



A meeting of the **SCHOOL FORUM** took place on Monday 26 November 2018 at 1.30 pm in The Lodge

Present: **Parents of:** Daniel and Hannah Baxter, Sophie, Cameron and Millie Clarke, Max Mount and Holly Mathison, Alice Mawdsley, Imogen Reid, Abigail Rimmer, Samuel Stevens, Daisy Traynor, Lucy Worthy and Lucia Townsend

Staff: Mrs J Payne (Head Teacher), Mrs B Taylor (Head Teacher), Mrs Millington (TA), Mrs Patten (TA), Mrs Collins (Y6 Teacher)

Governor: Mrs C Hornby

Apologies: **Parent of** Harry & Hannah Green

1 Mrs Payne welcomed everyone to the forum. She talked through the purpose of the forum and how the meetings were held.

2 **School Improvement Plan**

Mrs Payne explained how the poster is developed each year to help show parents, children and staff what we are working on at school within that academic year. In order to decide what the priorities are for the school improvement plan(SIP) we discuss with all staff & Senior Management and also look at data. The school values are always part of the SIP and are the backbone of everything we do at Churchtown. The children look at a value each half term and we celebrate this through nominations for Junior Chef.

In Maths for the past four years we have looked at reasoning and problem solving but through question / data analysis and discussions have identified fluency eg. Number bonds and multiplication tables. Subject Leaders have been developing a maths passport for the children, which will give more progression connected with these skills. We will be looking at launching this in January with the children.

In English we have changed the spellings, parents will have seen some information on this through the newsletters (more details about this are below under item 4)

We are also concentrating on the love of reading and reading stamina(reading for longer periods of time) ideas for encouraging this have been – The reading lottery, bringing in authors, buying new books with the money raised through parents and also visits to bookshops. The Reading lottery has shown a huge improvement in the amount of children reading at home and the visits to Broadhurst’s have been excellent. Parents agreed that their children were asking to read more and the prize being connected to books was a good idea.

Parental Involvement is another area we are concentrating on and last year we increased parental involvement through various ways, such as:

The reading Angels- we have 16 reading angels and are also looking for more for Year 1 & 2. One parent suggested could we have them for the older children as once the children are good at reading they don’t have the same individual reads. Mrs Payne will follow this up and the volunteers for Year 1 and 2. Two parents on the forum are reading angels, they commented that they really see the benefits for the children. The children really enjoy it and the teachers also really appreciate it. Ziggy the reading Dog was discussed as well as Buddy groups and reading champions where children hear each other read.

Workshops throughout the year have been held for parents of different age children and have been fairly well attended. World of work day was a great success in getting parents

into school talking about their careers and jobs.
Homework projects have also encouraged parents to get involved.

3 Behaviour Policy

Mrs Taylor talked through the Behaviour policy and ladder, explaining each step of the ladder. The reset room is a new room that is used as part of the behaviour ladder (step 3 and 4). The pastoral team are based in this room and support on any issues regarding behaviour. They are involved in resetting the children's behaviour before they go back to class. Mrs Anderson, Mrs Gough and Mr Bateman are in the pastoral team.

Midday supervisors can access the reset room (sending children there if required) at lunchtime as there is cover each day in the room. Any children asked to spend time in the reset room at lunch are reported back to the class teacher so they are aware and can feed back to parents at end of the day.

Do we have the same expectations for all 30 children in class?

Overall expectations are the same, however we do individualise behaviour programmes for children if necessary e.g. some children may have issues with relationships with specific adults and therefore named people work with some individual children.

Parents feedback was that the system seems a lot clearer than the previous system.

Staff members expressed the success of the new policy, they referred to the poster as being the 31st person in class, it is very visual and used most days in class to reinforce positive behaviour.

Has this system been put in place because behaviour has become more of a problem?

That isn't the reason the behaviour system has changed. The behaviour in the school is very good/excellent. Visitors comment on the behaviour of children in school. The previous system involved behaviour being dealt with in the leadership office and therefore a pastoral team has been put in place and a new reset room to replace this.

A parent commented that behaviour is amazing, they accompanied the children on a recent trip to the cinema and was exceptionally impressed with the behaviour of Churchtown children, especially in comparison to other schools that were present.

How is this system explained to children?

There is an enlarged poster in each class. Time was spent at the beginning of the year discussing it in detail in class and assemblies. It is very visual, teachers talked through class rewards also. Children have an input into class promises.

If they move off the green, do they stay off green all day?

No, they will receive verbal reminders and if they change their behaviour then their name will move back to green.

Mrs Taylor discussed an email that we had received from a parent regarding rewards in the school. The parent felt that there were too many rewards in the school and they discourage children from doing things for themselves, without a reward. Parents at the school forum felt on the whole the rewards given out in school were beneficial. A few parents didn't agree with rewarding attendance.

Mrs Taylor explained that the reading lottery has been instrumental in improving the amount of home reading taking place. The children have enjoyed going to Broadhursts book shop, it's an incentive to read.

