



St Michael's C of E Primary School

Realising of potential, Respect for others, Responsibility for own actions, Honesty, Co-operation

PARENT FORUM

Tuesday 6th February 2019 No. 21

The Parent Forum is an opportunity for parents and carers to meet once a term to discuss school-related issues.

Regular, open communication and consultation with parents is important to the school. The Parent Forum provides a valuable way to listen to your ideas and concerns and seek your views, helping to make sure the needs of children and their families are met. Meetings are led by the Head of School and/or Assistant Head Teacher. Meetings are informal and provide a genuine opportunity for open discussion.

DEVELOPMENTS/EVENTS SINCE THE LAST PARENT FORUM FOR DISCUSSION AND REVIEW

- Staff absence - Mrs Carter, Mrs Gibb, Mrs Pickford
- Changes to staffing 3D/T - Miss Kate Turnbull 5D/F - Miss Laura Fountain appointment
- Anti-bullying Week
- Nasal Flu Vaccination
- TiS (Trauma Informed Schools) Training for all staff
- Children In Need
- Derek Thomas visit
- Shoebox Appeal
- Swimming Gala
- Gymnastics competition
- Year 2 and Year 3 cooking with Chartwells
- Christmas Tree Festival
- Friends of St Michael's Christmas Fair
- Christmas performances
- Christmas Jumper Day
- Reception fluoride application
- Christmas parties
- Christmas discos
- Implementation of Let's Think in English
- Height and Weight Reception and Year 6
- Full lesson observations in every class
- Chartwells special lunches
- Maths Audit outcomes - Power Maths
- Transition sessions for Year 6
- E-Safety week
- Safer Internet Day
- Children's Mental Health Week
- Parent Café/Parent coffee
- PSHE new scheme

Parent View

Parent View is an online questionnaire for parents and carers to share their views about their child's school with Ofsted. It was launched in October 2011. Since January 2012, Ofsted has used the information collected through the questionnaire to make decisions about which schools to inspect and when. Inspectors look at Parent View results alongside the traditional paper-based school questionnaires at the point of inspection.

PLEASE RECORD YOUR VIEWS AT:

<http://parentview.ofsted.gov.uk/>



Mark Lees Visit

Leaders are well prepared to face the imminent OFSTED inspection. Indications from the school's end of key stage 2 data, progress as seen in books and feedback from the extensive monitoring and evaluation are that this should be a positive experience for this school. Next steps discussed:

- Leaders need to pre-empt the likely key lines of enquiry in the forthcoming inspection. These could be: writing in key stage 1, the attainment and progress of the disadvantaged group, the achievement of the boys in the early years, the wider curriculum. However, it could also be other aspects of the school's provision. The Head of School has extensive documentation and evidence to support any review in these areas.
- Ensure that the classroom displays reflect the wider curriculum and celebrate outcomes as well as being supportive to learning.
- Focus on the improvement of letter formation and handwriting in key stage 1. Some of the more-able pupils could be awarded pen licences. Although pupils work hard to produce independent pieces of longer writing, the presentation and accuracy of these can sometimes slip.

Next Parent Forum Date
Monday 20th May at 6pm

2018-19 Priorities

St Michael's C of E Primary KPI's 2018-2019

1. KPI 1 - Increase outcomes in KS1 in writing and maths to exceed the national average (Exp- Writing 70+% Maths 76+%, GDS- Writing 17% Maths 21%), especially for more-able children

Autumn 2 data Exp- Writing 81%, Maths 85% GDS- Writing 24% Maths 29%

2. KPI 2 - Ensure that children who have passed the phonics screening check in year 1 are at least in line with the expected standard for Reading at the end of KS1 (80%)

Autumn 2 data ARE in Reading currently 92% GDS 32%

3. KPI 3 - Embed teaching and learning strategies employed to secure good progress and narrow the attainment gap for the lower prior attainers, SEND and Disadvantaged children at the end of each KS, particularly in reading (KS1 All 76+%, Dis 15.4%, KS2 LPA 22+%, SEND+41%, Dis 61+%)

Autumn 2 Data

KS1 Progress Scores

Reading-	all 1.32 (79%)	SEN 0.64 (69%)	Dis 1.38 (76%)
Writing-	all 1.48 (77%)	SEN 0.33 (54%)	Dis 1.18 (66%)
Maths-	all 1.04 (67%)	SEN 0.18 (63%)	Dis 0.88 (73%)

KS2 progress scores

Reading -	all 0.31 (36%)	SEN 0.08 (32%)	Dis 0.27 (45%)
Writing -	all 0.62 (56%)	SEN -1.25 (22%)	Dis 0.00 (51%)
Maths -	all 0.25 (46%)	SEN -0.86 (22%)	Dis -0.09 (42%)

