



Gladstone Primary Academy Committee Minutes

Thursday 15 October 2020 at 4:00pm

This was a virtual meeting

Present: Ifrat Jawaid (IJ), Sukainan Manji (SMj), Simon Martin (Head Teacher)(SM), Gary Moore (GM), Alan Sadler (AS), Lloyd Thompson (LT), John Turner (JT), Laura Wales (LW) and Sharon Whitelaw(SW)

Also present: I Clark (Clerk), Paul Fountain (PF) and Louise Soden (LS) (TDET)

Apologies: S Hudson (SH) (TDET) and Julie Taylor (CEO) (TDET)

		Action
1	Welcome and introductions A welcome was made to all and to the new Clerk to this Academy Committee.	
2	Declarations of Interest No additional declarations were made for this meeting. Members were reminded to complete the TDET DI forms.	All
3	Previous minutes and matters arising (16 July 2020) The previous meeting gave a review of the lock-down period. Members AGREED the minutes as a true record of the meeting.	
4	Matters arising HG had circulated the meeting dates.	
5	Governance Election of Chair – It was AGREED that John Turner continue as Chair and Lloyd Thompson as Vice Chair. Q A member asked if this was a self-electing Chair? A The terms of reference say that the Chair is appointed by the AC members and agreed by the Trustees.	
6	Safeguarding update (PF) A report had been sent to members with any additions shown in red.	
6.1	Highlights:	

6.2	<ul style="list-style-type: none"> • The key part of the revised KCSiE document for members was Part II (Part I is a guidance for staff, Part III is about Safer Recruitment and Part IV is about allegations). Key changes – <ul style="list-style-type: none"> ○ Children’s mental health: the learning mentor had completed the training and an adult mental health First Aider had been trained. ○ Rewording around Child sexual exploitation which was now defined as abuse and that this now applies to support staff. ○ Links to police guidance ○ Reference to Relationship Education (the start date for this has been deferred) ○ Vulnerability of pupils with Social Workers (numbers have been increasing), schools are required to actively monitor absence. ○ CiN reviews ○ Support for children’s mental health ○ Statutory guidance re private fostering ○ That supply staff should be treated as per permanent staff <p>Members AGREED the policy (noting the changes).</p> <ul style="list-style-type: none"> • Going into lock-down we had 1 x CP and 1 x CiN. We now had 6 x CP and 1 x CiN (half of the cases were DV associated). The CiN has weekly sessions with a learning mentor; all children are attending and enjoying school life. • Staff training in September focused on looking for warning signs especially relating to food poverty and anxiety. Last year we had 29 concerns raised; this year we have 46 (although this may be related to how alert staff are even to situations outside of school). <p>Actions:</p> <ul style="list-style-type: none"> • The school is working with the police on on-line safety; leaflets are to be produced and work with Year 6 pupils. (We understand how much more time is spent on-line; we can’t stop this, but we need the tools to keep everyone safe). Step 1 is staff training, Step 2 a Year 6 workshop, Step 3 the production of a leaflet. • The Family Support staff have Foodbank vouchers, but we are looking to provide food direct from the school. PP families will receive support through the school holidays (including food vouchers). • The DV Lead had refresher training. More CP cases have come from this. The school is very pleased with the electronic recording system. <p>Members asked the following questions:</p> <p>Q Are the leaflets being translated into other languages? A We believe so, but we can add it onto our school website where translation is available.</p> <p>Q Will it be difficult to get food distributed? A We used WAND then Eden Red during the lock-down; there was a delay in switching, which was where we realised the level of dependency of families on this</p>	
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6.3	<p>help. We are looking at providing food to cover 2 weeks at Christmas and Easter and 6 weeks in the summer. It will be in the form of a food voucher for £10 per week. PP funding will be used. Hopefully this will encourage families to apply for FSM.</p> <p>Members were asked to review the Attendance Policy due to the altered start and finishing times (these now formed an appendix). Once this forms part of the policy we can again begin to challenge lateness. Attendance staff meet weekly to discuss all cases; it is a long process between moving from one step to the next. The same issues and offenders are happening again this year. Members were shown the new start and finish and arrival times.</p> <p>Members asked the following questions: Q How long will these revised timing run for? A We review regularly. Operationally they were confusing to start with, but all is quite slick now. At the moment the timings are 'until further notice'. Q How do parents get to know any changes? A Parents will see that we have acted where there are any problems. Q Does the register reflect the U code? A A variety of codes are used and most mean the child is in school. Members AGREED the changes to this policy</p>	
<p>7</p> <p>7.1</p> <p>7.2</p>	<p>Self-evaluation</p> <p>A document had been circulated to all members.</p> <p>This document is normally written at the end of each term alongside other priorities.</p> <p>Things were changing very quickly, but it does allow the capture of 'where we are' and 'where we are moving to'.</p> <p>The summary is based on the OfSTED headings and covers lock-down and OfSTED supporting visits.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Context – mobility is still high; we have had 105 children come and go from September 2019 to March 2020. From September 2020 26 new arrivals (mainly from outside the UK). • Quality of Education has improved since he inspection. The new ways of learning in English and Maths have now been embedded. Intent and implementation are good; we are still looking at impact. Overall evaluation – RI for Quality of Education (because of a lack of evidence). Early Years a strong good and good in all other areas. • AAAP - Knowledge frameworks are in place. This year we are working on IT and DT to bring up to the level that Science is already at. • Covid response – we are constantly reviewing and have adapted remote education as this was based on past work. We have now introduced new work and have moved to align with the power groups; this has increased 	

