

Davies Lane Parent Council Meeting 1st February 2018

Present:	Victoria Holdbrook, Josie Hunt, Charlotte Beulah, Jane Jin, June Alle, Nardjess Bououdine, Kalina Boeu, Jack Fortescue, Kate Chester, Luke Selby, Amanda Barker, Veselin Nikolov, Nabila Lebdjiri, Helen Westerby, Jack Tremewen, Annette Loakes, Sham Hayat, Samim Patel, Sarah Cottrill, Kate Roberts, Eleanor Ireland, Scott McMillan, Fiona Sinclair, Jenni Walsh, Bronwen Chalmers, Samina Ahmed, Sarah Malek
Apologies: Absent:	Saima Khan, Thula Mangena, Wilford Roberts, Sarah Falola, Sabina Kosek, Ayesha Shafqat, Sabina Kosek
Next Meeting	15 th March 2018
1.	<p>School Led Topic – Reading</p> <p>Group Observations – Shared Reading</p> <p>Y2 - parents were really impressed about how well children could read and by the sophisticated language they were using. Children were observed doing retrieval and inferring. The teachers made it fun and interesting and children were really engaged. In one classroom the teacher was deliberately getting things wrong so that the children would challenge her. The different types of reading texts used within the school was also showcased as the text being read was a simile poem about rain.</p> <p>Y3 - The parents reported that the teaching style in this class was quite quiet in comparison to other classes. Given that the book was a David Walliams book, parents would have expected a more gregarious class.</p> <p>Y4 - The class observed was very lively and engaged. Children were reading aloud to each other and interacting in different ways with the text. The 18:12 method of teaching was being applied with the teacher having a group of lower attaining children on the floor with him. The children were totally engaged, difficult words and concepts were unpicked for them and shy children encouraged to be vocal. There was a real buzz to the class and despite the noise level no-one appeared to be distracted and were very focused on what they were doing. The higher level children at one stage though had finished what they were supposed to be doing and didn't know what they were meant to do next.</p> <p>Q: How do you choose the reading texts? A: The School make sure there is a range of writers over the school year, some will link to a topic, some will be contemporary, some will be classic. These include children's favourites as this can help to engage reluctant readers.</p> <p>Q: Parents have found that children quite often don't actually finish the books and are not allowed to then take them home to finish them, why is that? A: Children should always be finishing books that they read in class so the school will look into this.</p> <p>Q: Is everyone reading the same book at the same time holding back higher ability children? A: Reading is not about racing ahead, decoding is only a part of reading, understanding the depth of the text is more important. The school are teaching reading skills, skills around inference, using clues in texts to work out the meaning of unknown words and developing</p>

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resilience. At the end of a day, during the exam, they will have to work with a text that they have never seen before that could be about any subject with specific and unknown vocabulary.

Q: Are the skills they should be using during reading communicated to children?

A: Yes the questions are in the book, they know what they are doing and why. (Parents also observed this in the Y2 class in that the teacher explained a particular skill and how to use it).

Q: How does shared reading happen in the early phases?

A: Exactly the same in terms of retrieval, inference etc. and with lots of interaction

It was clarified that the school are following best practice in terms of their methodology for teaching reading. The school is working with a well know expert from UEL. All teachers have been trained in reciprocal reading and there are reading champions within the school.

Other reading related issues covered

School Library

Some parents were concerned that the library wasn't being used to its full potential as there appeared to be differing levels of access to the library. The school said that all children should have access to the library including the upper phases and would check to make sure that this was happening.

Q: Can children go to the library at break times if they don't want to play outside.

A: No, but the multipurpose room opposite the office has a library shelf of books that they can read if they wish.

Q: How often are new books added as the higher level books in the library tend to be ones that they have already read.

A: The library gets refilled with £500-£700 worth of books every time there is a book fair.

Q: Could the school look into filling the library with more 'off mainstream' books?

A: Miss Malek would be happy to work with the PTA (who offered to fund this) to get more 'off mainstream' books into the library and books of different genres. Miss Malek confirmed that the school would be trying a new book provider in June. It was also floated that perhaps the LC could get involved with getting book nominations from children.

