

HUNSLET CARR PRIMARY SCHOOL PUPIL SUPPORT COMMITTEE MEETING

Minutes of the meeting held on Wednesday 27 February 2019 at 4.00 p.m.

PRESENT: Clare Davidson (Chair) Martin Lumb (Headteacher)
 Claire Aldridge Ian Cunningham
 Amy Paoli

IN ATTENDANCE: Jane Charlton - Clerk, Governor Support Service
 Elisa Whitfield – Assistant Head and Attendance Lead (*until Item 5.00*)

1.00	APOLOGIES AND ANY NEW DECLARATIONS OF INTEREST NOT PREVIOUSLY DECLARED	ACTION
1.01	Apologies were received and accepted from Clare Krasinski and Paul Wray.	
1.02	There were no new declarations of interest received.	
2.00	MINUTES OF LAST MEETING	
2.01	Resolved: <ul style="list-style-type: none">• that the minutes of the meeting held on 14 November 2019 were agreed as a correct record; and• that the Chair be authorised to sign a copy.	
3.00	MATTERS ARISING	
3.01	<u>SEND Governor Visit - <i>minute 4.05 refers</i></u> The Chair confirmed the visit had taken place and a report on the visit had been submitted to the last full governing body meeting.	
3.02	<u>School Improvement Plan - <i>minute 5.02 refers</i></u> The Head confirmed all links to Priority 6 in the Plan had been amended from the JRG to the Pupil Support Committee.	
3.03	<u>Behaviour Policy - <i>minute 5.03 refers</i></u> The policy had not been updated as a review of special needs was planned. The Head confirmed the policy would be revised once the review had taken place.	
3.04	<u>Attendance - <i>minute 5.15 refers</i></u> A report on Attendance was provided under Item 9 on the agenda.	
3.05	<u>Complaints Policy – <i>minute 12.02 refers</i></u> The Head confirmed the reference in the policy to 'lettings policy and scale of charges' had been removed.	
4.00	ATTENDANCE UPDATE	
4.01	With the agreement of governors, this item was taken out of order of the agenda.	
4.02	The Governor's attendance report for February 2019 had been circulated prior to the meeting. The whole school attendance data for the previous three years was circulated at the meeting, along	

with a breakdown of whole school attendance, from HT1 to present, for Years 1 to 6.

4.03 Elisa explained an electronic system had been implemented to collate and calculate the information.

4.04 Whole school attendance for HT1 to present day was 94.63%, slightly below the target of 96%.

Q. Can attendance be improved throughout the year?

A. Yes, as holidays affect attendance at the start of the year.

Current attendance was similar to that seen during previous years at the same point in time. Letters had been sent out to persistent attenders and their attendance was increasing. The Attendance Improvement Officer, along with the Assistant Headteacher, was carrying out home visits and telephone calls to parents.

Q. Was the cause of the persistent absence known?

A. There were a mixture of causes and a small number of 'hard core' families were affecting the figures but there was no pattern to the absence. Some children with attendance of under 90% had genuine reasons for being absent but their attendance was increasing. However, the attendance of the 'hard core' families was not improving even with the intervention of the Attendance Improvement Officer.

4.05 The attendance rewards system was being reviewed to ensure the system benefited all children, including those that achieved 100%, for example through additional playtime.

Q. Was there a risk of Pupil Premium children being highlighted in class through the rewards system?

A. No, as the awards were made discretely in class and, due to the number of pupil premium children in school, most children were aware of who the pupil premium children were.

4.06 The Chair highlighted the good attendance of EAL children, which was 15.91% with under 95% attendance and 4.65% with under 90%. The Assistant Headteacher confirmed the school now had good strategies in place and the impact of these would be seen over time.

4.07 The Assistant Headteacher pointed out the figures presented were slightly higher than those in the report to governors as the information included the attendance of those children who were no longer in school.

Elisa Whitfield left the meeting at this point.

