



Gladstone Primary Academy Committee Minutes

Thursday 4 February 2021 at 4:00pm

This was a virtual meeting

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

Also present: I Clark (Clerk), Paul Fountain (PF), L Wales (LW), L Soden (LS) (TDET) and K Mallott (observer), Z Berry and K Dobbs (for item 4 only)

Apologies: None

		Action
1	Welcome and introductions A welcome was made to all.	
2	Declarations of Interest No additional declarations were made for this meeting.	
3	Previous minutes and matters arising (10 December 2020) Members AGREED the minutes as a true record of the meeting. All matters arising were covered by the agenda.	
4	History Frameworks SM set the context for this presentation by the History leads. Highlights (including examples shared on screen): <ul style="list-style-type: none"> • The importance of vocabulary which can broaden children's horizons and make connections with their own lives and experiences • Reading is key (for this subject and across the school) • Intent statement which includes a greater depth of knowledge and critical questioning • Themes of change through history are used e.g. transport and the changing role of women • Evidence progression from year group to year group 	

	<ul style="list-style-type: none"> • Knowledge organisers which can be put into the children's books or taken home and are also on display in the classroom. These have QR codes for further on-line information • Sequencing and lots of skills used • Exposure to primary and secondary sources where children can critically think about them • Progression examples were shown <p>Members discussed the presentation and posed several questions.</p> <p>Members thanks ZB and KD for their presentation</p>	
5	<p>EYFS new framework</p> <p>LW informed members of the changes underway.</p> <ul style="list-style-type: none"> • 2 key aims – improved outcomes of children aged 5 and reduce workload so teachers can interact with children • Remaining is the requirement for a good level of development, assessment arrangements and there is no change to the commentary on effective learning • No LA moderation, practitioners rely on their own judgement • E learning goals revised and are much clearer • New section on educational programmes – developing the whole child through cognitive and social development • The age bands are now much wider; 0-3, 3/4 and Reception <p>It has been a difficult time as teachers have had to learn the new document and the requirements.</p> <p>This school is an 'early adopter' and staff have been attending LA workshops and webinars. This has become even more difficult as we are introducing this whilst the children are at home.</p> <p>Assessment will take place at the end of this academic year.</p> <p>Members discussed the presentation and posed several questions.</p> <p>Members thanks LW for her presentation</p>	
6	<p>Covid update</p> <p>Members had been provided with the Self Evaluation Form which showed the current situation. From the January lockdown there was increased expectations from schools, parents and children with set hours of learning. This time the home learning offer has been far more effective as children and teachers are more familiar with the platforms being used.</p> <p>The barriers to live lessons are devices and internet connections in the home, therefore we create videos. No passwords are required and all are on our website. We have a clear statement of how our remote learning is structured.</p> <p>Lovely home videos are coming in from our families through Twitter and Tapestry. CPD has a changed focus; we are still running with the Power approach, but also learning on-line by reflection and watching others. We use BBC and Oakwood Academy resources. An ex-CBBC presenter helped with our video presenting and they are much more natural now and spoken directly to the children.</p>	