<p>7.3</p>	<p>engagement. There are IT access issues, so paper packs have also been produced.</p> <ul style="list-style-type: none"> • All children returned to school with no refusals (even from those originally shielding). Attendance is high at 90% (Day 1 was 93%) and is higher than normal. The X Code is used for anything Covid related. We do have a number of children returning from abroad who are having to self-isolate, but these do not impact on our figures. • It has been noted that our EAL returning children have made limited progress. In Phonics. Those at Phase 3 had lost a lot of learning whilst at Phase 4 they had retained it and made a cognitive shift. It is all having to be re-remembered again, but we have seen a rapid increase. <p>Barriers</p> <ul style="list-style-type: none"> • IT access and connectivity at home. Many parents rely on a 4G mobile phone (especially those in rented accommodation where they do not arrange a Broadband service). 110 children have no access. We are exploring this further. • The children’s stamina is lacking and we are having to work to regain their strength. • It is good that we moved to a xxxxx curriculum. • We are identifying subject knowledge gaps. Other curriculum areas will appear in later school years (cyclical learning). • Catch-up funding – whilst we know the amount it is taking time to see exactly what we want. We will identify specific children, but we wait the funding to have an impact. We have not looked at on-line tutoring, but are looking at best practice and the implications for our EAL children. • Remote learning – We have a 2-week package on the website with video lessons. It is differentiated and aligned to the classroom and subject areas. Teachers are still teaching and preparing the remote education which is an additional burden. • EYFS have settled in well, but most did not finish pre-school. We tried to offer a transition through phone calls, but did not carry out any home visits. We also arranged outside play sessions where the children were able to meet the teachers and see the classrooms. Our aim is the same as last year to have all in full-time learning by the week before half-term. <p>Members asked the following questions:</p> <p>Q How will the school monitor or challenge teaching and learning this term?</p> <p>A We are working in bubbles rather than ability groups, but we do monitor the slides that go alongside the teaching and can monitor the success criteria. English, STEPS and Maths leads do go into the classes. Power pedagogy does need tightening up slightly. We are still doing the learning walks and impact on CPD. We are having to be sensible about what we can do</p> <p>Q How do we develop the staff and monitor CPD; is there anything extra required in the SEF or elsewhere?</p>	
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	<p>A We did a lot of high quality CPD through lockdown. Some habits in the classroom have slipped a little, but reminders are in place.</p> <p>Q Is there scope to be more explicit in the SEF? Are other schools in the Trust in a similar place and how is our demography reflected?</p> <p>A Across the primary schools we network and share and sit on each other's Academy Committees. We have regular meetings with SH and the CEO and a weekly leadership forum. LS added that it is helpful for head Teachers to sit on each other's Academy Committees and it is hoped to do some on-line training from one school to another. QKA have already offered. We are trying for consistency in Academy Committees and will discuss this with the new Clerk once a cycle of meetings has happened.</p> <p>Q Can we challenge the Trust on a Trust-wide IT solution?</p> <p>A We can commission the Head Teacher to spell out to SH what the school needs. The Trust itself perhaps does not meet often enough to deal with anything operational. SH said that this had already been raised with SH.</p> <p>Q Did we run induction groups?</p> <p>A We decided not to run these groups, but have reconsidered and will bring it back. We need the independent group that we had and will create a KS1 and a KS2 bubble after half-term.</p> <p>Q What is the reason for our high mobility?</p> <p>A We have a lot of new Roma families to the city.</p> <p>Q Will there be Year 6 SATs this year?</p> <p>A The view from the Trust is that we still don't know; a government announcement is expected soon about this and all other examinations. GCSEs have already been moved back 2 or 3 weeks.</p> <p>Q How is RE being delivered in school?</p> <p>A There is no difference from before. It is Year group curriculum based. We used to do enrichment days, which whilst good were not good for retention. We have a SACRE pan which suits our school and have an internal advert out for a new lead. SM offered help from SACRE should the school need it.</p>	
<p>8</p>	<p>AAAP</p> <p>This is a high level plan written in September 2019 with the OfSTED inspection happening in October 2019. It reflects the deeper journey the school is on, but will extend to cover lost lock-down time. The Covid response actions have been added in.</p> <p>Members asked the following questions:</p> <p>Q Is anything not achievable or that will be a challenge?</p> <p>A We can deliver.</p> <p>Q If we have to close down again what will be the issues?</p> <p>A There are some leadership challenges, but operationally we are running well, but this takes away from strategic leadership time.</p>	

