



Gladstone Primary Academy Committee Minutes

Thursday 15 July

2021 at 4:00pm

This was a virtual meeting

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

Also present: Isabel Clark (Clerk), Scott Hudson (SH (TDET), Matt Gore(MG), Paul Fountain (PF) and Laura Wales

Apologies: Lloyd Thompson (LT) 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 (20 May 2021)	
3.1	Members AGREED the minutes as a true record of the meeting.	
3.2	Matters arising <ul style="list-style-type: none"> • Recruitment of new governors – we are awaiting the appointment of a new Governance officer for the Trust and will see what this brings. • Induction Group – c/f to next meeting • Admissions – places were offered and the situation has again balanced itself through other leavers. 	SM/Clerk
4	Primary Sports premium report	
4.1	MG introduced this report. Whilst Covid had affected delivery of PE, a lot had still been done.	
4.2	Achievements	

<p>4.3</p>	<ul style="list-style-type: none"> • A focus on promotion strand of PSE as an authentic specialist subject. PE is a full subject at this school and sport is used as a driver for curriculum change. • We used the time during lockdown to prepare videos for children at home which were well received. This is now a good resource for wet-weather PE. • We have limited opportunity and access to introduce new sports and will carry this forward into the coming year. The same is the situation for inter-school sports. This is a shame as we had a good talented cohort in Year 6 this year, but we hope to replicate this next year. • The budget for competitive sports travel will be reviewed. • Good connections have been made to the Lord Taverners (cricket) with 1 boy going on to the selection process for Leicestershire. • We have good link to SusTrans for Bikeability. Sustrans also delivered Dr Bike and next year we hope to expand that to cover scooters, skateboards etc along with pedestrian awareness training. <p>Next Year</p> <ul style="list-style-type: none"> • Increase in the team members from 3 to 5 with more working across the Trust and on the afterschool offer. This will also aid the different mix of expertise. • We are above the national level of PE in schools now and next year we will increase it. the daily mile will be formalised and an all-weather track will be installed; this helps with secondary school transition. • More external competitions (Jack Hunt now have control of this for Peterborough schools and we hope for a strong link) • TDA formal leadership programme as part of the DofE developing skills programme. This year leaders ran the TDAJ sports day. This will cascade down into the primary schools. • Formalising leadership drive in primary schools with Year 6 lead sports days. They will have Sports Leaders T shirts and a DofE style booklet for being a sports leader (this will be an exciting scheme). <p>Member asked the following questions:</p> <p>Q What challenges do you have?</p> <p>A How to get the children back up to speed – being active impacts on other core subjects. We hope to start to be sustainable and train teachers to the same level as our coaches and create a hub here. If teachers move on they will have additional skills in PE. This is the sustainability aspect.</p> <p>Q Are we sure of the funding?</p> <p>A Funding happens year on year. It is an unknown factor for the future. SM added that more time had been factored into the timetable for PE next year with a minimum of 2 hours per child plus the daily mile. Fitness levels do need attention. The Academy Committee are required to review and sign off the Sports premium funding which is then published on the school's website.</p> <p>Q Is there a way to quantify the benefits?</p>	
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	<p>A Evidence is difficult, especially this year and the time available, but we will work on it for next year. We can look at behaviour and see if sport has any impact. Next year we will record videos for evidence.</p> <p>Members AGREED the report and hoped to see PE in action next year.</p> <p>MG was thanked for his presentation.</p>	
5	<p>TDET Transform project (Reception Year)</p> <p>LW introduced this report</p> <ul style="list-style-type: none"> • The children had enjoyed having the devices for use both at school and at home. • Most had confidence in using the iPads and were willing to share knowledge with their peers. • The prepare stage seemed to take ages (getting permissions in pace etc.) • Teachers learnt how to support the children at home through the devices although there was some distraction in managing technical support. • Overall it was a wonderful experience, but is sit an essential for transforming education outcomes? – probably not. Reception children need to focus on core skills of conversations and learning, but it is always good to have more devices available in the classroom. • The next phase of the pilot is for the whole of Year 4 to have devices (this was a pilot in Welbourne PA). From this we can measure the impact in KS2. <p>Members asked the following questions:</p> <p>Q Are more iPads available?</p> <p>A Yes; from the pilot schemes the devices are being collected in for re-distribution across the Trust.</p> <p>Q Other schools ran different pilots, so it has been good to hear the honesty of your findings, but do you think having handled these devices the children will have an edge when they reach KS2?</p> <p>A We felt it needed something else and we had done all we could at this stage. Yes, there is more scope further up the school</p> <p>Q With now a limited number of ipads will it be a group work aim?</p> <p>A Yes. We will have share objectives with smaller groups. A whole class with individual iPads was difficult to manage especially when children were not used to them.</p> <p>Q Will Year 4 have them for just 1 term or more?</p> <p>A We are hoping for a full year project, but preparing for using them does take time. We may not be able to start until October half-term. We need to plan set-up, work, evaluations so that key reflections can happen.</p>	
6	<p>SEND</p> <p>The SENCO has been absent for most of this year, but his return is key for the coming year. The school bought in SENDCo support during this absence.</p> <p>IJ introduced key points of the report showing clear strengths.</p> <ul style="list-style-type: none"> • The power approach makes sure children’s needs are being met 	

