



## Glenleigh Park Primary Academy Local Academy Board Meeting Minutes

**Meeting Date: 1<sup>st</sup> February 2017, 3.45pm**

Governors Present: Jon Hodson (JH) - Chair; Tina Greenwood (TG); Sam Sango (SS)  
Lois Ottley (LO); Ruth Russell (RR)

Also Present: Debbie Redman (DR) - Head of School; Jo Richardson (JR) - Assistant Head  
Damon Willer (DW) - English Lead; Anna Bartlett (AB) - Clerk

Apologies: Patricia Bond (PB); Jan Vickers (JV)

Item	Discussion/Decision	Action
1.	<p><b>Welcome</b> - Everyone was welcomed to the meeting.</p> <p><b>Apologies for Absence</b> - The meeting was informed that as JV had been taken ill and PB had a work commitment, neither would attend this meeting.</p> <p><b>Declaration of Interests for this meeting</b> - None presented.</p> <p><b>Items for Any Other Business</b> - None presented.</p>	
2.	<p><b>English Update</b> - <i>The following papers had been pre-circulated; 'English Update - Jan 2017 - names removed' and 'Hawks English Progress - names removed'.</i></p> <p>The LAB was informed that the result of the Year 6 Star Assessments revealed that 65% of the children had performed at Age Related Expectation and that the results taken at the same point the previous year had been close to the Key Stage 2 SATs results.</p> <p>SS joined the meeting at 3:50pm.</p> <p>The results of the colour-coded Star Assessment tests were explained as 'Green' for those that had already reached 'Age Related Expectation', 'Amber' for those that would meet 'Age Related Expectation' and 'Red' for those children that still needed focused intervention activity. The LAB was informed that rewards were in place to incentivize children and that many of the children coded 'red' in Term 1 had already progressed to 'amber' and that all the children that had received Intervention work had made good progress. It was explained that the school now used the guided skills-based resource called, 'Reading Explorers' and this had helped the children to set-out their answers, correctly. It was established that Reading Explorers was set at the right level, that it was challenging for the Year 6's and that overall, the school was now stronger at Reading. The LAB was informed that the school needed to release petty cash to enable teachers to purchase good quality used books to replenish the school library and that the school had budgeted to buy new books to support the 'Accelerated Reader' programme which would be introduced during the subsequent term.</p> <p><b>Governors questions, comments and support re the English Update included:</b></p> <ul style="list-style-type: none"> <li>• <b>How many are 'border-line', re Age Related Expectation?</b> <i>We are still focusing on these children.</i></li> <li>• <b>Currently there are only 2 'amber-rated' children for Reading?</b> <i>Yes. We expect 75% to reach the target. With ten school-weeks in-hand, we already have 65% reading at 'Age Related Expectation'.</i></li> <li>• <b>That is a really good result (for Reading).</b> <i>Yes. Last year's SATs paper was really hard and the sample paper was not the same level of difficulty as the actual one.</i></li> <li>• <b>Is 'Reading Explorers' set at the right level?</b> <i>Yes. It challenges them.</i></li> <li>• <b>Are we stronger at reading now throughout the school?</b> <i>Yes.</i></li> </ul>	



