

## Davies Lane Parent Council Meeting 6th December 2018

<b>Present:</b>	Madeleine Mcleod, Katherine Webster, Luke Wooley, Zainab Arian, Victoria Holbrook, Thula Mangena, Josie Hunt, Charlotte Beulah, Jane Jin, Nardjess Bououdine, Kate Roberts, Luke Selby, Amanda Barker, Ayesha Arshad, Nabila Lebdjiri, Wilford Roberts, Helen Westerby, Sham Hayat, Samim Patel, Scott McMillan, Jenni Walsh, Fiona Sinclair, Bronwen Chalmers, Joseph Sachs, Mavis Chinyemba, Rebecca Corderoy
<b>Apologies:</b>	Ayesha Shafqat, Denis Wray, Sarah Falola, Kalina Boeu, Jack Fortescue, Jack Tremewen, Annette Loakes
<b>Absent:</b>	Shanjida Akhtar, Saima Khan
<b>Next Meeting</b>	7 <sup>th</sup> Feb 2019
1.	<p><b>Membership</b></p> <p>Introductions were made and new members welcomed. The PC now has representation for each class with the exception of Cyprus (Y6)</p>
2.	<p><b>Learning Council (LC)</b></p> <p>The Learning Council explained how they had met at with pupils from Selwyn school at Selwyn. They looked at Selwyn's books, did learning walks to look at children's behaviour and classroom displays for science. They could then compare the two schools to see if they could take away any good practice and implement it in their own school. They also had the opportunity to go back to classrooms and say what their feedback was and what they would like to see change.</p> <p>DL children had lots of feedback for Selwyn on their classes and books but for DL the overview was that there was a good quantity of work in science books but the need a focus on more hands on learning in lessons for science.</p> <p>The LC felt that DL behaviour for learning in class was good and that everyone was focused and enjoying lessons. The LC also liked that you could see where the same subject/topic was being taught in different years but at a different level or difficulty or a tie in to more reasoning, so you could see clear progress in the level that children were learning at in different classes.</p>
3.	<p><b>Oct Minutes Sign Off</b></p> <p>The minutes were signed off without amendment</p>
4.	<p><b>Review of Actions from Last Meeting</b></p> <p><b>School Garden - Parent Involvement</b> - The school reported that the garden was being used by the new deputy SENCO for ASD children and the school have a Friday afternoon volunteer. The school will be trying to use the garden more to link in with the agriculture curriculum. It</p>

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	<p>was flagged up that there is a parent who is keen to get involved so the school and he should co-ordinate.</p> <p>The PC questioned the school on what kind of things the children were doing for the new agriculture part of the curriculum. The school gave some examples</p> <ul style="list-style-type: none"> <li>• Nursery - A farm has already come to visit the nursery and later on in the year nursery will be skypeing a farmer</li> <li>• Y1 Have been growing and measuring ;plants and keeping a plant diary</li> <li>• Y2 Have a wormery and are creating compost for school garden. They are also looking at soil</li> <li>• Y6 Have been growing pumpkin seeds</li> </ul> <p><b>Photos</b> – School to capture photos of all new PC members</p> <p><b>Volunteer Bank</b> - It is growing. All volunteers need to have a DBS check so should check with the office what they have to do to join the school as a volunteer</p> <p><b>Daily Mile</b> - Still not happening consistently. The SLT stressed that it should be happening twice a week and that this had been pushed.</p> <p><b>Buddying</b> – No new members felt the need to take up the offer of an official ‘buddy’</p> <p><b>Lord Mayors School Letter</b> - The school are aware of the offerings and are considering them but that they have a very full curriculum at the moment and have just signed up to an ‘artist in residence’ scheme and the Steve McQueen photo project, so just don’t have the space to pick up on everything. That having been said they always welcome suggestions from parents for other activities that could be considered.</p>
5.	<p><b>School Led Topic – Pupil Premium (pp)</b></p> <p>The PC were joined by Joseph Sachs who is the lead teacher for PP within the school</p> <p><b>Context</b></p> <p>Pupil Premium children are those for which the school receives additional funding, as they fall into a bracket of deprivation. This can be social deprivation, looked after children, children of the armed forces or adopted children. The school can decide how to spend the funding but it must be spent solely on the group of children it was intended for.</p> <p>PP children are always a key focus nationally as well as for the school as this section of children always underperform their non pp peers. The pp landscape is changing dramatically for the school and where they have a large proportion of children in this category at Y5 and Y6 this drops to single figures in lower years.</p>

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This is partly due to the changing demographic but also has been affected by the introduction of free school meals in early years as parents don't always put themselves forward. As the numbers of pp pupils become smaller, general statistical data on PP cohorts becomes less useful and needs to be supported by individual narrative.

PP funding is used for many things such as music provision, extra trips, karate, sporting activities and boosters. However, the school are, year on year, putting a bigger proportion aside to support children with their individual needs throughout the year.

