



Gladstone Primary Academy Committee Minutes

Wednesday 17 March 2021 at 4:00pm

This was a virtual meeting

Present: Ifrat Jawaid (IJ), Simon Martin (Head Teacher) (SM), Alan Sadler (AS), Lloyd Thompson (LT), and John Turner (JT) (Chair)

Also present: I Clark (Clerk), Paul Fountain (PF) and Simon Smith (SS) (for item 4 only)

Apologies: Scott Hudson(SH), Sukaina Manji (SMj), Gary Moore (GM) and Sharon Whitelaw (SW)

		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 (4 February 2021) Members AGREED the minutes as a true record of the meeting. <ul style="list-style-type: none"> • GM had attended the parents consultation • Members had viewed the Remote Learning offer 	
4	Finance Update (SS) SS gave a presentation on GAG (Guaranteed Academies Grant) pooling. Key points: <ul style="list-style-type: none"> • The underlying principle is that we are one trust and want fairness and equality along with future proofing for our funding. • The proposal (still in consultation) is to allow the allocation of resources and funding in a fair and transparent way that supports the needs of pupils. • A GAG funding working group has been established (SM is part of this group). • Visions and benefits – maximum use of 1 fund will smooth out volatility, allow alignment to curriculum planning and support strategic ambitions. • The system recognised the anomalies in per-pupil funding. • Central school costs included Business services, Central Educational support, executive leadership and governance. Data demonstrates the efficiency of centralised services through benchmarking and market testing. 	

	<ul style="list-style-type: none"> • GAG funding allows pump-prime funding based on financial data. • A policy framework will include the policy, an appeals framework, reserves policy and treatment of in-year surplus/deficits. <p>Next steps:</p> <ul style="list-style-type: none"> • 1:1 conversations with Principals • Feedback to the working group • A Funding statements review • A new funding model based on funding levels and feedback • Policy development • Presentation to the June Trust Resources committee • Sign off the budget <p>Members began a discussion and questioning session. Issues raised:</p> <ul style="list-style-type: none"> • Members can see the benefits of centralised pooling, but are concerned about the particular needs of pupils especially in high-deprivation areas. • It is hard to see an outflow of funding from any school into another; how do you reconcile that this is in the interests of the school and how would parents react • Members are nervous of the centralised function and potential growth of the centre thereby starving the grass roots. • The system does not take account of EAL and Churn issues • Concern that other Academy Committees did not seem to be aware or discussing this issue <p>SS answered some of the issues:</p> <ul style="list-style-type: none"> • GAG pooling provides for funding to deliver the curriculum and removes the over/under funding issues • There will be a formula to replicate the ADAQI and FSM funding using the characteristics of the school in the allocation • Other models are being looked at • There will be a long-term commitment to funding • Centralisation – efficiency is ingrained through benchmarking • The Joint Scrutiny Group oversees delivery and efficiency and wants overheads to be as appropriate as possible. • There would be flexibility in the hands of the educationalist when new curriculum initiatives arrive. • It is recognised that the Integrated Curriculum Financial Planning works better for Secondary schools rather than for Primary and Post 16. <p>SS thanked members for the support of the school SM thanked members for the good governance shown in this meeting in holding the Trust to account. JT and SM agreed to discuss the issues raised at this meeting further. Member were asked to forward any thoughts to JT as soon as possible.</p>	
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		All members
5	Trust updates Included above	
6	Relationships and Sex Education update PF gave a short history of the process of arriving at a policy and some of the issues: <ul style="list-style-type: none"> • The problems in introducing the policy at a school in Birmingham showed how important it is to keep the community informed • It is only the non-statutory parts of the policy where parents can elect to withdraw their children • Most of the policy is what has been taught in school for years • PF had attended a PSHE hub meeting and would ask the speaker to conduct staff training • The PSH lead from CCC had held a ZOOM meeting where concerns had been addressed • We needed to build the policy, consult with members, put the policy on the school website – long with the CCC video and • Before we begin teaching the units we will send letters out to parents. Units include health education – coping with change, feeling safe, mental health and personal hygiene etc. • Other subjects e.g. science, cover other areas of the policy. In Year 4 children study seeds and eggs in plants and humans. Year 6 cover human reproduction and different family make-ups. Key elements: <ul style="list-style-type: none"> • Content assigned to each year groups but address the maturity level of pupils • PSHE is taught by the class teacher where questions can raise safeguarding issues. • Teaching children respect re differences in society (Core British Values) • The school will do what is required for the PSHE curriculum even if it upsets some parents. • A report would come to this committee annually which would include the number of withdrawals. The policy requires a review every 3 years. A member with responsibility for PSHE was required Members asked the following questions: Q What has been the reaction of parents so far? A Mostly positive. One parent had been influenced by the media and had made some inappropriate comments and a lot of mis-information had come from the Birmingham case. A conversation was offered to a parent, but not taken up. Members agreed this was about teaching facts and would support the school in this. They also liked the idea of the video being available, rather than just a policy. Members AGREED the policy and thanked PF and Alistair for the work undertaken.	

