

## WESTGATE PRIMARY SCHOOL

### MINUTES OF THE PUPIL SUPPORT COMMITTEE MEETING HELD ON WEDNESDAY 22<sup>ND</sup> NOVEMBER 2017

**Present:** Helen Carpenter (HC); Jane O'Kane (JOK); Sarah Mumford (SM); Rob Wilks (RW)  
Daniel Hackney (DH), James Gould (JG), Victoria Mirfield (VM) & Ann Hodgson (AH).

Item	Minutes	Action
1	<b>Apologies:</b> N/A	
2	<b>Minutes &amp; Matters Arising:</b> <ul style="list-style-type: none"><li>Minutes - read and approved.</li><li>A policies spread sheet has been created to plan policies review for the next 3 years and beyond.</li><li>It was discussed how governors could feedback to School Council. The committee agreed to submit School Council minutes to the PS committee so that a response can be minuted. It was also agreed to include pupil voice in policy development where possible.</li></ul>	HC/ JHop
3	<b>Policy Review:</b> <b>Attendance Policy</b> <ul style="list-style-type: none"><li>The policy has been updated to reflect changes of personnel and also the change to the DfE definition of persistent absence.</li><li>As a cluster, we are looking at changing the format of the letter which is sent out when attendance dips below 90%. The intention is to improve the format of the letter to give more information visually so that parents understand more clearly the difference between their child's attendance and that of their peers.</li><li>The policy was agreed by the committee and will be reviewed on a 3 yearly basis.</li></ul> <b>Packed Lunch Policy</b> <ul style="list-style-type: none"><li>Feedback for this review has been received from 4 parents- two via email and face to face feedback and two via the written consultation at parents evening.</li><li>One piece of feedback raised concerns for children with restricted diet. As stated in the policy, the school is open to supporting parents who face challenges with their child's diet and will apply reasonable flexibility to support families in this situation. This was the case in the last academic year with a child whose condition led to an extremely restricted diet.</li><li>Another piece of feedback raised the question of whether or not cold pressed 100% dried fruit bars could be allowed. The natural sugar content of these bars was discussed, which in many if not most cases exceeds 50%, or 4 teaspoons in one bar, due to the ingredients and the concentrated nature. This is much higher than other 'amber' foods. Governors felt it was right that these items should continue to be 'red' foods as a result.</li></ul>	