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	<ul style="list-style-type: none"> <li>• <b>Will the school need on-line books for ‘Accelerated Reader’?</b> Yes.</li> <li>• <b>Will we need to buy ‘Kindles’.</b> No. <i>The children need to feel the books.</i></li> <li>• <b>The children do enough on-line.</b></li> <li>• <b>Has the library improved?</b> Yes. <i>Four children in the lunch-club keep it tidy. We have bought six copies of the ‘Reading Tree’ books, but we need to replenish old stocks.</i></li> <li>• <b>It is good to see the books looking well used.</b></li> <li>• <b>Are the ‘Reading Badges’ doing well?</b> Yes, <i>the children are wearing their badges with pride. We now need to introduce a badge for the third level.</i></li> <li>• <b>Could we have a poster to encourage parents to hand-down books to the school and for them to search for good second-hand books?</b> <i>The teachers need to choose the books so we maintain quality.</i></li> <li>• <b>We need to get the right books into the library to engage the children.</b></li> <li>• <b>Well done.</b></li> <li>• <b>Great progress.</b></li> </ul> <p>DW was thanked and he left the meeting.</p>	
3.	<p><b>Computing Update</b> - <i>The following paper had been pre-circulated; ‘Computing at Glenleigh 2017’.</i></p> <p>As the computing lead could not be present, ICT-Lead governor SS informed the meeting that the school was investigating new school-wide IT file-storage systems and had experienced teething issues with the charging-up of some of the new laptops.</p> <p>It was explained that English and Maths had taken precedence to the planned introduction of ICT to all the year groups, but that the school was now in the process of developing a framework for ICT teaching. The LAB was reminded ICT was not on the national curriculum and that there were no national tests for this subject but that the school now included timetable-time for ICT teaching. The meeting was informed that some children were already very good at computer coding but that many children were yet to reach Age Related Expectation for ICT.</p> <p><b>Governors questions, comments and support re the Computing Update included:</b></p> <ul style="list-style-type: none"> <li>• <b>What is ‘DBS’ Primary?</b> <i>It is a homework page for children to tap into.</i></li> <li>• <b>Did the children do the Star Assessment tests on the new laptops?</b> <i>Yes, and we lent the laptops to Oakwood so they could use them too.</i></li> <li>• <b>Is the IT lead teacher comfortable that the school is in the appropriate position?</b> <b>Yes. A pilot scheme is operating and the IT lead is considering the computer coding needed to mesh the pilot into the whole school and wider than just into the IT curriculum. It was explained that challenging coding, rather than new software, would not be needed for this purpose.</b></li> <li>• <b>Do you have old lesson plans for ICT?</b> <i>Yes. Size of class as well as the extent of teacher confidence and expertise will impact upon attainment. We are carrying-out an ICT skills audit and the teachers appear to be skilled.</i></li> <li>• <b>The children are now transferring their touch-pad skills to computer mice</b> - <i>This is partly why we bought laptops rather than notebooks so the children could transfer their skills; laptops are more robust too.</i></li> </ul>	



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4.	<p><b>Governorship Administration</b> - It was confirmed all governors had now submitted their Keeping Children Safe in Education declaration and their Declarations of Interest but that JV &amp; LO needed to submit their governor 'Pen Portraits' to the school office so they could be uploaded onto the website.</p>	
5.	<p><b>Minutes of the last LAB Meeting</b> - <i>The paper, 'LAB Minutes Oct 2016 GPK' had been pre-circulated.</i></p> <p>The minutes were <b>agreed</b> as a true and fair account by those present and signed by JH at the end of the meeting.</p> <p>DR      Research after-school reading option - <b>Delayed due to introduction of the 'Accelerated Reader' programme and the review of resources.</b></p> <p>AB      Ask RC to e-mail existing pen portraits to AB to circ to govs - <b>Completed.</b></p> <p>All      Prepare pen portrait for use in 2016/17 and submit to DR - <b>JV &amp; LO still to do.</b></p> <p>TG      Submit the Annual Declaration of Interest Form - <b>Completed.</b></p> <p>All      Use the gov sign-in at school reception - <b>Action ongoing but remove from list.</b></p> <p>DR/AB   Invite PT to update LAB re computing/Add to draft agenda - <b>Completed.</b></p> <p>TG      Submit SEN breakfast briefing notes for the official file - <b>Adjusted to AB to check notes are on file/request RC to forward a copy.</b></p> <p>DR/DW   DW to report to/attend each LAB. Req a pre-circulated updated action plan - <b>Action on-going to end-of-year, but remove from action list.</b></p> <p>AB/All   Issue the link to the on-line Channel Awareness/Prevent training and copy certification to the Clerk – <b>DR/TG/RRs on school file - AB to get copies from office. SS,LO,JV to forward their certification to Clerk.</b></p> <p>All      Inform AB of preferred training - <b>Completed. Forwarded to Regional Director.</b></p> <p>DR      Issue the next set of progress data, when available - <b>In Head's Report.</b></p> <p>AB      Add Pupil Premium to draft LAB agenda - <b>Completed.</b></p> <p>All      Carry out 'Take 5' checks initially with teacher/senior leader - <b>Feb visit complete.</b></p> <p>AB      Issue 'Take-5' form - <b>Completed.</b></p> <p>DR      Update Behaviour Policy – <b>Completed, but JH to sign.</b></p> <p>All      Review Parents Voice questions - <b>Completed.</b></p> <p>All      Govs to conduct roaming 'Parent Voice' surveys on 'tablets' at Paragon or Nativity event – <b>Action revised to 'Encourage completion of Ofsted's Parent Voice.</b></p> <p>All      Govs to conduct 'Teacher Voice' – <b>Action adjusted to JH to do.</b></p> <p>All      Govs to arrange a Term 3 visit via school office - <b>Completed.</b></p> <p>JH/AB   Assemble gov report action plan with dates for reports to LAB/AB to circulate - <b>Completed.</b></p> <p>DR/AB   Circulate the lesson observations proforma to govs - <b>Completed.</b></p> <p>All      E-mail gov visit notes to AB for circulation to the LAB - <b>TG completed. SS to submit to AB the Governors IT visit notes for AB to circulate.</b></p>	<p>DR</p> <p>JV/LO</p> <p>AB/RC</p> <p>AB/RC SS/LO/ JV</p> <p>JH</p> <p>DR JH</p> <p>SS/AB</p>
6.	<p><b>Governor Training</b> - <i>The following papers 'Governance_Handbook-January 2017' and 'Competency_framework_for_governance_ (January 2017)' were circulated subsequent to the meeting.</i></p> <p>The DfE's new <b>Governance Handbook and Competency Framework</b> for Governance documents were introduced to the meeting. Governors were asked to bear in mind that academy governors responsibilities were different to mainstream school governors but that the document did highlight the differences.</p> <p><b>Governor Global Leadership Institute re Safeguarding Training.</b> The meeting was informed that this training had been attended by PB, TG and JV. Apologies had been received from SS, RR, DR &amp; JH. The meeting was informed that the session had been useful and very interesting and as a consequence the Trust had</p>	



