

Davies Lane Parent Council Meeting 7th December 2017

Present:	Saima Khan, Ayesha Shafqat, Victoria Holdbrook, Josie Hunt, Charlotte Beulah, Jane Jin, June Alle, Nardjess Bououdine, Kate Chester, Luke Selby, Amanda Barker, Nabila Lebdjiri, Wilford Roberts, Helen Westerby, Annette Loakes, Samim Patel, Sarah Cottrill, Kate Roberts, Eleanor Ireland, Scott McMillan, Sarah Falola, Fiona Sinclair, Jenni Walsh, Bronwen Chalmers, Samina Ahmed, Mavis Chinyemba
Apologies:	Thula Mangena, Jack Fortescue, Veselin Nikolov, Jack Tremewen, Sham Hayat, Sabina Kosek
Next Meeting	1 st February 2018
1.	<p>December Minutes Sign Off The minutes were signed off without amendment</p>
2.	<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"> • Bug Club – In general is being updated but there were reports of lack of content for Y1. School to investigate. • Homework – Still not being updated for some years or only being updated after the event. Parents were advised to contact Mary in the School office if their year’s homework was not available when needed. • Breaks as sanctions – Still a live issue as more than one parent reported that classes were still being kept in for breaks as a punishment. To be kept an eye on and discussed again in the next meeting. • PC Coffee Morning – It was decided that the school would provide a date and then interested/available PC members could come and talk to other parents. • SATS paper testing(Y5 and below) – The PC understood the rationale behind the testing but still feel that the school needs to communicate better with children to avoid them getting disheartened/demoralised. <p><i>Actions Completed</i></p> <ul style="list-style-type: none"> • Minutes - Newsletter summary of minutes, earlier minutes production, full minutes on website • ESOL for Parents – One was run from Acacia but take up was very low so the school will not be running another one. Will be revisited again next year. • Old website – This is definitely inaccessible • Wrong Survey Link – This was resent by the school • Useful Info sheet – Sent out to parents • Sports Kit – Children now have sports kit and the school are liaising with FoDL for extra kit • Music Comms – Should now be improved as Caroline Rawlinson is back • Advanced submission of AOB – Put in place by new chairs

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3.	<p>School Trips</p> <p>The school took the PC through an overview of curriculum topics and the associated trips that the children go on and school visitors that come in. The school is facing challenges in the form of security issues with trips to central London and the cost of trips. They are therefore opening it up to the PC for any local ideas/contacts that they may have. The school stressed that this was very much about suggestions coming to the school from the PC not about the PC dictating the school curriculum in any way.</p> <p>It was decided that the best way forward was to form a working party to report back at the next meeting. The PC also suggested to the school that it would be a good idea to ask for feedback on current trips undertaken from children, teachers and parent helpers to get a better idea for which trips are more successful.</p>
3.	<p>School led Topic – Children working at Greater Depth</p> <p>Group Work</p> <p>The school explained about the workings of group work for the benefit of new members. Parents rotate between 3 groups: Data, Book Scrutiny and Observations and then feedback to the group as a whole. The topic of focus is usually set by the school or the PC in liaison with the school but it has to be in line with priorities from the School Development Plan. Therefore everyone is working to the same priorities and agenda.</p> <p>More Able/Greater Depth Children</p> <p>The school explained that their target was to get 35% of children working at the Greater Depth level with a particular focus on getting more disadvantaged children (PP) there.</p> <p>Now the curriculum has changed greater depth is no longer about pushing a child on and on to learn the next thing and then the next. It is about the ability to use skills already learned in the curriculum in an applied manner and in different contexts. So it is about breadth of learning and application rather than learning more and more new things.</p> <p>The school is focusing on working with marginal children i.e. ones that are working as expected but have the ability to move up to greater depth. Other initiatives have been introduced this year such as shared maths and literacy (as opposed to guided maths/literacy), introduction of the Shanghai maths method and the keeping of more able children in with the children working at expected. In terms of greater depth by leaving the higher group in with the expected, more children are brought up to greater depth. It is the lowest 20% or so that are then pulled out of the mainstream for focussed sessions. There is also more emphasis on application at all levels of ability.</p> <p>Data Group Feedback</p> <p>The data shows that the school are ahead of where they were last year in terms of children working at greater depth. Due to the curriculum change the data for Y2 is much stronger than that of Y6 who are still playing catch-up with the curriculum.</p> <p>In Y6 though, there are more children at expected than at this time last year so in theory</p>

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	<p>scope for more to be pushed on into greater depth.</p> <p>Book Group Feedback Members of the PC looked at books for those working at greater depth for Reception, Y2 and Y6. The new, simplified individualised targets were really good. Bite sized targets seems far less daunting and achievable. Evidence of peer marking was clearly shown. The progress seen in the books from the starting point to current day was remarkable, particularly in reception, where children that couldn't write at all were seen to be writing full sentences merely weeks later. The use and variety of extremely sophisticated language in Y6 books shows evidence that novel studies have had a big impact. There appeared to be sufficient challenge on display in the books.</p> <p>Observation Group Feedback Parents felt that the children were really engaged, even to the point where the parents wanted to stay as well! Though teaching styles and class atmospheres were different it was clear that everyone was learning the same thing at the same time. Questions asked were really thought provoking. The 18/12 ratio of teaching was observed. This is a school initiative where 18 children start at their tables and there is a focus group (could be lower ability or greater depth) on the floor with the teacher. This means that greater depth children can start without having to wait for things to be explained to less able or conversely, the teacher can explain something of a higher level to greater depth children whilst the other children work. Children then don't have to wait for others to start working and it also stops time being wasted in transitions. Then everyone will get back together to move on to application (at their own level). In this way Greater depth does not become an 'add on' at the end of a lesson and everyone has a chance to apply the learning they have done at whatever their level.</p>
4.	<p>AOB/Other subjects discussed</p> <p>Reading – There were a number of queries that were reading related so it was decided that it would be the focus of the next meeting where everything could be discussed</p> <p>Daily Mile – the school confirmed that this would be implemented as a twice a week mile, with 2 year groups a day doing a 15 min session.</p> <p>Love of learning – Following concerns from parents, The PC queried as to whether the school was concentrating too much on teaching the children to pass specific tests rather than instilling a love of learning. There was some discussion around this with different PC members having different views. The school's position was that though they do have to work within the government framework provided (their hands are tied in this respect) they still feel that things like Novel studies, cross curricular links and Shanghai maths make learning challenging and exciting. Learning is also enhanced by associated school trips and visits to the school and by music and art initiatives.</p> <p>Repetition of Tests – There was concern amongst some Y6 parents around the repetition</p>

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	<p>of example tests for assessing children. Some parents felt that it was boring and unproductive for the children to be doing the same tests and also felt that there was reduced value in the assessment levels produced when using a test that children had already sat once before. The school said that there were limited practice SATS tests available and did not feel that that repetition of tests used was a problem.</p>
5.	<p>Actions</p> <ul style="list-style-type: none">• School to supply date for a PC coffee morning so the PC can see which members want/are able to attend.• Homework to be put on website for all years in a timely manner.• School to check bug club is updated as it wasn't for Y1 the last time parents looked• Classes being kept in for breaks (carried over from last actions list)• PC (Kate Chester) to organise a working party (Annette, Samim, Victoria and Fiona all volunteered). To feed back at Feb meeting.• School to consider producing a short summary of what the Autumn data has told the school and what actions came out of this (requested by Scott).• Focus of next meeting to be reading• Learning Council to meet and report back to next PC meeting