

Davies Lane Parent Council Meeting 11th October 2018

Present:	Shanjida Akhtar, Madeleine Mcleod, Luke Wooley, Zainab Arian, Saima Khan, Ayesha Shafqat, Victoria Holbrook, Thula Mangena, Josie Hunt, Charlotte Beulah, Jane Jin, Denis Wray, Nardjess Bououdine, Ayesha Arshad, Nabila Lebdjiri, Wilford Roberts, Helen Westerby, Jack Tremewen, Annette Loakes, Sham Hayat, Samim Patel, Scott McMillan, Jenni Walsh, Fiona Sinclair, Bronwen Chalmers, Mavis Chinyemba, Mr Haynes
Apologies:	Sarah Falola, Katherine Webster, Kalina Boeu, Jack Fortescue, Kate Roberts, Luke Selby, Amanda Barker
Absent:	
Next Meeting	6 th December 2018
1.	<p>Membership</p> <p>Welcome to New Members New members were welcomed and offered a buddy if they wanted help with questions and induction.</p> <p>Election of Chair and Vice Chair It was put forward that the current co-chairs Amanda Barker and Charlotte Beulah should stay in post and this was unanimously agreed.</p>
2.	<p>Terms of Reference/About the PC</p> <p>The main focus of the PC is pupils learning and their outcomes, making sure that the school is maintaining standards and holding the school to account on that. This is usually done by looking at books and data and doing classroom observations for a set focus area.</p> <p>The importance of not falling into the role of 'Class rep' for this forum was stressed though it was recognised that PC members can be useful in signposting the proper channels for the concerns, issues and questions of other parents, when they have individualised concerns about their children.</p> <p>For these issues the first point of call should always be the class teacher, then Phase Lead, Assistant Head, Head.</p> <p>Phase Leads EYFS – Miss Yasmin KS1 – Miss Chinyemba Y3-4 – Miss Olubitan Y5-6 – Mr Wands</p> <p>The school runs regular coffee mornings and members of senior leadership are usually on the gates in the morning so are accessible to parents doing drop off.</p> <p>If PC members are not clear on whether issues they want to bring up are part of the PC remit or not then they can always email the PC (davieslaneparentcouncil@gmail.com) to ask for clarification.</p>

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	<p>The importance of being able to attend meetings regularly was also stressed. If lots of meetings are missed then there will be a review with the Chair to see if the role needs to be passed on to another parent who is able to attend regularly.</p>
	<p>July Minutes Sign Off The minutes were signed off without amendment</p>
	<p>Review of Actions from Last Meeting</p> <p><i>Still to Action</i></p> <p>School Garden Parent Involvement The parent lead on this has left the school so the school need to find a new lead. One PC member indicated that her husband could fill this role for the school, so that will be taken forward.</p> <p>Parent Feedback – How to fill the ‘Class Rep’ gap in offering The school felt that a parent should go directly to the teacher and follow the escalation route as set out previously. The PC rep could provide support for less confident or working parents and it’s also fine for the PC to email BC direct on another parent’s behalf, so that she can deal issues or signpost to other teachers or phase leads.</p> <p>Testimonials The school would still welcome more testimonials from any parents who would be happy to write one.</p> <p>Member Induction Any new member who wanted a ‘buddy’ to be matched with one at the end of the meeting. It was also stressed to all new members that they were welcome to email the PC email address at any time if they felt they needed help or clarification on something.</p> <p>Completed Actions</p> <ul style="list-style-type: none"> • Homework – Homework is up to date online • Vacancies – The PC has recruited to all fillable vacancies • Newsletter Font – The font has changed back
	<p>Learning Council (LC)</p> <p>The LC had met a couple of time since the last PC meeting to talk about the new curriculum. A group representing years 4,5 &6 came to talk to the PC.</p> <p>They explained that teachers have told them that everyone has something they are good at and something to offer and that they have a responsibility to themselves to find out what that is. The new curriculum increases opportunities to find out what they might be good at.</p>

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	<p>The LC said that learning was now more exciting and believed that what they are learning in school today will allow them to meet future challenges.</p> <p>In their next meeting they will be visiting Selwyn school to share experiences on the curriculum and look at books.</p> <p>Q: What differences have you noticed in lessons? A: They are a lot more interesting. Subjects such as philosophy and architecture are more fun to learn about.</p> <p>Q: Can you tell us something different that you've done? A: Looking at statements and having to say if you believe whether they are true or false and why. In science we have been looking at habitats through VR headsets.</p> <p>Q: What philosophical questions have you had to think about recently? A: If animals and humans should be treated the same? A: Are plants living things that should be treated nicely?</p> <p>Q: Have you done any construction in architecture yet? A: In art we are designing an Anderson Shelter and then will be making them A: Y2 have been building houses with Lego</p> <p>The school gave new members a quick update on the new curriculum as described in previous meetings. They explained that the school have become concerned with preparing children for jobs that don't even exist yet. They want children to be able to problem solve, think critically and reason. The new curriculum is also helping to get children secondary ready and getting them using vocabulary that they will need in STEM, Technology, Geography etc.</p>
2.	<p>School Led Topic – New Curriculum in Action/End of Key Stage Data</p> <p>The group work format was explained to new members. The PC usually splits into three different groups to look at either Data, Books or Classes. The idea is that each member joins a different group each meeting to be able to triangulate what they've learnt.</p> <p>Book Scrutiny</p> <p>The book group were given History, Geography and Science books Y1-5 to scrutinise. The school explained that English and Maths were still very much a focus but that they could also be taught through the main subjects. They are also trying to give the children more opportunities for extended reading, so there is emphasis on different types of texts and different vocabulary. The school is now also teaching analysis skills from Y1 onwards.</p>

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Book Group Feedback

What jumped out from the books is how much more exciting the curriculum now is, for parents to look at as well as for children to learn.