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	<p>offered e-mail accounts for governors and trustees to use as an alternative to their personal e-mail accounts. It was explained that the training had been conducted by governor TG who is an East Sussex County Council, Single Point of Access professional. The LAB was reminded and that all governors and trustees had been issued the presentation slides used and the 'Continuum of Needs' documentation. Governors were asked to <u>forward</u> any Safeguarding training certification they had so it could be lodged onto the Glenleigh Park governors training log.</p> <p><b>Online Channel Prevent Training:</b> The meeting was informed that PB and JH had forwarded copies of their training certificates so they could be added to the training log and all other governors were <u>reminded</u> of the link to the training (<a href="http://course.ncalt.com/Channel%20General%20Awareness/01/index.html">http://course.ncalt.com/Channel General Awareness /01/index.html.</a>) and asked to forward their certification to AB. <u>Action:</u> AB to enquire at school office re Prevent training carried out for DR/RR.</p> <p>Governors were reminded of the dates for <b>forthcoming training</b> as 1<sup>st</sup> March at Oakwood at 4-6pm re School Data and 7<sup>th</sup> June at The Gatwick School from 4-6pm with the subject yet to be announced.</p>	<p>All</p> <p>All</p> <p>AB</p>
<p>7.</p>	<p><b>Chair's Update</b> - <i>The following papers had been pre-circulated; 'AAT LAB TERMS OF REFERENCE- Jan 2017 - Glenleigh Park' and 'AAT Org Chart 13 Jan 17'.</i></p> <p>The LAB was informed that the organisation of the Trust had been realigned to allow for expansion and that it now operated within 'regions'. It was explained that the organisation chart gave the impression that sponsor operated at the top, when it should really appear alongside the organisation. The LAB was informed that the Trust had recruited a new trustee to serve the Board the Finance &amp; Audit Committee and was reminded that JH served as Chair to the Trust's Finance &amp; Audit Committee, he also served on the Board and the new Regional Standards Council.</p> <p>The LAB was informed that the Trust had a three-year financial plan, that each school had separate management accounts, that the schools could loan to each other, that Glenleigh Park was the most financially-sound of all the schools and that it was aware that its costs would increase once more of its young teachers reached the 'Upper Pay Scale'. It was established that each of the schools had issues with their buildings and that each school's financial situation was discussed, in detail by the Finance &amp; Audit Committee.</p> <p>The meeting was informed that the school's LAB functioned well, that it functioned within the remit of the new terms of reference, that the LAB Chair could operate discretion with respects to the number of governors serving on the LAB and that the draft Terms had been seen by the LAB Chair prior to board agreement. It was agreed that it would be useful to include some LAB agenda time to undertake a 20 Question LAB Self Evaluation for 2017. <u>Action:</u> AB to add to agenda.</p> <p>The LAB was informed that the strength of the AAT schools was particularly apparent when children's progress was benchmarked against other Multi-Academy Trusts. The LAB was informed that the staff had been delighted with national publicity forwarded by the Chief Executive showing that the AAT children's progress was ranked 1st for Reading and 2<sup>nd</sup> in Maths within the South London and the South East Region.</p>	<p>AB</p>



