

# Parent Forum Meeting

06/12/23

Focus – Post 16 Consultation

Update

Reporting Format

School Development Plan

ADHD

# Parent Forum

Our school's parent forum automatically includes every parent/carer with a child enrolled at the school.

Parent forums are a way for parents to get involved in school life. They are informal groups where parents can raise issues, be consulted on school policy and give their views.

As a member, you have:

- ☐ a right to advice and information about your child's education at the school
- ☐ the opportunity to be more involved with what the school is doing
- ☐ the opportunity, along with all the other parents, to have your views represented at Glendinning Academy

# Post 16 Consultation Update

The application to change the age range was submitted to the Regions Board in November and is currently due to be considered in January or early February.

# Reporting Format

## Autumn and Spring Term

KS2	Yr 7 - 9	Yr 10 and 11
EfL Learning Journal showing progress towards termly targets.	EfL Learning Journal showing progress towards termly targets.	Overview of progress in each subject – Grade and Attitude to Learning Class Tutor Comment
KS2 Termly Attainment Overview	Renaissance Parent Report for Star Maths and Star Reader	Renaissance Report for Star Reading and Star Maths

# Reporting Format

## Summer Term

KS2	Yr 7 - 9	Yr 10 and 11
<b>EfL Learning Journal showing progress towards termly targets.</b>	EfL Learning Journal showing progress towards termly targets.	Full Report including comments related to progress from all specialist teachers.
<b>KS2 Termly Attainment Overview</b>	Renaissance Parent Report for Star Maths and Star Reader	Renaissance Report for Star Reading and Star Maths
<b>Full Report from Class Teacher</b>	Full Report from Class Teacher	

## KS2 Termly Data Overview

### Termly Attainment Overview



<b>Student Name</b>	
<b>Year Group/Class</b>	
<b>Term and Year</b>	
<b>Current Attainment</b>	
<b>Attention Level</b>	
<b>Blank Language Level</b>	
<b>Reading Age (If still relevant)</b>	
<b>Reading Stage</b>	
<b>Spelling Stage</b>	
<b>Maths Stage</b>	

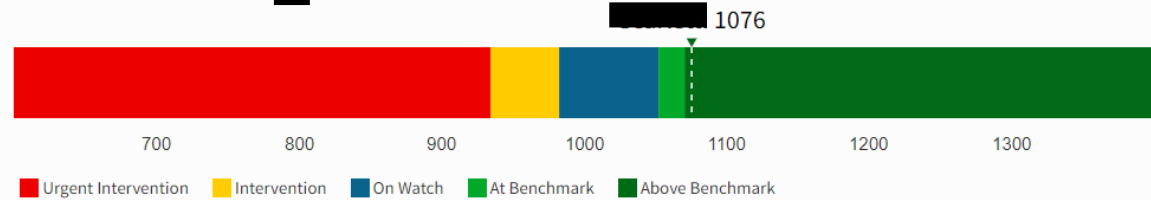
# Star Reader Report

## Overall English/Language Arts Level

**Level 5** Above Benchmark

[Redacted] score of **1076** on the Star Reading test is based on the difficulty of the questions and the number of correct responses. The scale has a range of 600 - 1400. This score results in a placement in Level 5, exceeding the target of Level 4. It is higher than 50% of students in [Redacted].

## School Network Year [Redacted] Score Levels



## Domain Scores

These scores range from 0-100, and represent Scarlett's estimated percentage of mastery at a Year [Redacted] level.

- Beginning: 0-59 percentage mastery
- Developing: 60-79 percentage mastery
- Secure: 80-100 percentage mastery

Comprehension	Score
Understanding and Interpreting Texts	■ 42
Engaging and Responding to Texts	■ 26

## Reading Recommendation

Zone of Proximal Development (ZPD): **4.2 - 6.6**.

[Redacted] ZPD identifies books at the right level to provide appropriate reading challenge without frustration. Enter [Redacted] ZPD of 4.2 - 6.6 in [arbookfind.co.uk](http://arbookfind.co.uk) to find books at that level.

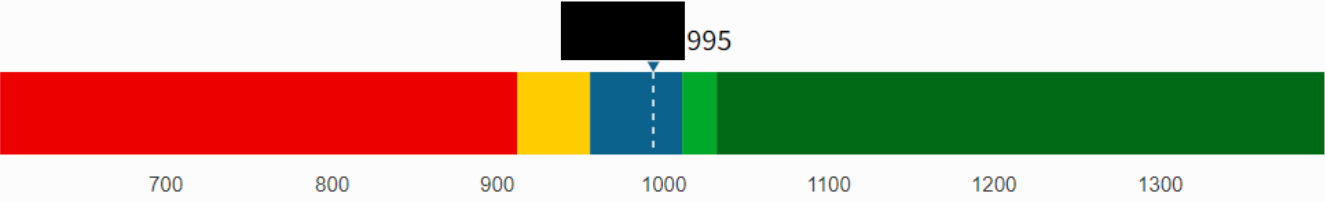
## Overall Maths Level

Level  
3

**On Watch**

core of **995** on the Star Maths test is based on the difficulty of the questions and the number of correct responses. The scale has a range of 600 - 1400. This score results in a placement in Level 3, below the target of Level 4. It is higher than 30% of students in Year [redacted]

### School Network Year [redacted] Score Levels



Score Range	Category
700 - 915	Urgent Intervention
915 - 955	Intervention
955 - 1015	On Watch
1015 - 1035	At Benchmark
1035 - 1300	Above Benchmark

Score: **995**

Legend: ■ Urgent Intervention ■ Intervention ■ On Watch ■ At Benchmark ■ Above Benchmark

### Domain Scores

These scores range from 0-100, and represent Scarlett's estimated percentage of mastery at a Year [redacted] level.

