



Gladstone Primary Academy Committee Minutes

Thursday 9 December 2021 at 4:00pm

This was a virtual meeting

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

Also present: Isabel Clark (Clerk), Paul Fountain (PF), Mick Gernon (CEO), and Chris Wells (CW), Karen Mallott (KM, Alex Oldaker (AO), Laura Wales and ben Wilson (BW).

Apologies:

		Action
1	Welcome and introductions A welcome was made to all.	
2	Appointment of new AC member KF had agreed to join the AC. Members AGREED to her appointment. SM's term of office was about to end. Members AGREED to her re-appointment.	
3	Declarations of Interest No additional declarations were made for this meeting.	
4	Previous minutes and matters arising (15 July 2021)	
4.1	Members AGREED the minutes as a true record of the meeting.	
4.2	Matters arising <ul style="list-style-type: none"> • Induction group, the practice report was unloaded to GovernorHub for members • AAAP update done and a glossary added • Governor training – c/f until January meeting. 	Clerk
5	Curriculum Fridays and Power update IJ spoke to this item with reference to the last AC meeting, where this was first raised. Whilst it was recognised that this arrangement may squeeze out other wider curriculum areas, there was a need for background reading knowledge. The timetable had been adapted to an 8-day model for English to enable children to	

<p>5.1</p> <p>5.2</p>	<p>access all through reading. Monday to Thursday English and Maths appear as part of the normal curriculum where any new teaching is included.</p> <p>Maths - KM Mid-term plans recognised that some areas of maths had not been covered and therefore had been lost. This needed some re-teaching. So Friday was designated to enable every unit of Maths to be revisited. An impact had already been seen with those children getting full marks being ready to move on. The timetable was adapted to allow for quality assurance and gap analysis which then allows us to bring in what is required. This has shown the need for a development in skills to build assessment and a lack of stamina. Assessments have been reduced to 15 minutes, which will then be built on. Rapid recall has also been covered. (An example has been added to GovernorHub replicating the tests to build on test skills.) There is a template for each stage, but questions will vary each week, some of which can be challenging. This addresses all the units in Maths, e.g. Year 2 missed shape and space, so this is now in the Maths cycle.</p> <p>BW added The focus is on recall which helps the gaps identified in Arithmetic and reasoning skills. Having instant recall frees up the memory to work on reasoning once the Arithmetic skills are learnt. Sessions are 45 minutes long; 30 minutes on quick recall and 15-minute assessments. This exposes children to the test format for recalling knowledge (a mirror of the Power reading approach).</p> <p>English – CW Power reading had also moved to the 8-day cycle. It was realised that writing had taken the biggest hit through lockdown (a national issue). The plan is for a 4 day reading and a 1 day SAT style approach. More time will be spent on writing days to plan. We realise how reading links to planning for writing and we need more chance of using reading links into the writing. Already quantity and quality have increased.</p> <p>BW continued KS1 lead on Power Steps with early reading, writing and phonics. The Government require schools to use a recognised Phonics scheme which we have which includes phonically decodable books which we use daily. (We were offered a LA package (because of our past data), but feel we have a better knowledge of what we are doing, which has proved to be good through quality assessment.) The focus is on language comprehension. We are pleased with the progress made by our early readers (data provided below).</p>	
-----------------------	--	--