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	<p>The LAB was informed that the board had met to discuss the annual accounts in fine detail and that the executive salaries had been benchmarked, discussed at length and reflected the position that the Trust was in a growth phase. It was explained that the Heads salaries were settled by the Regional Director/Executive Headteachers and that the Trust now had a Risk Register. The meeting was informed that all the schools contributed to the central costs and that the Trust had discussed the Pansophic and the Paragon Curriculum and had challenged appropriately. The LAB was informed that the Trust had a strong Chair, that all the trustees challenged well and the trustees included one that had worked within the Department for Education. The LAB was reminded that JH met with DR each fortnight and that he was confident with the strength of the school.</p> <p><b>Enquiries and comments included:</b></p> <ul style="list-style-type: none"> <li>• <b>Do the schools charge an interest rate when they loan funds?</b></li> <li>• <b>Where does the money actually sit and what interest rate could we set? <u>Action:</u> JH to investigate.</b></li> <li>• <b>Some LABs have difficulty recruiting as much governor time is expected. <i>Some governors scrutinise books and this role could only be carried out by an educationalist.</i></b></li> </ul>	JH
7.	<p><b>Update by Head, plus Forthcoming Announcements - <i>The following papers had been pre-circulated; 'HoS Report 1st February 2017'.</i></b></p> <p>It was reported that there were currently 400 children on roll and that 49% were 'Ever 6' children who therefore triggered Pupil Premium funding for the school. It was explained that although local school, King Offa had seen a vast reduction of Ever 6 children within the Key Stage 1 part of the school, Glenleigh Park had not witnessed any real change.</p> <p>The LAB was informed of the applications received for Year R admissions and that 12 nursery families had yet to submit their applications. It was explained that, even without a bulge in the birthrate, it was expected that the school would have sufficient applications to run two Year R classes next year. The LAB was informed that although King Offa was oversubscribed, other local schools had not received the applications they had expected. <u>Action:</u> JR to ask the school office to take the laptops to the nursery to assist with these families' applications.</p> <p>The meeting was informed that the research conducted at Glenleigh Park for the Laurel Trust by St Richards School would be published by St Richards School and that this would assist with publicising AAT, locally. It was reported that although the school had a large budget and that staffing budget was good, it was expected that it would need to use £25,000 of its reserves to finance the replacement of carpets, doors and books. The LAB was informed that one teacher had left and had been replaced by a good teacher, that staff support was in place where needed and that two members of staff would soon return from maternity leave.</p> <p>The meeting was informed that children had been assessed and they were progressing very well and that the impact of the Phonics intervention had been huge. The meeting was informed that as the school was growing it was taking more challenging children and noted that only one school in the area was not 'Good or 'Outstanding'. The LAB was informed that the school followed the exclusion procedures very closely and everyone concerned knew the school was consistent</p>	JR



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with behaviour. It was explained that there had been a big reduction in exclusions.

**During discussion, governors asked and contributed as follows:**

- **King Offa's (Ever-6) funding will drop dramatically - *It is a balance.***
- **This (number of applications) is good. You can put much more effort into two *full* classes.**
- **Have you had the buildings survey meeting? *This is scheduled for next week. We are gathering plans and quotes to bring forward a wall, to build a curved reception desk and enable circulation-space at the front of the school, but behind a coded-door. This type of key-coded area behind the school entrance has made a real difference at a local high school. Large open entrances do not help with staff safety, outside of the school day.***
- **Will this new entrance take 'runners' into account? *Yes.***
- **Is the Phonics intervention for Year 1's? *Yes and there has been a greater impact (than previously) as it has been carried out by teaching staff.***
- **How does our Phonics compare with other schools? *Our Year 1 Phonics is amazing.***
- **Why has the Phonics result jumped so massively? *The children that come from our nursery can already write their name and know some Phonics. Our nursery children stand out; they are surrounded by Phonics in the nursery and the electronic learning we use in school is very good too.***
- **We need to assist with administering the nursery families' applications as they may not realise they need to apply - *There is no birth-rate bulge so we do not expect to be over-subscribed. However it would be good for us to benefit from the good work carried out in our nursery.***
- **Is the rise in the number of Free School Meal children owing to them all receiving free school meals now? *No. All Key Stage 1 children have free school meals.***

The LAB was informed that the children appreciated the 'Growth Mindset' work and that had they responded well to the programme's 'Attitude Animals'. It was also reported that it was hard to motivate some children to run the 'Golden Mile', but others now ran twice each week. The LAB was informed that the school's **Family Key Worker** supported an increased number of families with Level 2 child protection issues and explained that the Family Key Worker also provided Level 3 support.

