

MINUTES OF THE PUPIL SUPPORT COMMITTEE MEETING HELD ON TUESDAY 24th APRIL 2018

Present: Helen Carpenter (HC); Sarah Mumford (SM); Rob Wilks (RW) Daniel Hackney (DH), Jane O’Kane (JO’K) & Anne Hodgson (AH).

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| | <ul style="list-style-type: none"> • Generally data is stable. Y3 slight reduction – that year has 5 children not expected to reach the standard this year(1 has dyslexia-like difficulties and the other has a complex background and struggles with written assessments and consistency; 1 was in the bottom 20% of EYFS so is making steady progress and getting closer to the expected standard; 1 has extremely slow processing skills). • Governors suggested presenting data alongside progress meeting notes. DH noted the need to do some progress information sharing for pupils just below expected standard. HC has this information already as evidence to monitor too. <p>Maths:</p> <ul style="list-style-type: none"> • Governors queried Y1 girls' attainment. HC said 3 girls weren't at standard for maths. • HC noted that the timing of the Pupil Support meeting was not aligned to when key monitoring activities, eg progress review meetings, take place in school and that the meeting schedule needs to be reviewed to be more in sync next year. Suggested 4 full body governor meetings with the decision to be made after Ofsted. Suggestion that September be a 'business focused' one, setting out the stall for the year; focus on governor development, agree Terms of Reference and membership for committees – then committees can meet. <p>Combined Reading, Writing & Maths:</p> <ul style="list-style-type: none"> • By Feb Y6 were at 62.1% - almost double last year's Y6 outcomes. Aiming for a target of 70% for the end of the year. <p>CEM Testing:</p> <ul style="list-style-type: none"> • Planning to distribute testing across end of Summer 2/ start of Autumn 1. <p><i>*SM left the meeting**</i></p> <p>Interventions:</p> <ul style="list-style-type: none"> • The SENCo has worked hard to begin evaluating the effectiveness of interventions, and presented data to plot cost Vs. impact. Governors felt this would be very useful information to examine going forward. • The whole-school provision map is in progress again led by the SENCo. <p>Teacher Expectations:</p> <ul style="list-style-type: none"> • 'Book-looks' in the last half term have shown progress across the board correlating to a shift in expectation. <p>Lower Attaining Pupils:</p> <ul style="list-style-type: none"> • A governor asked if the updated marking policy and marking code displays on the wall had had any impact? DH gave good examples of uses for positive impact. Feedback to continue at the beginning of the school day. Overall, feedback is good, impact is clear and progress is evident for higher, middle and lower prior attainment groups. • DH highlighted the way in which prior attainment is now made clearer and more visual in progress review meetings as a result of a visit to Ashfield. | <p>HC</p> <p>HC</p> <p>HC</p> |
| 3 | <p>Policy Review:</p> <p>Computer Policy</p> <ul style="list-style-type: none"> • Adopted <p>Display Policy</p> <ul style="list-style-type: none"> • Adopted – Accessibility Policy has influenced this, particularly in relation to the visual needs of different pupils, staff, visitors. <p>First Aid Policy</p> <ul style="list-style-type: none"> • Improvements in records and standard letters were noted. Amendments were made to clarify procedures following suggestions by a governor and the policy adopted. <p>Music Policy</p> <ul style="list-style-type: none"> • Reviewed & adopted | |

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| | <p>Nursery Admissions Policy</p> <ul style="list-style-type: none"> Reviewed changes and adopted. <p>P4C Policy</p> <ul style="list-style-type: none"> Reviewed & adopted <p>RE Policy</p> <ul style="list-style-type: none"> Reviewed & adopted <p>Prospectus & Home School Agreement</p> <ul style="list-style-type: none"> Deferred until Summer 2018 | |
| 4 | <p>SIP:</p> <p>Priority 1: To improve outcomes for PP children</p> <ul style="list-style-type: none"> Funding now on website; now specifically covered in policies. <p>Priority 2: To further improve outcomes in writing across the school</p> <ul style="list-style-type: none"> Ofsted Action Plan- see earlier discussion <p>Priority 3: To implement the new PSHE scheme of work and Mindmate lessons</p> <ul style="list-style-type: none"> In place <p>Priority 4: To ensure that assessment in foundation subjects supports a rich and varied curriculum</p> <ul style="list-style-type: none"> Governor visits are continuing to focus on foundation subjects A recent joint staff meeting with the Family of Schools was focused on subject leaders sharing assessment practice in their subject. | |
| | <p>General Business:</p> <p>Bold Beginnings</p> <ul style="list-style-type: none"> Governors found the report an interesting read. HC had provided notes about Westgate's EYFS against each of the key findings of this recent report. The Ofsted inspector gave favourable feedback on Westgate's EYFS. HC outlined to governors how iPads and a software program enabled EYFS practitioners to record observations and assessments of children and reduce their overall workload. Concerns were raised about the baseline tests to be introduced. It was suggested that governors should conduct an EYFS visit to focus on evaluating provision against the Bold Beginnings EYFS provision document. Date TBC <p>School Council</p> <ul style="list-style-type: none"> Minutes were not shared this time but congratulations were offered to School Council for the success of the Fair Trade Stall during Fair Trade Fortnight. <p>SEN, Inclusion, Equalities</p> <ul style="list-style-type: none"> 2 annual reviews for pupils with EHCPs or FFI funding have been completed, with 4 still to do. All funding applications for next year, including 2 new funding requests for children in Reception & Nursery, have been granted. The SENCo is to be congratulated on her hard work and continued success in this area. The SENCo is currently submitting 2 further EYFF1 funding request for 2 more children in Nursery (1 pupil will come to Westgate in September, the other will go to elsewhere). The timetable & system for FFI application have changed – applications for children already receiving funding/ in our school now have to be done in July rather than October. 3 children are visiting CAMHS in the next 2 weeks. This will hopefully generate some positive outcomes and support us in meeting their needs longer term. | HC |

- An Education, Health & Care Plan (EHCP) application is currently in the system, going through to final stages.
- The SENCo has almost completed an update of interventions data from last term.
- The SEND governor has received a copy of the SENCo's Intervention Tracking Sheet and information will then be collated and mapped against a fully costed provision map to show which interventions are the most successful / cost effective.
- The SENCo had shared an example of the provision map which shows what provision is being made for children not receiving interventions but not at ARE.
- Class provision maps and intervention tracking sheets will form part of ongoing 'book looks' for MC, DH & JH.
- Learning Passport Data Autumn & Spring 2017-2018:

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| All or 2 outcomes met | 66% |
| 1 outcome met | 19% |
| 0 outcomes met | 14%* |

*mostly S&L outcomes – MC to discuss with SaLT

- Summer updates to learning passports are on-going
- B Squared data for the Spring term is being collated.
- Children Looked After/ Adopted from Care have a range of needs. HC updated governors on external support for these families.

Safeguarding

- No children currently on CP plans.
- A management instruction given to one member of staff.

Attendance

- 14 requests for absence for 21 children had been received by the head teacher. 3 families have hit the threshold for fines from the local authority.
- The Learning Mentor is part of a pupil and staff working group on attendance, sharing good practice and including Pupil Voice.

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| 6 | AOB: None | |
| 7 | Date & time of next meeting: Monday 25 th June 2018 at 6pm | |