



Gladstone Primary Academy Committee Minutes

Thursday 19 May 2022 at 4:00pm

This meeting was held in school*

Present: Ifrat Jawaid (IJ), Simon Martin (Principal) (SM), John Turner (JT) (Chair), Alan Sadler (AS) and Kathy Fountain (KF)

On screen: Sukaina Manji (SMj) and Deborah Wortman (DW) (until 5:00pm)

Also present: Isabel Clark (Clerk), Scott Hudson (Acting CEO) (SH) (until 5:10pm), Laura Wales , Alex Oldaker (AO) (for Item 4 only) and Paul Fountain (PF)

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 (17 March 2022)	
3.1	Members AGREED the minutes as a true record of the meeting.	
3.2	Matters arising <ul style="list-style-type: none"> • The revised AAAP had been circulated • SATS – JT attended All other matters are contained within the agenda.	
4	SEND policy AO led this section. There were no major changes to this document drafted by the Trust SENCos. It is also in line with the SEND Code of Practice. Members asked the following questions: Q How do we track each individual child especially if a child moves on? A We have high quality teaching for all and look at expected progress through the Power cycle of assessments at week 4 and week 8. The SEN tam use evidence and have a ‘battery’ of different assessments. All information is held on	

	<p>the SEND OneDrive folder to which all teachers have access. There is also a one page profile for each child is created. Some children have specific plans or EHCPs in place.</p> <p>Q Do we use any data for SEND children?</p> <p>A All our children are judged through Power on stage not age. We can also use pre-Key Satge standards. Power breaks down the data to Year group levels and key outcomes.</p> <p>Q What ongoing training do we provide for teachers?</p> <p>A We run a bespoke CPD for all TAs and 2 or 3 sessions on CPD are held in each Phase. The SENCo (as an Assistant Head Teacher) attends all Phase meetings</p> <p>Q How do we assess the impact of our policy?</p> <p>A The SEND annual report comes to the last AC meeting of each year. This shows impact. The appendices appear on the school website .</p> <p>Members were happy to AGREE the policy</p>	
5	<p>EYFS</p> <p>LW led this section</p> <ul style="list-style-type: none"> • The Reception baseline assessments had all been done; each child receives a score which is kept to record progress • The new Framework is in place with early goals and end points recorded. All staff have had training on this. • There are 17 areas of learning. Profile data will be published, but will not be used in ASD or by OfSTED • The children’s profiles will be used for transition into Year 1 and to inform parents of the child’s development • We are required to promote Oral Health (38% of children in Peterborough already have tooth decay – this is probably higher here) Good oral health can prevent absences as there is a 2 year wait to see a dentist in Peterborough. The ‘My Smile’ system is followed in school. We include with this education for parents on good food choices. Some of the pictures of our children will appear on the NHS Dental Services pages. For this the NHS will fund toothbrushes and toothpaste for Reception and Year 1 children for 2 years. • We are proud of our people development and have supported an ECT and a trainee teacher. The Manager of the Pre-school will achieve her EYFS teacher status soon • Pre-school – There is a desire for continuous improvement and an understanding of the culture capital. <ul style="list-style-type: none"> ○ We are active in the community – lots of trips out, including one to the seaside ○ Our sequencing aligns with early language development of change with a vocabulary focus ○ After half term we will push the marketing of the Pre-school as we do have gaps. We need to let parents know it is planned to be part of the school and let them see the quality of the provision 	

