



Agenda Item	Notes/Actions	Who
<p>New Student Support Structure</p>	<p>Adam Gillett (AGL), Director of Inclusion, presented an overview of the school's new Student Support/Inclusion structure and the priorities for the new team moving forward.</p> <p>ACTION: Copy of AGL's presentation to be included with the minutes of the meeting.</p>	CMA
	<p>Parents made the following points and/or asked the following questions:</p> <ul style="list-style-type: none"> Q: What is Inclusion? A: The support that students receive to facilitate the removal of any barriers that may prevent them accessing learning, ensuring all students have inclusive access to education regardless of any challenges they may face. Q: What are the arrangements at P16? A: Mr N Stevens is Assistant Principal with overall responsibility for P16. He is supported by Mrs D Rostern (Assistant Head of P16), Mr M Leigh (P16 Student Support Manager) and Mrs A Cunningham (P16 Administration and Attendance Manager). 	CMA
	<p>ACTION: P16 structure to be included on the website for information (now complete: http://www.penistone-gs.uk/post-16/information-advice-guidance).</p>	AGL
	<ul style="list-style-type: none"> A positive example of how the new system is working was shared with the group by a parent (year 8). 	AGL
	<ul style="list-style-type: none"> Q: Can parents be kept updated regarding progress against the priorities identified by AGL within his presentation? (There was also a recognition across those present that data on other elements of school performance (ie attendance) was as important to parents as performance against exam results). 	AGL
	<p>ACTION: Include an outline of priorities for Student Support/Inclusion on website and provide updates of progress against each area.</p>	AGL
	<p>ACTION: Identify key statistics to report to parents alongside achievement and include these within the school website as well as communicating these through Principal & Associate Principals' letters home.</p>	AGL
	<ul style="list-style-type: none"> Q: Parents could not find the school's anti-bullying policy. A: The school is in the process of updating all its policies to ensure they complement the work of the new Student Support/Inclusion structure. These had been drafted and are currently with the Governing Body for approval. These would be available to access via the website prior to half-term. 	AGL
	<p>ACTION: Consider providing a simple version of the anti-bullying policy for parents alongside the full policy (request from parent).</p>	AGL
	<ul style="list-style-type: none"> Q: What arrangements do the school have in place to support the mental health and wellbeing of students? A: Mrs E Howard, the new Head of Pastoral Care, was responsible for leading on the support for students who may need additional mental health and/or wellbeing support internally. Unfortunately however, the resources available for external support in this area were extremely limited; the waiting list in terms of referral to CAMHS (Child and Adolescent Mental Health Services) for example, was significant. The school does employ its own counsellor and there are many initiatives to raise awareness of mental health, including an assembly programme. Q: What arrangements are in place to ensure information doesn't get 'lost', particularly at the point where timetables change for a new academic 	AGL

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	<p>year? (A parent had experienced issues with this previously). A: The new structure puts the form tutor at the heart of student care. Wherever possible, form tutors will follow students through their school journey. The new 'team' approach will facilitate a greater level of information-sharing with central systems being introduced to ensure information is to hand for the benefit of student's experience. Mrs L Smith (SENCO) would be the consistent factor for any student with additional needs as they progressed through the school to ensure the support those students required was communicated effectively.</p>	
<p>Bullying (additional agenda item requested to be included by parent)</p>	<p>AGL had covered bullying within his initial presentation however; further discussion regarding this took place and the following information was shared with parents:</p> <ul style="list-style-type: none"> • There were lots of challenges in addressing bullying; students' knowing what bullying is; the school being informed at an early enough point in order to intervene; investigating incidents of alleged bullying. • AGL outlined that at the beginning of the year form tutors had been through the school's anti-bullying charter with all students. • AGL explained that the school were officially a 'Stonewall' school, which meant in addition, we were actively committed to addressing prejudice in terms of lesbian, bisexual, gay and transgender. • The school recognised that big launches or one-off presentations in terms of bullying were not effective and instead had looked to make this a constant reinforcement of message and in addition, to capitalise on opportunities to weave this into the curriculum. • There were a number of new initiatives that had been introduced which included anti-bullying being a focus of one of the new student leadership committees that had been established from September. There were lots of suggestions from the group already; including anti bullying advocates and an online reporting facility to ensure students could report issues without the need to seek out staff. • The school were committed to do all they could to deal with incidents of bullying effectively. Where there had been incidents the school now actively sought the opinions of the students and parents of all concerned (victim(s) and perpetrator(s)) to see the extent to which they were satisfied with how the incident had been dealt with. Anyone who received a questionnaire was encouraged to complete and return this to school. <p>Parents were pleased to hear the school were striving to address bullying and were investing in this area. They particularly liked the potential introduction of an online system to enable students to report alleged bullying incidents.</p> <p>Parents asked how graphically the message was communicated with students; AGL confirmed that some of the messages were quite hard hitting in order to fully illustrate the potential consequences.</p> <p>Parents asked what jurisdiction the school had in terms of the buses; it was acknowledged this wasn't a school service but this was highlighted as an area of concern for some parents in terms of potential for bullying incidents. AGL confirmed that the school did its best to act on any incident it could outside of school where those behaviours had an impact within school. This included those which happened on buses.</p> <p>Parents were encouraged to report concerns to school at the earliest opportunity</p>	



