

Davies Lane Parent Council Meeting 15th March 2017

Present:	Victoria Holbrook, Thula Mangena, Josie Hunt, Charlotte Beulah, Jane Jin, June Alle, Kalina Boeu, Jack Fortescue, Kate Chester, Luke Selby, , Nabila Lebdjiri, , Helen Westerby, Jack Tremewen, Samim Patel, Sarah Cottrill, Kate Roberts, Scott McMillan, Fiona Sinclair, Bronwen Chalmers, Samina Ahmed, Mavis Chinyemba
Apologies:	Nardjess Bououdine, Amanda Barker, Veselin Nikolov, Wilford Roberts, Annette Loakes, Sham Hayat, Eleanor Ireland, Sarah Falola, Jenni Walsh
Absent:	Sabina Kosek, Saima Khan, Ayesha Shafqat
Next Meeting	24 th May 2018
1.	<p>March Minutes Sign Off</p> <p>The minutes were signed off without amendment</p>
2.	<p>Review of Actions from Last Meeting</p> <p>All actions arising from March's meeting had been completed with the exception of:</p> <ul style="list-style-type: none"> • <i>School to take away and consider the information provided by the PC School Trips working party and feedback at a future PC meeting</i> <p>The School confirmed that they would be looking at planning trips for next year during the summer term and so this will be taken into account and fed back on towards the end of the school year.</p> <p>Parents that had been on a recent school trip added that the school might also like to consider what emergency resources to take on trips (perhaps via parent helpers), as it was clear that some parents were not sending their children with essentials such as water.</p>
3.	<p>Learning Council</p> <p>The PC heard from Learning Council Reps from Y3 and Y4 about investigations that they had done about the balance between fun and learning. The children believe that they achieve much more when learning is fun.</p> <p>The list of things that the children found fun was long and diverse, including things that would be expected, such as; musicals, the daily mile, school trips, PE and art, but also surprising items such as maths, grammar, comprehension and even times tables!</p> <p>The reps explained that they had found it hard to come up with a list of things that people didn't like because no-one agreed or had different likes and dislikes. Though most children didn't like the bus stop method of division!</p> <p>In terms of reading favourites, Gangster Granny and The Worst Witch were top for Y3 and The Iron Man and How to Train your Dragon for Y4.</p> <p>Q: <i>Are there any reading books in particular that no-one enjoys?</i></p> <p>A: <i>No, different people enjoy different books more</i></p>

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	<p>Q: <i>Do you usually finish your books in class?</i></p> <p>A: <i>Yes</i></p> <p>Q: <i>How often do you do the daily mile?</i></p> <p>A: <i>It used to be twice a week but now we're not doing it</i></p> <p>BC tasked the LC reps with making sure that their teacher knew they had to do the daily mile twice a week</p>
4.	<p>School led Topic – Progress and Assessment</p> <p>General</p> <p>School Focus at the moment is around progress, reading and the more able. Formal assessment usually only happens once a term with the exception of the key years of R, Y2 and Y6 who are assessed every half term (though ongoing less formal assessment is happening throughout the year).</p> <p>Reception classes won't know anything about the assessment that's occurring as it's all observation. In Y2 they will know more about it but there is no pressure, and it's not a surprise when it comes to SATs at end of the year. For Y2 SATs what the school report is not just based on the test score, it is teacher assessment, informed by test assessment.</p> <p>Observation group Feedback</p> <p>In Y1 observations parents thought that the mechanical pencils that children were using were helping them concentrate on their handwriting. All children were focussed and it was a really dynamic lesson. The 18:12 system of teaching was on display and seemed to work really well.</p> <p>In Y3, shared reading was observed. Parents thought the class was very directed, it was also lively with engaged kids. Parents were very impressed.</p> <p>BC reiterated the theory behind the 18.12 method in that it should be balanced, with non-confident children getting more guidance on the floor and then at the end everyone going back to their tables, allowing the teacher switch attention back to the other groups that weren't on the ground with them.</p> <p>In terms of GD children, the theory is that it lets them get on with more 'practise and apply' work and therefore progress faster rather than be held up from starting. Also, the school felt that GD children can be the first to give up if they don't get something straight away as they are not often faced with that challenge so it is sometimes good to leave them alone so they can learn to problem solve by themselves.</p> <p>Book Group Feedback</p> <p>Parents thought that the books they had viewed were very impressive with some Early Years children already using a pen and joined up handwriting.</p> <p>Progress, even from quite a high starting point was plain to see, as was the year on year</p>

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progress jump. Parents also liked how there was encouragement to edit and improve work from early on. Parents could also see a progression from very directive work to much more open ended work and encouragement going up the years.

