

## Parent voice meeting - 22.01.19

### Attendance and introductions

Mrs Brooks – 3KS, Mrs Webster – 3LN, Mrs Johnson – 4AH, Mrs Ward – 4KC, Mrs Pink – 5AB, Mrs Fisher 5AH, Mrs Cox – 6RP, Mrs Glennon – 6RS

### Aim

Meetings to have a clear focus on an aspect of the school and then time for any other feedback. Feedback is to support the improvement of the school but also to praise staff and school on things that are going well. It is not always that things will be addressed immediately but parents will all be included in the minutes and we will endeavour to follow up as we achieve outcomes.

Parent voice is important as it gives the school a different perspective and can re-focus on aspects that are important to parents and pupils.

### Communication

All parent representatives agreed that they would like:-

- to be told in the playground or have messages sent through the office from parents
- have all feedback a week in advance
- teachers to be aware of who parent reps are to point them out to parents
- everyone to be aware that we will meet the 3<sup>rd</sup> Tuesday of every month at 2pm – agreed dates 26<sup>th</sup> February, 19<sup>th</sup> March, 23<sup>rd</sup> April, 21<sup>st</sup> May, 18<sup>th</sup> June and 16<sup>th</sup> July.

### Feedback

**Reassurances re. staffing** – Currently we have consistent teachers in all classes. 4KC have Mr Maddon, who is long term supply until such time as Mrs Clancy returns. As a school we are constantly monitoring the teaching and ensuring we have the best for the children, but we also have to ensure there is a position for teachers to come back to if they are off sick, and juggle a budget. We will always keep parents informed of any changes and ensure we are doing so in the best interest of the class.

**Homework** – marking, relevance to the teaching that week and maths being set to the ability of the child. These are to be addressed with teachers and improved. Year 6 have SATS support books and we are looking into the greater depth version of these.

**Clarification on homework expectation** – As a school we expect children to have an hour of homework each week which consists of English and Maths. We use this to assess what children can do independently and adapt it based on the feedback from what we see in a homework book, e.g. if a child has not completed it in the hour then we know it was too hard. If no child can complete it then we are re-thinking the teaching of it to ensure children can understand and remember it.

It is fine for a parent to write in a homework book that it took too long so it is not complete or that it didn't take long at all. But we ensure that children have time after the weekend to ask for

clarification or support before it has to be handed in on a Wednesday. Homework is marked by effort as each child's outcome will be different.

**Spellings** – Spellings need to be consistent across the school and spelling tests to happen weekly. We will look in to ensuring children have words that match a spelling pattern/rule and move to children having to find out the definition of the word to support them in their understanding and use of the word. All children have yellow spelling books which should be coming home regularly.

**Communication** – Class newsletters and end of week letter. Class newsletters do go out termly and we will endeavour to ensure they go out within the first week of that term. I apologise for the lateness of this terms class newsletters. The junior school has never sent out an end of week letter as far as I am aware. This may be an infant school practice which we can discuss as a staff.

**Support for more able students** – Concern that we have changed our practice. We have always supported more able students through setting and differentiation. Setting is when we put children in classes by ability across a year group and differentiation is when we set tasks by ability within a lesson. We have always spoken about how and when we use setting and do so with caution as sometimes it can cause gaps to open between the ability groups. We use the data and discussion each term to understand what the year group needs and this can be different in each year group. For example last years year 3 only set from maths on a Thursday and Friday whereas Year 4 set for maths daily.

**Parents evening** – concern that parents aren't sure of their children's ability. The process we have in school is that we assess the children. Then the teachers, inclusion manager and myself meet to talk through the data and the children, from there we decide actions for the class and year group. Assessments and these meetings happen every term. The week after this meeting in the Autumn term and Spring term is then parents evening so that teachers are clear on where children are, what we are expecting and what support is in place for them and this can be explained at parents evening. In the summer term we write the child's report that should reflect the progress since these meetings and celebrate all their learning achievements.

**Break-time** - concern over adequate supervision. We try to balance the playground so that we have staff that can supervise and run activities and some that are just calm supervised spaces. This allows children to have more freedom of choice and our amount of adults reflect that. We have specific adults who come in and set up activities and organise our playground to ensure that we can maximise their opportunities and choice at playtime.

**Out of date books** – Concern that some of our books in our library are not relevant. We have recently put small book areas in each class with carefully selected books for the children to use and then as a staff sorted out our library books. We have improved it but we are not there yet and understand that we need to buy more books but we had to assess what we had to ensure we order what is needed and not waste our limited budget. This is something that will happen yearly as we replenish and up-date our library.

**Uniform** – concern that all trainers are being allowed. This is something that teachers should be picking up on and will be addressed with the teachers. Plain black trainers are the only shoes that are allowed and I will re-iterate this in a parentmail as well as with the teachers.

**Staff clothing** - there was a suggestion that staff could dress more professionally. I will address this with governors as they set staff dress code, but am also conscious that staff are able to wear active clothing for physical education.

**Parking** – parents are still parking on yellow lines and causing problems with safety and traffic. This is generally addressed with individual parents by the Senior leadership team on the gate but will be re-inforced and we will remind parents in a parentmail.

**Scooters** – More children are riding scooters and bikes in the playground. This has been addressed with the children in class and all staff are aware to speak to children if seen riding in the playground.

**Term dates** – Parents wanted to thank the school for the early release of next year's term dates so that they could organise holidays and child care.

**Focus of next meeting:- Maths**

**Date of next meeting: -Tuesday 26<sup>th</sup> February**

**Feedback to be passed to parent representatives by:- Friday 15<sup>th</sup> February**