	<p>Members asked the following questions:</p> <p>Q What are you doing for those who have fallen behind?</p> <p>A We don't have age-groups; we have stage groups, so every child gets quality First teaching at their appropriate level. School led tutoring is done, but outside the normal day.</p> <p>Q Have you found process has accelerated?</p> <p>A Writing is much better, but it is difficult to track writing done at home. We are allowing more time for reading and we are seeing some strengths and progress.</p> <p>Q Is the Year 6 predictive data affected?</p> <p>A Year 6 have been affected by the disruption and Years 4 and 5 had a poorer experience through the pandemic.</p> <p>Q How do other schools do re Phonics and what more can we expect?</p> <p>A BW is a specialist in this fields and works Trust wide and across the LA on Phonics teaching. Where he sees good practice he brings that back to Gladstone.</p> <p>Q Is Gladstone at the leading edge of learning to read technology?</p> <p>A The LA came back to us after we refused their offer, but understand now why we did this. We have a full understanding of the quality of leadership for Phonics and are used to sharing our knowledge with others throughout Peterborough we will share our response to the LA around this).</p>	SM
<p>6</p> <p>6.1</p> <p>6.2</p>	<p>Predictions and targets</p> <p>EYFS -- LW</p> <p>The statutory baseline has been completed and all pupils have received a score (which is released in 7 years time).</p> <p>EYFS profiles will be done at the end of the year. There are 17 areas measured. We are still waiting for advice.</p> <p>GLD of 30% is a teacher prediction and is low compared to other years. However, GLD does not recognise other areas.</p> <p>Writing is an issue.</p> <p>School readiness has fallen behind and is the Autumn term focus including physical activity and caring for one another. SM added that most children had not had Pre-school access during the lockdown with many not used to being in a classroom, having food/eating issues and mixing socially. 'Wild' was the overview of the first few weeks. Usually, before school it is hoped to secure some of these before the school needs to move on to teaching.</p> <p>The data is not good enough and we are working on higher aspirations with BW in getting the children ready for Year 1. However ,we can't just cover reading and writing. Of the 17 areas we will be happy to secure as many as possible at expected GLD.</p> <p>Phonics screening check - BW</p> <p>This is a statutory assessment for Year 1 in the Summer Term.</p> <p>The children are tested on 40 words, 20 real and 20 pseudo words (to assess</p>	

	<p>children can identify and blend).</p> <p>All Year 2 children will do this check (it was missed in Year 1 last year). 70% are predicted to achieve (through robust analysis).</p> <p>All the screening (except 1) has been done and 71% achieved this this term. There is a clear incremental planning map and we are confident we will make the 75% predicted for Year 1.</p> <p>There has been a huge team effort from all the teachers of Phonics to SLT who all understand the importance of Phonics teaching.</p> <p>6.3 End of Key Stage data</p> <p>The end of year expected data was shown on screen.</p> <p>Reading, Writing and Maths all show a slight increase (with reading as the greatest increase).</p> <p>CPD has been carried out on cognitive science of learning to read and has helped. There is a clear understanding of Maths and children being taught together to achieve progress.</p> <p>We have work to do around the mechanics of writing, grammar and punctuation, but we have a staged approach to ensure success.</p> <p>6.4 Year 4 - AO</p> <p>There is anew assessment of multiplication tables with a fluency required up to the 12 times table.</p> <p>The assessment is digital and pupils have to type in the accurate result in a given time. Year 4s having the ipads is a good investment. There are 25 questions (6 seconds per question) and the pass mark is 100%</p> <p>We are having to supplement teaching for some children and are using the maths independent days to do this.</p> <p>From Monday to Thursday we review the times tables at the start of each lesson Year 4 are part of the TDET Transform programme and all pupils have ipads. The Year 4 teachers are a young team and we are still identifying their own CPD and progression.</p> <p>We use Times Tables Rock Stars which allows home learning.</p> <p>We are targeting groups for after school intervention 3 days a week to remove gaps from the last 2 years.</p> <p>We celebrate the successes In times tables with certificates; all children are experiencing success.</p> <p>Year 3 and 4 children have some times tables facts on their school jumpers.</p> <p>We have been creative and trying different approaches to achieve which we will check in June.</p> <p>6.5 Maths - KM</p> <p>The predictions for the end of KS2 are either in-line or aiming to achieve greater. There is an uplift in progress from KS1, but this is not at national levels. We are being ambitious, but realistic.</p> <p>Practice SATs papers are being used and assessed.</p>	
--	---	--