**During discussion, governors asked and contributed as follows:**

- **The number of Child Protection cases at this school is now at the level that professionals would expect; previously the numbers were low.**
- **Maybe the children are now happier to speak to their teachers.**
- **Level 3 support is provided by the school but paid for by the local authority.**
- **Do we need to contract more Level 2 support? *There is not a waiting list.***
- **Please clarify the levels of need - *Parents need to consent to support provided by the family key worker. The full 'Continuum of Needs' document was explained in the governor training and was circulated to all governors.***
- **14 children have support from our Family Key Worker.**
- **34 children is 10% of our entire school? *Yes and we can only report on***



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*those that have been disclosed. We should praise the school for contracting more Level 2 support. 15% is the right level for our area.*

- **How does the Primary Writing Project work?** *Every story has a structure and knowing the structure helps a child to create their own story or text. Our children at this school generally do not have stories in their heads; they have therefore found writing hard.*
- **Are other primary schools are using Primary Writing Project, too?** *Yes eight local schools are and all our AAT primaries are using it. The Year 6's have been sceptical as they have not had the benefit of the lead-up. Writing gets easier once a few of the project's topics have been completed and the children use texts they already know.*
- **Where did the Primary Writing Project come from?** *We were impressed with the texts and the books when we saw it operating in a local school.*
- **It is good that a local school gave us the connection -** *Yes.*

The Chair expressed his gratitude to the governors and said that Glenleigh Park had an active LAB that provided a fabulous service. The Chair summarized that the school's results compared well to the national average and that the school was trying new avenues to help raise the pupils' attainment levels. The meeting was reminded that the school had contributed to the **Paragon Curriculum** project team, that no further UK-wide development work would be carried out until the board had made an agreement with Pansophic and reminded the LAB that teachers were still encouraged to add to and to adjust the Paragon PowerPoint slides, as necessary.

**During robust discussion about Paragon Curriculum the governors asked and contributed as follows:**

- **Is Paragon fit for purpose?** *Yes, now that we have adjusted it to the UK school terms, we have adjusted the text and we have added local area studies. The children love Paragon but the cost per child is high. I would prefer a flat-fee and for us to include more inter-active material.*
- **A response from Pansophic about the charges would be useful. Our present contract will be complete by the end of the year.**
- **Would the money saved through not using Paragon need to be spent on alternative resources?** *Paragon was not originally fit for purpose, we improved it.*
- **Paragon was provided 'at cost', this has been proven at board level and validated by the Chief Executive -** *The cost is not sustainable at school-level.*
- **Was the Paragon Curriculum developed specifically for AAT?** *No, this is why we want a reduction to the cost.*
- **We want to make it 'British'.** *Part of the issue is that Paragon was originally designed as a home education tool. The secondary schools really appreciate the 'enquiry skills' element of Paragon.*
- **We do not have a team to devote to Paragon and it was originally provided at a loss.**
- **Is it possible to have a one-off payment?** *There is a benefit to Pansophic as they can market Paragon as a UK package.*
- **I assume if Paragon was retained there would be plans to modify it to include ICT?** *Yes, definitely.*