### Numbers of pp children in each year group (2018/19)

<u>Year Group</u>	<u>Number of PP Children</u>
1	6
2	7
3	10
4	17
5	20
6	28

**Q:** What do we do around more pastoral support for pp children?

**A:** A proportion of pp funding is spent on providing experiences for pp children than they might not get a chance to experience otherwise. As numbers go down though, more money is being put aside to spend on more targeted support such as counselling, music therapy or other individualised support.

The PC then split into book, observation and data groups

### ***Data Group Feedback***

**KS2** – pupil premium children are broadly in line with peers in maths and a little under in reading and writing. With the exception of writing they are at DL milestones for this time of year for EXS and GDS. Pupils needs have been identified and small intervention groups with experienced teachers are being used to try to close these gaps.

**KS1** – In general pp children are performing slightly less well than their peers especially for GDS writing but are still performing at DI milestones for the time of year (with exception of GDS writing) but out of the 6 pp children in the Y2 data 4 have special educational needs.

PP are as a cohort performing slightly lower in most year groups but they are not far off and working well above national average levels. This reflects the huge amount of work that the school are doing to 'close the gap'. Any gap also needs to be taken in the context of the national average.

The PC also looked at anonymised progress grids for pp pupils which teachers use to make sure pupils are making expected progress. For the most part children are where they

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should be for the time of year and where they aren't the progress grids make sure that the teachers know who to give extra focus to.

The school focus is more around progress than attainment because attainment in the school is generally very good. The school want to make sure that each child makes the requisite amount of progress given their starting points.

### ***Book Scrutiny Feedback***

The school is trying to reduce teacher marking so there is an increased focus on more green pen self and peer editing and less red pen. The school feel that this is a great skill set for children to learn and has more immediate impact than teachers taking books home and bringing them back the next day when the moment has gone

The push is starting from year one though the school stressed that peer and self-editing has always happened, there is just an increased push on it at the moment. Children are encouraged to do this in a constructive manner.

The school stressed that the green pen is a taught skill, it is very much a guided activity and the teacher will model how to mark. Also, children are given success criteria which the work should always be marked against. Teachers therefore have more time to be more targeted in their marking. E.g. more focus on books where they know children are not making the expected level of progress.

Though in general felt that the standard of work in the books was amazing they had differing views about the peer marking. Parents in general felt that it was an important skill set for children to learn, others pointed out to examples where it looked like children had changed things for no reason or had been wrongly corrected by their peers. Some parents also worried that it could lead to disputes between children.

### ***Observation Group Feedback***

- Parents saw the 18:12 in action and working well
- Good level of concentration in all classes viewed
- Greater Depth children were helping other children.
- Handwriting and the progression of handwriting were amazing
- Great use of teaching aids
- Pupils were comfortable talking about their work and very good at articulating
- The high level of language being used was appreciated. A year one child was using the word 'melancholy', 4yr olds are talking about 'capacity' and Y5s explained to parents what 'personification' meant.
- Speed reading was also seen being taught, which parents felt was an important skill.

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6.	<p><b>AOB</b></p> <p><b>Merit Books</b> - Ash class reported that they hadn't been given Merit Books yet. The school said that there was a problem with delivery. The school explained again how the merit system worked and it was agreed that the school should consider putting something out in the newsletter about Merit books so all parents can gain an understanding of the system. Merit books have now been rolled out from Reception upwards.</p> <p><b>Homework</b> - Homework sheets are not being put on line in time, are wrong or are repeated. Some PC members also asked for more/better praise mechanism for project work.</p> <p><b>Reading Scheme</b> - Parents wanted to understand what the colours meant for the new reading scheme in Y2. The school felt that parents should not worry about the colours. Much more important is if the pitch and book are right for the individual child.</p> <p><b>Bug Club</b> - The school confirmed that everyone should now have bug club log ins which have been simplified. It was agreed that the school should be pushing the use of resources such as bug club, Encyclopaedia Britannica and Mathletics more.</p> <p><b>What's App</b> - The school asked for PC help in spreading the word about the use of photos and discussion about DL children and teachers shared via What's app. The school stressed that What's app is not an appropriate forum to discuss teachers and children as it can lead to the spreading of rumours, issues in classes and in some cases safeguarding issues. The school reminded parents that as soon as you put a photo on What's app they then own that photo.</p>
7.	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• <b>School Garden</b> – School to co-ordinate with new garden volunteer</li> <li>• <b>Photos</b> – all PC Reps to have photos taken for website</li> <li>• <b>Daily mile</b> – School to make sure that this is consistently happening</li> <li>• <b>Merit Books</b> – School to make sure all children have them and explain their use to parents via the newsletter</li> <li>• <b>Homework</b> – School to make sure that they are right and up on time</li> </ul>