	<ul style="list-style-type: none"> <li>Two pieces of feedback raised concerns about children being anxious about the policy and the role of School Food Ambassadors. The school takes these concerns seriously and the head teacher has responded to these concerns by: revising the SFA roles so that they have no part to play in any aspect of implementing the Packed Lunch Policy. This has been communicated both to the SFAs and to the school, via the SFA newsletter and in 2 assemblies. In addition, the head teacher has led a school assembly to address these concerns and to dispel some 'urban myths' which appear to have grown up around the policy, including: <ul style="list-style-type: none"> <li>Nobody will ever be told off or asked to move down the ladder or in any way punished if a red item is included in a packed lunch. It will be discreetly swapped for a piece of fruit and returned at the end of the day. No other consequence for a child will occur.</li> <li>It is not the job of any child to comment on another's lunch as to do so can make someone feel uncomfortable, so children should refrain from this. Adults will look after the implementation of the policy.</li> <li>Which foods are allowed (eg, white bread is allowed, crackers and pretzels are 'amber' foods, cake is allowed (as long as it doesn't have confectionery in it)</li> <li>Children and grown-ups can always ask if they aren't sure!</li> </ul> </li> <li>Governors agreed that this policy is about long term health (including dental health). As parents, governors felt the policy was very clear and easy to follow.</li> <li>The policy was therefore approved with the following changes: This is now a 'School' policy and not a 'Cluster' policy; the School Food Standards are included as an appendix, to make the parity with school meals explicit; the policy will be reviewed on a 3 yearly basis in line with other school policies; monitoring and implementation will only be carried out by adults and not children.</li> </ul> <p><b>Physical Activity Policy</b></p> <ul style="list-style-type: none"> <li>This is a new policy for Westgate, the need for which was highlighted through Westgate's recent Healthy Schools Reaccreditation, and in light of the revised key indicators for the PE &amp; Sport Grant, which goes beyond the PE taught curriculum.</li> <li>The policy was adopted in the meeting. Governors felt it represented an excellent set of guidelines. It will be reviewed on a 3 yearly basis.</li> </ul> <p><b>English Policy</b></p> <ul style="list-style-type: none"> <li>The policy sets out comprehensively the new curriculum and changes to pedagogy in English since the revised curriculum came into force. It covers in detail all aspects of the curriculum, assessment, inclusion and monitoring.</li> <li>Due to an issue with version control, a hard copy of the policy will be signed at the full governing body meeting on 30/11/17, but the policy was approved in the meeting. It will be reviewed in 1 year, and then 3 yearly thereafter.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Governors asked that a monitoring and review section is added to the policy before it is approved by the committee.</li> </ul>	<p>DH/ HC</p> <p>JHop</p>
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	<ul style="list-style-type: none"> <li>Governors felt the policy set out comprehensively information about geography teaching and the curriculum at Westgate.</li> </ul> <p><b>Drug &amp; Alcohol Policy</b></p> <ul style="list-style-type: none"> <li>Again, the need for this policy was highlighted as part of the Healthy Schools Reaccreditation.</li> <li>Drug and Alcohol Education forms part of our PHSE curriculum.</li> <li>The policy is divided into 3 sections – roles / teaching / dealing with incidents.</li> <li>The policy was approved and will be reviewed in 3 years' time.</li> </ul> <p><b>Medication &amp; Medical Conditions Policy</b></p> <ul style="list-style-type: none"> <li>It was raised that a prescription for medicines that are available over the counter is unlikely to be given by a GP under current guidelines to GPs.</li> <li>Other schools in the family are adopting/ have adopted policies reflecting the guidelines around non-prescription medication.</li> <li>The most significant change to current school practice is that no non-prescription medicines are to be administered by school staff.</li> <li>The bullet point relating to duplicate prescriptions was deleted on the advice of one governor.</li> <li>The policy was adopted and will be shared with parents on 27/11/17 via the school newsletter. It will be reviewed on a 3 yearly basis.</li> </ul>	HC
4	<p><b>SIP:</b></p> <p><b>Priority 1: To improve outcomes for PP children</b></p> <ul style="list-style-type: none"> <li>Pupil reviews analysed.</li> <li>Each teacher and TA has an appraisal target related to the specific needs of PP children in their class in order to narrow the gap.</li> <li>Pupils are prioritised for extra-curricular and holiday activities and take up of these has increased. Cluster holiday activities are provided at a discounted rate which is subsidised by the provider.</li> <li>An update on the Pupil Premium spending plan will be provided for the full governing body next week, and thereafter to this committee</li> <li>2 PP pupils are currently receiving TaMHS counselling via the cluster.</li> <li>Teachers are conducting paired observations this term focusing on PP children.</li> </ul> <p><b>Priority 2: To further improve outcomes in writing across the school</b></p> <ul style="list-style-type: none"> <li>A report was provided by a governor who has recently carried out a monitoring visit focusing on writing. It was suggested that governor monitoring could be done twice yearly, with the follow up visit focusing on whether 'non-negotiables' in writing are having an impact. The evidence seen suggests that writing is improving. Lots of class 'working together' was observed. More textbooks will be purchased;</li> <li>The subject leader (DH) has carried out a 'book looks' this week, which has shown increased evidence of children using proof reading and editing to improve their writing.</li> </ul>	HC

