

## **Parent council**

### **Attendees**

Simon Bridson Jones (SBJ) – Parent Governor

Malcolm Cubitt (MC) – Parent Governor

Sarah Rae (SR)– Representing Danube class – yr 4

Sarah Hassenpflug (SH)– Representing Limpopo class, yr 5

Doug Langley (DL) –Representing Swan class, yr 3

Jenny Carter (JC)– Representing Yangtze class, yr 5

Ben Willmore (BW) – Representing Thames class – yr 2

Susie Bagnall (SB)– Head of School

Rosyln Zurek (RZ)– Representing Amazon class, yr 4

### **Apologies:-**

Suzanna Carter Francis (SCF)– Representing Seine class, yr 2

Louise Taylor (LT) – Representing Swan Class, yr 3

Paola Ferrari (PF)– Representing Pangani class – yr 3

### **Minutes**

SBJ opened the meeting by confirming the current list of parent council members and explaining the purpose of the parent council and how it will work:

- To give parents a voice
- Focus on school wide concerns and improvements
- Teacher / child specific requests should be dealt with through normal channels
- Notifications of session will be sent out 2 weeks ahead to give time to get list of things to discuss, ideally 2 per year / class to keep meeting manageable

### **School Improvement Plan**

SB then talked through the School Improvement Plan

- First 3 sections talk through the improvement plan covering Reading, Writing & Mathematics
- Last 2 sections talk through the development plan

### **Improvement Plan**

Explained that plan covers subjects that are tested as this provides the data

Writing is the area that most challenging for children so area of biggest focus

SEND and PP groups have not been making as much progress as hoped

SB explained strategic interventions on Writing, Reading & Mathematics

JC - asked whether there was an audio book option especially for children and parents with English as an additional language

SH – suggested we look for donations and create an audio book library, also could we explore free Online options

**Action – SB to run an appeal for audio books in the weekly newsletter**

#### Development plan

Key focus on children's behaviour

- Teaching them old style playground games (marbles, ball games, etc.)
- Some schools have adopted a point of all children having their hands shaken by teachers when they arrive or leave
- 86 sorry letters – the yellow file

Attendance continues to be an issue – long haul holidays and disadvantaged children – would most likely be picked up by Ofsted in an assessment

Staff well being - staff meetings – First 15 mins on how are people doing? Teachers who have high level needs in their classroom should have a go to person

SH - asked if we could establish a volunteer mentor scheme?

SB - replied that there is sufficient resource in school

There was debate around low level disruption with a several views that the daily mile was helping in those classes where it was being undertaken, however this seems to be down to individual teachers.

**Action – SB to consider whether it should be school wide? Or focused on classes with higher level of disruptions.**

#### Academisation Process

SBJ gave a high level overview of academisation process. We are currently working through documentation to request approval, should receive an approval before Christmas. Then it will be 5 – 8 months to implement.

Big areas that take time include

- Moving property ownership
- Moving staff from one employer to another complete with consultation
- Moving finance systems. Property element most likely to shorten or lengthen timeframe

Next parent council in Jan will be expanded to be a wider meeting communicating what's happening about the academy process

Ofsted window opens in March. Due diligence for ODST will help with prep for Ofsted.

## Comments & Actions Log

1. SB – Looking for a proper cycle track down to school. Exploring splitting the pavement with Councillor Bob Price. Dependent on council funds, therefore no further action plan. Some debate around whether we should raise a petition? Also covering the need for a zebra crossing a Grandpont nursery. Community issue rather than a school one.
  - a. **Action – RZ to write a letter as start of a petition**
  - b. **Action - Approach Andy Madigan – Dad in EYFS?**
2. Policy fruit snack only – KS1 – free fruit, KS2 and other years – fruit only is the policy.
  - a. **Action -SB to discuss with teachers reminding children to take fruit snacks out at interval times and put a reminder in the news letter**
  - b. Nothing further required on healthy eating
3. 4. & 5. – “Likes” looking at learnings from keeping years 1 & 2 teachers the same
  - a. There was a further “like” – the way the school has helped with a sick parent and a bereavement has been excellent
6. Years 3 & 4 are doing rugby together and debating together. The school runs differentiated phonics and maths groups across classes. Parents to check with teachers what is happening
7. Used to run but stopped as they were so badly attended. Yr 1 ran the book café. Yr 4 drop children off and pick up at a distance, exacerbated by a new teacher. Would like a half term consultation, these are coming in first week in Dec. Could these be sooner for new teachers Same for both year 4 classes.
8. See 7.
  - a. **Action - SB to look messaging around drop off & pick up and opportunity for parents to engage teachers**
9. Curriculum evenings. There is a glossary of terms available with examples that parents can access. Search on website for “calculation policy”.
  - a. **Action - Add link to class newsletter as standard**
10. Ten year building plan – increased the size of the school based on new housing that hasn’t materialised. Nationwide education cuts, Oxfordshire has been historically underfunded, small year 6, + one other? Having spaces mean we’re more likely to receive more special needs children. Urban schools with deprivation should receive more funding under national funding formula. In Cherwell area, St Ebbes 2<sup>nd</sup> most deprived and is an urban school. Current 3 year financial plan suggests that we won’t have to return to mixed classes.
11. Risk is damage to field. Looking to get a class on to the trim trail and imagination zone. Considering splitting KS1 and KS2 at lunch
12. Security at school – wooden gates are locked but someone could jump in or out. School does monitor and risk assess the perimeter fence. School does have a critical incident plan on how we go into lock down. Agreement that we didn't want the school to have a "fortress" feel
13. Do we want defibrillator – 1<sup>st</sup> aid training. SESA could look to fund
  - a. **Action - DL to talk to Amanda the librarian**
14. There have been some incidents between parents and from parents to Susie B. Why we have the home school link and community worker? Governors can ban parents from the premises but there is a procedure to follow.

The final item discussed was adding representation from the Early years and Year 1 classes.

**Action – JC to address parents at the Last sharing assembly of the year when the children do Christmas Songs**