Parent feedback regarding all children starting the day with a daily point was that this a much better way round and is fair to all children. It allows for no children to be overlooked. They felt it was a very positive system.

4 Spellings – Sam Collins, English Subject Leader

The approach to teaching spellings has changed in the school. This was due to two main reasons:

1. Data – showing a dip in spelling results
2. Patterns and rules were not being consistently used in spellings.

English subject leaders went to look at resources other schools were using. No-nonsense spellings is a scheme widely used with good success rate. It:

- Gives a clear, progressive approach to the teaching of spelling from Y2 through to Y6
- Allows children greater independence and allows them to take responsibility for their spelling
- It's an investigative approach
- Provides schools with a range of strategies to use when teaching spelling
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It provides a lesson sequence:

- Revise
- Teach
- Practise
- Apply/Assess
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Years 3 to 6

2 week block, 5 lessons in each block.

Each lesson is 10-15 minutes long.

Year 2

Daily lessons, 15 minutes long.

Year 1 and Early Years

Not covered by this scheme due to phonics

The 'No Nonsense' approach

- Fewer spellings sent home
- Assessing spellings in context in different ways
- Investigative style

Early Years

EY focus on phase 1 phonics for Nursery children, developing speaking and listening and lots of story telling.

This is the same in Reception initially, but children very quickly move through the phases of phonics.

Once the children are blending confidently, high frequency word books are introduced. The children have a list of HFW each week linked to their stage of development in phonics. As the year progresses, the children are encouraged to apply their knowledge in their written work.

Year 1

Year 1 use the letters and sounds approach differentiated across the year group. All children (except some children with SEN) have 2 common exception words to learn to spell taken from the Year 1 list (all children have the same 2 words). More able and higher middle ability children have the same patterns to learn to spell. Lower middle and lower ability children have the same pattern to learn to read. For example:
Higher ability & higher middle ability group learning to spell patterns: ew and u-e
Lower middle ability group & less able learning to read patterns: ew

Year 2

An explanation to parents has been sent home in Reading diaries outlining a weekly focus on sound/pattern plus 2/3 Common Exception words. Children have a flap in the back of their books which builds a spelling log and is individual to each child.

Year 3

An explanation to parents has been sent home in Reading diaries. This is linked to a weekly focus on sound/pattern plus 2/3 Common Exception words from the KS1 list. Children are expected to explore patterns at home and this will then be assessed in school. Personal spelling lists are used over a half term with words which children need to spell correctly in their independent writing. Children have a flap in the back of their book which builds a spelling log and is individual to each child.

Year 4

Spellings linked to different patterns and rules.
Parents informed of the words children will be investigating via a sticker in spelling books.

Year 5 and 6

Personal spelling logs are used in school. Children are expected to use the words in this list accurately in their independent writing. Spellings have a particular focus on a pattern or rule each week and this is recorded in planners. Children are expected to explore this pattern at home as homework. Some less able children are still given set spelling lists to learn at home and in school and are tested on these. Y3/4 and Y5/6 word lists are stuck inside planners and some children have the first 200 high frequency word list.

Strategies to learn spellings were discussed. One strategy weekly is being put on the newsletter:

- **Spelling journals** – practise patterns, record rules, spelling assessments, word lists
- **'Have a go' sheets** – look at tricky part of the word, refer to sound/spelling choices, make 2 or 3 attempts at spelling the word, does it look right?
- **Look, say, cover, write, check**

- **Trace, copy, replicate, check**
- **Segmentation strategy**
- **Quickwrite** – write the word as many times as possible in given time
- **Drawing around a word** to show the shape and drawing an image around the word
- **Words without vowels** – for words where the vowel choices are the challenge
- **Pyramid words** - think of each letter separately
- **Silly sentences, pronouncing silent letters, clapping and counting syllables, rainbow writing**

Forum parents agreed that the spelling lists were not having the desired effect and that the exploration and investigative approach would be more beneficial. One parent commented that they have already seen an improvement in spelling patterns. They also said that it is a more enjoyable way for children learning their spellings.

School are looking to put on a drop-in for parents after school (on staff meeting evening) where class teachers can talk through how spellings are now being taught in school.

5 Academy Update

Mrs Payne gave out the latest academy letter, which was being sent home that evening. The consultation period and the meeting which parents were invited to in school with Endeavour Learning Trust (ELT) representatives was discussed. One of the parents on the forum attended the academy meeting on 1st October and expressed how she was encouraged by attending the meeting. She was very impressed with ELT representatives and how the trusts ethos matched Churchtown Primary Schools. She expressed how Mrs Gwinett came across very passionately about young people, their approach and her care and concern for children.

A member of staff expressed how they were encouraged that it was a small trust they were joining and how Mrs Gwinett had spent time to come and talk to teaching assistants in meetings during the due diligence visits. Mrs Gwinett showed interest in our positions and the work we did; she came across as aspirational.