

**Minutes of the Governors Teaching & Learning Committee
for Alfreton Park Community Special School
held on Monday 21 November 2016**

Present: Mrs C Smart (Head) Mrs C Charlesworth Mrs C Wright
 Mr K Dean (Chair) Mrs F Franklin

In attendance: Ms S Whitaker, Clerk, Miss M Redfern, Acting Deputy Head and Mrs R South, Observer

T33 Elect Chair & Vice Chair of Committee

Mr Dean was elected as Chair and Mrs Wright was elected as Vice-Chair of the committee.

T34 Apologies for Absence – agree whether to accept

There were no apologies for absence.

T35 Declaration of Interest in any items on the agenda

No Governor declared an interest in the following agenda items.

T36 Agree Any Other Urgent Business

There was no any other business.

T37 Minutes of the previous meeting held on 13 June 2016 – agree as a true record

The previously circulated minutes were **agreed** as a true record of the meeting and were duly signed by the Chair on behalf of the Committee.

T38 Matters Arising from the Minutes

There were no matters arising from the minutes.

T39 Ofsted Feedback

The Head highlighted the areas highlighted by Ofsted:

- Need more measurable criteria in the SIP.
- Need to moderate and monitor target setting to ensure targets are challenging for all pupils especially more-able students
- Ensure that 6th form curriculum provides appropriate learning for the more-able

A discussion took place around moderation and target setting.

T40 Sixth Form Target Analysis 2015-2016: Final Review

The Head spoke to the previously circulated document and advised that she judges the progress to be outstanding. A Governor asked whether the targets were too easy and the Head advised that this cohort are not on P Levels and some inaccuracy has occurred. A Governor asked what will prevent this in future and the Head advised that this should be picked up through moderation. The Head advised that it is difficult to find a like-for-like group of students to moderate against.

All the leavers have gone on to attend college and the school has maintained communication with the careers advisor to guard against placements breaking down.

Eight pupils completed the online questionnaire for Ofsted.

T41 Quest (PMLD) Target Analysis 2015-2016: Final Review

Miss Redfern spoke to the previously circulated document highlighting that progress was judged as outstanding. One pupil was deemed to be emerging but Governors noted that this is due to health issues.

T42 EYFS Target Analysis 2015-16: Final Review

Miss Redfern spoke to the previously circulated document advising that one pupil made less than expected progress and Governors noted he is on the MOVE programme, one who did not make progress in understanding of the world, but all other students in EYFS have made good or outstanding progress.

T43 KSI-KS4 Target Analysis 2015-2016: Final Review

The Head spoke to the previously circulated document highlighting that all of the students are making expected or above progress.

A Governor asked whether reading is below writing and Miss Charlesworth and Miss Redfern advised that whilst some of the children with autism can read the words but have no comprehension of the words. A Governor asked whether this is an area that is being concentrated on and the Head confirmed that it is and volunteers are being sought for individual reading. The Head advised that Ofsted acknowledged the phonics that the students had learned.

A Governor commented on the positive interventions in KS3. The Head advised that by changing staff around and putting in place the interventions, the students had achieved their targets.

The Chair thanked the Head and her team for collating the information which he advised was very clear and understandable.

A Governor asked when the next targets are due and Miss Redfern advised that all the B-Squared Targets are done and others are underway.

T44 School Improvement Plan – KPIs /Draft new plan

The Head spoke to the tabled plan which included a plan for future years and a summary.

A Governor asked why does the context start at requires improvement and the Head advised that it is what stage the process is at. Governors noted that this is a live document that will be kept updated throughout the year.

The Head advised that either she or any other member of SLT can update and review the plan.

The Head advised that the communication team is now in place and working effectively. The physical development team is in place, led by Miss Redfern.

Learning walks and Ofsted have validated the judgement of outstanding for phonics.

EHCPS – Person Centred plans are now in place. Governors noted that staff are seeking the views of the young people to contribute towards their plan. Miss Redfern advised that parents are also involved in completing this. A discussion took place around the fact that statements are now transferring across to EHCPS, noting that the school has not always received them from the LA in time for the review. A Governor asked whether this is having any negative impact for the child and the Head confirmed not.

The Head advised that co-ordinators are not yet fully aware of levels and within the next year P Levels will be replaced. The Head advised that as a federation they are all hoping to agree on the same package for assessment as this will make cross school moderation more effective.

Marking and feedback is judged to be good. Ofsted did raise that consistency is not always good and the Head advised that TAs do not always have the knowledge to do this and work will be done with TAs on their understanding.

All staff have completed their PREVENT training. The school is working towards the STOP award but the relevant person is not responding to requests to make contact with the school.

