabas, Gladstone Street

Attendees:

John Turner (JTU) – Chair
 Julie Taylor (JTa) – CE
 Simon Martin (SMAr) – Headmaster
 Sharon Whitelaw (SWh)
 Donna Augustine (DAu)
 Gary Moore (GMO)
 Ansar Ali (AAI)

In Attendance:

Ifrat Jawaid (IJa)
 Amy Warboys (AWa)
 Louise Soden (LSO)
 Simon Smith (SSm)
 Paul Fountain (PFo)
 Hannah Ogden (HOg) – Minutes

Agenda:

	Item of Business	Action
1	<p>Welcome</p> <p>JTu welcomed Louise Soden (LSO) to the meeting who was in attendance as Director of Governance and welcomed Hannah Ogden (HOg), SMAr's new PA and Office Manager at GPA.</p> <p>Apologies</p> <ul style="list-style-type: none"> • Apologies were received from: ASa and SMAn. • SMAr reported that AAI will be arriving late to the meeting at approximately 5:15pm. 	
2	Declarations of interest	

	There were none.	
3	<p>Previous Minutes</p> <ul style="list-style-type: none"> LSo suggested editing the minutes on page 8 regarding candidate suitability. <p>ACTION: HOg to amend minutes accordingly and provide to JTu for signing prior to circulation.</p> <p>Other than the correction above, the minutes were accepted as a true and accurate record of the meeting and as such should be signed by the chair.</p> <p>Matters Arising</p> <ul style="list-style-type: none"> SMAr updated the AC regarding the temporary reduction on PAN. SMAr reported that this has been shared and agreed with the LA and JTa and the Admissions Policy amended in accordance with this change and is updated on the website. JTa updated the AC that the Ofsted framework is still in draft and at consultation stage. This will be brought back to the committee in the Autumn term. JTa also reported on the Governor visit and EHCP plan; JTa and Alex Oldaker are currently planning for this. 	HOg
4	<p>GPA Financial position</p> <p>SSm updated the AC on the financial position of GPA and provided a pack of information to all members to be circulated after the meeting. SSm highlighted some key areas of the report:</p> <ul style="list-style-type: none"> At the end of January 2018, GPA was in a good financial position with an underspend of £292,745 The report includes two benchmarking papers from 2017/18 and 2018/19 which shows a snapshot of the effectiveness on the final performance of the school and the overall indicators. The aim this year is to bring costs down in order to make a surplus against the budget and commented that SMAr is very diligent with the accounts. 	

	<ul style="list-style-type: none"> • Not included in the papers is the Integrated Led Curriculum Led Financial Planning; which shows the relationship between curriculum and financial cost. GPA currently over-delivers in this area, however this figure may change once the effectiveness of Power Learning is evident. • Financial updates are shared with SMAr on a monthly basis for continued scrutiny. <p>ACTION: HOg to distribute copies of the Finance Update to AC Members.</p>	HOg
5	<p>Safeguarding Report</p> <p>PFo presented his safeguarding reported and highlighted the key areas within the report.</p> <ul style="list-style-type: none"> • Early intervention has hopefully helped to decrease those families reaching crisis point; credit to staff at GPA for their due diligence. • GPA has implemented the electronic My Concern system, which is working well. Hard copies can still be used in some cases if needed. This system enables the Safeguarding Team to have an oversight of all concerns. • Attendance in Year 1 has improved from 90.6% to 93.8% following a series of attendance meetings. • Issuing A1 letters are proving affective with only 59 of the 134 A1 letters progressing to an A2 letter being issued. • This year to date 46 penalty notices have been issued, and persistent absence is a key focus area. • Key focus on promoting good attendance and key messages to parents through the Family Cafes; which has proven successful. 	
9	<p>Policies for Approval</p> <ol style="list-style-type: none"> Intimate Care policy Sex and Relationship Education policy Supporting Children with Medical Conditions policy <p>SMAr reported that the policies listed above have been brought back to the committee for approval and confirmed that cover sheets and review dates will be added to the policies once approved.</p>	