<p>7</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>7.5</p>	<p>Covid update</p> <p>The children had returned to school safely and any concerns had been worked through.</p> <p>A lot of careful communication happened the week before to relieve any anxieties. Attendance stands at 90% with some children having returned back to Pakistan/Romania. Returns will be managed carefully. Attendance across the whole year was at 93%.</p> <p>Issues arising:</p> <ul style="list-style-type: none"> • Most children seemed to have maintained their academic position and there had been good engagement at home • There was a loss of stamina and lessons had had to be restructured to keep the pace going • There were no obvious gaps or regression, but there were differences in what the children had done at home. The biggest difference seen in Year 6 where perhaps they were required to be more independent learners • Phonics in the younger children was at an acceptable level but some pronunciation had slipped • Daily supported reading was continuing and no child had dropped a reading level <p>Covid cases</p> <ul style="list-style-type: none"> • 2 siblings in Years 4 and 6 had positive tests and a number of children were now self-isolating • 44 children in Reception were self-isolating as a member of staff had had a positive test result • The Principal and other adults were also self-isolating leaving only 2 members of SLT in school. • Staff absences – 2 with long-term health, 3 are ill and 2 positive cases. 10 others are either shielding/self-isolating or have post covid symptoms. <p>Covid Keeps</p> <p>The main thing is the loser relationships with families and the recognition of their hardships</p> <p>Emerging plans</p> <ul style="list-style-type: none"> • Catch up – the plan will come to the next committee meeting • Apprentice TAs • Roma engagement • The IT divide (the school received 100 Amazon Fire devices as part of a donation and will review how to allocate these) • Issues around GAG pooling and any underspend the schools may have 	<p>SM/Clerk</p>

8	<p>AAAP</p> <p>The plan had been uploaded for members. It had been extended by 6months because of the Covid situation.</p> <p>The only outstanding areas are those impacted by Covid and where bubbles and restrictions prevent implementation.</p> <p>The next specific pieces of work will start in the summer term and will form our deep thinking of strategic planning from September 2021.</p> <p>Short term steps include:</p> <ul style="list-style-type: none"> • Curriculum work continuing with History and Geography • DT and Computer studies will follow on • Review of curriculum with the Subject leads. • See confidential minute 	
LL and IJ left the meeting at 5:55pm; this meant from this point the meeting was no longer quorate.		
9	<p>SEND update</p> <p>Carried forward to the next meeting</p>	Clerk
10	<p>Principal's update</p> <p>This would be forwarded to members by email</p>	SM
11	<p>Members' visits</p> <p>11.1 No visits had been undertaken</p> <p>11.2 A skills audit would be sent/re-sent to all members for completion please.</p>	All members
14	<p>Next meeting</p> <p>Wednesday 20 May 2021 at 4:00pm</p>	Clerk

The meeting closed at 6:00pm