	<ul style="list-style-type: none"> Continuing to work on investing in assessments and target support We have low numbers in Year 1 and so are looking at identification – is this just not enough schooling or are there SEN issues for these children. We are pleased with the work of the TAs in helping to work towards and achieve EHCPs for children. IJ and SM took on the line management of SEND TAs who are good at what they do. We want to be more proactive with parents in deciding the way forward <p>Members asked the following questions:</p> <p>Q How many EHCPs are in progress?</p> <p>A Two were awarded this year and two more are in progress. In the next group we have 3 children we are working on to collect evidence. We are shifting focus on early identification so children can access learning with the right support.</p> <p>Q How do we record this so teachers know early on?</p> <p>A Each child has a Pupil learning plan which is shared with all teachers involved.</p> <p>Q What do we do for those children who are just below SEND?</p> <p>A We have a graduated approach which we develop across the school. It gives a holistic picture of the child for a termly meeting of all key people including outside agencies if required, bringing excellence together in one meeting. . We also identify whether behaviour issues are SEND related.</p>	
7	<p>Safeguarding report</p> <p>PF presented this report</p> <p>The Safeguarding report had to be completed on-line this year with no opportunity for free text fields, so the context of some replies have been added for members' benefit.</p> <ul style="list-style-type: none"> There are 60 changes to the KCSiE policy for September and training has already been carried out, including on-line safety. There is a focus on the OfSTED sexual harassment report and our safeguarding actions now mention this in the AAAP. Sexual harassment affects all. The Safeguarding lead (PF) has done more training on-line this year We are well on with the Trust primary school actions – we started the RSE implementation 2 years ago and are now looking t the quality of the provision. <p>Members AGREED this report</p>	
8	<p>End of Year outcomes</p> <p>8.1 There have been some clear strengths. Post Lockdown 1 we did a lot of analysis to show what the pandemic had shown us. From this we arrived at some targets going forward. A focus on reading, understanding maths concepts and a focus on home-learning. We believe this had an impact during subsequent lockdowns.</p> <p>8.2 Going forward we will focus on writing. Post lock-down and face to face teaching and the support of transition has made it clear to us what to do next. We need to</p>	