	<p>Due to the nature of these policies they will be reviewed annually.</p> <p>Intimate Care Policy</p> <ul style="list-style-type: none"> • ASa commented prior to this meeting and SMAR confirmed in his absence that there would be single sex teaching in certain subjects and specific areas in relation to sex education. <p>ACTION: Change of wording from Governor to Academy Committee Member in the Intimate Care Policy under point 1.0.</p> <p>Sex and Relationship Policy</p> <ul style="list-style-type: none"> • PFo confirmed that the teaching programme for Sex and Relationship Education within the National Curriculum Science Orders is a Statutory Requirement. <p>ACTION: PFo to update the policy wording.</p> <p>Q: Are we confident that the language used in the policy is suitable and accessible for our parents, or do we offer a translation service? A: We would conduct a parent member prior to teaching the subjects and to explain the policy and perhaps we ‘offer’ a translation service as opposed to providing it.</p> <p>Q: Are we comfortable with the language on page 3 “Children with special educational needs have the right to be included in SRE”? A: As an inclusive and trusting school this should be edited as children with special educational needs should not be singled out.</p> <p>ACTION: PFo to update the policy wording.</p> <ul style="list-style-type: none"> • DAu commented that it is good to see the key stages defined by years as this makes it very clear for parents. <p>Supporting Children with Medical Conditions Policy</p>	<p>SMAR</p> <p>PFo</p> <p>PFo</p>
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	<ul style="list-style-type: none"> • There were no further comments on this policy. <p>The policies were approved subject to the amendments above.</p> <p>PFo left the meeting.</p>	
6	<p>Power Teaching and Learning - Action Plan/Planner</p> <p>AWa and IJa led a lesson of power maths to the AC, demonstrating the key behaviours:</p> <ul style="list-style-type: none"> • Active learning • Teach and support • Job done • Everyone engaged • Explain and elaborate • And key pedagogy – modelled/guided/partner practice and independent <p>Exercise books were circulated to the AC members and improvements in the quality and quantity of the work was evident.</p> <p>Q: How confident are teachers feeling considering this new teaching method and way of teaching? A: There are only 1 or 2 teachers that are feeling under confident at this early stage. The main frustration from teachers is wanting to be good from the start.</p> <p>GMo applauded GPA for committing to only one subject at the start and then introducing the second subject at a later date once the new style is embedded in the school.</p> <p>SMa commented that one of the main focuses is on the children teaching one another and following a strict structure which should reduce teacher workload and planning.</p> <p>IJa reported that following research from difference schools, this model encourages and allows children to</p>	

retain knowledge and accommodates all abilities and levels due to the classes being graded by stage not age. AWA commented that feedback has been positive from parents as the classes are pitched at a level above the ability of the highest-level child. Children are motivated through collaborative work and rewarded through a points system.

Q: If you were to implement this again, what would you do differently?

A: GPA are introducing Power English following the Easter break and will ensure that the core values and model of the system are underpinned throughout and this is fundamental to the success. GPA has sought feedback continuously, and this proved successful as we were able to have open and honest conversations and use the feedback going forward.

Q: When participating in the sample lesson I was aware of the pace and felt very driven, but is there a danger that certain steps could be missed?

A: Pace is a particular feature of this model to keep children engaged.

Q: Has there been any improvements in behaviour or have the number of incidents reduced?

A: There has been an evident change in the pupils. SWH commented that during her observation she found pupil engagement very high.

Q: How does the mini teacher system work?

A: This is a new coaching skill to encourage children to help one another to work out the answer rather than simply telling them what it is. Mini-teachers are awarded to pupils who have developed this skill and this title can be earned each lesson.

SMAr explained that there is an expectation for all students and teachers to speak in full sentences. This is not fully embedded in the school yet but all staff implementing this, even throughout lunchtimes.

IJa demonstrated the Microsoft Planner tool, which highlights milestones and allocated tasks.

	<p>Team meet daily in a 'scrum' which is important to evaluate what has been done and what needs to be achieved.</p>	
7	<p>Predictions progress and performance - Details of SATs week KS2 invite to AC members</p> <p>IJa presented her report and asked for any questions.</p> <p>EYFS Q: What is the percentage of children who started with us that are on track to receive GLD? A: All those children that started in the Autumn term (core cohort) are predicted GLD, therefore 100%. The 50% is due to 7 children leaving and 16 children joining since October, with GPA being their first school, and therefore not prior learning.</p> <p>IJa reported that there 68 children of which we predicted 39 (57%) children to achieve GLD. All 39 are still on track to achieve GLD (100% of core predicted children).</p> <p>KS2 Q: If threshold marks increase again, are you still confident in predictions? A: Yes, any potential increases have been taking into account.</p> <p>Q: In terms of the combined score, what strategy is undertaken to ensure that it is as high as it can be? A: A key point to note is that this is reflective of the cohort in year 6, where there has been a lot of mobility with 33% of children moving. Writing is where the percentage drops from 65% to 60%, however this is those children who have only been at the school between 2-4years. With the introduction of Power Learning we hope to see rapid progress.</p> <p>SMAr commented that the predictions in KS2 Maths is key. Year 6 leads are meeting weekly to discuss this. Children have been re-grouped and attending daily sessions, and offered Easter School in addition.</p>	