Parents saw science and geography books where lots of technical terms and specific language were on display. Within those areas there were a lot of different skills on show (e.g. drawing, mind-maps, illustrations etc.). This provided evidence of the new curriculum being taught in the classrooms.

Q: *How is the new curriculum going down with the teachers?*

A: *The teachers like it as it makes learning more fun and exciting for children?*

Data Group Feedback

The school showed the data group the progress grids that are used in class so that teachers can easily and visually track the progress of their children from starting points. The grid shows where a child is against their starting point so that anyone who is below where they should be is easily identifiable. A parent governor in the group reported that on a recent visit she had found that on questioning, for anyone not in the box they should be, staff knew the narrative of each individual child, their challenges and what interventions might be necessary/were already taking place.

Children were in general either in the box they should be or one box below which the school said was usual for this point in the year. Children more than one box below would be the children that the school would be looking at the most in terms of progress.

Q: *How do you challenge children working at greater depth*

A: *Through a challenging curriculum, application of skills, giving open ended questions and making them reason.*

Q: *If children are academically advanced but say have no social skills would the school look at that?*

A: *Yes the school provides things like invitation only drama club for children who need a boost in confidence or have poor social skills*

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5.

Wellbeing

The PC were provided with a report on wellbeing prepared by Eleanor Ireland.

Summary of report

- Approx. 8% of children aged 5-10 have a diagnosable mental health disorder
- SATs are causing some children to feel under excessive pressure
- Emotional wellbeing is associated with attainment

What schools can do:

- Help children develop social and emotional skills, such as problem-solving, coping, conflict management and managing feelings.
- Ensure teachers have the knowledge, understanding and skills to help children develop these skills.
- Provide support to help parents or carers develop their parenting skills.
- Help children who need additional support by ensuring teachers are trained to identify the early signs of anxiety, emotional distress and behavioural problems in children. Including working out when to request specialist support.

What does the school do?

- While they acknowledge that SATs can be stressful for some children, the school do feel that they try to mitigate this as much as possible.
- The school have recently trained 15 staff in 'mental health first aid'. These are members of staff at all different levels. The idea is that they can identify problems early on and put on an emotional cold compress whilst waiting for specialist help. They also then cascade information to other staff so that they in turn can flag problems earlier on.
- The school also work with a number of different agencies, bring in educational psychologists and speech and language therapists, offer music therapy classes and support young carers.
- There is a working party looking at wellbeing for both staff and pupils.
- Parenting classes are running
- PHSE happens every week and is part of the curriculum being reviewed. Recently there have been workshops on gang and knife culture, online safety and social networking
- Provide worry boxes

One parent raised that the worry boxes which the school had put in place were actually causing worry because they were not secure and other children were taking things out again. The school agreed to address this asap.

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	<p>On Parent had heard of children putting worries in the worry box that other children have then been taking out again. The school undertook that this would be investigated and if necessary addressed asap.</p>
	<p>Curriculum and Assessment Load</p> <p>In response to Parent concerns about the balance between SATs orientation and fun, the school presented to the PC on the curriculum with the view to showing that assessment doesn't really dominate the calendar and remind parents of all the 'fun' and non SATS orientated things that their children were involved in.</p> <p>Amongst other things, the list included:</p> <ul style="list-style-type: none"> • School Trips, visitors, poets and storytelling • Curriculum days • Micro musicals • Sports • Charity Events • Cycle training • Music Assemblies <p>The School is unapologetically aspirational when it comes to attainment but do feel that they provide a full and balanced curriculum. They hope this recognised by parents.</p> <p>The school explained that their main aim was that all children leave the school with the ability to make choices in life even if they are not academically inclined. They also wanted children to leave able to cope with moving on to Secondary school, i.e. be 'Secondary Ready'.</p>
5.	<p>Actions</p> <ul style="list-style-type: none"> • To make sure classes are doing the daily mile twice a week • To make sure worry boxes are secure • To look into taking extra water and other essentials on school trips when parents forget to supply them.