	<ul style="list-style-type: none"> ○ We are working with the LA on 50 things to do before you are 5 (the ready-for-school programme) and we feature in their publicity ○ We will have a banner in Queensgate ● Policy – If the age-range is agreed, this will need altering again. ● Finance information for the Pre-school is on GovernorHub. This goes to the Pre-school management committee (moneys are required to be kept separate from school finances) <p>Members asked the following questions:</p> <p>Q Where are the 17 learning goals listed?</p> <p>A They are within the 7 areas of learning (in the link under Section 2)</p> <p>Q How did we implement the dental health programme?</p> <p>A There were a lot of hygiene issues, but it runs well now</p> <p>SH asked for it to be recorded the amount of tremendous work done under the new framework and the support given to the school and across the Trust by the EFYS team.</p>	
6	<p>Post review action plan</p> <p>IJ introduced this item.</p> <p>The actions from the Trust report are underway and ready for members to monitor in school. Following the March review plans are already in place and reports show improvements already.</p> <p>Power leads have covered good ground on objectives and achievements</p> <p>Members asked the following questions;</p> <p>Q When we will see any results?</p> <p>A For objective 1, by the end of June, but we do have a back-up plan.</p> <p>Q Will we get approval for our preferred Phonics scheme?</p> <p>A We are confident it does meet the criteria. Power Phonics was working well, but we are required to change. Little Wandel is our Plan B.</p> <p>Q How different is Little Wandel to McKie Mastery?</p> <p>A Most is about the resources, which have cost implications. There is not too much difference in the training.</p> <p>Q Is it manageable?</p> <p>A Things are already in the pipeline and different people are managing different aspects.</p> <p>Q Post Covid, how are the social skills and relationships in school for both adults and children?</p> <p>A We are not allowed to use the pandemic as an excuse and children have been back almost a full year now. Lots of teams are involved in our pastoral work and a lot of plans have been made for the children's needs. SGE is used to address issues with the children around behaviour. We have held enrichment weeks and are looking for a learning mentor. We have had an Arts week in school. We are leading the ways on NHS and mental health support in school with good links to</p>	

	the UNITED assessment team and a gateway to CAMHS. Teachers continue with their CPD and training.	
7	<p>Trust update</p> <p>7.1 SH continues as Acting CEO. Trustees will communicate the next steps soon. Trustees have said they wish to work closer with schools and lots have been into the schools already. They want to understand in order to challenge and support.</p> <p>7.2 The Curriculum working group has stalled (Covid affected), but is up and running again now. We are developing a Curriculum Trust framework.</p> <p>7.3 QKA Nursery is moving to Welbourne Academy. The vacant space at QKA will be used to enlarge the 6th Form.</p> <p>7.4 Post 16 working group will include careers with links at Primary level and to the new Peterborough University.</p> <p>7.5 The Digital Strategy group is still working on use of technology in schools. The Transform project did manage to get ipads into primary schools.</p> <p>Members asked if the Trust had looked at the international scene and perhaps seek a partner.</p> <p>We already partner with Apple and Microsoft and Jack Hunt, but are always looking for opportunities.</p>	
8	<p>Tutoring update</p> <p>PF lead this item.</p> <ul style="list-style-type: none"> • There are 2 strands; for the School Led Tutoring which has received £23K which has to be spent this year. We trained 4 staff and created a timeline for children to access. We have exceeded 1000 hours already. 25 more children will have access before the end of this academic year. • End of year PUMA and PIRA data will look at 'age' and lessons learnt. • We have extended the breakfast provision which is better attended than the after-school sessions. Already we have data to show massive progress with some children moving u 1 power group in reading. • Going forward we will run more of the same. • Year 3 is our focus moving forward including those Year 4s who don't pass the timetables test. • We have 2 Academic Mentors, one focused on Literacy and the other on Maths For an example, this week one disengaged child had his maths lessons tailored to football. Work over time will see children achieve their goals • For those PP children at less than 60% their target is 80% • Post Covid the funding we receive is aimed at those disadvantaged children. We are looking at a model coming from our Subject Leads once we've addressed the gaps. 	

