



'Let Your Light Shine'

(Matthew 5.v16)

**MINUTES OF A MEETING OF THE PERSONNEL AND CURRICULUM COMMITTEE OF
PRESTBURY CHURCH OF ENGLAND PRIMARY SCHOOL HELD AT THE SCHOOL ON
14TH MARCH 2017**

Governors Present:	Jackie Smith Lomas David Capener John Ackerley Reg Lord Sarah Pittham	Chair Headteacher
Also in attendance:	Joe Carter Martine Croghan Dawn Horsfall Victoria Moss	Clerk to the Governors SENDCo & Year 3/4 Foundation Stage / Early Excellence Deputy Headteacher & Year 2

PART ONE – NON-CONFIDENTIAL BUSINESS

The meeting started 9:00am.

The meeting was opened with a prayer.

The Head confirmed that the teachers would present in the following order; Victoria Moss 9:00am, Martine Croghan 9:15am and Dawn Horsfall 9:30am.

1. APOLOGIES

The following apologies were accepted by the Committee members:

- Revd Michelle Goodrich
- Karen McCurdy

The following items of any other business were raised:

- New Chief Inspector of Schools
- End of Year 4 Expectations Document

2. PECUNIARY INTERESTS

No pecuniary interests were declared.

3. REVIEW OF USE AND IMPACT OF PUPIL PREMIUM GRANT (PPG) – Agenda Item 4

Victoria Moss confirmed that school have case studies, spend to date and a clear strategy for all pupils in receipt of the PPG. Currently there are fifteen pupils classed as PPG. 75% should achieve the expected standard this year; however the Head advised that this can not be compared to national levels as it is so specific.

School held a Monitoring/Closing the gap meeting in December 2016 with a focus on the children and the observations of children taken.

There are extra SATS groups for the Year 6 PPG pupils.

Some pupils are tracked against the year below targets for some subjects; the Teachers are continually monitoring their progress.

School have a dyslexia teacher attending to provide targeted support and PE lesson support has been provided where required.

The PPG funding runs through to October each year, as linked to the census.

Teaching Assistant (TA) time is being used to work on strategies and programmes to improve children's concentration.

Question: Do school have enough money to cover the monitoring, interventions and support that is provided?

Response: School do not receive sufficient funds through the PPG; School have to support the spending through other areas of the budget.

Each pupil has a case study and a school focus plan if also classed as a SEND pupil. All meetings with pupils are logged with progress and provision mapping, interventions, costings and attendance.

Teachers who teach the PPG pupils in the classroom are responsible to update the case studies termly.

Question: How do School encourage families to take up Free School Meals?

Response: I (Head) speak to parents to notify them that there is additional funding provided to school if they apply for the FSM.

Victoria confirmed that the PPG strategy document on the school web site includes funding applied to the academic year. Originally the amount spent indicated £13k; however this did not include the Ever 6 children (pupils who are known to have been eligible for FSM in any of the previous six years). This has now been included and the new figures include the in year adjustments.

The Committee discussed the requirement on the Government web site to publish last years actual PPG spend and the current year's budget allocation. The current year should then be updated in September once the current years actual spend is confirmed.

The Head confirmed that the 2017/18 indicative budget can be added and modified if there are changes in October 2017.

The Committee discussed the need to ensure that the information on the school web site is clear and transparent. School confirmed that all the information is recorded.

Action: Check the information recorded in regards PPG spend on the school web site. Ensure that the breakdown of the money spent can be attributed to the budget allocated (Victoria Moss).

4. REVIEW OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) RESULT DATA – Agenda Item 5

Martine Croghan had issued the autumn term SEN report to governors (March 2017) in advance of the meeting. She confirmed that School have thirty pupils on the SEND register, plus two new pupils. There are seven pupils on Educational Health Care Plans (EHCP), and school are applying for additional funding for two pupils where additional support is required.

There are a large proportion of SEND pupils in the current Year 3 (eight pupils with a variety of support required). The TA support can be stretched and the results for this year group can be skewed.

School have focused the monitoring on a Year 2 and Year 6 pupil who were both working below the expected level. Observations were carried out and conversations with the pupils around what areas of support are working well. Feedback from the Year 6 pupil is a preference for a quieter and focused/structured classroom environment. Also some pupils in Year 6 are attending SATS booster groups.

School have reviewed the results for pupils who were monitored from summer to Christmas 2016. They said that a quiet purposeful environment had made a positive impact to the learning environment.

