

## WESTGATE PRIMARY SCHOOL

### MINUTES OF THE PUPIL SUPPORT COMMITTEE MEETING HELD ON TUESDAY 21<sup>ST</sup> JUNE 2016

**Present:** Jane O’Kane, Rob Wilks, Anne Hodgson, Daniel Hackney & Helen Carpenter

#### ACTION

1	<b>Apologies:</b> <ul style="list-style-type: none"><li>• Andrew Ross</li></ul>	
2	<b>Matters Arising:</b> <ul style="list-style-type: none"><li>• See item 3</li></ul>	
3	<b>WOOSH Report:</b> <ul style="list-style-type: none"><li>• Very healthy finances</li><li>• Making good use of available space</li><li>• Most popular day keeps changing year on year</li><li>• Casual staff will need to be recruited as current staff leave this summer</li><li>• Looking to the future, we could look at providing WOOSH places for Nursery children, to enable more families to send their child to Westgate nursery who require wraparound care. However we would need to assess whether we could provide appropriate facilities for 3 and 4 year olds.</li></ul>	
4	<b>UIFSM:</b> <ul style="list-style-type: none"><li>• Funding is allocated not based on actual day to day take-up, but on school meals taken on termly census days. Thus by increasing meal take-up on these days we can increase revenue as well as hopefully encouraging more children over time to choose a school meal.</li><li>• Overall take up has increased since 2014 and is now more in line with Leeds and other schools in our cluster.</li></ul>	
5	<b>CP Update:</b> <ul style="list-style-type: none"><li>• Two pupils have been de-escalated to an Early Help Plan (EHP) from Social Care involvement. Currently recruiting a parent support worker for the Cluster who would ordinarily lead on an EHP, so the head teacher is temporarily the lead professional for this plan. Great progress had been seen with the family on a CP plan hence the de-escalation.</li><li>• Governors have received CP training, along with all staff.</li></ul>	

	<ul style="list-style-type: none"> <li>• PREVENT training has been booked for November</li> <li>• The head teacher has delivered teaching about grooming and child sexual exploitation in Y5 and will be teaching Y6 a series of lesson about the PREVENT duty before the end of this term.</li> </ul>	
6	<b>Learning Walk Report:</b> <ul style="list-style-type: none"> <li>• See separate report.</li> <li>• Book Look saw progress, lots of learning challenges seen</li> <li>• Year one very enthusiastic, loved the sheets and knew what the symbols meant in their books to improve. Year 4 talked confidently about Brain, Buddy, Book, Boss as strategies to help them solve a problem.</li> <li>• 1stclass@number 2 is established as an effective maths intervention in Y3, with evidence of real impact in children's learning.</li> <li>• Training has been very beneficial to the Teaching Assistants running the initiative, not just for the interventions but in their wider role, in terms of skills and confidence.</li> <li>• The learning walk had proved very useful for new Governors and the Head Teacher commented that it was very useful for teachers and senior leaders too.</li> </ul>	
7	<b>Parent Survey:</b> <ul style="list-style-type: none"> <li>• Same format as used before mirroring the OFSTED Parent View questions. A governor asked if the exercise proved useful and the head teacher confirmed that each year school acts on feedback from the survey and provides feedback to the school about the results.</li> </ul>	
8	<b>Admissions:</b> <ul style="list-style-type: none"> <li>• School is implementing the cluster transition procedures that the working party led by the head teacher has developed, to ensure a smooth transition for all children into Nursery and Reception.</li> <li>• Year 6 are to spend two transition days at PHGS in July, alongside a raft of other transition activities, including mini-Olympics afternoon, Junior band day, visit to school by Y8 pupils, the KS3 leader and the Y7 year manager.</li> <li>• Every other year group will spend time with their new Teacher including the new Reception cohort.</li> <li>• The Reception teacher will be visiting settings for children not currently attending Westgate Nursery.</li> </ul>	

9	<p><b>Anti - Bullying Policy:</b></p> <ul style="list-style-type: none"> <li>• All Governors agreed with the Policy. It was asked how we know how Pupils know about 'telling School'. The response was there was a clear School rule: At Westgate we say NO! to bullies and tell an adult. Through the PSHCE curriculum and through Anti-Bullying Week, school promotes this message, which is reinforced by one of the assembly songs that children sing ('I will be your friend').</li> </ul>	
10	<p><b>Cluster Packed Lunch Policy:</b></p> <ul style="list-style-type: none"> <li>• Information shared about the draft policy. The policy will be based around the 'Eatwell plate'. There are few restrictions and the emphasis is on balance and portion size.</li> <li>• Supporting information has been put on the website to help produce a healthy lunch, low cost menu ideas and portion size.</li> <li>• Some foods will be taken away that can only be eaten at home and not in school. There is a parents' meeting on 22/06/16 with a September launch of the policy across the cluster.</li> </ul>	
11	<p><b>Review of SiP:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment Policy</b> – must be a continuous process. Although summer is a testing term constant formative assessment takes place throughout the year</li> <li>• Formative assessment informs what to teach in a lesson</li> <li>• A termly assessment overview sheet is completed (Venn diagram shown in a previous meeting) which is also the basis of handover meetings in July specifying learning covered and overview of who has achieved/under achieved</li> <li>• This will be the baseline for the October target-setting meetings between teachers and senior leaders.</li> <li>• Interventions should be able to start straight away in the new academic year, because of previous knowledge. There is also a focus on what can be done over the summer to prevent a lapse in progress.</li> <li>• There will be a much more comprehensive overview of assessment and progress as a result of the new approaches and it will be interesting to see SATS and CEM data alongside Teacher assessment judgements.</li> <li>• <b>Restorative Practice</b> – the peer mediation training has not happened due to difficulties contacting the team, so will be rolled forward to Autumn 2016.</li> <li>• <b>Maths</b> – excellent progress with this strand of the SIP has been made and seen by Governors.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Staff</b> – appointments are still to be made but the overall structure is now more fit for purpose. Staff have had access to a lot of relevant training, particularly in relation to new and more relevant targeted intervention. The impact of this has been seen by Governors through the maths and literacy interventions discussed through the year.</li> </ul>	
<b>12</b>	<b>Evaluation of the work of the committee in 2015-16</b> <ul style="list-style-type: none"> <li>• Presentations staff to the committee from non-governor staff have been excellent in informing the Governing body about the work of the school.</li> <li>• Governor visits have been really informative about issues and reporting back to the committee has worked well. Linking visits to issues that have been discussed in committee and then feeding back to governors and staff has worked well.</li> <li>• Even Better If more Governor reports were completed</li> <li>• Increase the committee by a member at next full governing body meeting</li> </ul>	
<b>13</b>	<b>Any Other Business:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>14</b>	<b>Date &amp; Time of Next Meeting:</b> <ul style="list-style-type: none"> <li>• Thursday 22<sup>nd</sup> September 2016 at 6pm</li> </ul>	