



## Gladstone Primary Academy Committee Minutes

Thursday 20 May 2021 at 4:00pm

This was a virtual meeting

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

**Also present:** Isabel Clark (Clerk) and Paul Fountain (PF)

**Apologies:** Sukaina Manji (SMj) and Scott Hudson

		Action
<b>1</b>	<b>Welcome and introductions</b> A welcome was made to all. The Chair announced that Gary Moore had resigned as a member of this committee. We will need to look to recruiting a replacement.	JT
<b>2</b>	<b>Declarations of Interest</b> No additional declarations were made for this meeting.	
<b>3</b>	<b>Previous minutes and matters arising (17 March 2021)</b>	
3.1	Members <b>AGREED</b> the minutes as a true record of the meeting.	
3.2	Most items were covered on this agenda. The school roll review will take place in September.	
3.3	Finance update Simon Smith is leaving the Trust. GAG pooling feedback – The Trust had listened to the working party ‘s comments plus the Head of Finance does understand schools funding issues based on need and is now working on a different scheme which suits us better. Briefings to Academy Chairs is planned soon. Pupil led factors will remain as a funding formula (so we should not be disadvantaged). The plan will be staged over a number of years for full implementation, starting in 2022. For now, we will be running and setting budgets on the current system. Instrumental in this change was the challenge from this Academy Committee; it was good to have had the discussion which has helped to secure a different system. The Government are still pushing	

	<p>for academisation and a more centralised service, so eventually this will come to all. Being able to be at the start and shape the approach rather than it being imposed upon us is a bonus.</p> <p>Members were glad to hear of the proposed changes and the benefit to pupils in this school and across all other schools. Any change has to be seen as fair and has an impact on our pupils.</p>	
4	<p><b>Catch-up premium plan and spend</b></p> <p>We are using a tiered model.</p> <ol style="list-style-type: none"> <li>1. First priority – Quality First teaching. We are using the Power teaching and learning approach.</li> <li>2. Appoint apprentice TAs in school to focus on academic mentoring. We advertised through the Trust’s 6<sup>th</sup> Forms and offered 1-year contracts (2 places although we are still trying for a 3<sup>rd</sup> place). Both places have been offered to 6<sup>th</sup> Form students intending to go to University and who will now take a gap year. Both will need development work, but from this scheme we are both giving and getting. The cost of the scheme is £8.8K for the year. They will work 4 days a week with the other day spent on an appropriate apprentice Level 3 course. They start on 1 July which will allow training before the start of the new academic year. If this is successful, we hope to repeat it the following year.</li> </ol> <p>We continue to use IT for school work and communication.</p> <p>We did try to access the National Tutoring programme , but this was not working for us, pus there seems to be a national shortage. We will use our own in-house academic mentors.</p> <p>NELI – Nuffield Early Language Interventions are in place in Reception year.</p> <p>Ican and Talk Boost are interventions for Year 1.</p> <p>Engagement with the Roma community continues,,</p> <p>We have started after school clubs again,</p> <p>HLTAs have been given additional hours,</p> <p>Staff are promoting reading for pleasure with good links to authors of the texts used in school. The Early Reading team Leader role will be advertised ready for a September start.</p> <p>Spend so far is £46.6K. We are allowed to carry forward this funding which is ring fenced. Power has costs us £13K, NELI £440 and training £390.</p> <p>We have £32K left to spend of which £17K will cover the apprentices.</p> <p>Impact of the spending will be tracked through the next year.</p> <p>Governors discussed the catch-up spending plans with the following questions:</p> <p>Q The use of young people is interesting; is there any scope for older people to be involved, particularly for reading?</p> <p>A If this becomes a regular thing then yes.</p> <p>Q Do we use comics and graphic novels to encourage reading and do they come in other languages?</p>	