1. Leadership and Management	
1.1 1.2	All Spring Performance Management observation are linked to area of improvement within specific phases informed by RAG data analysis
1.1 1.2	All Spring Term monitoring, including Performance Management lesson observations carried out in conjunction with Phase Leaders
1.1	Regular phase coaching sessions between teachers and TAs
1.1 1.2	Phase leader to QA data presented at Autumn Pupil Progress meetings through pupil conferencing with children in their phase, particularly in Reading
1.1 1.2	Half termly analysis of data to track progress and create action areas for the following half term
1.1 1.2	Frequent moderation sessions both internally and externally (phase/key stage and whole school) with a particular focus on reading
1.3	AHT to assume responsibility for the running of the school half a day per week, including debrief session to troubleshoot and discuss arising issues
1.3	Senior leaders to shadow Head of School during parental meetings, professionals' meetings and meetings with admin staff
1.3	Phase leaders to undertake the Aspirant leaders CPD
1.4	Phase Leaders to monitor the impact of PPA cover through book monitoring and learning walks
1.5	Induction programme for all new members of staff led by middle and senior leaders
1.6	Inclusion team to ensure there is appropriate support/interventions where there has been a widening of the gap in Autumn term for SEN/Disadvantaged children
2. Teaching Learning and Assessment	
2.1	Visit MAT School's already using Let's Think in English to observe good practice (Y6 BB)
2.1	Consistent approach to editing agreed
2.2	English Team to monitor the impact of ring-fenced handwriting time through drop in's and book scrutinies
2.2	Pen licenses to be presented in celebration assemblies to raise the profile of presentation
2.3	Visit schools using group Reciprocal Reading
2.3	English Team to monitor the impact of guided reading with a focus on whole class comprehension
2.3	Create peer to peer opportunities to observe guided reading with colleagues in the same year group/phase
2.4	Impact Trackers to be monitored monthly to ensure accelerated progress for red/yellow children not making accelerated progress
2.4	Monitor the impact on progress of working memory groups

3. Personal Development, Behaviour and Welfare	
3.1	Healthy School Team to QA the new PSHE Scheme of work
3.1	Appoint outside learning coordinator to work alongside Wild Tribe/Active Maths to promote the use of the outdoor space
3.1	Monitor the impact of Wild Tribe sessions both nurture and academically linked
3.2	New colour coded attendance letters signposted to parents and implemented
3.2	Target children with attendance issues to wraparound provision
3.3	Continue to implement Family Dining in the Infants
3.3	Develop lunchtime zones/activities for infant children
3.4	Provide school led drop-in's at Parent Café e.g. phonics, Autism, Dyslexia
3.4	Develop Family Learning opportunities
3.5	SL 2 day TiS training undertaken
4. Outcomes	
4.1	Ensure that all KS1 teachers are using the Assessment Frameworks cross referenced to the exemplar materials to ensure that targeted children are going to meet the criteria for expected and GDS
4.1	English team to provide CPD for all staff on Let's Talk in English
4.1	Maths leader to ensure Active Maths sessions planned provided opportunities, at a distance, to revisit objectives taught recently
4.1	Begin implementation of the new maths scheme of work
4.2	NFER tests for reading implemented throughout school in Spring 1 to monitor the impact of the new approach to reading
4.2	Ensure a consistent approach to guided reading sessions throughout the school
4.2	Ensure all classes are regularly using the library to encourage a love of reading evidenced through pupil conferencing
4.2	Regular reading moderation and conferencing , especially focusing on children on the Impact Tracker for Reading
4.2	Reintroduce Drop Everything and Read sessions for parents to attend
4.3	Regular guided reading record trawls to ensure all children have the opportunity to work on longer questions relating to the text
4.3	Plan World Book Day activities that inspire a love of reading throughout the whole school community
4.4	Provision maps updated at least half termly to monitor the impact of short term interventions
4.4	Peer to peer planning support for teachers with children on Impact Trackers or Plan, Do, Review Sheets where progress has stalled
4.5	Half termly data days with all leaders to analyse progress and attainment of all vulnerable groups and identify next steps
5. EYFS	
5.1	Make reading resources that encourage boys to be active such as tricky word bowling, fishing for words and reading trails outside.
5.2	To close the gap between boys and girls in the specific area of writing continue to use new writing truggs and develop them to have resources linked to boys' interests e.g. sign making equipment, superhero pens.
5.3	Continuing weekly multisensory sessions, write dance TA intervention group, daily dough gym session for targeted boys and daily funky fingers activity available in the classroom.