	<p>Members asked the following questions:</p> <p>Q Do we have to make government returns on the funding we receive?</p> <p>A The Government said they will name and shame those schools NOT using the funding, but this doesn't seem fair when the system was hard to set up and get going with no suitable tutors to start with. However, we are confident we will spend the money. QKA actually had a monitoring visit. We still make weekly Covid returns to the government.</p>	
<p>9</p>	<p>Attendance</p> <ul style="list-style-type: none"> • We are considering a review of our waiting list again to see if we can offer places here. • We still have mobility we 5 new starters this week. • We have to chase any leavers for either a 'leaving city' form or wait until they are enrolled at another school elsewhere. In extreme cases we refer to the LA's CME team. • Churn issues do impact on our outcomes which is why we have started our Induction Group. This way we can learning behaviours and the routines of the school before assessment and placing children in the right Power group. This also helps with classroom management. Children are moved on as soon as they are ready. • For September 2022 we have 44 children allocated and 30 accepted. This sounds low, but for us we still expect to have around 60 children at the start of school. <p>Members asked the following questions:</p> <p>Q What is driving the churn now?</p> <p>A This area has an increasing population of seasonal workers who then leave again to go home between June and October. Travel restrictions have also been lifted so more people are inclined to move about. If a child is absent for 20 days, we are allowed to remove their names from our roll (see above). We now look at the data for our 'core' cohort, but all children count in our results.</p> <p>Q Can we lobby the government or ask the Trust to help?</p> <p>A We do. We joined in some seminars and saw some depressing statistics. We need to know our communities better and understand their view of education. E.g. The Roma community do not normally go into secondary education. But we have seen success if we can keep them. It is something OfSTED will look at; how we 'tweak' our curriculum for our children. Progress measures are the most pertinent, above attainment. One of the key areas is the writing assessment in KS2; this is almost impossible to achieve if children have not done the whole of their primary school education.</p> <p>Q How do we target the children who join is?</p> <p>A Through our McKie Mastery stage not age system. Hopefully after the 8 week cycle we see upward movement.</p>	

10	Statutory policies <ul style="list-style-type: none"> On-line safety Designated person and LAC Exclusion <p>All are model policies. Members AGREED all policies</p> <p>Safeguarding training for members will take place as part of the first meeting of the new academic year.</p>	SM/Clerk												
11	Finance <p>The dashboard had been shared with members for Period 7. The prediction is for a £92K in-year surplus. This is reassuring. Savings have been made through staffing and if the school continues to get smaller, additional savings should be able to be made.</p>													
12	Members visits <p>JT had been into school for the SATS administration</p> <p>JT had carried out the 1:1 meetings and proposed the following member links:</p> <table border="0" data-bbox="380 957 992 1167"> <tr> <td>Quality of Education</td> <td>AS and SMi</td> </tr> <tr> <td>Leadership and management</td> <td>AS</td> </tr> <tr> <td>EYFS</td> <td>SMi and KF</td> </tr> <tr> <td>PD and PP</td> <td>JT</td> </tr> <tr> <td>SEND</td> <td>KF</td> </tr> <tr> <td>Safeguarding</td> <td>DB</td> </tr> </table> <p>SM will add in the school links</p> <p>Members are asked to begin making appointments for visits.</p> <p>JT and SM will plan another Member's Day before the end of the Summer term.</p>	Quality of Education	AS and SMi	Leadership and management	AS	EYFS	SMi and KF	PD and PP	JT	SEND	KF	Safeguarding	DB	SM All members JT/SM
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13 13.1 13.2	Principal's update <p>Assessments</p> <ul style="list-style-type: none"> Assessments have begun again. The SATS went well with an exam invigilator on site. Breakfast Club was offered all week, but absence was an issue. Moderation for Year 4 will take place Year 2 STAS begin this week KS" will be moderated for writing, which we welcome Year 1 will begin their Phonics testing after half term <p>Staffing</p> <ul style="list-style-type: none"> We have appointed a Primary Sports Lead (as a shared TDET post) A teacher will go on secondment to RBA One teacher is relocating; we will review the replacement required. We have a new admin assistant 4 mornings a week A maternity leave teacher will return (the cover teacher will leave) One of secondments will return 													

13.3	<p>Vacancies</p> <ul style="list-style-type: none"> • Learning Mentor • The two apprentice TAs will be replaced (this is a real opportunity for the Trust's 6th Formers and a year out option. • We will allow natural wastage re class teachers. <p>We have an Artist in Residence for Year 5 for 4 weeks. They are working on a show which will be presented to Jon Lewis and other dignitaries including the Mayor.</p> <p>Members asked the following questions:</p> <p>Q Is the school SENCo a teaching or non-teaching post?</p> <p>A Non-teaching par-time. We have a good team here with our SEND TAs doing a lot of the administration. The SENCo will be part of SLT, but not an Assistant Principal.</p>	
14	<p>AOB</p> <p>None</p>	
15	<p>Next meeting</p> <ul style="list-style-type: none"> • Thursday 14 July 2022 at 4:00pm <p>AS tendered his apologies for this meeting.</p>	Clerk

The meeting closed at 5:54pm