	<p>A We do have them in school including some Japanese comics for Year 6. Any reading is good. Boys in Year 3 seem to appreciate the graphic novels (having a particular interest in DC or Marvel). We are looking at the reading scope and preferences of our pupils including fiction and non-fiction.</p> <p>Q <b>When do we have to report back to central government on this?</b></p> <p>A That is not clear yet. Scrutiny rests with this committee and OfSTED will check impact. At the moment, different Trusts and schools all have differing priorities.</p> <p>Q <b>How much time do teachers spend out of class leaving HLTAs in charge?</b></p> <p>A Staff are trained in Power and we are confident in their ability which is also regularly monitored. One TA is doing a HLTA maternity cover and we will build on this going forward. We now have continuous conversations with teachers and TAs.</p>	
5	<p><b>Academy termly action plan</b></p> <p>This is a new document until we return to the AAAP in September. A termly plan was reintroduced.</p> <p>We are looking at what next for next term, understanding the changes required for September.</p> <ol style="list-style-type: none"> <li>1. Curriculum focus area We will upskill leaders for the curriculum. (SM is on a course for curriculum design with the key themes of cognitive theory of learning, principals of curriculum design and the theory of curriculum design. We are never finished with developing the curriculum, but we can make this better. This may move out across the Trust soon.</li> <li>2. Move to change Early Years The plan is to bring Pre-school and the Reception Year together. This is common in London and we hope to make a visit to see it in action soon. We need to explore the physical space and the effect on our PAN. We are not sure whether this will be ready for September. We are talking to the Trust for this to be considered as a pilot model. We will bring back progress on this to the July AC meeting.</li> <li>3. Reading development We are thinking of reading strategically. Power needs another layer about reading in English and reading for subjects. The Reading strategy team are working on this and are conducting an audit of what we have. We have reading ages, but we need to know and understand what progression looks like. The preparation work is happening now for the main work next term.</li> <li>4. TDET transform project We are the pilot for 1:1 devices in Reception Year. One class has had a positive start. We will ask the teacher to address the next AC meeting.</li> <li>5. Induction group A review has been carried out by the Trust with some actions. After the next review we will bring the report to this committee. There are a number of children graduating from this group and moving into higher groups to access the curriculum.</li> </ol>	<p>SM/Clerk</p> <p>SM/Clerk</p> <p>SM</p>

	<p><b>6 Maths</b>          This reflects the reading approach. We are looking at the pedagogy and how this builds, stage on stage</p> <p>SM pointed members to page 9 of the report; a notebook of planning. The curriculum needs to give knowledge and cohesion and depth. All three interact to become curriculum knowledge, understanding and reading.</p> <p>Governors asked the following questions:          Q <b>What is in the lesson plans and do these need to be in the action plan?</b>          A It's more about fitting into the journey of learning, e.g. learning about rivers builds into place and rain forest in higher years. It is a more complex schema. Teachers also need to know what is being taught before in order to build on this going forward. Perhaps we need to demonstrate to committee members the importance of the curriculum.</p>	
<p><b>6</b></p> <p>6.1</p> <p>6.2</p> <p>6.3</p>	<p><b>Roll/attendance/mobility/waiting lists</b>          PF presented his report</p> <p>The number on roll stands at 570</p> <p>Year 6 and Year 4 have waiting lists and discussions need to be held with the Trust to consider admitting over PAN. Some on the waiting list (in catchment) have been out of school for a considerable time. If admitted they would go into the Induction class and our experience is that not all children return to the school after the summer break.</p> <p><b>Members discussed the issue and how the additional children would be placed in school.</b></p> <p>PF will explore further with the Trust and PCC Admissions.</p> <p>Attendance – The school's attendance figures were affected by Eid. This has a 0.3% impact on the whole year (the second Eid will also fall in this year's figures).</p> <p>Absence – The narrative is in the report. Usually, to be a 'persistent absentee' you need to have missed 39 sessions (1 school day is 2 sessions). At present this is down to 20 sessions. Going on holiday for 2 weeks would now tip you into this category. Our absence rate is 13%; a lot higher than national.</p> <p>We have some key groups and one child can be in different groups. We have begun door knocking where necessary (which in itself has raised some safeguarding concerns). Once we have a full set of data we will focus on children on a daily basis.</p>	<p>PF</p>
<p><b>7</b></p>	<p><b>Covid update</b>          We have had only 1 positive child case and one positive supply teacher case. We have asked for children to be tested. We are maintaining all control measures and have not been advised of any relaxation as yet.</p>	