	<p>Q: Can you explain the Secure and Borderline figures?</p> <p>A: Borderline includes those few children that with all interventions in place we should be able to push into the Secure category. With lots of moderation, we are confident in achieving this.</p> <p>SMAr commented that the figures already succeed the 2018 figures.</p> <p>JTu reminded AC Members about attending SATs during SATS week; dates and timetable included in the papers.</p> <p>ACTION: AC Members to notify HOg should they wish to attend GPA on any of these days.</p>	AC Members
8	<p>Teaching Standards</p> <p>Due to the introduction of Power Learning, the standards cannot be provided at present, however AWa distributed the Power Maths Snapshot provided by McKie Mastery, that will be used as a guide for teachers. With clear steps listed on the guide this will help with the accuracy of teaching and pin-point any particular areas where staff may need support.</p> <p>There were no further questions.</p> <p>AAI joined the meeting.</p>	
10	<p>Pupil Survey</p> <p>SMAr tabled the results of the Pupil Survey which were collated this week. The initial response is very positive.</p> <p>Q: How do we use the data going forward?</p> <p>A: The aim is to improve in all areas and to be receiving 100% Strongly Agree across all classes and year groups.</p>	
11	<p>Asphalt Plant</p> <p>AAI informed AC Members of the Community Consultation Session that Tarmac are hosting on Wednesday 27th March between 4:30 – 7:30pm at the</p>	

	<p>Community Centre. AAI reported lots of opposition within the community and the Chairman of MANA has also offered support to the Stop Tarmac campaign. AAI hopes to do a demonstration on the day, hoping the community will also get involved. A big representation is needed in order to influence the planning committee members, with the strongest argument being the proximity to the school and the potential adverse health implications which it could cause.</p> <p>Communication has gone out to local residents and SMAr confirmed that letters from the Academy would be going out to parents on Monday, making sure people are aware of the www.stoptarmac.co.uk campaign.</p> <p>DAu suggested involving the wider Peterborough community, perhaps involving 'We Love Peterborough' social media group.</p> <p>JTa thanked AAI for all his contributions and involvement in this.</p>	
12	<p>AC member visit report</p> <p>SWh briefly explained her report and highlighted some key areas:</p> <ul style="list-style-type: none"> • Some high need SEND children are taught separately but with the aim to get them to the same level of learning. • No evident self-esteem issues with children working across years. <p>SWh commented that she would also like to visit KS1 and to monitor the impact of progress rates, and thanked staff at GPA for her recent visit.</p> <p>SMAr reported that staff morale is regularly monitored, and feedback encouraged; checking for improvements and confidence levels. With the introduction of Power English after Easter, wider reading will be looked at, not just phonics.</p>	
13	<p>HT update</p> <p>SMAr updated the AC on some key updates across the</p>	

	<p>School:</p> <ul style="list-style-type: none"> • Gael Nicholson (Year 3 teacher) moved on from GPA and there is long term supply teacher in place until the end of the academic year, for consistency. • Lucy Wray (Year 2 teacher) is due to go on maternity leave after Easter and everyone at GPA wishes her well. A cover teacher is lined up and currently working alongside Lucy to ensure a smooth handover. • Due to Power Learning, the additional teacher in Year 6 is no longer required. As she was on a supply contract this has now ceased. • An additional sports coach has been appointed to add wider enrichment. • Mark Pinfold started as GPA's new Site Officer, already making a positive impact on the school. • Elena Naunova was appointed as Receptionist on BBS and is settling in well. • Hannah Ogden started as PA and Office Manager on 4th March. • GPA has been selected as a pilot school for the Reception Baseline Assessment in 2020. • There have been no formal exclusions. There have been a few internal exclusions, but there is the benefit of swapping children between the two sites if needed. • Regular school updates are distributed via social media channels. 	
14	<p>Trust update</p> <p>JTa updated the AC on some key updates across the Trust.</p> <ul style="list-style-type: none"> • Two primary schools are due to join the Trust shortly; Warboys Primary School on 1st April and Welbourne Primary on 1st May. • Rick Carroll will be joining TDA after Easter as School Principal, who is an established Cambridgeshire Headteacher. • Rebecca Ford will be starting Warboys Primary as Headteacher after Easter also. Rebecca (Becky) is also experienced in headship. • JTa will be interviewing for the Principal at Queen Katharine Academy of 3rd and 4th April. 	

	<ul style="list-style-type: none"> • The Trust will be holding two strategic planning days for the Chairs, Principals and Academy Members to review the Trust values and vision for the next 3-5years. <p>JTa is continuing to visit GPA where possible and has recently met with both AWa and IJa addressing the continuing change and development at GPA and is reassured by the work of both Assistant Headteachers and would like to thank them both.</p> <p>JTa met with SMA to discuss the key outcomes including the integration of GPA Nursery to provide a seamless journey from Nursery level into primary and onto a further TDET secondary school.</p> <p>JTa reported that she recently met with Trust Chairman Dr Barnes regarding the review of the Trust. Dr Barnes reiterated that GPA are in the spotlight due to the lack of anticipated progress and the future developments should not be underestimated.</p>	
15	<p>Date of Next Meeting: 16th May 2019</p> <p>The meeting closed at 5.57pm.</p>	