5.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PLAN PRIORITIES

5.01 Copies of the Ofsted Inspection Focus 6 had been circulated prior to the meeting.

5.02	Focus 6 contained two objectives. The first objective was to ensure staff had an understanding of the schools behaviour policy and procedures. The Head explained the specific actions against this objective were reported to both the Committee and the JRG. Further discussions were also held during the Head's fortnightly meetings with the Chair of Governors.	
5.03	Governors agreed the support being received from the Executive Headteacher at Windmill be added to the actions.	Head
5.04	The second objective was to work with the Local Authority to challenge persistent absence. Governors queried whether the work with the Local Authority's Attendance Improvement Officer had made any impact on attendance. In response, the Head confirmed the work had made an impact on some families.	
5.05	A governor queried whether the Attendance Policy had been reviewed. The Head explained the policy would be reviewed when L Lily had returned to school.	
5.06	The Chair highlighted the need to amend the name of the link governor in the document.	Head
6.00	ENSURE SCHOOL COMPLIES WITH THE REQUIREMENTS OF THE EARLY YEARS FOUNDATION STAGE (EYFS) STATUTORY DOCUMENTS	
6.01	The Assistant Headteacher confirmed training was carried out on a regular basis and the school ensured staff read all relevant documents as required.	
6.02	The Head informed governors that Sarah Coltman, who had been providing support to the school for the past year, had commented on the positive improvements made by the school. A governor asked that Sarah be thanked for the support and challenge she had provided to the school. The Assistant Headteacher agreed to pass on their thanks.	AP
6.03	The Chair provided a brief verbal update on their recent monitoring visit, which had been a very positive visit. During the visit, a calm environment had been found in school and it had been observed that children were well behaved and engaged in classes. The Chair confirmed a further visit would be arranged.	Chair
6.04	Copies of the 2019 / 2020 Early Years Update were circulated at the meeting. The following points in the report were highlighted by the Assistant Headteacher.	
6.05	It had been identified in the Ofsted inspection that the outdoor space in early years was not as well used and the indoor learning environment and that writing skills were not developed effectively.	
6.06	<u>Baseline Findings</u> Findings had shown low baseline scores especially in speaking, reading SSM, UW and EAD. SEND were mostly working below	

ARE and FMS children were achieving higher than 'all' pupils and this strength continued to be built on. EAL children were mostly 50% ARE. Additional EAL children had joined school and baseline assessments for these were being carried out.

6.07

Staff Training

Two members of staff from Nursery and Reception had joined the Early Maths hub to build their confidence. Lego therapy and PECs training had been undertaken by the full staff team. Friday 'check in' meetings were held to provide staff with an opportunity to report on things that had gone well and training undertaken. Funding had been applied for from the Apprenticeship Levy for four members of the Early Years team to complete Level Three Teaching Assistant Training.

6.08

Learning Environments

The indoors learning environment had been transformed by the Early Years staff in calm and purpose areas of learning. The outdoors area had been cleaned and was in the process of being re-designed into designated zones in order to transform it into a learning area. Daily risk assessments were carried out in the learning environments and staff trained to monitor all learners to ensure children were safe.

6.09

Assessments

New observation proformas and baselines had been introduced by the Early Years leader and staff were part of the assessments. Pupils progress meetings had taken place during Autumn 2 with mini pupil progress meetings taking place in Spring 1 for Nursery and Reception to ensure that any interventions required were identified to ensure children were making the most progress they could.

6.10

Parents as Partners

Parents had been invited to numerous workshops since the start of the year and also to stay and play sessions in Nursery. A new Parent Support Advisor had been appointed and would be building relationships with parents and encouraging use of the Early Essence App, homework and the #30 experiences. All observations and monitoring that had taken place in Early Years had been Good with more outstanding features as the year had progressed and provided good evidence for the SIP.

6.11

Next Steps

Priorities for the Spring and Summer terms included promotion of the Reading Club set up during Spring 1 and targeted interventions in Reception and Nursery. Paula Passey had taken a leadership role in SEND and would provide additional support to staff, which had been well received by staff. Hunslet Carr would also be hosting the Early Years Cluster meeting in the Summer term which demonstrated the school's confidence in its ability that improvements will have been made.

7.00 BEHAVIOUR AND DISCIPLINE

7.01 The Head informed governors that Home School Agreements had been withdrawn because the effort required to ensure parents returned the agreements outweighed their impact as the agreements did not change behaviour.

7.02 The school worked restoratively with children and there were no issues with 98% of the children in school. The Head explained there were currently 12 children in school with behavioural issues and that, at the last meeting of the full governing body, the Chair had indicated the school was unable to continue support these children, through REACH and the additional support required in school, due to the financial impact on the school. EHCP's were required for these children to obtain the additional funding required, which could take up to six months.

7.03 The Chair asked if these were being done by the school. In response the Head explained 10 EHCP's had been applied for, eight of which had been accepted and two children with severe difficulties had been moved to REACH but the Local Authority would like them to come back to school.