	<p>We are quality assuring our videos and have the same expectations of curriculum coverage. Each video last about 10-15 minutes and them off screen work is set and return to school.</p> <p>We are managing the teacher workload carefully and providing the same quality for children in school and at home. In school a teacher leads a bubble whilst the other 2 teachers prepare the packs and the videos.</p> <p>60 devices have been lent out plus support for internet connection. Families can pick up paper packs and return work into school.</p> <p>We are about to introduce live ZOOM sessions for class assemblies and more interactive time.</p> <p>IJ share a PowerPoint on the paper learning packs. Stationery, books and wider curriculum packs have been created for all subjects. Parents do a weekly collection and drop off (set up outside the school). There is also the opportunity for parents to talk to a teacher. Modelling is shown and explained on the videos.</p> <p>Engagement is high and teachers look through the work returned and make notes for feedback (usually through a phone call).</p> <p>Members asked the following questions:</p> <p>Q Why are we not doing more live lessons?</p> <p>A Our experience of live lessons was that they were chaotic. Our system allows children to learn at their own pace and when they are able to work with their parents support. This will be reviewed post-pandemic. There is evidence that our autistic children are learning better at home (without the social pressures).</p> <p>Q Is a mix and match approach required?</p> <p>A We have changed our approach since Lockdown 1. If learning remains 'remote' after March 8 then we may need to look at other platforms.</p> <p>Thanks were expressed to all the staff for the excellent work in preparing the packs.</p>	
7	<p>Self-Evaluation Form</p> <p>This has been added to and form a good chronological record. It shows where we are , before and during the pandemic.</p> <p>The second section captures findings from the children's return to school. Reading was affected by the lockdown with the chronological reading age gap widening. Where we were 4 months behind this is now 7.5 months. This will inform the work on returning to school and how the catch=up funding is used.</p> <p>Members asked the following questions:</p> <p>Q Can parents pick up books when they collect the packs?</p> <p>A Yes, we have something like a mobile library also available.</p> <p>Q What are our plans to cover the SENCO's absence?</p> <p>A We had hoped the SENCO would have returned by now, but are working with the SENCO TAs. We have added in one day a week SENCO support and scoped the areas of work required from her. We are focusing on EYFS needs and KS1 disrupted learning.</p>	

	<p>Q Can we capitalise on those thriving at home?</p> <p>A This will be reviewed and how we can use the massive resource we are building up. Oak Academy will continue until the end of this academic year. We will look at our successes and try to include them in the curriculum going forward.</p>	
8	<p>Power update</p> <p>We are continuing with the Year group bubbles in school and for remote learning. C McKie (CM) at a recent meeting was very impressed with the quality of work we have produced. 1:1 training took place with CM on English and we continue the training on maths. CPD on Power has continued as usual.</p>	
9	<p>PP report</p> <p>PF had distributed a report for members prior to the meeting.</p> <ul style="list-style-type: none"> • A recent review and a different approach to promoting the benefits of claiming FSM has resulted in a significant increase in numbers; from 138 last year to 206 now (39 had left Year 6 and only 13 are in Reception). This strategy to find our needy families will result in additional funding coming into the school. • The PP plan for the quality of education has an impact on all pupils (not just PP children) and changes year on year. • We need to be transformational and not just reactive; children know when they are 'labelled' and are not comfy with it. Equality of access is required e.g. providing quiet learning spaces for after school work, book Fairs where children have vouchers for 'buying' books and providing essential sports equipment which can be taken home. • When the children return, we will review the baseline and collect some accurate data. <p>Members asked the following questions:</p> <p>Q Is the change in numbers to do with our churn?</p> <p>A When children join the school, we do a FSM application as standard, but qualifying is hard (its about total income into the home). Research shown that if the first language used is not established by the age of 6, it will always be a struggle. Often the process has already happened to children before any resources kick in. Our teachers and Family Liaison team are very good at identifying families.</p> <p>Q Is the catch-up premium aligned to the PP plan too?</p> <p>A We are used to children with interrupted learning coming to us and have seen good improvements in the past. We have good Roma engagement. We will use the National Tutoring programme, but in itself it is not enough.</p> <p>Members were happy to APPROVE the plan.</p>	
10 10.1	<p>AC member contacts with link staff</p> <p>JT had sent the links for members to arrange a catch-up call. Some calls had already taken place. GM and SM had met. AS reported that the SLT were working hard and were effective in enthusing staff. A SEND report had been distributed to members. Rising numbers of children were attending school, but were those that needed to be there.</p>	

12	<p>Trust communication</p> <p>LS commented how she had enjoyed this meeting and how this was how all AC meeting should be. The school should be congratulated on what it was providing for the children.</p> <p>LS is working with Dr Richard Barnes on the succession planning to find a replacement CEO (members had been informed of her impending retirement). Chairs and Principals/Head Teachers will be asked to contribute to this work.</p>	
13	<p>AOB</p> <p>Members were asked to review the school's website for its remote learning offer and walk through what was being offered. Plus, those that use Twitter to follow the school's twitter account.</p>	All members
14	<p>Next meeting</p> <p>Wednesday 17 March 2021 at 4:00pm</p> <ul style="list-style-type: none"> SEND update and statement to the next meeting 	Clerk

The meeting closed at 5:58pm