Martine confirmed that a range of methods can be good for some children; however more focused methods suit others.

Question: Will a pupil who is working two years behind the expected level be submitted for SATS?

Response: School can make a decision on the individual based on discussions with the parents, child and teachers.

Question: Do school have any sense from the pupils around their own awareness of achievements?

Response: Generally children become more aware of their ability against their peers from Year 3 onwards.

The Head advised the Committee that Ofsted would review the focused case studies for PPG and SEND pupils.

Question: How do school involve Parents of PPG and SEND pupils?

Response: If a pupil is on a school focus plan school hold termly reviews with parents and more regular when required.

Question: How are school supporting the Year 3 class with a high number of SEND pupils?

Response: School receive no additional support; however manage the allocation of TAs to provide the support required. School currently have a volunteer with a TA qualification in the Year 3 class and a TA from Year 4 who has been able to provide support.

The Head advised the Committee that with the budget constraints the TA provision will need to be reviewed going forward. The one to one TA support should remain as is.

Question: Are there guidelines for the number of TAs that school should provide?

Response: There are no guidelines; some schools have TAs some don't.

The Head confirmed that the School TAs have been observed as outstanding through the assessment process.

The Head advised that school have received a ten minute video to clarify misconceptions on the moderation process in KS2 which he will email to the Committee for review.

5. REVIEW OF FOUNDATION STAGE / EARLY EXCELLENCE – Agenda item 3

Dawn Horsfall provided an update on Outdoor Play in EYFS via a presentation “Is it outdoor play or indoor play outdoors?”

Dawn confirmed that it is a statutory requirement for daily outdoor learning.

The Silk Alliance awarded a £60k bid to develop communication and language for Reception aged children. Ten local schools were part funded to attend a course run by Early Excellence, a Huddersfield based organisation. The PTA provided additional funding for Prestbury School to attend. The course was for two members of staff from the same year group; two Reception Teachers attended.

The aim of the course was to widen the range and quality of provision.

Core aspects included movement and physical play, natural world, exploring, building and construction, pretend play/using imagination, games, creative experiences for example weaving, nurturing and reflective experiences.

At the start of the process school RAG (Red, Amber, Green) rated the outdoor provisions; two areas that school were most concerned about:

- Children’s access to outdoor learning (i.e. its raining, its cold)
- Risk Assessment – introduced slowly to children and advised on how to move to ensure safe.

The nature of the team was the most positive area RAG rated. The aim is by July 2017 to have all outdoor provision RAG rated green.

Dawn has created a plan with short, medium, long and beyond objectives linked to the key elements (building a positive culture, building an effective organisation, building an enabling team); these then contribute to building a picture of our children's learning and development.

School use the Tapestry programme to share each child’s learning that can be accessed by parents. Parents can also add information from home.

Dawn shared some video footage of the children in the outdoor play; focused and engaged play.

Going forward school are reviewing the transition from Reception to Year 1, and Nursery to Reception. Before Easter Dawn will meet with the Year 1 and Year 2 staff to gain understanding where the teachers would like each child to be.

Dawn will trail with upper juniors during the summer term 2017 possibly using forest schools (using natural outdoor environment outside as a learning tool).

Dawn reminded the Committee that the outdoor skills are skills required across the life at school.

6. ACCEPTANCE OF MINUTES OF LAST MEETING

The part one minutes of the meeting held on 19th January 2017 were confirmed as a correct record and signed by the Chair. There were no matters arising.

7. REVIEW OF ACTIONS FROM LAST MEETING

The action log was reviewed and updated; see the spring term 2017 action log.

8. POLICIES

There were no policies requiring Committee sign off.

9. ANY OTHER BUSINESS

The following items of AOB were raised:

New Chief Inspector of Schools

The Head referenced the new chief inspector of school first speech which focused on the need for the provision of a broad and balanced curriculum; and questioned the over focus on exams.

End of Year 4 Expectations Document

Draft for end of Year 4 expectations; Upper Key Stage 2 and Lower Key Stage 2 staff have reviewed. School plan to share this document with the parents.

School will have an external and an internal assessment method.

School are building independence skills to all children from the Reception class so it can carry through.

Action: Add the review of the assessment/expectations documents for Year 4 to the agenda of the next Personnel and Committee meeting (Clerk).

10. DATE OF NEXT MEETING

The Committee agreed that the next Committee meeting will take place at 9:00am, Thursday 27th April 2017.

The meeting moved to Part two.

----- Chair

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