Sleuth software is now in place and staff are learning how to use it. The software allows information for various things in different formats. Sleuth helps staff establish patterns of behaviour and therefore interventions can be put in place where needed.

A Governor asked about the success criteria for targets and the Head advised that they need to be smarter in order that Governors can challenge easier.

Governors noted that Middle Leaders are meeting on the 22 November 2016 to look at the progress where priorities will be established and a draft school improvement plan drawn up.

A discussion took place around the curriculum in special schools and how this is changing from subject based, which the Head advised will be better for the students.

The Head advised that members of the resource committee had suggested that a draft SIP is drawn up and brought to the Full Governors' meeting in December.

T45 Report from designated governor on anti-bullying

Mrs Franklin advised that she had nothing to report back. The students advised Ofsted that any bullying 'gets sorted'.

T46 Report from designated governor on EYFS

Mrs Wright has been into Acorns on two occasions, firstly for Forest School and secondly for Diwali. Mrs Wright advised that they are doing very well, no illness. They have been to Stubbin Wood for their swimming session but are showing signs of missing the onsite pool. They are going to Genesis at Christmas to see Santa and have a trip to the Pantomime planned. The class have been doing a lot of work on Forest Schools. There is an Elf on the Shelf play session coming up. The children have done the shoe boxes for the shoe-box appeal.

Mrs Wright re-iterated that the EYFS children are happy. Mrs South advised that overall the parents are happy but there are anxieties about the change of staff.

Mrs Wright left the meeting.

T47 Impact on Pupil Premium spending

Mrs Redfern tabled the document for Governors' attention.

Overview of Pupil Premium Grant (PPG):

The pupil premium Grant is allocated to pupils on free school meals, the ever six, looked after children, adopted children, children who have previously been in care and disadvantaged children.

The grant is used to provide extra support and sessions which will support pupils within the listed groups to achieve their full potential within the school environment.

Objectives Influencing spending of PPG:

In addition to Alfreton Park's vision, ethos and key priorities:

- To support the personal, social, emotional development of PPG eligible pupils
- To provide enrichment opportunities for pupils that may not otherwise access them
- To establish a non-threatening strategy to communicate more holistically with parents/carers
- To improve standards of attainment and achievement by increasing the number of

outdoor learning opportunities	
Impact of PPG spending for 2016-2016	
	Impact
<p>Family Support Worker Proportional cost to employ permanent member of staff; (£11,000) All PP</p>	<p>Sharon Walker continues to build and maintain strong relationships with families; support transition into and out of school; provide early intervention in relation to attendance; provide early intervention in relation to CIN and CP. The impact of the children and families is outstanding. Parents and carers feel comfortable to talk and discuss issues with her and also school staff also seek Sharon's support when dealing with sensitive issues and by seeking advice to pass onto parents.</p> <p>Families are more supported and articulated in Annual Reviews; They have proven to be smoother, more negotiated and managed more effectively through transitions, increased informed behaviour strategies adopted through holistic overview of the child can be discussed, increased awareness of pupils' personal circumstances facilitating proactive intervention and improved attendance of identified pupils – 70% of identified pupils had attendance of over 90%. Pupils under this percentage are working closely with the FSW. Reviewed safeguarding procedure – new system, forms and DSLs to ensure swifter and more effective reporting is in place with the golden thread of safeguarding being implemented</p>
<p>Forest Schools Coord. Proportional cost to employ member of staff 0.5 days per week for 39 weeks and provide clothing to enable access; (£1,700). All PP</p>	<p>PP eligible students are supported through forest schools by providing waterproof jackets and trousers. This has enabled pupils to access learning and develop personal, social and emotional skills through outdoor learning.</p> <p>EYFS and Key Stages 1-4 have accessed 6 week Forest Schools programme giving increased access to outdoor learning; improved generalisation of skills from the indoor classroom to the outdoor environment and more opportunities for skill-based learning through the core subjects.</p> <p>Evidence of the forest school sessions for each class is available upon request.</p>
<p>Music Therapy Sessions Proportional cost to employ peripatetic music teacher for 1 day per week for 39 weeks; (£2,100). All PP</p>	<p>The music therapy sessions have enabled PP eligible students to develop emotional, social and communication skills through individual and small group sessions.</p> <p>All classes accessed weekly music therapy sessions during the Autumn Term linking class themes/topics, enhancing and enriching learning through music.</p> <p>Pupils were given the opportunity to play the instruments with Kate playing alongside the pupils and developing their ideas. Providing both instrumental and vocal singing to ensure all pupils were able to access the sessions.</p> <p>The SLD pupils were also taught how to play instruments during 1-1 sessions.</p>
<p>Sensory Sessions Employ member of staff to facilitate to access sensory sessions for 4 hours per week for 39 weeks; (£2,000). 2 Pupils</p>	<p>Both PMLD class groups given higher staffing levels to facilitate higher quality learning; expected progress has been made by PMLD learners; high quality sessions delivered with appropriate support with a focus on sensory processing, social skills and communication have been provided with good and outstanding teaching sessions observed. The impact has enabled pupils to develop and improve sensory processing skills, communication skills through the use of sensory circuits, Sherborne and resonance board sessions.</p>
<p>Horse Riding Proportional travel and cover costs to facilitate access (£750) All PP</p>	<p>Enriched PD/PE curriculum; Pupils have had access to horse riding in the outdoor environment. Horse riding has provided pupils with the opportunity to learn about the horses, increased access to outdoor learning, supporting physiotherapeutic programmes, with an increase in social skills and communication skills.</p> <p>Improved self-esteem and confidence; improved body posture and muscle tone; increased mobility; knowledge, skills and</p>

