

FINAL Minutes Local Advisory Board: PWS
3rd May 2022 18.00
Meeting held virtually via Microsoft teams
The second S&P meeting of the academic year 2021-2022

These minutes reflect the order of the agenda and not necessarily the order of discussion

| Agenda item | Discussion | Action / Information |
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| 1. Present. | <p>Liz Dormor (Headteacher) Antony Kennedy (Deputy Headteacher) Debbie Twigger (Co-Opted governor) Richard Fincher (Co-Opted governor) Emma Tansley (Co-Opted governor) Claudia Wade (Chair TB appointed member) Sarah Love (Staff Governor) Joshua Coleman (CEO: EMAT) Monica Juan (EMAT Compliance / Governance) John Lawson (Head of Education) Paul Osborne (Clerk – Minutes)</p> <p>Introductions made. CW reminded the board that all items discussed at the meeting remain confidential until such time as the minutes are approved and signed off.</p> | |
| 2. Apologies. | <p>Apologies received and accepted from Charlotte Krzanicki (Parent Governor), Duncan Furey (Co-Opted governor) and Jo Trevenna (Co-Opted governor). No apologies received from Nigel Hunt (Parent Governor)</p> | |
| 3. Quoracy. | The meeting was quorate. | |
| 4. Declarations of interest. | There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests. | |
| 5. Minutes from the last meeting. | The minutes from the meeting held on the 18 th of January were agreed to be an accurate representation and will be signed once in person meetings recommence. | |
| 6. Action Log from the meeting held on the 18 th of January 2022. | <p>i. JT/LD to meet outside of the board to discuss the Race Charter mark and the LGTBQ+ mark at NIA. Ongoing.</p> <p>ii. LD and DF to use the Catch-up report when DF next completes a visit. Ongoing.</p> | <p>JT/LD</p> <p>LD</p> |

