

Parents Forum – 02.11.22

Present	S. McCabe S. Barry H. Finlay																				
1. Welcome and Introductions																					
<p>SM Thanked parents for attending. It was explained that SM as Executive Headteacher would lead the sessions. Colleagues will join as appropriate or required in relation to the agenda. Parents forums will take place termly, always in the second half term of each term.</p>																					
2. Performance Data																					
<p>Performance data from 21/22 was shared and discussed. Summary of data is shared below:</p> <p>Reception 83% achieved their GLD</p> <p>KS1 66% of children passed their phonics screening</p> <p>KS1 SATS</p> <table><thead><tr><th></th><th>WTS</th><th>A</th><th>GD</th></tr></thead><tbody><tr><td>Reading</td><td>20%</td><td>60%</td><td>0%</td></tr><tr><td>Maths</td><td>0%</td><td>60%</td><td>20%</td></tr><tr><td>GPS</td><td>40%</td><td>40%</td><td>0%</td></tr><tr><td>Writing</td><td>20%</td><td>40%</td><td>20%</td></tr></tbody></table> <p>KS2 80% of children achieved the expected standard in their KS2 SATS. This exceeds the National Average of 59% Reading progress score = 0.4 Writing progress score = 5.3 Mathematics progress score =1.2</p> <p>Attendance Data – Whole School Attendance stood at 96%</p> <p>Reading is an area of focus. We are in receipt of support from the English Hub and have half termly visits. Our children in Reception are making exceptional progress.</p> <p>We are also in receipt of support from the NCETM and will have further CPD this half term in relation to Maths and in line with our SMART Maths.</p>			WTS	A	GD	Reading	20%	60%	0%	Maths	0%	60%	20%	GPS	40%	40%	0%	Writing	20%	40%	20%
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3. CUSP																					
<p>CUSP is a curriculum that focuses on ensuring the knowledge is: Connected' Cumulative' Coherent'</p> <p>CUSP is underpinned by evidence, research and cognitive science. Learning is deliberately sequenced for robust progression.</p> <p>There is an emphasis on oracy and vocabulary acquisition, retention and these are used to break down learning barriers and accelerate progress.</p> <p>A rich diet of language and vocabulary is deliberately planned for.</p>																					

Specific skills are discreetly taught and practised so that they become transferrable. The sequenced learning blocks activate prior learning, build on skills and deepen knowledge and understanding.

Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon.

We have introduced this for Art, Design and Technology, History, Geography and Science.

4. WRAP

This was a follow up to previous communication and a reduction in our offer for WRAP. Staffing changes relate to maternity absences.

Discussed the current offer and the current situation.

Explained that we will not reduce our offer further.

Discussion regarding ratio and qualification requirements for children 3 and under.

All staff are committed and eager to provide this to support our families and we will continue to do all that we can to provide the best offer we can.

We appreciate the recognition and understanding from parents and families in relation to this.

AOB

- Children In Need – further communication will be issued in relation to this. Our sponsored walk will depend on the weather but we will have an alternative. Donations/sponsorship is voluntary, there is no expectation or pressure in relation to this
- Christmas performance at Rosehill Theatre – there is only one showing and this will be at 4pm. Children will be transported to the theatre but we ask that they are collected from there after the performance. More information will follow
- Scaffolding may be put up over Christmas as work on the roof will take place and the scaffolding can only go up in a school holiday
- Costs for activities this half term was raised, we will always work to support our families in the best way we can and we will clarify that costs will not be higher than previous years. The costs for the pantomime will be kept as low as possible