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<p>New Communication Initiative</p>	<p>to ensure we were aware and could deal appropriately.</p> <p>CMA outlined the rationale for introducing the new communication initiative in terms of central points to deal with contact with school (see http://www.penistone-gs.uk/Documents/Contact%20Us_Guidance%20for%20Parents%20and%20Carers.pdf for further information) and invited comments and questions from parents. Positive examples of the new system working well were shared by some parents.</p> <p>The following suggestions and/or questions were put forward in terms of communication generally:</p> <ul style="list-style-type: none"> Parents felt student planners were much more helpful this academic year. It isn't always easy to find information on the website. CMA informed parents of the A to Z Guide (http://www.penistone-gs.uk/Pages/A-Z-.aspx) on the homepage which provides a quick link to information contained within the website. ACTION: Information to be shared with all parents. It isn't always easy to know what new items have been added to the website. A 'Latest News' section on the front page has been developed which will provide a link to any new item included within the website. ACTION: Send an email home to parents with the link to any useful information that has been added to the website. Students don't always know whether it's Week A or Week B and parents don't know where to find this information. ACTION: Include on home page of the website (will be live from Monday 26 September). Parents would like more information about the whole school themes and topics being shared at school (for example, through assembly) so they can reinforce/discuss this with their children at home. ACTION: Consider publishing assembly information (assembly slides) on website for the information of parents. It was suggested that at some points in the year parents received lots of different pieces of information via lots of different routes and it would be helpful to combine communication. ACTION: Consider ways as a school we can collate information and including more within the Principal and Associate Principals' letter home. Parents like text messaging and emailing for sharing information. ACTION: Remind parents that if they download the School Gateway App, they can receive text messages at no cost to the school. <p>There was recognition by the school that the current version of the website wasn't particularly user friendly when being accessed via a tablet or mobile device. CMA confirmed that this appeared to be a fundamental flaw in the set up and the school were working to address this; they were hopeful a solution would be identified shortly.</p>	<p></p> <p>CMA</p> <p>CMA</p> <p>CMA</p> <p>SLT</p> <p>SLT</p> <p>CMA</p>
	<p>English (additional agenda item requested to be included by parent)</p>	<p>An update was requested from parents in terms of the English Department. Last year (2015/16) had been a particularly turbulent year in terms of staffing.</p> <p>It was confirmed that staffing within the department had stabilised. All classes were taught by fully qualified English specialists who were permanent employees of the school.</p> <p>Mrs S Mann and the leadership team within English had introduced new</p>



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	<p>structures and systems within the department to provide security of provision. Mr P Crook (Associate Principal) was also working with the department from an SLT perspective.</p> <p>ACTION: Colleagues from English be invited to a future meeting to discuss developments within the department with parents.</p> <p>Parents asked about marking for literacy within books across the curriculum. CMA outlined the school's policy; that all SPaG corrections should be identified in students' books with a blue highlighter. AGL provided further examples of how this was applied within his own subject area (History).</p> <p>Parents commented positively regarding the school's approach to Green for Growth (GfG).</p>	<p>PCR/ CMA</p>
<p>Any other business</p>	<p>Buses There were some examples shared by parents where the customer service of some bus drivers was found to be lacking. Parents were encouraged to report any concerns to the bus companies and/or school.</p> <p>Frog (VLE) Parents expressed concerns regarding FROG. Accessibility remained an issue for some; as did the timing for passwords expiring. The biggest point of note however was that parents felt there was inconsistency in terms of the information contained within Frog for different departments, with parents finding some departmental sites extremely useful (for example Science), while others contained very little information. ACTION: To be raised at SLT level for discussion.</p> <p>Catering Parents asked if things had changed in terms of the school's catering provision as some had received negative feedback from their children. CMA outlined that from September the school had attempted to introduce a menu which centred on providing a healthy, varied choice for students using fresh, locally sourced produce. However; the school had also experienced some turbulence in staffing which had meant that the expected teething problems in terms of introducing this new initiative had been exacerbated. The school were working hard to resolve any issues as they arose. ACTION: Letter to be sent home to parents providing update in terms of catering provision.</p> <p>Curriculum and Assessment Changes Parents asked when they would be able to find out more about the school's approach to dealing with changes to curriculum and assessment (for example, Life Without Levels and the move from A* to G to 1 to 9 at GCSE). A general discussion took place regarding the changes. CMA advised there were assemblies for students this week and there was the intention to hold a PLG meeting for parents to come along and find out more about the changes at KS4, however, following this meeting, it may also be useful to have an additional meeting for KS3 changes. ACTION: Consider sharing assembly slides with parents in relation to changes to curriculum and assessment.</p>	<p>CMA/ SLT</p> <p>CMA</p> <p>SLT</p>