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9.	<p><b>School Improvement Plan, ‘Outcomes to Outstanding’</b> - <i>The following paper had been pre circulated;’ O2O SIP GPPA 2016 2017’.</i> No questions were raised.</p>	
10.	<p><b>Governor Visit Reports and Updates</b> - <i>The following papers had been pre circulated; ‘Take Five Checklist Jan 17 - Gov LO’, ‘Safeguarding LAB Report 1.2.17 - Gov TG’, ‘GPK Safeguarding School Governors Checklist Dec 2016 – Gov TG’, ‘LAB Attendance Report 1.2.17 - Gov TG’ and ‘Health and Safety LAB Report 1.2.17 - Gov TG’.</i></p> <p><b>Take 5 Report:</b> LO reported that she had been impressed with the teaching in the large majority of the classes and with the groups of children working together away from the main class. LO was also impressed with the ‘very swift’ actions taken with respect to reports of a broken bench. <u>Action offered:</u> DR to add to displays an explanation of logbooks and the children reward stickers.</p> <p><b>During discussion, questions and contributions were as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Are the ‘intentions’ now featured on the display boards?</b> Yes.</li> </ul> <p><b>Safeguarding Report:</b> TG reported the she and the head met each month and both had attended an update briefing. It was explained that the local authority had increased the responsibility of all the schools with respect to their information gathering, file storing and analysis and this had led to the school’s research into the online child protection management systems; ‘CPOMs’ and ‘My Concern’. It was reported that Safeguarding Governor’s Checklist Visit had raised only one minor Single Central Register issue which would not have been an issue had we not taken advice and shredded our pre-transfer to Trust staff records. <u>Action:</u> DR to gather the references needed.</p> <p><b>During discussion, questions and contributions were as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Is there anything we need to highlight?</b> <i>The ‘Prevent’ team is working with one child and the AAT needs to issue a Safeguarding Policy.</i></li> </ul> <p><b>Attendance Report:</b> TG reported that in the previous week the school had the best attendance of all the AAT schools and that overall, Glenleigh Park’s attendance was good even though there had been teacher and pupil absences. The meeting was informed that the school had a system of letters sent, prior to fining and to filing prosecutions and that so far one family had been fined and one prosecuted.</p> <p><b>Health and Safety:</b> TG reported that in advance of next month’s Health &amp; Safety Audit, TG would conduct a Health &amp; Safety walk around the school.</p> <p><b>During discussion, questions and contributions were as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Are there any Health &amp; Safety concerns?</b> <i>No. I will use our ‘Audit Tool’ to assist with the ‘walk’ and I will forward the governor report to the Clerk.</i></li> </ul>	<p>DR</p> <p>DR</p>
11.	<p><b>Pupil Premium Report</b> - <i>The papers, ‘Pupil Premium Strategy 2016-2017’ and ‘Pupil Premium Action Plan 2015-2016’ had been pre-circulated.</i></p> <p>The meeting was informed of the new Pupil Premium Strategy and of the new</p>	



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	<p>challenge to record <i>before</i> the end of the academic year, the exact cost of the resources directed to the Pupil Premium work. The LAB was informed that the majority of the those having 'Reading Recovery' support were Pupil Premium children and that the specialist support provided by Maths teacher was working well. It was explained that the successful writing support provided last year by Premier Sports had been continued and that Pupil Premium funding was used to fund the 'Growth-Mindset' initiative, to support the work to encourage and support playground games activities, to support the speech and language work of the school and funded a portion of the Family Key Worker's activities. The meeting was reminded that as the £217,000 Pupil Premium funding was an 'add-on' and not part of the main budget, it may be withdrawn by the Government.</p> <p><b>During discussion, questions and contributions were as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>Is the majority of the funding directed to intervention and 1:1 work?</b> <i>Yes. Most of the interventions provided are for Pupil Premium children. All the Year 5 children have improved, but the 'attainment gap' between Year 5 Pupil Premium and the non-Pupil Premium children is not closing.</i></li> <li>• <b>Nationally the 'gap' does not close, this is largely down to the children being at home for longer periods than they are at school.</b></li> <li>• <b>Are we funding music lessons? Are they 'external' teachers?</b> <i>Yes, we have a match-funded (external) music teacher.</i></li> <li>• <b>Has this music teaching had an impact on their learning?</b></li> <li>• <b>Is there Pupil Premium funding for all years from nursery to Year 6?</b> <i>Yes but the funding received re the nursery children is 'Ever-6', ie the family has received benefits at some point within the last six years.</i></li> <li>• <b>What else could we possibly do to narrow the gap or at least prevent expansion of the gap? Have we missed something?</b> <i>Action: All to come to next with ideas to next meeting. AB to add item to next LAB agenda.</i></li> <li>• <b>I recall the LAB being informed that Pupil Premium funding was highly unlikely to be withdrawn.</b></li> <li>• <b>We have a Teaching Assistant with virtually every Pupil Premium child, we also have a designated Special Educational Needs Coordinator and the Senior leadership Team.</b></li> <li>• <b>Could we have a deeper table of fund distribution, please ie gender etc.</b> <i>Actions: DR to report to next LAB the group analysis and the impact that would have resulted had the pupil premium been withdrawn.</i></li> </ul>	<p style="text-align: center;">All/AB</p> <p style="text-align: center;">DR</p>
<p><b>12.</b></p>	<p><b>SENCo Report</b> - It was reported that the temporary Special Educational Needs administrative worker was very good and that the 34 children on the school's Special Educational Needs list had all been reviewed. It was also reported that the school planned to direct more funding to be provide more support for this Special Educational Needs worker.</p>	
<p><b>13.</b></p>	<p><b>Approval of School Based Policies</b> - <i>The following papers had been pre-circulated; 'HS Policy 2016', 'GPPA Crisis Management Policy Jan 2017' and 'E-safety policy draft'.</i></p> <p>The LAB was informed that the Crisis Management Policy was to be practiced with staff and that the IT Lead needed to review the E-Safety Policy prior to that policy being presented at the next LAB meeting. <u>Action:</u> PT/DR.</p>	<p style="text-align: center;">PT/DR</p>



