

WESTGATE PRIMARY SCHOOL

MINUTES OF THE PUPIL SUPPORT COMMITTEE MEETING HELD ON TUESDAY 30TH JANUARY 2018

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

Item	Minutes	Action
1	Apologies: James Gould	
2	Minutes & Matters Arising: <ul style="list-style-type: none"> Minutes - read and approved at the last full governing body meeting. School Council minutes now shared with the Pupil Support Committee. Minutes were discussed and pupil suggestions explained by HC (including staff responses). Suggested that pupils find out how supermarkets source Fair Trade products. 	HC
3	Policy Review: Curriculum, Learning & Teaching Policy <ul style="list-style-type: none"> Removed reference to ‘Learning Styles’ as this has been discredited. The policy was ratified and will be reviewed on an annual basis. Design & Technology Policy <ul style="list-style-type: none"> A governor queried what ‘iterative design’ means – HC clarified and explained: <ul style="list-style-type: none"> Definition: a design methodology based on a cyclic process of prototyping, testing, analysing, and refining a product or process. Based on the results of testing the most recent iteration of a design, changes and refinements are made. The policy was ratified and will be reviewed on a three-yearly basis. Geography <ul style="list-style-type: none"> ‘Monitoring and review’ section added since last meeting as requested by this committee. The policy was ratified and will be reviewed in November 2018, then every 3 years thereafter. Maths Policy <ul style="list-style-type: none"> Question was asked about ‘concrete manipulatives’ – HC explained that this refers to physical mathematics apparatus, such as Dienes/ Base 10 equipment, Numicon, Cuisenaire rods etc. which enable children to build understanding of abstract number concepts. The policy was ratified and will be reviewed in 2020, then every 3 years thereafter. Spanish Policy <ul style="list-style-type: none"> The policy was ratified and will be reviewed in November 2018, then every 3 years thereafter. SMSC Policy <ul style="list-style-type: none"> Praised for its personalised focus on the SMSC aspects of the Westgate curriculum as well as universal aspects of this part of the primary curriculum. 	

	<ul style="list-style-type: none"> This policy was ratified and will be reviewed every 3 years. <p>SEND Policy</p> <ul style="list-style-type: none"> FFI funding information under 4.53 added – outlining the 2 types of funding and requirements around each. This policy was ratified and will be reviewed annually. <p>Inclusion Policy</p> <ul style="list-style-type: none"> A governor raised a query regarding wording in relation to gender. After discussion, it was agreed for now to leave as 'girls and boys' as felt the wording could be sensitively applied to the gender that children identify as well as their biological sex. This policy was ratified and will be reviewed every 2 years. <p>Complaints Toolkit</p> <ul style="list-style-type: none"> The Complaints Policy is available on the school website as confirmed by HC. It was reviewed and ratified in November 2016 and is due to be reviewed in November 2018. 	
4	<p>SIP:</p> <p>Priority 1: To improve outcomes for PP children</p> <ul style="list-style-type: none"> Paired observations in the Autumn term focused on PP children in lessons. HC reviewed the books of PP children from the end of last academic year, summarising strengths and weaknesses and sharing this with staff. This was reviewed in January 2018 by all staff to identify progress, strengths and weaknesses for these pupils in English & Maths, to inform individual targets/ actions for each pupil. This approach allows for focused understanding of every PP pupil's needs regarding what they can and cannot do in different areas of the curriculum. This information is feeding into pupil progress meetings which are taking place this week. It was felt that this process had been valuable; and so would be repeated in the Summer term in a staff meeting. Finance committee have examined projected expenditure for Pupil Premium. HC is to double check this information is on the website. <p>Priority 2: To further improve outcomes in writing across the school</p> <ul style="list-style-type: none"> As English subject leader, DH led Teacher Research Group (TRG) meetings in writing with Y1/2 teachers last term, particularly looking at how to teach proof-reading, editing and redrafting writing in these year groups. Some useful professional learning took place for all participants as a result. Y3&4 will be the focus for TRG work in writing after half term. DH felt that this is a very useful way of working. Inter-school moderation took place recently between staff in each year group from EYFS to Y7, across the whole Family of Schools. Staff discussion focused on what pupils have been doing consistently to meet expected standards. Westgate staff shared with colleagues in the FOS documents we have created collaboratively to provide concise exemplification of the key features of writing at the expected standard across the age range. <p>Priority 3: To implement the new PSHE scheme of work and Mindmate lessons</p> <ul style="list-style-type: none"> The PSHE curriculum is embedding well across school and the Mindmate lessons are being taught across school this half term. The Healthy Schools reaccreditation report has just been received and was also discussed in the meeting. 	<p>HC</p> <p>HC</p> <p>DH</p>