	<ul style="list-style-type: none"> • Only 102 pupils have English as their first language and there are only 6 white British children in school. There is a changing demography with Romanians being the biggest cohort and Pakistani heritage the second. • There has been an increase in FSM • There is only 1 child with an EHCP, but a lot of applications are in progress. This doesn't reflect the support provided to SEN children. 	
10.2	<p>Staffing</p> <ul style="list-style-type: none"> • The staffing is stable. One teacher and One TA left at the end of the last academic year. • We have maximised the number of groups in Power with every member of staff utilised. We have a long-term supply teacher providing cover which does mean our staffing costs are higher than was originally planned. • We have 4 staff leaving on maternity leave between now and Christmas including the SBM. A new MAT cover has started with us for this post. • A HLTA is leaving at half-term and this post is out to advert. • The TA post we were not going to fill in Reception is now required and we will recruit a supply TA. • A regular supply teacher will cover Year 1. • 	
10.3	<p>Premises</p> <ul style="list-style-type: none"> • Lots of work was carried out to make the school Covid safe. • The new trim-trail is in and being used in KS1. The pre-school children also use this. • Remedial work on the balustrade on the Bourges Boulevard site has finally been done. • During half-term, outdoor storage for PE will be installed. 	
10.4	<p>Finance</p> <p>The dashboard had been sent to members.</p> <ul style="list-style-type: none"> • Our pupil/teacher ratio was 19.7 (the national average is 24.3). • Our supply budget is below average (it will rise this year). • We finished well above our budget savings with lock-down making a contribution to this. • Our year-end figure was £219K surplus (on a budget of £3.5m) (6%). <p>Members asked the following questions:</p> <p>Q Whilst it is good to be welcoming, can we afford to run these small classes?</p> <p>A We need to review it constantly throughout the year. It is running efficiently at the moment higher up in the school.</p> <p>Q We need to highlight to the community that we are doing a good great job here.</p> <p>A We have a lot of good-will and support and through our video lessons parents can see the teaching in action. We have raised the faith in this school.</p>	

	<p>Q Is the £219K the final figure?</p> <p>A This is being audited, so we believe so.</p>	
<p>11</p> <p>11a</p> <p>11b</p> <p>11c</p>	<p>AC member visits</p> <p>Pre-school minutes 7 October 2020</p> <ul style="list-style-type: none"> • Good positive measures are in place under LW's leadership • There was a surplus financial position <p>The Pre-school plan was presented to the committee.</p> <ul style="list-style-type: none"> • The numbers attending are good and money will be reinvested. • We are investing in staff training • We are embedding the assessment and using target tracker • We are strengthening the parent partnership through the use of Tapestry and encouraging parents to be part of the input. • There is a continuing improvement and 20 children from the Pre-school came into reception Year in September with a better smoother transition. <p>Members visits/link members</p> <ul style="list-style-type: none"> • The links are the same as last year and members are encouraged to make contact with their staff member. • Members are welcome into school with the usual social distancing requirements. Virtual meetings can be undertaken where required. 	
12	<p>Trust updates (LS)</p> <p>At the Board meeting, Members thanked all staff for their work throughout the lock-down and in getting schools re-opened. They are aware of the pressures and how much everyone has had to do. Covid security has a cost and the Trustees recognise this.</p> <p>The Trustees are working on a strategic plan for the next 5 years. This is on the portal and is open for comments.</p>	
13	<p>AOB</p> <p>JT had taken up the GovernorEd training and had completed 2 of the 3 units so far.</p>	
14	<p>Next meeting</p> <p>Thursday 10 December at 4:00pm</p>	

The meeting closed at 5:51pm