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| <p>7. Headteacher report:</p> <p>i. Attainment and progress to include Vulnerable groups SEND PP EAL</p> <p>ii. Exception report Y11 DA</p> <p>iii. Attendance</p> | <p><u>i. Attainment & progress to include Vulnerable groups SEND PP EAL</u></p> <p>LD highlighted the following from the spring term student progress report:</p> <ul style="list-style-type: none"> • Year 9. The gender gap reversed, which is boy heavy. The DA and SEND gaps are being monitored. • Year 10. SEND gap is the same as in Capture 1. DA gap is slightly larger but the EAL gap has reduced. • Year 11. SEND and DA gaps need urgent attention. Ongoing see Exception report under item 7. ii. • Year 12. DA gap to be monitored - although DA and SEN gap has been closed. • Year 13. The gender gap has decreased since the first set of mock examinations. The SEN gap is based on only 1 SEN student. • Overall, the data is good but DA pupils remain a focus and some are struggling to re-engage with school after the recent lockdowns. <p>A governor noted the comment regarding re-engaging some of the DA pupils and asked what the reasons were.</p> <p>LD noted the school's work to improve attendance, especially those with persistent absences, which has made a positive impact along with engaging them in lessons</p> <p>A governor asked if LD knows what the DA gap was from pupil's entry into school to now and is it widening.</p> <p>LD advised that the gap does widen. There is work ongoing to ascertain if the data and the gap seen in year 7 are accurate.</p> <p>A governor asked if there were any plans to stop this gap from widening for the current year 8.</p> <p>LD advised that work is ongoing to ascertain why the gap is widening and ensure all of the data is accurate. LD noted that the non DA are making faster progress than DA in year 11 and this may be occurring in other years and is being investigated.</p> <p>A governor noted the feedback from the recent parent forum and asked if additional parental engagement could be beneficial.</p> <p>LD noted the benefit of the parent forum and with the recent parental survey results, there are a lot of ideas being explored.</p> <p><u>Year 11.</u></p> <ul style="list-style-type: none"> • The overall attainment is slightly higher than at the same point last year. The attainment is very similar to the collection during the summer of year 10, but the difference between male and female is slightly increased. Also, the | <p><i>On Teams</i></p> |
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| | <p>disadvantaged and SEN gap is greater than this time last year.</p> <ul style="list-style-type: none"> • Progress is lower than last year as this is a slightly more able cohort. The progress gap for both disadvantaged and SEN students is larger than this time last year but these have both reduced since the summer of year 10. • Gender gap closed. • Easter booster and after school session conducted. • Key students identified and strategies in place to support them. • Wellbeing support is being offered including eating healthy and sleeping well techniques. <p>A governor asked if there was any specific support in place for DA pupils.</p> <p>LD highlighted the breakfast clubs, exam equipment checks and text reminders including what exams the pupils have and when.</p> <p><u>Year 13.</u></p> <ul style="list-style-type: none"> • Overall encouraging progress has been made since the first set of mocks. • The current prediction is closely aligned with 2019. • Value-added data based on non-examined GCSE. • The number of U was reduced from 18 in mock one to seven with an expectation to reduce this even further. • Some teacher absences in certain subjects earlier in the year, which has now been resolved. <p>A governor asked for the subjects with results, not on track is there any concerns regarding the quality of teaching.</p> <p>LD confirmed she has no concerns.</p> <p><u>ii. Exception Report on the Disadvantaged Students in Year 11.</u></p> <p>LD highlighted the following:</p> <ul style="list-style-type: none"> • If the same 3 pupils with poor attendance are removed from both the 1st and 2nd mock data the gaps are: start of year -0.31; 1st mocks -0.41; 2nd mocks -0.39. • The data shows the importance of pupil attendance. • Attendance in the spring term improved slightly compared with the autumn term but worsened for the DA students. However, we have reduced the proportion of students who were Persistently Absent (PA) overall, and very significantly reduced the proportion of PA within our DA students. | |
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| | <p>A governor noted the positive data when compared to FFT which helps to contextualise the impact of the work the pastoral team are doing to improve students' attendance.</p> <ul style="list-style-type: none"> • AK gave an update on the pupils on EHCP. • Actions include; <ol style="list-style-type: none"> i. DA, lead, has had individual meetings with all students in this group. She has created individual 'pupil passports' for them which helps teachers to know what strategies help these students most. ii. AK phones the parents/carers of any student who has less than 80% attendance, and the Head of Year phones the parents/carers of any with attendance of 80 – 90%. <p>DF to follow up on these actions during their future visits.</p> <p><u>iii. Attendance.</u> AK highlighted the following.</p> <ul style="list-style-type: none"> • All pupils 91.2%. • Free school meals pupils 84.4%. A lot of work has been done and will continue to improve this figure. This cohort is one of the focus areas for the new attendance officer and some pupils are returning on a part-time basis. • Where appropriate fixed penalty notices have been issued. • The school will continue to work closely with the Educational Inclusion & Partnership Team. | DF |
| 8. SEND Report. | <p>DT highlighted the following;</p> <ul style="list-style-type: none"> • The number of SEN pupils has increased slightly from 173 to 175. • The LA have placed 6 students with EHCPs starting in September. There is also an active seventh consultation. The SENDCo rejected two EHCP applications through the consultation process, where the provision states the child requires 1:1 at all times as well as bespoke curriculum provision. Discussions are ongoing regarding this matter. • All EHCP students now have a plan for two interim reviews and one annual review across the year. During the summer term, we will be updating and reviewing all Pupil Passports and sharing them with parents (through Edulink) at the beginning of the next academic year. • Communication and Interaction are below the national average. Staff training is in place with discussions on how develop the training even further. • Transition visits to Primary schools will include; <ol style="list-style-type: none"> i. Potential / diagnosed C and I needs. | <i>Report on Teams</i> |

