



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 November 2018 No 20

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

- Changes to the Leadership Team, Miss Martin joined the Phase Leader Team
- Kernow Sports Camp
- Changes to the Staffing Team, Miss Schouten, Mrs Davies and Miss Glavin
- School Review Day
- Year 6 Surf Days
- Race for Life
- Healthy Week including Walking Bus
- Sports Days
- Academy Awards
- Leavers Disco
- Extensive work carried out to the driveway and drains
- New Infant furniture in all classes
- New Infant Servery
- New Infant intervention rooms
- Bike Track created
- Parent Café established
- Harvest Festivals for both Key Stages
- New PE Equipment and Scheme of Work
- Changes to swimming all classes from Y1-Y6
- New S and L team member, new Y4 TA
- Held two EYFS Open Days
- Held a multi-cultural day
- Parent evening week
- Hosted Plymouth University students
- Cross country competitions
- Started an After School Club
- Active maths
- Changes to Reading and PSHE
- Election of School Councillors and House Captains
- PTA AGM- Friends of St Michael's
- School Monitoring Council Visits
- School Photos
- Pet Service

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



External Monitoring

- School Review Day 25th June 2018
- Peer to Peer Review
- Maths Audit
- Ofsted
- SIAMs

Parents Evenings and End of Year Reports

Any feedback? How useful/informative was the new end of year format?

Next Parent Forum and Coffee Morning Dates

Parent Forum

Wednesday 6th February at 6pm

Coffee Morning

Thursday 22nd November at 2.45pm

2018-2019 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
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%)
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+%)

Section One Effectiveness of Leadership and Management

- 1.1 Key Stage 1 Phase Leader will focus relentlessly on outcomes for children in Year 2, especially those of more able children
- 1.2 Lower Key Stage 2 Phase Leader to ensure accelerated progress for more able children, especially in Year 3
- 1.3 Senior leaders to access coaching in the more operational side of school leadership
- 1.4 Adults will be appropriately deployed to ensure that lesson time is used productively, particularly new cover supervisors
- 1.5 Ensure a robust induction for new members of staff in each key stage
- 1.6 The rate of progress and attainment of all groups, particularly SEN and Pupil Premium, is measured to inform specific intervention strategies to ensure pupils falling behind make rapid and sustained progress in order to narrow the gap

Section Two Teaching, Learning and Assessment

- 2.1 Adopt a consistent approach to editing skills as children write and compose throughout the writing sequence
- 2.2 Develop the teaching of handwriting to ensure consistency throughout the school, including ensuring children leave KS1 with a good knowledge of cursive letter formation and joining strokes
- 2.3 Ensure a consistent approach to Guided Reading is followed throughout the school
- 2.4 Establish working memory groups, where needed, to impact on the retention of vocabulary, letter patterns within words and mental maths skills

Section Three Personal Development, Behaviour and Welfare

- 3.1 Develop PSHE sessions to ensure that children can work independently, face up to challenges (both personal and academic) and continue to develop attitudes to ensure they are successful learners
- 3.2 Implement attendance impact tracker for PA children
- 3.3 To continue to develop the provision of activities available for children to access at lunchtimes
- 3.4 To establish a Parent Café to further develop support for parents

Section Four Outcomes for Pupils

- 4.1 Increase outcomes in KS1 in writing and maths to exceed the national average (Writing 70+% Maths 77+%, especially for more able children)
- 4.2 Ensure that children who have passed the phonics screening check in year 1 are at least in line with the expected standard at the end of KS1
- 4.3 Ensure that progress over time in reading is accelerated in KS2
- 4.4 Embed teaching and learning strategies employed to secure good progress and narrow the attainment gap for the lower prior attainers, SEND at the end of each KS, particularly in reading (KS1 All 76+% KS2 LPA 22+% SEND+41%)
- 4.5 Continue to diminish the difference for PP children at the end of each KS reaching the expected standard and working at greater depth, particularly in reading (KS1 All 76+% KS2 Dis 61+%)

Section Five Early Years Foundation Stage

- 5.1 Increase the percentage of children achieving ELG in writing
- 5.2 Continue to close gap between boys and girls achieving GLD
- 5.3 Increase the percentage of children achieving exceeding in the prime area of Communication and language