

Parent Forum: key points from meeting held 19th April 2018

Leadership update

Leadership arrangements for the Summer Term were confirmed. In addition to the ongoing support of Ms. Helen Mulligan who will be continuing at the school, Mr. Joe McCrossan will be joining the school. Together they will act as Co-Interim Heads for the Summer Term, providing full time Leadership at the school.

Mr. Joe McCrossan introduced himself.

Practical arrangements were discussed. Both Ms. Mulligan and Mr. McCrossan will do 2.5 days each at the school, with an overlap planned in each week in order to facilitate communication and continuity. The Chair of Governors, Mr. Chris Goodfellow will also meet with both Heads each week. Key responsibilities have been divided between the two Heads, although it was noted that there will naturally be overlap and the need to work together, especially with regards to the ensuring day to day operations run smoothly whoever is on site. Parents were encouraged to approach either Head whenever they needed to.

In response to a question about the leadership roles of other staff, specifically Mrs. Mercer, it was acknowledged what a vital role Mrs. Mercer had played in the last few months and how grateful the Governors and parent body were to her and explained that Mrs. Mercer would be concentrating on her class teaching role (KS1) and the leadership of English across the school. The Co-Heads would assume all responsibility for the overall leadership of the school.

There was a request that Leadership responsibilities at the school, including of existing staff members, be shared with the whole community. **ACTION: Leadership flowchart to be shared with staff and parents.**

Terms of Reference for Parent Forum

These had been shared with parents prior to the meeting. There were no questions or comments.

School Improvement Plan

It was asked why there was an action to 'implement' a Performance Management cycle' which suggests there is not one in place. It was discussed that performance management cycles had been in place but that they had not always been effective in ensuring and supporting good practice. It was also explained that there had been a number of new staff join the staff body in the last term for whom performance management meetings had not yet taken place. **ACTION: It was agreed that the wording should be changed to 'implement robust and effective performance management'.**

It was asked that acronyms be avoided or explained. **ACTION: HT to produce and share a glossary of terms**

A question was asked about what was meant by Pupil Premium Grant. It was explained that this is additional pupil funding introduced in 2011 to help schools to bridge the academic gap between children from different socio-economic backgrounds. The pupils who qualify are eligible for free school meals, or have been eligible in the previous six years; children who have been looked after, or are covered by a guardianship or residency order; have been adopted from care or have a parent serving in the armed forces. Schools are held accountable for how they spend their funding, partly through the Ofsted inspection process. Although inspectors won't judge a school on how it spends the funding, it will want to see that the money is being used on strategies and initiatives that are effective, and that the school's leadership is monitoring and managing this spending well. Inspectors may ask for evidence on how groups of pupils are performing compared with their peers.

It was noted that while the community was grateful for the high level of support being provided, the Ofsted report had commented on the over-reliance on external agencies for support and decision-making. There was a discussion about how one of the leadership priorities this term would be ensuring advice and good practice shared by the local authority advisors was embedded and developing frameworks within which staff could feel empowered to make effective decisions. In addition to this, it was explained that the leadership would look to develop strong networks with other local schools, networks and practitioners to support ongoing professional development and capacity building.

It was noted by parents that they had already seen a difference in terms of the way things are being followed through and communicated and that this had been shared with them by their children too.

School Improvement Priorities

Three key foci were presented for leadership during the term ahead:

- Develop and embed high quality teaching and learning that meets the needs of learners and moves them towards national expectations with continuity and consistency.
- Secure teacher judgements in English and Maths in order to accurately assess pupils attainment and plan for progress.
- Provide stability and oversight for pupils, staff and parents
 - Oversight of school performance to secure good pupil outcomes
 - Communications
 - Performance management and accountability
 - Liaisons with external agencies (LA, Diocese)

It was asked how the Year 6 children would be supported in preparation for their SATs and with their teacher off sick currently. The cancellation of Booster sessions this week had caused some

concern. It was explained that the priority had been to secure a teacher for the class which the school had been able to do for the two week period to cover the class teacher's absence and that arrangements were being made to see if the school could still offer some booster sessions next week. It was discussed that reducing stress and anxiety with the children was also a priority. **ACTION:** HT to meet with Year 6 pupils on Monday morning to reassure them, share arrangements for SATs and discuss what support they would like in the next few weeks.

Parents expressed the view that SATs results are only one indicator of whether or not the school was a good school that they would choose to send their children to. They highlighted the desire to keep the culture of the school as warm, friendly school in which children and staff felt happy, safe and supported and were encouraged to fulfil their potential and to avoid knee-jerk reactions that might jeopardise that.

It was asked what parents can do to support the school. It was explained that encouraging other parents to connect with the school as much as possible and address concerns or questions to the new leadership would be helpful.

Parents expressed satisfaction with the information that had been shared with them.

Next Parent Forum: 22nd May (Behaviour)