<p>8.3</p> <p>8.4</p>	<p>unpick reading and maths to accelerate progress. It is all about fluency and comprehension and reading strategically.</p> <p>Our data shows the impact the school has on children and the value we have in knowing our children and can focus on their needs. We do not work to tests or assessments, but focus on understanding test questions. Doing the right things has impact.</p> <p>EYFS data – Again there is no submission of data and any information is for Year 1 teachers and parents only.</p> <p>In the report we state clearly what this year has looked like:</p> <ul style="list-style-type: none"> ○ Reduced pre-school experience ○ Reduced out of home access ○ No enrichment over the year ○ Only 2 terms in school and with Covid restrictions ○ Lots of absence <p>The data is accurate and honest and moderated over the three classes. Success have been in PSE – the children can self-regulate themselves and can build relationships which impacts on Year 1 transition. We have a common language in Year 1 with a structure similar to Reception Year</p> <p>We will use the NELI early language programme for 20 weeks.</p> <p>The new EYFS framework has endpoints for children to be Year 1 ready. The current cohort not having been in school for a full year shows this.</p> <p>Members asked the following questions;</p> <p>Q Is it that children can't write or don't know what to write?</p> <p>A We need them to write like a writer and read like a reader allowing for editing and re-drafting and having the background knowledge and vocabulary to call upon.</p> <p>Q Do they need to practice their writing motor skills?</p> <p>A Gaps are being closed by real effort from teachers.</p> <p>Q Would the motivation of a prize help?</p> <p>A There is no lack in wanting to do well, but they need the experience, texts and support.</p> <p>Q Is language and home situations an issue?</p> <p>A This can affect vocabulary and we know some do not have books in the home or are part of conversations with adults. All this build oracy helps reading and sows in fluency in school.</p> <p>Q With no formal data have we sued any tests done in school to inform the secondary schools of each child's position?</p> <p>A We used the papers set for 2019. From this:</p> <ul style="list-style-type: none"> 37% were at expected for reading and maths in 2019 50% were at expected for reading and maths this year. <p>With the disruption this is a significant uplift showing the impact of Power English. All of this is internal data and not for publication.</p>	
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	<p>Q Do we moderate EYFS with other schools in the Trust?</p> <p>A We were an early adopter and have used the new system; others have not. We created a data set which we have shared with the other schools. KS1 and KS2 were moderated through the LA. The LA still hold moderation events for Year 1 – 6 and all seems OK. They have accepted our judgements.</p> <p>Q If we can't use any data, will OfSTED ask about it?</p> <p>A No. OfStED can only rely on 2019 data. Even though OfSTED will not use the data, members can and should do so, supporting the school where we are at. Members thanked staff for their work this year.</p>	
9	<p>Academy Termly Action Plan (ATAP)</p> <p>This plan bridges between the old AAAP and the new one.</p> <ul style="list-style-type: none"> • Curriculum work has been evaluated. Computing was an area to work on, but we lack expertise. An external scheme was found and training provided on subject knowledge. • EYFS/Pre-school unit – We are still committed to do this, however we need to establish the site, the admissions processes and carry out consultations for an age-range change. This will now come into the new AAAP. • The Covid response has been less this term, but Covid procedures will continue until the end of term <p>Member asked the following questions:</p> <p>Q Are all the 'reds' details in the report?</p> <p>A Yes, on pages 3 to 5.</p> <p>Q Are we suffering from the GAG pooling in not having enough funds for some of this work?</p> <p>A The GAG pooling has not started yet. SH now holds a dedicated budget to support school improvements.</p>	
10	<p>SEF</p> <p>This is a useful document and helps focus our next actions. With all information in one place it captures things together and is a good overview of the school. We are beginning to have a curriculum aimed at our Vision statement. Each section has a 'priority area for development' which will form the AAAP. We have used the OfSTED framework to form the headings. SH felt there were too many bullet points and too many areas for development. SM responded that everything had been put down and would be refined into the AAAP. On page 8 of the report, a Venn diagram showed the alignments. We will arrive at a few clear priorities to do well for deep and sustainable progress</p> <p>Members asked the following questions:</p> <p>Q What is our reading programme?</p> <p>A We have an literacy programme from the LA and BGL and have reading buddies already in school. We have been in contact with BGL to say we are interested, especially for those who we know do not read at home.</p>	