	<ul style="list-style-type: none"> • A pragmatic approach to the targets identified in the report was agreed in the meeting. • Governors extended formal congratulations to all staff for their hard work in this area of PSHE. <p>Priority 4: To ensure that assessment in foundation subjects supports a rich and varied curriculum</p> <ul style="list-style-type: none"> • Assessment now planned in Foundation Subjects in a way that is intended to be manageable and useable, for class teachers and subject leaders. • A governor raised a question about the curriculum in the EYFS. HC agreed to circulate Bold Beginnings, the recent Ofsted report on the curriculum in Reception– for all to look at before the next Pupil Support Committee. This report is then to be an agenda item at that meeting. 	<p>HC</p> <p>HC</p>
5	<p>General Business:</p> <p>Pupil Behaviour/ Teaching and Learning: Have targets been set for all pupils?</p> <ul style="list-style-type: none"> • HC & DH concurred that discussions in Spring term pupil progress meetings have included any concerns being addressed currently and also reflected on where pupils have been at previous statutory assessment points to identify progress issues and highlight any interventions needed. • Impact of interventions: Interventions for vulnerable groups are still on-going. Now evaluating pupil access to interventions. • A governor asked if a statement about our behaviour principles is on the school website. It was agreed that this information is available in the prospectus & online. All parents also get a hard copy of the prospectus when their child(ren) join the school. • EYFS – Progress meetings have been held for reception. Maths in EYFS training last academic year has led to changes in how maths is taught and the class teacher reports that this has had a huge impact on attainment. A larger proportion of pupils are making better progress and have a more secure sense of number than in previous years. This is particularly true for the cohort of 20 Reception pupils who had new maths teaching in our nursery class before joining the reception class. <p>SEN, Inclusion, Equalities</p> <ul style="list-style-type: none"> • All FFI submissions have been accepted. Cluster network meeting enabled Marie to find out about new opportunities and resources for SEN pupils which she has subsequently been able to access. <p>JO’K reported back on her recent correspondence with the SENCo:</p> <ul style="list-style-type: none"> • HC/ MC have discussed creating a central Inclusion Register which would include PP, SEN, Medical and children being monitored as part of the graduated approach, but not on the SEN register (receiving 2-3 Wave 2 interventions per week). <p>SEN</p> <ul style="list-style-type: none"> • All FFI funding requests that were submitted last term have been successful: 3 renewals of funding and 1 new request. • Currently looking at 2 new interventions which are specifically wave 3 interventions, following on from information shared by SENCos on the January joint training day: <ul style="list-style-type: none"> ○ Dynamo Maths, which is part screener for dyscalculia and part intervention ○ Talk Boost which is a language screen and intervention programme for FS/KS1. Training is expensive (starting at £500) but results are apparently significant, with up to 18 months progress in a 10 month programme. Jenny Norton (Early Years HLTA) could lead on this in EYFS in the coming year. 	<p>HC</p>

	<p>(This will hopefully free up some of the SaLT caseload as at the moment many of the children are in FS).</p> <p>Learning Passports Feedback (Summer – Autumn)</p> <ul style="list-style-type: none"> • All or 2 outcomes met 76% • 1 outcome met 14% • No outcomes met 0% • Learning Passports will be renewed this week so monitoring of Autumn – Spring outcomes by the SENCo will occur after this has been completed by class teachers. <p>B-Squared Progress</p> <ul style="list-style-type: none"> • As part of SENCo's appraisal, she is conducting a learning enquiry into why children on SEN register with cognition & learning as their primary need consistently outperform in maths when compared with reading and writing, as evidenced by B Squared data. <p>TA Training</p> <ul style="list-style-type: none"> • SENCo to lead further training on their use of time within classrooms. This will be linked to peer observations for TAs. <p>Safeguarding</p> <p>Learning Lessons Review following the murder of Ann Maguire</p> <p>The committee had this document to read prior to the meeting. The responses to the questions specified in the report were discussed as follows:</p> <p>Key Questions for Leaders and Governors:</p> <p><i>1.1 Does your school record incidents efficiently to help identify trends and concerns and to alert the correct people?</i></p> <p>All Child Protection concerns are recorded on a standard form which is passed to the designated safeguarding staff (HC & M Colannino), and includes follow-up actions. Child protection folders include a summarising chronology to show trends.</p> <p><i>1.2 Are 'significant' decisions confirmed in writing?</i></p> <p>Yes usually, but not always. The unclear nature of what is 'significant' was discussed. It was agreed that decisions which have impact on a child's education, provision or care would be classed as significant, including agreements about changes to a child's supervision or parental care. These agreements must be written down and shared with all parties concerned, in all cases. To action going forward.</p> <p><i>2.1 Does your establishment have a demonstrable strategy that promotes the reporting of concerns of children for themselves and for others?</i></p> <p>'Caring Ethos' – School provides a worry box, which all children can access and which links directly to the learning mentor. The learning mentor role is a key part of the caring whole school ethos at our school. Governors agreed there is a 'caring ethos' at Westgate.</p> <p>There is a 'Speak Up Culture' at Westgate, addressed by PSHE curriculum & worry boxes.</p> <p>School also has regular external workshops from the NSPCC which promote children speaking out about concerns.</p> <p><i>2.2 Has your PSHE curriculum been reviewed and does it meet the needs of children and young people today?</i></p> <p>The PSHE curriculum has been reviewed and the recommended new scheme of work, 'You, Me & PSHE', is in place across school. The 'My Health, My School' survey is used annually to help monitor the school's effectiveness in this area across Y5&6. This will also be used across the cluster too.</p> <p>See also the current School Improvement Plan.</p>	<p>HC</p>
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6	<p>AOB:</p> <p>None</p>	
	<p>Date & time of next meeting:</p> <p>Tuesday 24th April 2018 at 18:00</p>	