## Glenleigh Park Primary Academy Local Academy Board Meeting Minutes

Meeting Date: 1<sup>st</sup> February 2017, 3.45pm

	<p><b>During discussion, questions and contributions were as follows:</b></p> <ul style="list-style-type: none"> <li>• It is good to practice, even if the practice only involves the staff.</li> <li>• We found that mobile phones were our only back-up communication method. An update of the contact details was <u>actioned</u>.</li> </ul>	DR
14.	<p><b>AAT Policies agreed by the Board</b> - The LAB was informed that the following policies had been issued trust-wide and were available on request: AAT - Anti-Fraud Policy November 2016, AAT - Charges and Remissions Policy November 2016, AAT - Data Protection Policy November 2016, AAT - Freedom of Information Publication Scheme November 2016, AAT - Investment Policy November 2016, AAT - Procurement of Supplies &amp; Services Policy &amp; Framework 020816, AAT - Reserves policy November 2016, AAT - Financial Management Handbook - Sep 2016, AAT - Scheme of delegation revised Nov 16 v5.</p>	
15.	<p><b>Governor Activities for 2016/17</b> - The meeting was informed that JV had planned visits to monitor the schools' Pupil Premium and Mathematics activities, that PB was continuing with her lead governor role for Special Education Needs and that LO would report to the next LAB re her scheduled governor visit to monitor Maths within the Early Years part of the school.</p>	
16.	<p><b>Any Other Business</b> - None presented.</p>	
17.	<p><b>Items for Future Agenda</b></p>	
18.	<p><b>Dates of Meetings, 3.45pm</b> - Weds 10<sup>th</sup> May, <u>Thurs</u> 13<sup>th</sup> July.</p> <p><b>Governor GLI training, 4-6pm</b> - 7<sup>th</sup> June at The Gatwick School, Crawley.</p>	

Meeting ended at 5.40pm.

### Actions:

- DR Research after-school reading options.
- LO/JV Submit to school office a pen portrait and ask them to take your photo for publicity purposes.
- AB Check for TG's submission of SEN breakfast briefing notes for the LAB file.
- AB/RC Find DR/TG/RR Prevent training certificates and copy to LAB file.
- LO/JV/SS Complete on-line Channel Awareness/Prevent training. E-mail certificate to Clerk.
- JH Sign updated Behaviour Policy.
- DR Encourage parents to complete Ofsted's Parent Voice.
- JH Conduct 'Teacher Voice'.
- SS/AB Forward notes/report on gov monitoring visit re IT to AB to circulate to all and to file.
- All E-mail any Safeguarding certification to the Clerk.
- AB Enquire with school office re Prevent certificates submitted by DR and RR.
- AB Add to July agenda – Annual review of Lord Nash's Self Evaluation 20 Questions.
- JH Establish where funds are kept and the interest rates that could be levied by schools.
- JR/RC Ask RC to take the laptops to nursery and to assist with on-line admissions to YR.
- DR On the displays, explain the logbooks and the children's reward system.
- DR Gather the long-serving staff references needed.
- All Consider other measures re closing the attainment gap
- AB Add to next agenda: Discussion re other measures to close the gap.
- DR Circulate deeper Pupil Premium fund allocation analysis, ie re gender groupings
- DR Report to next LAB re resultant impact of withdrawal of pupil premium funding.
- DR/PT Review the E-Safety Policy and present to next LAB meeting.
- DR Update of the contact list in the Crisis Management Policy.