Q. Are parents able to apply for EHCP's?

A. Parents are part of the application process but, on this occasion, the evidence provided had not been sufficient.

Q. Were there 10 or eight EHCP's in place?

A. Ten EHCP's had been applied for during the current year but in total there were 18 children in school with EHCP's. Some of the plans were in place to provide children with the support they would require in high school.

7.04 There were 16 children on individual behaviour plans which were continually reviewed as the impact of plans reduced over time.

Q. Did the Trackit system have a positive impact?

A. Yes, as it rewarded the children who were not usually rewarded.

8.00 MONITOR AND EVALUATE PARTNERSHIPS WITH CHILDREN, STAFF, PARENTS AND CARERS ENSURING SURVEYS ARE CARRIED OUT ON A REGULAR BASIS

8.01 The Headteacher informed governors parental surveys were due to be carried out during June / July this year, along with pupil surveys.

Q. Was there a suggestion box in school for children to use?

A. Yes. Suggestions received were reviewed by members of the school counsel and members of the school counsel would be attending the next meeting.

9.00 ENSURE THAT WHERE THE GOVERNING BOARD PROVIDES SCHOOL LUNCHES AND/OR OTHER SCHOOL FOOD, THIS MEETS DFE STANDARDS

9.01 The new weekly lunch menus had been circulated prior to the meeting.

9.02 The number of children taking school meals had increased since the new coloured banding system for ordering meals had been introduced. The Head was pleased to report the new system had not created any queues at lunchtime and, as food was now ordered in the morning, the 20 minute lunch break provided children with sufficient time to collect and eat their food.

Q. Do children prefer the new menu and ordering system?

A. Yes, children liked the choices available and enjoyed the food.

Q. How many additional children were now having school meals?

A. There had been an increase of 30 children during the first month.

9.03 A governor asked whether children in KS2 could be offered a taster day to increase uptake. The Head confirmed this had been discussed with the Local Authority who had agreed to dispense with the two week lead in time and children were now able to opt in to school meals for the following week. However, children were not able to mix packed lunches with school meals, which include a sandwich option, and were required to opt in for all five days.

9.04 Letters explaining the new school meal system were being sent out to all parents along with copies of the menus.

Head

10.00 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) AND SENCO ARRANGEMENTS

10.01 A review of SEND would take place on 28 February 2019 which would be audited by the Local Authority by P Kelly and J Kavanagh, who would be looking to see how effective SEND children were being provided for and would include behaviour. The report from the review would be shared at the next full governing body meeting.

FGB

10.02 There were two areas of concern in SEND, the first being the retirement of the SENCO who worked three days per week. The Head outlined the support arrangements put in place and assured governors providing support for three days per week as adequate enough to be effective. Governors agreed as SENCOs in other schools did not all work full time.

10.03 The second area of concern was around high tariff and SEMH issues as, due to the rise in high tariff children and SEMH issues, other children were unable to access nurture. The number of children on the register had reduced from 140 to 40 and now only 12 remained on the register, 10 of which had behaviour issues. These children attended the house in small groups Monday to Wednesday and the needs of the other children were now met through the PHSE curriculum. The cost of staffing prevented nurture being provided for all 140 children, along with the need to focus on the high tariff children in school.

10.04 The Chair provided governors with an overview of the achievements SEND pupils and governors queried whether the trends were continuing. In response, it was explained the accuracy of SEND data had been questioned and the misdiagnosis of SEND was being examined.

Q. Were there children on the SEND register for speech and language, confirmed by a speech and language specialist?

A. Yes – our diagnosis of Speech and Language was secure. It was more around the children who were on the register with a mild learning disability that we needed to review how accurate this was.

Q. Although the data appeared positive, was more analysis required?

A. Yes. The school needed to consider how to move forward and be certain SEND children were recorded correctly.

Q. Will those children on the register be reviewed to ensure they should be on the SEND register?

A. The need to establish which children should be on the register will be considered as part of the review.

Q. Would the review result in any budget implications?

A. Children with MLD did not attract any additional funding as they were supported through support plans for their needs in class, i.e. toileting.

11.00 REPORTS FROM GOVERNORS WITH MONITORING DUTIES

11.01 This item had been covered within other agenda items.

12.00 SCHOOL SELF-EVALUATION (SEF)

12.01 Governors agreed no further updates to the SEF were required.

13.00 ANY OTHER BUSINESS

13.01 In the absence of John Harsine, it was agreed the election of the chair be deferred to the next meeting.

14.00 DATE OF NEXT MEETING

14.01 The date of the next meeting would be agreed at the next full governing body meeting and circulated to governors.

The meeting closed at 5.30 p.m.

Agenda