



Parent Forum Meeting

Tuesday 25th June 2019, 2.00pm

Farmer Franks Lane
Winkleigh
Devon EX19 8JQ

AGENDA

Vicki Fenemore Sheevaun Manning Cherry Roadnight Robin Harper (Gov) Caroline Crosby

Liz Jones Emma Rhodes Netti Habel Angela Jones Xenia Robinson Tanya Beardon Alison Sutherland Hilary Bruce Suzie Marles

	ITEM	LEADER	MINUTES	ACTIONS
PROCEDURAL ITEMS				
1	Apologies for absence		Apologies received from VF, TB, NH, AJ	
			Bold text indicates parent comments made during the discussions at the meeting.	
2	Teaching Assistants	SM	Teaching Assistants (TA) are allocated across the school based upon the needs of the children. Current research shows that this is the most effective use of TAs. A TA can cost up to £18,000 per year. We are very lucky to have a fantastic team of TAs and Higher Level Teaching Assistants (HLTA) at Winkleigh. If a child has an Education Health Care Plan (EHCP) they may be allocated a TA depending on the need and funding available. Unfortunately, there is no longer the position of general class TA. Studies have shown that a General TA is not an effective use of an adult, they are shown to be too supportive, they scaffold children and hinder independence. Particular areas of weakness are supported by TA. TAs are used to support particular interventions with specific children based upon their need at a specific time in their school life. At the beginning of the intervention there is a baseline assessment. The intervention is then used for 6 weeks and the effectiveness is then assessed. Following on from the assessment the intervention may continue or change based on the progress achieved. Every academic year Teachers are asked to let the Senior Leadership Team know if there are any needs within their class. SLT use this information to allocate TAs. Teachers are supported by TAs. They support sensory needs, emotional needs, EHCP, as well as curriculum. Younger children may need more support generally and in Reception	

children are supported by a Teacher and TA.

None of the classes have a full time TA anymore? As this is the perception of parents. TAs may start off the day in a class and then move through the school based on the needs of the children. Allocation of a TA is not based on number of children in class, it is based upon need of the class. Working with groups of children out of the class is not the way forward. Teachers and TAs need to develop language and a greater vocabulary in children to help them to understand the curriculum. To understand concepts taught in the curriculum children need to develop their language and vocabulary early. Removing children from the classroom to work in small groups is not an effective way to expand vocabulary.

Parents think of child's physical needs being supported by a TA. The perception is not that the TA is for developing language, teaching curriculum.

Winkleigh have more TAs than most schools within the local area. Every year when the budget is set, the need for TAs has to be justified to Governors and, when inspected, to Ofsted. We have to be able to demonstrate that the budget is allocated in an efficient manner. SLT assess the needs of the children every 6 weeks and redeploy TAs as necessary.

If budget was not an option, do we feel it would benefit children to have a TA in each class to support their physical needs? No, we need to set routines and get to know the children. There are more TAs in KS1 than KS2 but children need to become more resilient as they grow. If there is an adult in class to do all of the little jobs for them they become less resilient.

What about emotional support? Reception class do have support but once the children get used to routines they do learn to help themselves and develop resilience.

KS1 classes generally have TA in class. There is less TA time in KS2. Children are fully supported through transition into the different key stages. We do reassess frequently and redeploy based upon need. All of our TAs are highly trained and each have a specialism that is used across the school.

An example of a child being supported by a TA when in Year 1 was discussed. The TA provided a great deal of daily support and the child is now resilient and able to cope without adult support. It was felt that this is an example of successful TA support, as the child would not have progressed as well as they have if this support had not been provided.

As usual all classes have had termly visits organised this year to bring their learning to life. In addition, there have been additional visits that have been organised focussing on different criteria recognising the needs of the children. There have been lots of trips across the school for each year group. PE funds are used for trips with a PE and social and emotional basis. Outdoor visits focus on class bonding.

Gifted and talented, what extra do Winkleigh give? Trips are arranged with a particular focus such as maths or science day possibly linking with Exeter University. Sporting talents are showcased at fixtures that are arranged with other schools.

Sometimes trips are organised to include children who experience difficult situations such as child protection issues, domestic violence or poverty as these children deserve to be supported with something extra. Therefore, we cannot say as to why the trip is going ahead.

Some of the trips this year have concentrated on one particular year group for various reasons. This has not been very well received by parents and therefore this may not happen next year.

Trips for certain people, the perception is that these are for good children only. We don't normally say why we put on special trips. Unfortunately, the information sent out regarding the latest range of specific trips was not distributed very well and we apologise for this, it will not happen again.

Childrens perception is that these specific trips are for children who work hard, therefore others miss out? Problem came from lack of communication. We accept that and will try better next time. Sometimes we cannot say as to why specific trips are going ahead.

There is a recognised resilience issue with children across the whole country. In education it has been recognised that we need to withdraw scaffolding to help children to develop and cope with different situations on their own, therefore developing resilience.

Selective trips have always taken place. Hard working, is this hard working or highly achieving? We do select hard workers, gifted and talented is dealt with separately.

Do not shy away from selective trips. Tell parents that school will select children, and ask parents to trust as to why school are selecting. We do not want children's confidence to be knocked. If selection does more damage than good, then we will stop selective trips.

		<p>School tries to support each child's individual need. The need may be clear to the teacher, but not to the children in the class. Parents need to have confidence and trust in the school staff. Parents may not understand the detail but they have to accept that the disclosure of the detail may not be appropriate.</p> <p>Does the negative impact outweigh the positive impact? There may be 'plodders' who do not ever get picked for specific trips is this correct? Letters should not tell children why they have been selected? All schools approach trips differently and approach support differently. All schools are individual. Trips are very beneficial, they enhance learning, give another dimension.</p>	
4	Newsletter	<p>Is there any feedback on the new style newsletter? Not heard anything other than nice format, love the pinboard and the photos of learning</p>	
	Date of next meeting	<p>Put into the newsletter, 'anyone interested in joining the parent forum' Do all current members of the forum want to continue? The general consensus was that it is a good meeting format and members get a good understanding of the school.</p> <p>Tuesday 2nd October was suggested as the first meeting of the new academic year. Thank you to all parent forum members for their contribution this year.</p>	

Signed

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