School Reading Books

- **Content** - Some parents felt that the content of some of the reading books sent home were uninspiring. The school felt that there were a huge variety of topics and genres covered by the reading books sent home but would look at the reading scheme again
- **Level** – The school explained that each child is colour coded and should get books based on their level (which will be checked regularly). The best way of using reading books is for parents to read with their children to make sure they are actually reading the books but are also understanding them.

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	<ul style="list-style-type: none"> • Parent Comments – Parents asked the school clarify who was looking at the reading records when books were returned as they felt parent comments in books weren't reaching teachers. The school said that support staff were responsible for administering the reading book/record system but that they should be feeding parent comments back to teachers. • Repetition of Books – Many parents reported that their children had been given the same book more than once. The school said that they would look into this. <p><i>Literacy coffee morning</i> Parents that attended felt that it had been very useful</p>
2.	<p>Learning Council (LC)</p> <p>The LC reported that they had been looking at the consistency of the amount of work that classes had to do. They found a discrepancy in this so have asked Miss Corderoy to talk to the teachers.</p> <p>The LC also did a learning walk in conjunction with children from Selwyn school. They felt that behaviour was different in different classes and also that the wall displays, though full, were too much the work of adults and not children.</p> <p>Q: What are you going to do about the displays? A: Don't know (need to go away and come up with a plan)</p> <p>Finally, the LC had discussions about safety which they fed back at an assembly. The main emphasis was on listening to adults, being sensible and being kind.</p> <p>Q: How often does the LC meet? A: Every other Thursday</p> <p>Q: How do you feedback your findings to your year groups A: There are class council assemblies planned in where the LC and the SC can feed back their findings.</p>
3.	<p>Minutes Sign Off – 7/12/2017 The minutes were signed off without amendment</p>
4.	<p>Review of Actions from Last Meeting</p> <p><i>Actions Ongoing (will be added to actions arising from this meeting)</i></p> <ul style="list-style-type: none"> • Update of Bug Club – The school are in the process of reloading names. Then everyone will need to be issued with a new password • Classes kept in for Breaks – Parents reported there were still cases of this happening. The school said they were aware and that this was being addressed. <p><i>Actions Completed</i></p>

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	<ul style="list-style-type: none"> • School trip working party - PC (KC) to organise working party to discuss school trips and feedback at February meeting • Reading Focus for next meeting • School to supply PC coffee morning date (16th March) • Homework to be put on website in a timely manner • Summary of Autumn data – see section 6 • Learning Council to meet and report back to next PC meeting – see section 2
5.	<p>Autumn Data Summary</p> <p>The school took the PC through a whole school end of autumn term data summary which was based on teacher assessment backed up by test data.</p> <p>The school milestones for end of Autumn Term are 45% at Expected (EXS) and 15% at Greater Depth (GDS). All year groups have reached the 45% milestone for EXS. There is a statistical link between 100% attendance and better attainment.</p> <p>Year 6</p> <ul style="list-style-type: none"> • Pupil Premium (PP) is a focus as this is one of the year groups where PP children are not performing as well as Non PP. • GDS is also a focus as it didn't reach the 15% mark. The school are not overly concerned by this as the % of those at expected is good and the biggest push to GDS always happens at the end of the year. A higher level of children would be classed at GDS if test data alone were taken which is a positive. • EAL pupils are doing better than their peers which bucks the national trend <p>Year 5</p> <ul style="list-style-type: none"> • Y5 is below the GDS milestone in maths and writing • PP is a focus area in reading <p>Year 4</p> <ul style="list-style-type: none"> • Writing is a focus • Girls are outperforming boys so the school will be looking into options such as more boy focused texts etc. <p>Year 3</p> <ul style="list-style-type: none"> • PP children are performing really well • Girls outperform boys • GDS in writing and science are a focus as that was at 10% <p>In addition to new initiatives talked about in previous meetings the school has updated the curriculum again and are focussing on teaching key history and geography skills each week. They hope that this will give the children the skills and the language that they need to access texts on any given topic.</p> <p>Q: Is this curriculum change a national one? A: No, it's specific to this school</p>