<p>We are looking at lost learning and as above writing has taken the biggest hit. We are holding 1:1 conferencing and conversations about writing and have support from the English lead.</p> <p>This is again a stamina issue with children complaining their hands hurt if they have been writing too long. So we have introduced timed sessions, then we stop, pause and return.</p> <p>The combined prediction is 55% (up from 2019, but this still means that 45% go on to secondary school not secondary school ready.</p> <p>The data matters, but we want the best for them and for them to achieve at secondary school.</p> <p>Our Roma children have shown to be better at Maths, but there are barriers to reasoning, including reading the questions, so we are looking at interpreters for them.</p> <p>The indication is that all are moving in the right direction. We are below national for Year 6, but there has been progress from KS1.</p> <p><i>I lost connection here, so if I missed anything, please add it in.</i></p> <p>We still have the difficulty of being a split site and have a matrix management approach with Phase leads and Subject leads having shared responsibility for outcomes.</p> <p>It doesn't help that the progress measurement method changes every year.</p> <p>Members asked the following questions;</p> <p>Q We need to capture the very low base level the children come in at and then capture the actual progress made rather than the comparison to national standards.</p> <p>A We can share progress from the Reception Baseline assessment through the tracking we do. We will share examples at the end of the year.</p> <p>Q What is the number of children at Greater Depth at the end of KS1?</p> <p>A 2 children or 3%, but the expected standard has to be the focus to enable children to access learning.</p> <p>Q Is the rote learning technique for times tables used anywhere else in school?</p> <p>A We believe the high quality teaching in Power cycles in English and Maths and curriculum cycles is far more effective. Time tables is a new statutory assessment and relies on quick recall and rote learning; this is not the right way for other areas. Historically the rote learning of number sequences does not address the recall for using elsewhere. We want an immediate instant recall fluency for times tables facts to allow for reasoning in other areas.</p> <p>Q Is 60% in Year 4 a somewhat low prediction?</p> <p>A Our Year 4 only has 75 pupils with spaces. There will be new pupils who will affect our scores. Some of these may be new to education and the English language; so this may be an ambitious target. We will break down the data to represent the core cohort.</p>	LW
---	----

	<p>Q What is the number of children at Greater Depth at KS2?</p> <p>A 4% for Reading and 11% for Maths. None for writing.</p> <p>Q How many pupils are still with us from the bulge year classes?</p> <p>A 26% were not here in Year 2.</p> <p>Q Can we find any comparator schools to measure against and can we get a response on the progress measures? Have we spoken to the local MP and the LA?</p> <p>A We did ask the DfE, but received a standard 'political' response. We need to look at the progress measure for our individual children, especially those who were with us in KS1.</p>	
7	<p>EYFS Unit proposal</p> <p>A briefing paper had been circulated to members and the CEO. The vision is to improve Early Years education. At present the Pre-school and Reception are run as separate units in different areas of the school. We want to co-locate them and share resources. This will enable us to :</p> <ul style="list-style-type: none"> • Work with families earlier • Remove the transition • This is common practice in other areas of the country • Allow additional time to work on Phonics • Address the low baseline <p>There are links to the proposed PAN changes (from 120 to 90). The proposal is to consult on a change of age-range for the school to be 2-11 years. This will require Trust approval too.</p> <p>MG reported that the Trust was supportive and wanted to build on the amazing work LW was leading. However, Trustees wanted to understand more on the longer-term picture. Educationally it is the right thing to do.</p> <p>LW added that the main driver was the development of staff in the Pre-school which would drive up the school readiness agenda.</p> <p>Members discussed the proposal. Whilst the decision was for the Trustees, the members were in general agreement to the proposal.</p> <p>This would now go out to consultation in January.</p>	
8	<p>PAN consultation</p> <p>The final decision rests with the Trustees as the Admissions Authority. However, the policy will need amending. Other issues will also require amendment to the policy; one a DfE statutory change and a refinement of the 'Deferred entry' arrangements.</p> <p>A table of admissions had been circulated prior to the meeting. We are running at well below the 120 in all year groups and are running with 'organisational PANs' with the LA.</p>	