11	AAAP 2021-2022 As above	
12	AC member visits JH had held a catch-up with PF on Safeguarding this week. JH had also attended the Trust and Chairs meeting which had produced a new Scheme of Delegation and new Terms of Reference (these will be sent to all members). We need to work on a forward panning calendar along with training and recruitment. Our skills audit will help with the latter, Draft Pre-school minutes had been received (this is like a sub-committee). Their financial position is good and good practice will be shared.	JH
13	Head Teacher's report 13.1 The current roll is dropping and we now stand at 566 children. 90 children will leave from Year 6 and Reception have 51 confirmed places offered – although we hope for more over the summer. The planning document has us at mid-60s which will still require 3 classes. If we look to reduce the PAN again, we will have to go to consultation. However, this will free up space for the Pre-school scheme. Our mobility is still high. 13.2 Staffing – a number of staff are leaving us. A HLTA who has over 20 years with us is relocating and the site manager has promotion within the Trust. We did expect more natural wastage, but currently are quite stable. Some longer-term supply staff are leaving us, which will help with our finances. We have 'loaned-out' 2 members of staff which will help with their own career development. One has gone to Upwood and another to RBA. We have back filled with an ECT. Our Sports Coach has gone to Welbourne and we will need to recruit to this position. LW now works 2 days a week for he Trust and 3 days for us. This has resulted in us recruiting another ECT (who was a TA in the school previously). The 2 apprentice TAs are already in the school. One TA will move to being a HLTA. We have a maternity returner who will work part-time. We have a trainee teacher from TeachEast for Year 6 and a trainee from an Early Years provider for the Reception Year. We have one member of staff still on long-term sick with long-covid. Three members of staff have been added to the SLT but who will continue to teach. This helps particularly with the leadership over the 2 sites. It also helps us with the capacity to drive change and work with other Trust schools. 13.3 Budget – We are running at a comfortable surplus and are in a positive position for the end of year.	

<p>13.4</p> <p>13.5</p> <p>13.6</p>	<p>Less supply cover has been budgeted for next year. We still have some challenges and need to make savings, especially with the reducing number of children and teacher pay increases.</p> <p>The GAG pooling work feels more comfortable now, with more centralised services and a phased implementation.</p> <p>Covid – rates are low locally, but rising. We will keep all measures in place until the end of term. Contact tracing moves to the NHS from September, but LF testing will still be required. Our staff have a good uptake of the vaccine.</p> <p>The break over the summer will be key – all staff are exhausted.</p> <p>We were affected by the flood last Friday which overwhelmed the drains on the Gladstone site. 5 classrooms, the corridor and a stockroom were all affected. The Trust have been exemplary already and have cleaned carpets and put in de-humidifiers allowing the damp smell to go. This will be an insurance claim.</p> <p>The school is to be part of a DfE training video to support the new DfE Early Years framework of ‘understanding the world’. This will show us as a high quality learning environment showing the children out in the community and re-creating that back in school through role play. The crew were very impressed with the team and we will share this with members when it is ready.</p> <p>We will also made links with Pen Green Early Years provider training and research provision.</p> <p>Members asked the following questions: Q With falling numbers how will we see any plans develop and how crucial is this to funding? A The original pressure bulges have moved through and are now in the secondary sector. Demography is not the same coming through and our catchment never had the need for 120 - this was always a city-wide need that we were able to meet. Our Pre-school and Reception plans should help. SH added that the Trust did have concerns about the demography.</p>	<p>SM</p>
<p>14</p>	<p>Trust update</p> <p>The new CEO will be with us soon.</p> <p>A new Director of Resources has been appointed, but will not start until October half-term (an Interim is in place).</p>	
<p>15</p>	<p>Next meeting</p> <ul style="list-style-type: none"> Thursday 21 October 2021 at 4:00pm <p>Thanks were expressed to all for the continued work through this most difficult year.</p>	

The meeting closed at 6:02pm