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	<p>Revision Books Parents asked for support in terms of knowing which revisions books to purchase for the new GCSE and A Level courses. ACTION: Consider publishing information on website including which books are available to purchase through the school shop. ACTION: Consider making revision books available to order via ParentPay.</p> <p>Summer 2016 Results Parents congratulated the school on the results achieved in the summer. CMA advised that the school had received confirmation that the overall figure for students achieving 5 or more A* to C grades including English and Mathematics had increased from 80% to 82%.</p> <p>Home Learning Examples were provided by parents of how home learning felt inconsistent in terms of year groups. It was felt it would be helpful to know what they should expect for each year group in terms of home learning (frequency and deadlines etc). ACTION: Discuss potential for a home learning calendar/overview for each year group to be developed to help parents understand what home learning their children should be undertaking.</p> <p>Multiple Teachers per Class Enquiries were made in terms of whether there had been an increase in the number of teachers each student had per subject. CMA outlined that for some subjects this had been a strategic decision; for example in maths where KS3 classes had been split between teachers as it was felt this enhanced students' learning, by focusing on two/three topics over a longer period of time rather than one topic over a condensed period. In some areas however, this was due to timetable constraints as a result of the size of the school.</p>	<p>SLT CMA</p> <p>SLT</p>
<p>Items for future meetings</p>	<p>ACTION: Dates for the following meetings to set and published:</p> <ul style="list-style-type: none"> • English Department update including development priorities • New assessment framework (students in years 10 and 11) • New assessment framework (students in years 7, 8 and 9) <p>A request was made that if there was any pre-reading parents were able to do prior to the meeting, they would find any documents the school were able to share useful.</p>	<p>CMA/ SLT</p>
<p>Abbreviations and definitions:</p> <p>AGL Adam Gillett (Director of Inclusion) CMA Carole Mason (Assistant Principal: Strategic Business Development) GfG Green for Growth KS3 Key Stage 3 KS4 Key Stage 4 P16 Post-16 (Sixth Form) PCR Paul Crook (Associate Principal) PLG Parent Leadership Group SENCO Special Educational Needs Coordinator SLT Strategic Leadership Team SPaG Spelling, Punctuation and Grammar VLE Virtual Learning Environment</p>		



Additional note

We recognise that the partnership between Penistone Grammar School ALC and the parents/carers of its students can hold great strength. Only with this collaboration can the school provide a truly excellent educational experience for the young people it serves. As a result, all parents and carers of students at PGS ALC are members of our Parent Leadership Group and are welcome to attend any/all PLG meetings.

Meetings usually focus on one or two particular areas of school life. They are an opportunity to understand more about how the school operates and provide a chance for you to contribute to identifying areas of strength and opportunities for further development, primarily through sharing your experience of being a parent at PGS with us.

To get involved either come along to one of our meetings or contact Carole Mason (Assistant Principal: Strategic Business Development) at cmason@peniston-gs.uk for further information.