	<p>2 staff are affected by Long Covid and some vaccination side effects have been impacting on staff attendance. The second dose seems to have more adverse side effects than the first. We have asked teachers to consider weekend vaccinations.</p>	
<b>8</b>	<b>RSE Update</b>	
8.1	<p>Members have been through the journey of this topic. We have had a smooth implementation of this in school despite some negativity in the community. We have a dedicated area on the school website and are specific about what is taught year on year. Parents are encouraged to speak to teachers about this. 16 families did request further conversations and are all on board with this now (a lot is about how mis-information is handled). Only 1 family have asked to withdraw their child from certain classes (as is their right). We have a good leader for this subject and learning walks have shown teachers using the correct vocabulary which is then replicated by children and leads to a lack of embarrassment. The lessons become very like science lessons. We are using Cambs Personal Development programme age-appropriate resources. Overall, this has been a successful implementation.</p>	
8.2	<p>We had picked up some homophobic views in the community and felt our policy lacked clarity around this. We don't teach LGBT+, but we do teach different family make-ups and differences. We also have a diverse staff range. The link provided on the agenda is a link to the advice we have taken. This does not form part of the policy, but members do need to be aware.</p> <p>Members asked the following question:          Q <b>Do we have any concerns about the families who did object?</b>          A No. Most objections were based on mis-information about what we would be teaching. Some information from a neighbouring school had not helped. We had in place some good advisory material to help the conversations.</p> <p>Members <b>AGREED</b> the statement.</p>	
<b>9</b>	<b>Principal's update</b>	
9.1	<p>We only have 33 children registered for September 2021 (our PAN is 120 although a reduction has been agreed to 90). Other schools in the area are also not full (other than the 5-form entry academy to the north). Growth over the year does normally happen. This reflects the Covid situation with far less children accessing Pre-school. There may be many more out there that have not registered for a school place yet. Other contributory factors are Brexit – there are less coming into the country now, and the bulge we did have has now moved into the secondary sector and is trailing off</p> <p>Infant class size legislation means we will still require 2 classes; however we may consider a mixed Year 1/Reception class. This will have an impact on the budget. We need to plan and adjust going forward and hope that natural wastage will</p>	

	<p>prevent any redundancies. We have not recruited any new staff this year and any requests for reduced hours will be accepted.</p> <p>9.2 The budget building has been a challenge and we are finding it difficult to reach a balanced budget. Previously we had grants to meet staff pay rises, but this year we have to fend for ourselves. This in itself has an impact of £170K and leaves us some £198K short overall. Still more work needs to be done and it will be painful. We know historically we have been a good contributor to the Trust and we are working with the Trust on this.</p> <p>9.3 Harmonisation project – This is a Trust wide scheme to harmonise the pay and conditions for all support staff. We are in the consultation phase and all have been offered 1:1 interviews. Some staff will be adversely affected, but the Trust has agreed a 2 year pay protection period. The overall aim is to achieve fairness and transparency as well as offering pay progression for staff. It actually may prompt some HLTAs into teacher training.</p> <p>9.4 The pupil who was attacked in the street is home from hospital and has been visited by his class teacher. His mum, understandably, is nervous about him returning to school. We have agreed to provide a taxi for him to and from school when he is able to re-join us. We have offered Educational Psychologist support to him and the other children in his class. We will support where we can, but this may be a long process both physically and emotionally.</p> <p>9.5 SEND update. The SENCO is on a phased return to work and is almost at full-time. We have had a supply SENCO cover for 1 day a week. One new EHCP has been approved. A SEND report will come to the next AC committee meeting.</p> <p>Members asked the following questions:  <b>Q Are staff nervous about the situation?</b>  <b>A</b> We are working on this. Staff are probably not aware, but it becomes obvious when we only have 33 children for Reception year and have 3 Reception Year teachers. We have not considered redundancies yet (unlike our neighbouring school who find themselves in the same position). We have been able to make a secondment which is good for all.  <b>Q The report from S Warboys, why has she done a report?</b>  <b>A</b> She is an OfSTED Lead Inspector and whilst she cannot do OfSTED work she has been used by the Trust to do some pre-inspection work. The visit was very useful as we have some young leaders in post and they all did well. OfSTED will speak to the children to ascertain their knowledge of a subject and their journey with it. We have already highlighted that curriculum is key and the children’s knowledge of it.</p>	SM/Clerk
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<b>10</b>	<b>Trust updates</b>	
10.1	Members have been notified of the Leadership conference on 15 July	
10.2	Members have been notified of the appointment of a new CEO	
10.3	The Director of Resources has resigned and an advert is out to replace him.	
<b>11</b>	<b>Member visits</b> Notes of a scrutiny visits and a safeguarding visit have been circulated. Members were asked to complete the skills audit which we will use for recruiting new members.	All members
<b>12</b>	<b>AC Meeting dates 2021/22</b> These had been fixed as close to this year's dates as possible, Members <b>AGREED</b> the proposed dates.	
<b>14</b>	<b>Next meeting</b> <ul style="list-style-type: none"> <li>Thursday 15 July 2021 at 4:00pm</li> </ul>	

The meeting closed at 5:50pm