	<ul style="list-style-type: none"> • Reception 60 • Year 1 90 (83 on roll) • Year 2 60 (65 on roll) • Year 3 90 (90 on roll) • Year 4 90 (76 on roll) • Year 5 90 (91 on roll) • Year 6 90 (87 on roll) <p>Since September 2021 we have had 58 in-year admissions and 41 children have left us. This represents a significant 18% churn.</p> <p>This had already gone out to consultation and 3 replies had been received.</p> <ul style="list-style-type: none"> • The LA were supportive of the proposal (with the caveat that we will consider a bulge year should this become necessary) • The local Vicar had some concerns • The Head Teacher of Beeches responded that his school had very similar issues. <p>Members discussed the proposal. Members asked why so many children had left us? Most had relocated, some in the city, but the majority outside of the city and this country.</p> <p>Members were in favour of the proposal and APPROVED the policy amendments</p>	
9	<p>Attendance policy</p> <p>The only change was the removal of the Covid appendix.</p> <p>Members AGREED this policy</p>	
10	<p>AAAP</p> <p>The document had been uploaded to GovernorHub prior to the meeting. It has now been RAG rated and a narrative added.</p> <p>Any reds/amber at this stage of the year are acceptable.</p> <p>Some aspirations are high and some have re-evaluated time-lines.</p> <p>Members asked the following questions:</p> <p>Q Can the 'reds' be ordered into which are more important than the other?</p> <p>A All are inter-linked. The focus is on the Quality of Education which we work through sequentially and ensure is embedded. We have no concerns at the moment and it is a pity that members are unable to see all of this in practice. We only turn sections green when we are confident we have completed the task and the impact has been measured.</p> <p>Q The H&S policy is marked red; is that correct?</p> <p>A We need to complete some staff training. Evidence is required to move this to green.</p> <p>Q Is there any on-line safety training planned?</p> <p>A We are awaiting online safety lead training in the new year, then the policy will be reviewed and updated.</p>	

	<p>MG commented that the key challenge to all Principals is to consider what are the 3 or 4 things that will make a difference. At the next meeting, perhaps we can be more specific about this.</p> <p>IJ added that the AAAP was a 'live' document and shared the planning document on screen. This breaks down the areas into tasks. There is a review held twice a week and the Phase leads and Subject leads take ownership for the actions. We are already planning the Spring term work.</p>	
11	<p>Principal's update</p> <ul style="list-style-type: none"> • School led tutoring funding needed to be used by the end of the year. We still need to appoint suitably qualified tutors. We have 4 excellent candidates who seem very motivated. We will plan for 6 week cycles on x number of children, before a review. We will then either change the cohort or continue with those still needing help. • We are providing support for the free breakfast provision until April, then it becomes heavily subsidised. • Staffing – One Ta is leaving us after a period of long-term sickness. 2 others are retiring, one after being in school for 25 years (MG offered to write to this person). We are recruiting to 1 full-time TA position. One teacher is on maternity leave, another returns this week. This will release BW from some teaching responsibilities. A new ECT has been recruited for the maternity cover. A new PE coach will start with us in January. The apprentices we had with us have converted into being TAs before going on to their University places later in the year. We have some SKITS in school The Pre-School lea is undertaking her Early Years initial training. • Covid – we currently have 9 staff cases and 13 child cases. Unfortunately, this means a lot of staff and pupils are having to isolate pending testing. Cover is just about manageable. All this does have an impact on everyone's' general health. • Benchmarking/financial dashboard – We are running comfortably within budget despite the additional costs for supply cover. Salary costs to budget is at 74.5%. 	
12	<p>TDET Updates</p> <ul style="list-style-type: none"> • New appointments are creating a future strategy for the Trust's future. We want to grow the number of schools and grow our base of schools. We want to look at the world our current learners will inherit and be ready for it. This includes digital growth, innovation, research and supporting people strategies. • Members will be invited to share in the future vision early on 4 January 2022. We will consult through the rest of the month on <ol style="list-style-type: none"> 1. Education for the future 	

	<ul style="list-style-type: none"> 2. Being the employer of choice 3. Strengthening governance and accountability 4. Activities with our strategic partners (Businesses, FE etc.) <ul style="list-style-type: none"> • Good news within the Trust -QKA had been nominated and then won a gold award for partnership in teaching. • The Governance role had been withdrawn and review was taking place before putting it out to advert again. 	
13	AOB	
13.1	AS asked if he could put a group of ladies wanting to set up a Beavers Group in touch with the school.	
13.2	Members thanked LT who was stepping down from the committee after this meeting and wished him well.	
14	Next meeting	
	<ul style="list-style-type: none"> • Thursday 3 February 2022 at 4:00pm 	

The meeting closed at 6:12pm

- 8 - should have mentioned that members approved the policy amendments
- 10, second question - if this is the one that Mick asked it was about the online safety training, not the h&s policy. Awaiting online safety lead training in the new year, then the policy will be reviewed and updated.