Key observations

- Critical thinking really clear in the books.
- Science books showed clearly how children were being taught how to investigate. There was evidence in books of systematic research, analysis leading to conclusions and evaluations, in a way normally only learnt in secondary school.
- Clever ways of weaving in the PSHE curriculum into everyday work topics.
- Referencing of sources – this was something new in books.
- Great handwriting (thanks Mrs Chinyemba!)
- Lots of drawings, art and visual communications in the books as well as writing.
- More varied vocabulary.
- Lots of challenge and open ended questioning with teachers responding to marking.

Q: How do you get a pen licence and can it be taken away again?

A: The pen licence is fluid and is the biggest currency in the school! Once you are producing fluent, joined up script the teacher will give out a pen licence and a pen. Standard of presentation needs to be high and letters formed and joined correctly and the correct size. If the quality of handwriting slips then the pen licence can be taken away again. The pen licence starts from Y2.

Q: Why do some children have a handwriting book and others not?

A: All children are doing handwriting practise but it will depend on the child's specific needs or what class they are in as to whether they have a designated handwriting book or not.

Observation Group Feedback

PC members observed classes in Y2, Y4 and Y6. They were 'very impressed' with the quality of the lessons that were observed.

- Critical thinking was clearly observed in a history lesson. It could be seen further down the school as well (Y4) but parents could also see it developing through shared reading even in the Y2 Class they observed.
- Parents were 'gobsmacked' at the Y6 level of vocabulary and grammar
- Children were engaged and well behaved in all classes visited
- Parents really liked the smaller class size in Y6 (also happens in Y5), as parents could see that this led to much more individualised lesson style and a more personal approach to learning.
- Children were really keen to answer questions from adults, showing pride in their work and a confidence and ability to articulate answers and explanations.

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	<p>Data Group Feedback</p> <p>The data group looked at the end of academic year Key Stage (KS) results in the context of a school that has a high proportion of EAL and SEN children and high levels of mobility.</p> <p>They looked at following areas and found that the school was showing excellent results and progress at all levels (EYFS, Y1 phonics, KS1, KS2.)</p> <p>Key observations</p> <ul style="list-style-type: none"> • Parents thought that the data was extremely impressive. • The focus on greater depth last year is massively reflected in the results (particularly at end of KS2). • There is a gap in performance between girls and boys which can be seen throughout the school (comparable nationally). The school explained that the new curriculum is partly designed to address that gap with more engineering, agriculture and STEM, which can sometimes be more interesting for boys. <p>The PC asked where the school saw the PC being able to support them most during this academic year.</p> <ul style="list-style-type: none"> • New Curriculum - Focus on the new curriculum and subject areas and making sure that they have an impact. Not everything that the school tries will always work but they school are happy to own that and try something else. Things that might work for a while may not further down the line so continued monitoring is key. • Progress – The school need to make sure that children make at least expected progress. The school really want to make sure that as many children as possible are making more than expected progress.
6.	<p>AOB</p> <ul style="list-style-type: none"> • Steve Mcqueen Project at the Tate Gallery – The school confirmed that DL Children be taking part in this project. • School trip ratios – One PC member raised concerns about the ratio of children on a recent trip 27:3. The school replied that the ratio was fine for that particular trip and a trip would never go ahead if it were under ratio. The school struggle for volunteers. They don't have the same number of support staff any more so are more reliant on parents who all need to be DBS checked before going. In general school trips are well over ratio in terms of number of adults though. • PC input into extended curriculum – The school confirmed that there have been more local trips added to the curriculum e.g. Walthamstow Wetlands and that PC ideas from last year have been weaved into the local curriculum. • London Mayors school letter – DL is looking into it.

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	<ul style="list-style-type: none">• Whole class sanctions – there were reports that Y2 children were being kept in for breaks as a sanction. This shouldn't be consistently happening as a sanction, the school will look into it.
7.	<p>Actions</p> <ul style="list-style-type: none">• School Garden – School to co-ordinate with new garden volunteer lead• Photos – all PC Reps to have photos taken for website• Volunteer bank - PC members to mention to their parents to volunteer for trips and/or reading and the PC to put something in the newsletter. The school need a bank of volunteers who would be happy to go with other classes too.• Daily mile – this is still not consistently happening – school will look into it• Whole Class sanctions – school to make sure that children are not consistently missing breaks.• Lord Mayors School Letter – School to look into whether this is something that they could get involved in.• PC Buddy – any new members that want to, to be matched with 'buddys'