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	<p>Q: What challenge does changing to subject based teaching overcome? A: Language acquisition is one of the main ones</p> <p>Greater Depth In terms of greater depth initiatives such as Shanghai Maths with its more reasoning based, open ended questions continue. The 18:12 ratio teaching also continues which should mean that GD children are not held up by children that need more support.</p> <p>In terms of writing getting pupils into GDS, there is a focus on children editing (this is often something that brighter children find difficult to do). Summarising, prioritising, transforming (changing text into 4 pictures) and categorising are also taught along with the ability to speed read which is also important given the 110 words per minute needed to get through a SATs reading test.</p>
6.	<p>School Trips</p> <p>The PC were presented with an updated trips curriculum document, including general comments and ideas that had been talked about during the School Trips Working Party Meeting.</p> <p>There was much discussion on school trips including a number of specific suggestions about new trip ideas along with feedback from parents on school trips that they had taken part in. The working party also included a number of general suggestions.</p> <p>General Suggestions</p> <ul style="list-style-type: none"> • That evaluation forms should ascertain which trips were useful or where they could be improved • The group felt that it would be better if trips to Central London were only undertaken where public transport could be used to minimise lengthy coach rides • That there should be more creative and sports orientated trips (particularly given the close proximity of the Olympic Park) • That some existing trips could be improved with on-site workshops • That suggested trips could be added to homework sheets so that parents could get ideas of places to take their children linked to school topics even if these couldn't be offered via the school <p>The working party reported that as a group they had felt quite empowered to be able to undertake the review. They acknowledged that the school doesn't necessarily have the local knowledge and contacts of parents. The PC would be happy to help the school with support, advice, guidance, help with trip preparation, risk assessment and further research on available trips going forward.</p> <p>The PC thanked Kate Chester for organising the School trips working party and all parents that got involved.</p> <p>In terms of going of forward. The school said that it needs some time to look at the suggestions and will feed back at a future meeting.</p>

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7.	<p>AOB/Other subjects discussed</p> <p>Y5 Assessments – Y5 parents were worried about the level of assessment that now appeared to have replaced fun learning since the Y5/6 curriculums were merged. The school said that they would check that assessments were not happening all the time. It was decided that since the balance between ‘fun learning’ and assessment had been raised by another parent in a previous meeting that it might be a good topic for PC at a future meeting.</p> <p>Handwriting – parents were concerned that children were starting joined up handwriting in Y1 before they had actually managed the basics and suggested that pre-cursive might be taught in Reception. Other parents said that in their classes there was evidence that teachers were stopping children doing joined up handwriting before getting the basics. The school reported that teachers had just the previous week been on INSET training on handwriting so handwriting teaching will be improving – pre-cursive included. There are a lot of children in Y1 who are ready to join but school policy is that they only need to do this by the end of Y2. School letters and the newsletter will be changing to cursive script imminently.</p> <p>Y6 SATS Booster Classes – some Y6 parents were interested in the criteria for being invited. The school said different criteria were used with it being offered to different groups at different time points. It tends to open up to more children in the final term but not every child will get an intervention.</p> <p>Maternity Cover for June (Poplar Class). It was decided that it would be nice to offer another parent a ‘maternity cover’ so in the first instance the School would look to see if they have a record of who else applied for the role and to invite them to stand in.</p>
5.	<p>Actions</p> <p>Carry over</p> <ul style="list-style-type: none"> • Bug club content to be updated when new package has been got to grips with • School to check homework is uploaded in a timely manner for all year groups • School to check again that classes are not being kept in for breaks <p>New Actions</p> <p>Reading</p> <ul style="list-style-type: none"> • School to investigate why so many children are not finishing books that they are reading in class • School to work with the PTA and Learning Council to try to bring more 'off mainstream' books and books from different genres into the library • School to check that all children have access to the library (including upper phase) • School to make sure that there is a working mechanism for teachers to be informed of parent comments in reading records • School to investigate why children are often getting given the same reading books more than once

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Other

- School to take away and consider the information provided by the PC School Trips working party and feedback at a future PC meeting
- PC to work with the school to set up and publicise the PC coffee morning on 16th March
- School to check volume of assessment in Y5 is not too high
- School to consider running a coffee morning on software such as Bug Club, Mathletics, Encyclopaedia Britannica etc. and to further publicise and push their use
- Item to look at the balance between fun learning and assessment to be included in a future PC meeting
- Look into maternity cover for June (Poplar class) based on original applicants.