	<ul style="list-style-type: none"> <li>The first writing TRG has been set up and will take place before Christmas.</li> </ul> <p><b>Priority 3: To implement the new PSHE scheme of work and Mindmate lessons</b></p> <ul style="list-style-type: none"> <li>As a result of the implementation of the new PSHE Scheme of Work, Sex &amp; Relationships Education is now taught in the Autumn term. Overall, staff feel that the resources for the scheme are excellent.</li> <li>Some content is challenging in upper KS2, particularly FGM and child sexual exploitation.</li> <li>Information about the PSHE curriculum is available to parents on the school website.</li> </ul> <p><b>Priority 4: To ensure that assessment in foundation subjects supports a rich and varied curriculum</b></p> <ul style="list-style-type: none"> <li>Subject leaders for foundation subjects have each had a half a day of release to map assessment opportunities onto their subject long term plan.</li> <li>A follow-up staff meeting enabled subject leaders to cross reference this work with class teachers.</li> <li>The Art &amp; Design subject leader identified through this work that the breadth of the Art &amp; Design curriculum needs to be expanded as, though the right amount of Art &amp; Design is taught through school, some themes within the curriculum (eg sculpture) are covered more than others (eg collage).</li> </ul>	HR
5	<p><b>General Business:</b></p> <p><b>Pupil Behaviour/ Teaching and Learning: Have targets been set for all pupils?</b></p> <ul style="list-style-type: none"> <li>All teachers have had/ will have had by the end of term a half day out of class for each of writing and maths to set individual targets with all pupils.</li> <li>All teachers will provide a written summary of their paired observations which will enable further analysis of PP children's learning and progress.</li> <li>The replacement for RAISE online, ASP (Analysing School Performance) will be shared in the full governing body meeting next week.</li> </ul> <p><b>SEN, Inclusion, Equalities</b></p> <ul style="list-style-type: none"> <li>The SEN governor fed back from her correspondence with the SENCo. There have been no major changes to SEN monitoring. School is still tracking SEN pupils using BSquared. Narrative progress trackers have been updated in light of 'book looks' and conversations with teachers / children.</li> <li>BSquared summary shows that SEN progress/ performance is higher in maths than in English, the SENCo is carrying out a learning enquiry to explore this further.</li> <li>The SENCo has submitted 5 FFI applications to go through this year. Three are repeat applications.</li> <li>The number of children on the SEN register is 25 (9 girls, 16 boys).</li> </ul>	DH/ HC

	<ul style="list-style-type: none"> <li>The head teacher updated the committee on Children Looked After – Currently Westgate has no children who are fostered and 9 children have been adopted from care.</li> <li>There have been no racist Incidents since the last meeting.</li> <li>One e-safety incident has been dealt with, which occurred outside of school and involved children’s use of social media. Parents and children were spoken to.</li> <li>There have been no homophobic incidents since the last meeting.</li> <li>EAL pupils: One pupil in Nursery is in the early stages of English acquisition. She is now attending for 5 full days, and this change has been very successful. She is speaking English much more and interacting and learning with increased independence and confidence.</li> </ul> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>The safeguarding governor and the head teacher have met to discuss the systems and procedures in school for safeguarding and a summary of current safeguarding concerns.</li> <li>The head teacher has recently attended a Child in Need meeting for one pupil.</li> <li>School has received 2 domestic violence notifications – no further action from Children’s Social Work Service on either incident.</li> <li>‘Prevent’ is now part of PSHE.</li> </ul> <p><b>Website compliance</b></p> <ul style="list-style-type: none"> <li>This was checked by the ‘Take Over Day’ Head Teacher and gaps identified which have been actioned. A link to the DfE checklist will be circulated to all governors on this committee for further work to ensure full compliance.</li> </ul> <p><b>Governor Visits</b></p> <ul style="list-style-type: none"> <li>The monitoring visit for PPA arrangements was rearranged for JG and SM on 31/01/2018 (9am-12pm)</li> </ul>	ALL  JG/ SM
6	<p><b>AOB:</b></p> <p>None</p>	
	<p><b>Date &amp; time of next meeting:</b></p> <p>Tuesday 30<sup>th</sup> January 2018 at 18:00</p>	