



**Alderman Jacobs Primary School (Academy Trust)**

**Achievement Committee Meeting**

**Thursday 4 May 2017**

**MINUTES**

**Key:**

Governor Questions

School Improvements

**Governors Present:** Laura Holland, Cathy Carlisle, Abi Shepherd (Chair), Jenny Johnson

**In Attendance:** Elaine Crane (Deputy Headteacher), Jason Brown (Class teacher-PSHE Co-ordinator), Jocelyn Sumner (Clerk)

Meeting commenced at 6.30 pm.

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|----------|---|--------------------|
| <b>1</b> | <b>Welcome and Apologies</b><br>Abi Shepherd welcomed all to the meeting. Apologies were received and accepted from Natalie Slack and Laura Hemmaway.   | <b>All to note</b> |
| <b>2</b> | <b>Minutes of the Previous Meeting (Thursday 6 October 2016)</b><br>Agreed as a true record. Proposed by Laura Holland and Jenny Johnson.   | <b>All to note</b> |
| <b>3</b> | <b>Agreed Actions Update</b><br>There were no actions from the meeting on Wednesday 25 January 2017.  | <b>All to note</b> |
| <b>4</b> | <b>Declaration of Pecuniary Interests</b><br>There were no pecuniary interests relevant to the meeting.   | <b>All to note</b> |
| <b>5</b> | <b>Subject Presentation - PSHE</b><br>Jason Brown delivered a presentation to Governors providing an update on PSHE and the impact it has had.<br>Governors asked how often the Pupil Voice is completed, to which they were told it is intended to be termly. The questionnaire has been designed to be user friendly across the whole school and has a positive impact. The results fed into the evidence of the need for new gates which increased the pupil's feelings of safety at school. The questionnaires have taught pupils to be more aware of their personal safety and to talk about their feelings. Latest analysis shows positive increases in responses: <ul style="list-style-type: none"><li><i>I feel safe in school - risen from 85% to 97%</i></li></ul> | <b>All to note</b> |



- *I know who to speak to if I have a problem - 90% to 97%*

Pupils have also given positive feedback regarding the PSHE lessons and are able to talk in depth about what they have learnt. The re-introduction of work week has also had a positive impact by boosting pupil's aspirations for the future, showing them the opportunities accessible to them.

*Governors challenged if Relationship education meets statutory requirements.* School uses the PDP framework for SRE in year 5 and year 6 and all year groups receive appropriately tailored sessions. The school uses the CAMBS PSHE services to keep up to date.

*Governors inquired into how school involve parents/carers.* School use the following:

- Newsletter to communicate
- Invite to Work Week
- SRE - parental guidance
- Class teachers communicate with parents if they feel the session subject is sensitive
- Information is sent to parents/carers regarding NSPCC PANTS
- PSHE is included in engagement plans in the year group pages of the school website

This is an area intended to be reviewed strategically to improve.

*Governors challenged how staff deal with sensitive sessions.*

Pupils are reminded to use appropriate language, support is appropriately tailored to each year group, they are reminded that it is safe to talk, school is a safe place and how to use worry boxes.

*Governors asked what specific evidence supports the view of positive impact from PSHE.* Jason agreed to provide governors with copies of summary of data from pupil voice questionnaires and observations, personal safety feedback and PSHE planning.

*Governors requested feedback on staff opinion on the subject and delivering it.* Staff tend to only discuss concerns with JB which he will then address i.e. NQTs received SRE training to increase their confidence in delivering the sessions.

*Governors challenged how TAs are involved.* TA's are planned into the sessions and it is up to the class teacher how to deploy them. Some TAs will deliver, depending on the subject, PSHE sessions during PPA time.

*Governors asked which areas are strong and which areas are weak?* The planning is an area of strength. Weaknesses lay in assessment where school aim to develop identification of vulnerable groups.

*Governors challenged how staff know if a pupil really is ok when they say they are.* There is consistent assessment of terminology and each unit has assessment opportunities.

Governors fed back that they were aware of positive parent feedback on

**Action:**  
**Jason**  
**Brown**



|   |   |                    |
|---|---|--------------------|
|   | <p>Work Week. JB confirmed plans are in place for this year's work week and he will be communicating with 'Dads' to ask if they would be involved as it is also 'Dad's in School Day'.</p> <p>Governors asked if the PSHE areas of the school website are up to date.</p> <p>JB confirmed that all statutory areas relating to PSHE are up to date.</p> |                    |
| 6 | <p><b>Governor Training</b></p> <p>Four governors will be attending the next Termly Briefing for Governors<br/>         Jenny Johnson booked on to the FFT training on 25 May<br/>         In house training organised for governors on Action Planning, to be delivered by TT Education on 12 Ma y 2017</p>  | <b>All to Note</b> |
| 8 | <p><b>Any Other Business</b></p> <p>None</p>  | <b>All to Note</b> |
| 9 | <p><b>Summary of meeting</b></p> <ul style="list-style-type: none"> <li>• Pupil Voice positive results</li> <li>• Positive impact of Pupil Voice - i.e. improved gates</li> <li>• PSHE consistency across the school</li> <li>• PSHE assists addressing issues as they arise</li> <li>• Promotes and helps to raise pupil aspirations</li> </ul>        | <b>All to Note</b> |

The meeting closed at 4.55 pm.

Signed as a true record: ..... Date: .....  
 Abi Shepherd (Chair)