

# **Parents Forum – The March C of E School – JULY 2016**

Date – JULY 16

**Topic – School Improvement Plan Update**

## **Attendees**

Chair – Mr Jackson (Deputy Head)

Governor Attendee – Stella Aldred, Rachel Bryan,

Parent Governor Attendees – NA

Further attendees – parent attendees

Minutes – Gael Emmett

**Mr Jackson led the forum with a presentation on updates on the School Improvement Plan - please also see document attached**

The Plan was written in April 2016 and is a two year plan. The topics it covers are

- Assessment
- Teaching/learning
- SEN
- Religious Education/Christian Ethos
- Mathematics
- Early Years Foundation

**PLEASE NOTE – attached docs showing full presentation**

## **OVERVIEW OF SCHOOL IMPROVEMENT PLAN**

**PLEASE NOTE – FULL VERSION IN ATTACHMENT – notes pertaining to document taken during meeting below**

### **Priority I - ASSESSMENT**

A new system of assessment has been adopted by the March School. It is not based on Learning Ladders, as previously discussed as an option.

New System of assessment has been invested in by the school called 'Educater'.

- Staff were included in the decision to proceed with this system
- It is an online assessment system requiring data entry
- There are set data points annually used to capture data
- Data is entered daily and weekly and is used to 'inform' teaching the next steps
- It is a process of trial and improvement with the system to get the best from it
- User friendly
- TA's are to be involved in the autumn term

Questions raised

Q: Will this system be used for Reports for End of Year and Parents Evenings

A: Yes

Q: Will exams and tests continue

A: This ongoing system of assessment sits alongside exams and tests.

Q: Will the results from this system of assessment transfer to Secondary School?

A: It will sit along side all other reports and exam results passed on to Secondary School

- The question of 'Talk Partners' and how this works in practice was raised  
There are Partner Wheels to manage who is partnered with whom  
The system encourages different pairings that might otherwise not occur  
and which are beneficial in terms of progress for all children.

## **Priority 2 – TEACHING AND LEARNING**

One of the key areas of improvement is in the area of 'Outstanding Lessons'

The following questions were raised

Q: How to work with engaged children v. non engaged children

A: know your class, apply their learning, engage with them, through their 'interests', stimulating curriculum and clear areas for development

**PLEASE NOTE - The idea was proposed that parents could put forward an 'outline' of their child and 'interests' to aid the teacher in knowing the child and therefore being able to engage with them. It was proposed that it would be a one page profile only and would need some structuring to be effective and useful**

The school recognizes how important it is for staff to get to know children and do an indepth transition for each class and handover to new teachers in the summer term

Q: The question was asked as to whether the 'target matched the objective' in the formal observations linked to teachers appraisals

A: This needs some 'unpicking'. We need to look at both 'good' and 'outstanding' lessons. To look at the quality of the teaching, the quality of the work and the quality of the appraisal and to create consistency.

Q: the question was raised about 'benchmarking'

A: This would involve

'Subject Leaders'

Joint observations by the Head and Deputy Head

Work scrutiny

Sharing 'good practice' and peer observation

Q: the question was raised about science in the curriculum

A: Mrs Boden attended a Science Conference recently. The science curriculum is being broadened. ICT is improving to support science further.

Q: this led to the question about Science 'policies' in the school. Do the parents get access to the schools policies on science/

A: Yes, this is open for parents to see and open to being reviewed.

### **Priority 3 – SEN**

PUPIL PREMIUM

'Closing the Gap'

All children making 'expected progress'

The following questions were raised

Q: Is the concept of 'Mastery' working within the curriculum?

A: The 'expected' level has been set higher this year. It takes time to achieve the 'expected level' + 'Mastery' It was suggested that this potentially can create a situation where the 'gap' is increased, not decreased.

Q: the question was raised that amongst all this attention to achieving academic results and implementing new curriculum and assessment, where is there room for and emphasis on the personal welfare, development and acquiring of life skills within the school?

A: the school includes these types of goals within its 'Christian Ethos', through PSHCE lessons, RE and Worship, Peer Mediation and WWO

**PLEASE NOTE – it was suggested that there could be a formalisation and communication of these goals and achievements within the school plan. - personal welfare, development and acquiring of life skills. Communicating these outcomes to parents is an important part of the plan. When parents are choosing schools for their children they are often looking for and inspired by schools that consider these criteria as key to the child's development throughout their school life. The plan focused around the 'Peace Garden' was brought up as an example. Ensuring that these projects are clearly 'promoted' to parents as part of the school plan shows the support for the welfare and personal development of the children.**

Q: it was asked whether the increase in the numbers of SEN children attending the school over the years draws heavily on our reserves.

A: it was acknowledged that it is a challenge on our resources as it inevitably draws on them. However, as a fully inclusive school, we welcome children of all abilities and backgrounds and do the best for each one of them with the resources available.

**NEXT MEETING – 5 October 2016 2:00pm**

**TOPIC – Behaviour Policy**