	understanding applied to different and challenging environments.
Local Residential Cost for pupils to participate in Lea Green Residential with 6 PPG (£3,000)	The Local residential trips have provided pupils with the opportunity to develop skills within the areas of personal, social, emotional, PSHCE, communication and Physical development. Pupils have demonstrated an increase in self-esteem helping peers during outdoor activities and coping with change and unfamiliar situations. Working together has improved pupils ability to cope with different people and activities, acceptance of different foods, awareness of self in different environments; enhanced social skills such as problem solving and increased independence away from home. All pupils returning back from a residential enjoy sharing their experiences with staff and students within the school.
Hydrotherapy Sessions Cost to provide an additional 5 hours per week for 39 weeks; (£2,500) x5 pupils	Enrich PD/PE curriculum has provided pupils with physiotherapeutic programmes which are person centred this has led to a direct impact on the pupils 'readiness to learn'. As pupils are more physically able access the curriculum; improved mobility; improved confidence and self-esteem.
Hygiene Sessions TA cover costs 3 hours per week plus cost for resources; 16 pupils (£3,000)	Increased self-esteem; improved personal hygiene; improve knowledge, skills and understanding relating to personal hygiene. Pupils are becoming aware or are aware of the importance of personal hygiene and how it can benefit them both socially and emotionally. These sessions have provided pupils with the confidence and knowledge to become hygiene aware.
iPads Cost of purchasing and securing 10 iPads; (£5,000) 39 Pupils	Provided an alternative technology to support pupils' AAC; facilitate access to modern technology that might not otherwise be readily available. Higher quality of evidence for assessment of learning due to easier capture and download methods, increased opportunities for development of expressive communication, increased independence through use of apps on iPad to support communication and daily living activities. Observations within the EYFS have become a day to day method or recording progress from the small steps assessment, linking goals to pictures for a simple but effective assessment tool.
Eye Gaze Cost of purchasing and training staff in the use of eye-gaze technology; (£3,000) 2 pupils	The Increased range of AAC technologies available to pupils; facilitate enhanced communication; improve access to the curriculum through the use of several Eye gaze devices. Pupils are able to communicate their wants and wishes ensuring less undesirable behaviours as pupils are able to express themselves effectively. Higher quality opportunities for expressive communication and making choices; identified pupils able to access curriculum more effectively.
Sensory Integration Cost to send one member of staff on sensory integration training (£1,500) 2 pupils	The staff member has increased their knowledge of sensory integration and highlighted the important factors of sensory integration. Bespoke sensory integration plans have been put in place for identified pupils ensuring that through the implementation of sensory integration pupils become ready to learn when back in the classroom. This has proven very successful with the identified pupils with progress being made within all areas of learning.
Nurture sessions Proportional cost to employ member of staff 1 day per week for 39 weeks; (£4,400) 39 pupils	Pupils have been provided with alternative behaviour management strategy to improve confidence and self-esteem providing opportunities for cooperative work as part of a team and to support conflict resolution. Improved confidence and self-esteem; improvement in behaviour of pupils accessing nurture sessions particularly during the session and the sessions following it; focused skills development, development of interests outside of the

