

Grow, Learn, Believe, Achieve



Welcome

Agenda

- General School Update – progress, SDP, SIIP visit, Reception 2017 intake.
- Reading and spelling update
- What to do if you want an update on your child (between parents evenings or at any time)
- Complaints/issues – how to raise, who to speak to, how to make contact.
- Vision and values day feedback
- Parent voice – strengths and EBIs (Even Better Ifs)

General School Update – progress, SDP, SIIP visit, Reception 2017 intake.

- Since September we have received a number of additional children into Year 1 as people have been hearing good things about Milford – word of mouth – thank you!
- The school is on track to meet our School Development Plan targets/priorities (SDP), with writing across the school being really vibrant and exciting across all year groups. The impact has been strong, with lots of reluctant writers now keen to produce their best work in much greater depth. Coupled with our handwriting scheme, things are looking positive, particularly in this area.
- Children – Grow Learn Believe Achieve – the children are becoming more able to discuss their learning and have started thinking about our ‘Grow, Learn, Believe, Achieve’ and what it means for them.

- Our School Improvement Partner (SIIP), Michael Youlton (a Senior Consultant for the Local Authority) has visited the school twice and is happy that we remain a good school. He observed teaching and learning across the school, discussed progress data with me and also met with our Inclusion Manager, Mrs Fulterer. The feedback was very positive.
- Reception 2017 intake. The numbers are in – we had over 67 1st choices for Sept 2017, 32 2nd choices and 39 3rd choices. This means we are an oversubscribed school and will be full again next year. A big success – thanks to those who keep promoting Milford in the community!

Reading update

- Reception change reading books as and when they need them – they are fortunate to have more staff to facilitate this.
- Year 1 teachers currently change reading books on the day they have Guided Reading with their teacher. Following some feedback, we will continue changing the books in this way, but will also allow the children to change their own books sooner should they have read them 3 times.
- Year 2 change their reading books when they need to and are able to do so independently.

Reading update

- The theory behind reading the books 3 times is....
- When a child gets a new book, there will often be words they do not understand or cannot read accurately. The first read helps with **accuracy**.
- The second read means the child should now be able to read most words accurately, so their **fluency** (smoothness and speed of reading) is improved.
- The third read should mean the child can now read with fluency, expression (changing their voice for characters, questions, punctuation etc) and also mean they can understand the main events more - **comprehension**

Spelling update

- Research has shown that simply sending spelling lists home has a short term impact for some children, but doesn't always result in the information being retained long term.
- We are investigating alternative ways of running spelling. We believe an investigative approach to spelling will be more successful, with a focus on spelling patterns and spelling rules (and using them in context). Miss Morgan and Mrs Ward have been researching this and will be looking to launch this with further information at some point in the future.

Home Learning

- I have been delighted with the numbers of children that have chosen to carry out and bring in 'home learning'. It shows their enthusiasm and pride in all that they achieve and nothing makes me happier than being able to praise and reward children when their teacher sends them to show me their efforts. This is a very powerful way to conduct 'homework'.
- I am aware that some children and parents would enjoy more 'homework'. This is why we have introduced home logins for Espresso coding and Purple Mash, where there are lots of opportunities for children to carry out home learning. There are also many websites that parents can access for free with lots of resources.

www.tes.com www.primaryresources.co.uk www.schoolslinks.co.uk

These are just a few that you can make use of! There are many more.
GOOGLE!

What to do if you want an update on your child

- Between parents evenings, you can speak to your child's class teacher at any time. They are usually available at the end of most school days, even if it's just to have a quick chat. If they can't meet with you that day, they will always happily arrange a convenient time to give you an update. Generally speaking – if you haven't heard very much since parents evening, it means things are going well!

Complaints/issues

- In the first instance, please speak to your child's class teacher. They are usually best placed to resolve any issues regarding your child.
- Having spoken to your child's class teacher, if you are not satisfied with their response, you can of course arrange to speak to me. If I'm not available immediately, you can call the school office and arrange a time.
- We want to help – it is really important to all of the staff that our children and parents are happy. If there are any problems, don't let them fester, speak to us directly and allow us the opportunity to put your mind at rest.
- If all else fails, on our school website, there is a Complaints Procedure Policy.

Rear access to the school

- Some parents have requested that we look to install a ramp at the rear of the school for buggies etc. As agreed at a previous meeting, we have looked into the cost surrounding this and currently it looks like £30,000.
- I have applied for a number of community based grants (on the recommendation of some parents – thank you!), but so far have heard nothing. We have also contacted Surrey CC to see if there is anything they can do. The amounts available at the moment (if granted) would only be a fraction of the cost...
- Finance in all schools, especially small schools like ours, are tight at the moment.
- As things stand we are already having to try to make significant savings in our 2017-18 budget plan.

Vision and values day

- During the Inset Day at the start of January, I led a session looking to get the views of teachers, LSAs, governors and admin staff about the direction of the school. We spent time thinking about historic perceptions of the school and where we felt the school currently was. We then worked in mixed groups to consider how we wanted the school to develop over the next 3-5 years (our vision for the future of Milford School).
- Part of this process involves getting the ideas and views of you, the parents because you are one of our key stakeholders.
- The children have and will be consulted as part of this process over the coming weeks.

Vision and values day

- The day was extremely useful and a number of key themes came across. I won't share them with you today, because I don't want to cloud your thinking.
- In the remaining time, if you would like to have some input into the future direction and vision for our school, can you write down some ideas under the headings –
 - Strengths of Milford School
 - Even Better If....

During Parents Evening you will have the opportunity to give your views and ideas for the future.