

## Parent Forum Friday 11<sup>th</sup> February 2016

Three parents were in attendance. The term 3 headlines were reviewed as follows

Effectiveness of Leadership & Management	
<ul style="list-style-type: none"> <li>• Ensure that monitoring time is diarised and protected setting weekly agendas for the monitoring of school, providing clear feedback and support with a two week review period set</li> <li>• Lead the lesson case study project to further improve the teaching and learning profile</li> <li>• Ensure that TA meeting time is diarised and protected to realise further improved outcomes for children</li> <li>• Cascade lesson case study to TAs as next steps.</li> <li>• Address arising issues from parent view: homework policy/communication</li> <li>• Address attendance policy as well as management of staff absence.</li> <li>• Governor Development Plan to be addressed with Governors. Key issues being that enabling and supporting the clerk to work strategically and further developing the role of monitoring pairs</li> <li>• Equip teachers with relevant CPD to lead their own progress meetings taking full ownership of their data.</li> <li>• Introduce subject leader progress meetings with SLT</li> </ul>	<p>Mrs Jerome advised that this was a success and that staff are learning from each other The attendance policy has been reviewed and is attached to end of term newsletter</p> <p>Term 5</p> <p>The homework policy has been reviewed and is attached to the end of term newsletter. Parents are issued with a weekly newsletter, Parentmail, regular DoJo messages and access to a twitter account. The diary is shared with the newsletter weekly.</p> <p>The attendance policy has been reviewed and is attached to the end of term newsletter</p>

Quality of Teaching, Learning & Assessment	
<ul style="list-style-type: none"> <li>• Actions from monitoring to be addressed within a two week period</li> <li>• New homework policy reviewed and implemented</li> <li>• Lesson study programme to be embraced and fully implemented.</li> <li>• Teaching Assistants must be directed effectively to support learning throughout the lesson and at other opportunities</li> <li>• Cascade lesson case study to TAs as next steps.</li> <li>• Teachers to lead their own pupil progress meetings</li> <li>• Target Tracker to inform planning</li> </ul>	<p>Mrs Jerome advised that this was a success and that staff are learning from each other</p> <p>Term 5</p> <p>A new system is always tricky to adapt to. This year will be very much a 'finding our feet' Next year will be much easier for all concerned.</p>

Personal development, Behaviour & Welfare	
<ul style="list-style-type: none"> <li>• Review attendance policy</li> <li>• Review homework policy</li> <li>• Ensure improved communication with parents</li> <li>• Ensure that SIAMS SEF is completed and relevant areas are addressed.</li> <li>• Develop the PSHE curriculum through the introduction of SEAL</li> <li>• Promote the school Christian Values, develop the RE curriculum and promote British Culture and Values</li> <li>• Encourage and support roles of responsibility throughout school to enhance behaviour</li> <li>• Ensure site is maintained to the highest standards in all areas to ensure the welfare of all</li> </ul>	<p>As mentioned</p> <p>Responsibilities well received throughout school. Children take this seriously and the impact is realised in a supportive network to younger children.</p> <p>Kitchen refurb under way 15<sup>th</sup> February 2016</p>

Outcomes for Pupils	
<ul style="list-style-type: none"> <li>• Provide more opportunities to write at length in English and other subjects</li> <li>• Provide opportunities for maths to be evident across the curriculum</li> <li>• Introduce Lumio mathematics</li> <li>• Ensure pupils' targets show exactly what they are aiming for and how well they are doing. Include parents in this process</li> <li>• Continue to develop an inspiring curriculum, which motivates pupils to learn, reflecting high outcomes.</li> <li>• Share termly reports with parents which advise where there are gaps and how these can be addressed.</li> <li>• Teachers to lead their own pupil progress meetings</li> <li>• Introduce subject leader progress meetings with SLT</li> <li>• Address new spellings requirements</li> <li>• Address the learning of times tables</li> </ul>	<p>Lumio maths has been purchased. Children and staff have log ins. These will be issued early in term 4</p> <p>Termly reports are being shared. We are all adjusting to them. It is important to understand why progress and attainment is shared. Attainment is now judged against ARE: Age related expectations. Children are expected to reach there are by the end of each programme of study. In addition, progress is measured. A report may indicate that a child is working in advance of there are, but not met their target or made progress. Targets are set in accordance to a child's previous achievements. Whatever your level your child is working at, you expect to be able to note that they are making progress, even if they are working in advance of their age. This is how the value of teaching and learning is measured. Parents are correct to challenge why their child has not made progress and receive clear strategies in terms of the way forward in a mutual working situation.</p>

**Other areas of discussion:**

1. It was noted that there were only three parents in attendance. Mrs Jerome said that we can only assume that folk are 'happy.' Attendance at such meetings is often well supported if folk have a grievance as in July, or by the same valued supporters of the school. Mrs Jerome explains that everyone is entitled to a termly voice via the questionnaire and that school was pleased to note how this had been an improving picture since July 2015.
2. Mrs Jerome reported that from the pupil voice questionnaire, children indicated that they had concerns with homework and bullying. Mrs Jerome advised that term 4 will see the worry table developed to include a 'bully box' as well as the worry box. Mrs Jerome also felt that it appears to be a perception of the children around the notion of bullying. The school has further work to do in informing parents and children of what bullying is. Despite lots of work around this, there is a quick reaction to label a falling out between friend, an argument etc as bullying. In term 4 there will be more circle times in classrooms to address the issue of bullying. Midday Meal Supervisors will also be included in these sessions. Parents will be invited in to school to address this issue.
3. Children had also voiced concerns around homework, all varying: some too much, some not enough, some didn't like projects. The revised homework policy is attached.
4. Mrs Jerome advised that a daily breakfast club now appeared viable. This will start to be addressed in term 4
5. Mrs Jerome advised that the Science curriculum will receive much attention in term 4. Much advancement has arisen in English and Maths. This will be continued with attention now also given to Science. Mrs Byatt leads this subject extremely well. She advises parents of learning on a weekly basis, complete with photographs
6. Mrs Jerome advised that term 4 will focus on a Lenten theme: What is it like to be a refugee in Lent? Children will consider the school values and British Values too. We will collect pennies for charity
7. Mrs Jerome spoke at length about the kitchen refurbishment. She advised parents that this will take 8 weeks. The service will not be disrupted. Meals will come from Holywell.
8. Mrs Jerome advised that term 3 had recorded outstanding attendance, compared to term 2 when it was inadequate. Mrs Jerome advised that punctuality is a concern. Both issues are being addressed on the revised attendance policy and in term 4, punctuality will be addressed as a headline.
9. Parents gave positive feedback regarding Class DoJo