	curriculum.
Priority Group Funding Provide School Improvement Priority Groups with funding to deliver on action plans; (£4,000) 39 pupils	This has enabled specific training, facilitate the purchase of resources and equipment and make modifications/adaptations as necessary to ensure that PPG eligible pupils benefit from school improvement. Majority of actions on action plans met, those not are still ongoing; Communication Lead now a qualified Local Makaton Tutor and able to deliver in-house training; Asdan Certification funded; PSHCE Coordinator covered 1 x day per week to write new PSHCE Curriculum; EYFS staff accessed EYFS specific training.
Impact of PPG spending for projects carried forward from 2014/2015	
Item	Impact
Physiotherapy TA Proportional cost to employ one full-time TA providing funds to support training costs; (£10,000). 31 pupils	Facilitate and implement physiotherapy programmes for identified pupils; to provide early assessment and identification of pupil needs; to liaise with school's designated Physiotherapist. All identified pupils for MOVE and additional physiotherapy support now accessing bespoke MOVE and physiotherapy programmes. These pupils have exceeded expectations in their physical development for the academic year 2015-2016.
'Physio' Equipment Cost for setting up in preparation for introduction of Physio TA (£1,035) 31 pupils	Physiotherapy programmes have been implemented in school, the range of equipment available to support programmes have increased immensely to increase access physio assessments and pupils ability to increase their mobility skills. All pupils requiring physiotherapy are accessing programmes using appropriate equipment; any additional needs that arise are assessed by the Physiotherapy TA and funded where appropriate.
Counselling Training Proportional cost of refresher training; (£300). All pp	This will be carried forward to 2016-2017 due to staff absence.

Mrs South advised that as a new parent, she really appreciated the support from Mrs Walker who maintained contacted throughout the whole procedure from looking around the school to her child starting at the school. It was agreed that the Head would feed this back to Mrs Walker. **ACTION: HEAD**

The Head advised that she has secured some French and music tuition from the new David Nieper Academy once each week. **A Governor asked about risk assessment** for horse riding and Miss Redfern advised that it is riding for the disabled and the school does not therefore need to do risk assessments, although parent and GP's permission is sought. **A Governor asked what would happen if a child does not want to try horse riding** and the Head advised that there is only one child who has refused, but all children are encouraged to try.

Mrs Smart and Mrs South left the meeting.

Governors noted that three children have completed their Move targets this term and now have new targets.

T48 Report from designated governor on Pupil Premium

Mr Dean thanked Miss Redfern for the thorough report that she had provided.

T49 Impact on Sports Premium spending

Mrs Redfern tabled the document for Governors' attention.

Overview of Sport Premium Grant (PPG):	
<p>The sports Premium grant is provided for primary aged pupils within a school. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. It is aimed to aid staff development and training as well as the purchase of resources to ensure PE is taught and delivered to an outstanding level. When spending the Grant money it is vital that the resource or training which is purchased is sustainable.</p>	
Objectives influencing spending of SPG:	
<p>In addition to Alfreton Park's vision, ethos and key priorities:</p> <ul style="list-style-type: none"> • To develop staff training within the specified areas of the PE curriculum • To provide pupils with resources to aid learning within the area of PE • To establish a non-threatening strategy to communicate more holistically with parents/carers • To improve standards of attainment and achievement by increasing the number of outdoor learning opportunities • To provide after school sports clubs • To increase the number of sports available during PE lessons • To provide more opportunities for pupils to take part in inter school festivals 	
Impact of SPG spending by item/project for 2015-2016:	
Item	Impact
Lea Green Outdoor education centre	All pupils have accessed Lea Green, and participated in a range of activities that would not be available on school site. Pupils have increased in confidence and developed skills in the areas of outdoor education. Problem solving skills and team building have been very evident from the pupils in these sessions.
Alfreton Town football club taught Sessions	This did not take place due to the lack of space on the playground and changes in staff at Alfreton Town football ground. We have created links with Derby County to provide football training during lunchtime clubs (Nov 2017)
Inter - school sports festival	Pupils joined in with new activities related to Games at Alfreton Leisure centre working alongside peers of similar abilities. Competing as well as participation. There have been 3 festivals this academic year, gymnastics, games and dance. Pupils had access to a minibuses to take them to the sport festivals as the school minibus was being used by other classes. Pupils had the opportunity to participate in sporting events alongside pupils from other schools of similar ability. The PMLD sports festival was very successful with all pupils engaging and interacting with different both PMLD and SLD pupils from the other schools. The Shirebrook academy also took part in the day. New dates for the 2016-2017 have already been established.
Extra adult for Primary off site swimming. £136.95	Pupils have been able to access swimming in a local swimming pool developing water confidence and swimming skills. Without the extra staffing this would not be possible due to the safety of the pupils being compromised. This will follow through into the next academic year.
DAPED Training X3 members of staff £500.00 per person	Did not take place as the staff that needed training left and one went on maternity leave.

T50 Report from designated governor on Sports Premium

Mr Dean thanked Miss Redfern for the thorough report that she had provided.

T51 Policies for Approval:

No policies were brought to Governors' attention.

T52 Any Other Business (as agreed at beginning of meeting)

There was no any other business.

T53 Date and Time of Next Meeting

The next Teaching & Learning Committee meeting will be held on Monday 27 March 2017 at 12.30 p.m.