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| | <p>ii. How many children have a definitive diagnosis of dyslexia iii. Which students genuinely need coloured overlays (have a medical or cognitive need).</p> <ul style="list-style-type: none"> • The plan moving forward is that all students will be given a coloured overlay at the start of the year and coloured exercise books for each subject. • There is a team of 5 FT TAs (4 are FT and 2 are PT) which is inadequate given there are 173 students on the SEN register, 9 of whom have EHCPs. The addition of 6 more EHCP students in Y7 from September 2022 will need considerable additional staffing resources to deliver provisions stipulated in each plan. There are currently 2 TAs vacancies being advertised (closing date 29/4/22). This will not be enough to comply with section F provision for all students with EHCPs. • TAs are attached to subject departments and this model is working well. • Peer Mentoring Project. March 21 Year 12 students trained by Mosaic Psychology over 2 days to be Peer Mentors. Currently, they are being matched with Y7-9 students with mentoring sessions beginning from the 2nd of May. The SENDCo leads the project, with 3 other members of staff supporting the mentors (fortnightly meetings). <p>LD gave more detail about the staffing plans including the TA vacancies.</p> <p><u>Self-evaluation summary strengths.</u></p> <ul style="list-style-type: none"> • Shared whole school vision and strong SLT commitment to 'Making it work for Everyone.' • School-wide inclusive focus – high quality responsive adaptive teaching with TAs having a supporting role to classroom teachers. • A committed team of TAs keen to broaden their knowledge and expertise and provide excellent provision both within and beyond the classroom • Early evidence indicates interventions introduced across all broad areas of need are successful • Communication with parents – Parent Forum March 2022 face to face in the library. Attended by 24 parents and DT. SENDo continues to attend all parent evenings. • The Hub – continues to offer our most vulnerable students vital support for student SEMH needs and supports programmes to reintegrate students into classrooms. | |
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| | <p><u>What are the identified key priorities and actions for the development of the school's SEND provision for the next 6 months?</u></p> <ul style="list-style-type: none"> • Improved monitoring of the whole school SEND provision and progress by SENDCo with support from LB including consistent use of SEND data tracking systems • Employment of more staff / TAs to support increased need in September 2022 (as well as current). • Review of effectiveness and costing of Interventions across four broad areas of need using the EDUKEY mapping tool. Strategic planning for future interventions based upon these assessments • Development of Sensory Garden project on school site. • Planning a more effective transition programme for Y7 2022 entry in the summer term • Dedicated SEND admin support – Access Arrangements use up a disproportionate amount of existing time. This reduces the effectiveness of the SENDCo for strategic priorities. • Improved identification of Communication and Interaction needs, including staff training to enable teachers to recognise and understand early signs and presenting behaviours. <p>A governor asked if there is a reason why more SEND pupils are joining PWS in year 7.</p> <p>LD thinks the reasons are fewer spaces at specialist schools, the government's desire to have SEND pupils attend mainstream education and the good reputation of the PWS HUB facility.</p> | |
| <p>9. AIP visits reports; For information only.</p> <p>i. School review curriculum.</p> <p>ii. Safeguarding review</p> | <p>i. LD / JL highlighted that the overarching conclusion is;</p> <ul style="list-style-type: none"> • The review highlighted that curriculum planning ('intent') is not as secure as it could be in some subjects. Leaders should ensure there is a well-sequenced and ambitious curriculum in place for all subjects, including in the 6th form that is embedded and understood fully by all curriculum leaders and teaching staff. • There are some inconsistencies in the quality of teaching ('implementation') and teachers' expectations. Leaders to provide training and support to ensure all staff have the expertise they need to ensure teaching is consistently strong in all subjects and year groups. • Some pupils cannot read fluently. Leaders should provide targeted reading support so that all pupils, including those with SEND, are taught to become fluent readers. Leaders to implement approaches and a strategy to ensure pupils | <p><i>Report on Teams</i></p> |

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| | <p>develop more positive attitudes to reading and extend the range of texts and authors they read.</p> <ul style="list-style-type: none"> • Further work is needed to strengthen pupils' personal development by improving the PSHE and related curriculums, including the 6th form. <p>The governors thanked LD/JL for the report and will use the information included during their visits.</p> <p>The governors noted the ongoing work around KS3 Reading and would like to see the impact of this over the coming academic year.</p> <p>ii. AK went through the three safeguarding audits updating the board on any item not green.</p> <p>A discussion followed regarding the recent EMAT training clarifying the meaning of sexual harassment. AK to supply the governor's additional information regarding sexual violence incidents. <i>Post-meeting note actioned 5th of May.</i></p> <p>A discussion followed regarding L13. Are lockdown procedures understood by staff and have pupils practice them. LD noted the last lockdown drill was conducted pre-CV-19 and due to concerns over pupils, welfare is reluctant to conduct a full lockdown drill.</p> <p>The governors understand the concerns LD has about conducting a lockdown while pupils are on site but would like LD to ensure all staff know what to do in the case of a lockdown. LD agreed to manage this at a staff meeting.</p> <p>The safeguarding lead governor to use the action plan in report three during their future visits.</p> | <p>All Governors</p> <p>JL/LD</p> <p>LD</p> <p>ET</p> |
| 10. Any other business | LD updated the board regarding the ongoing need for exam invigilators and asked if EMAT Head Office or Governors can assist. <i>Post-meeting note requirements for exam invigilators was passed onto all stakeholders.</i> | |
| 11. Dates of meetings for the year: | 28/06/22 18.00hrs LAB in school 19/07/22 18.00hrs S&P On Teams | Calendar appointments have been sent |

The meeting closed at 19.41

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| Minutes agreed as a true representation and signed |
| Signature |
| Print Name |
| Date |

Actions from the virtual meeting for PWS held 03/05/2022

| Action | Owner |
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| 1. JT/LD to meet outside of the board to discuss the Race Charter mark and the LGTBQ+ mark at NIA. Page 1. | LD/JT |
| 2. LD and DF to use the Catch-up report when DF next completes a visit. Page 1. | LD/DF |
| 3. DF to follow up on the actions from the exception report on the disadvantaged students in Year 11 in his future visits. Page 4. | DF |
| 4. All governors to use the information in the curriculum review report during their future visits. Page 7. | All Governors |
| 5. LD/JL to update the governors on the impact seen regarding the ongoing work for KS3 Reading. Page 7. | LD/JL |
| 6. LD to conduct lockdown training with staff. Page 7. | LD |
| 7. ET to use the action plan in safeguarding audit document three during her future visits. Page 7. | ET |