- Beginning: 0-59 percentage mastery
- Developing: 60-79 percentage mastery
- Secure: 80-100 percentage mastery

Numbers and Operations	Score	Statistics and Probability	Score
Number - arithmetic operations	<span style="color: red;">■</span> 4	Statistics	<span style="color: red;">■</span> 5
<b>Algebra</b>			
Ratio, proportion and rates of change	<span style="color: red;">■</span> 4		
Algebra	<span style="color: red;">■</span> 4		



## Feedback on reporting from Forum

- Consider how for Year 10 and 11, Preparation for Adulthood and life skills (travel training) can be reported on instead of them receiving an EfL learning journal.
- Can flights paths be included in end of Year 9 discussions with parents so that parents can understand the pathway that students will be taking to accreditation.
- KS2 data overview seems to be clear and easy to understand

# OFSTED – What do we need to do to improve?

Some parents expressed concerns about the number of staffing changes and the impact this has had on their child's education. Some parents do not think their child is achieving as well as they should. Leaders need to build on the work that has already started to strengthen links with parents so that any concerns raised are dealt with quickly.

What has been done so far?

Link with the Devon Parent Volunteer Ambassadors

Parent Forum – half termly rather than termly

Further opportunities being planned for school community events

Intervention Description (What needs to be done?)	Implementation Activities (How are you going to do this?)	Implementation Outcomes (How well will this be embedded?)	Final Outcome (and so what will be the result/Impact?)
<p>-Communication pathways with parents need to be clear and efficient in ensuring that parents are kept updated regarding what is being taught, how this looks for their child and the progress which their child is making.</p> <p>-Assessment information which is communicated to parents needs to be accurate and easily understood. Concerns related to progress need to be quickly communicated so that parents are kept updated and informed at all times.</p> <p>-Clear communication pathway across SLT and class teachers to ensure that information is consistently communicated.</p>	<p>-Regular updates to parents regarding whole school activities which keep them updated and informed and provide a voice for parents.</p> <p>-Parent whole school events to be increased to celebrate progress made by students.</p> <p>-Communication between home and school will provide useful information to parents without impacting on staff wellbeing.</p> <p>-Reporting formats to be reviewed to ensure that they provide accurate and supportive information for parents and students.</p> <p>-EFL will be reviewed in terms of the information available for parents and how this is accessed.</p>	<p><b>Short Term</b> Parent Forum Meetings to be held half termly to keep parents informed on whole school issues. Calendar of whole school parent celebration events will be expanded to ensure that one is held each term Report structure reviewed to ensure that reports use supportive rather than judgemental language.</p> <p><b>Medium Term</b> Look at EFL and consider how this can be better used to keep parents informed. Look at the reporting used by other specialist schools to compare and share best practice.</p> <p><b>Long Term</b> Parent surveys and Parent Forum to be used as vehicles to highlight ongoing concerns and improvements.</p>	<p>Parent surveys will demonstrate that parents feel well informed about the progress of their children.</p> <p>Communication between home and school will be effective and efficient in keeping parents fully informed.</p> <p>Whole school events will be clearly planned and used to celebrate pupil outcomes and achievements.</p>

## Parent Forum Feedback

- We discussed the daily communication. In the implementation plan it considers the need to balance good communication with parents and staff wellbeing and workload.
- One parent expressed that they greatly value the daily parent communication but could understand that this is a large workload for teachers.
- Finding SMART ways of communication which both provide parents with valuable information but also which are manageable for staff need to be considered.

# ADHD

## Pathways to diagnosis and support

- One parent shared that their child had received their ADHD diagnosis alongside their Autism diagnosis. Medication was provided to support.
- One parent shared that their child has an Autism assessment and this was identified early. However, she was struggling to re-access paediatrics to look into ADHD, despite the doctor writing 4 letters to request this support.
- One parent shared that she had faced reluctance to diagnose ADHD on top of Autism due to the co morbidity of needs. She had been told that unmet sensory needs can present as ADHD and there is an understandable reluctance to provide controlled medication when a young persons needs might not be fully understood.

# Any other Business

- One parent suggested that the agenda needs to be sent out prior to the meeting so that parents know what is going to be discussed. SG explained that we would ideally be working in a joined up way whereby parents can suggest topics which they would like to be discussed.
- We agreed that perhaps a parent forum email address would be useful, so that parents sent in ideas.
- AG explained that the survey that had been carried out was delayed in being provided to the school, but this could help to identify ways to gain further parental engagement.
- We discussed timings as an issue and a solution might be to have two parent forum meetings held on the same day, one in school and one out of school.