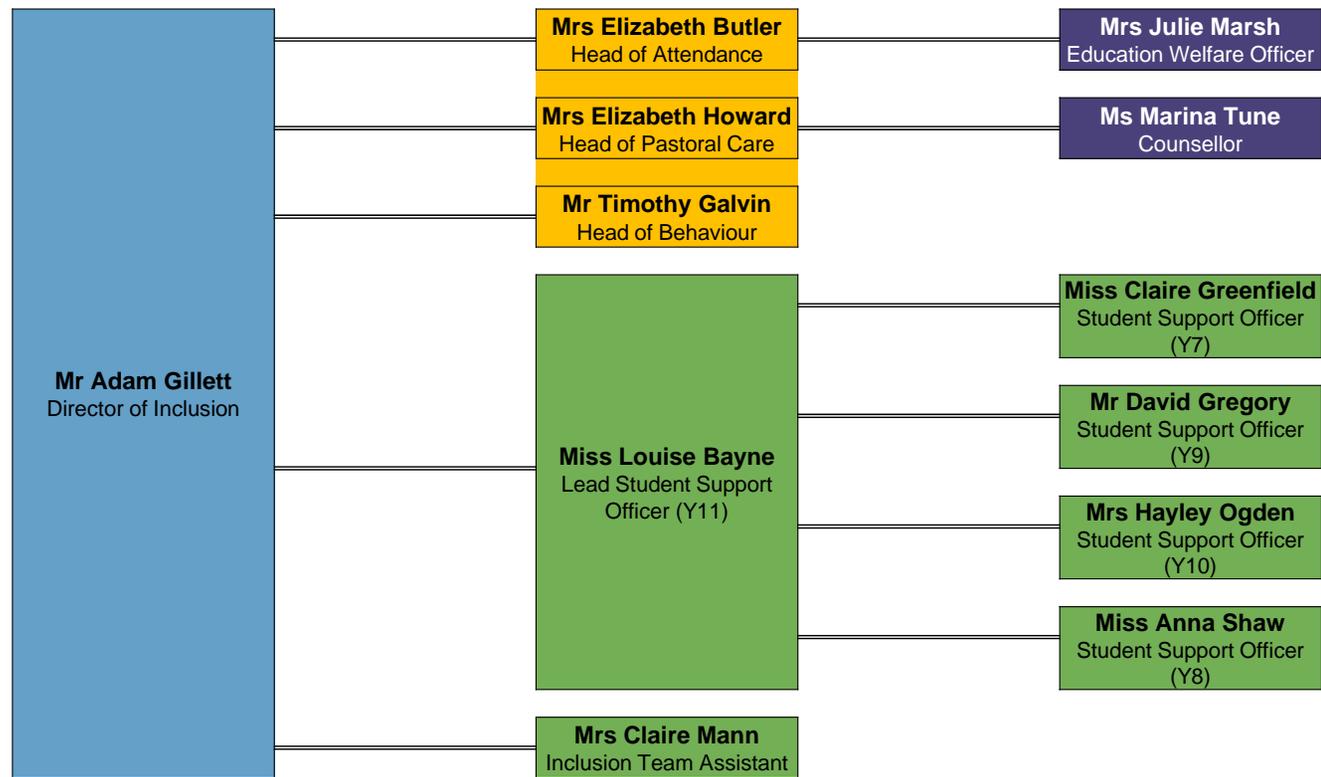
INCLUSION TEAM 2016/17



Academic Year 2016 - 2017

Inset Day Monday 5th September 2016
Penistone Grammar School ALC

NEW STRUCTURE



Academic Year 2016 - 2017

Inset Day Monday 5th September 2016
Penistone Grammar School ALC

HEADS OF INCLUSION



Liz Howard - Head
of Pastoral Care



Tim Galvin- Head of
Behaviour



Liz Butler - Head of
Attendance



Academic Year 2016 - 2017

Inset Day Monday 5th September 2016
Penistone Grammar School ALC

STUDENT SUPPORT OFFICERS



Claire
Greenfield (Y7)



Anna Shaw
(Y8)



David
Gregory (Y9)



Hayley
Ogden (Y10)



Louise
Bayne (Y11)



Academic Year 2016 - 2017

Inset Day Monday 5th September 2016
Penistone Grammar School ALC

NEW FOCUS: Tiered Approach

- **Tutors** will be the first port of call for students
- The **Student Support Officers** are tier 2 for students and teachers and their role is reactive
- The **Head of Behaviour, Pastoral Care and Attendance** are designed to be **proactive**, tackling concerns before they develop any further and dealing with students who are a persistent cause for concern.



Academic Year 2016 - 2017

Inset Day Monday 5th September 2016
Penistone Grammar School ALC

NEW PRIORITIES

- Attendance target of 97% and lowering rate of persistent absence.
- Tackling students who are constantly and consistently in C4s, especially regarding home learning.
- To improve our LAC offer to ensure our most vulnerable are given the best opportunities.
- To tackle bullying and become Anti-bullying accredited.
- To ensure all possible barriers are removed to allow students an equal opportunity to make good or better progress.



Academic Year 2016 - 2017

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