

Self-evaluation evening Tuesday 6th June 2017

BEHAVIOUR AND SAFETY – EVALUATION

REWARDS

- Staff – WWW 'System in place is positive',
'Star / work of the week in praise assembly'
'Nursery children respond well to praise stickers and marbles in the jar'
'Reception star learner AM/PM'
'House points as instant rewards, children respond well'
- EBI 'Praise assemblies for staff – kids to nominate'
'More notice regarding Green parties – what the actual activity is.'
'All staff to be informed about where postcards are and how to send texts'
- Children – WWW 'I like the green parties; they make us work as a team.'
EBI 'More choices for the GTBG parties.'
'More postcards sent out because children like getting a postcard at home from school so they know that they done well.'
- Parents - WWW 'The rewards are a major plus and very positive.'
- Directors- WWW 'Rewards/ sanctions are clear to children. Expectations established.'
EBI 'Aces would really like to be a part of some of the rewards as incentives for the children.'

SAFEGUARDING

- Staff WWW 'Safeguarding updates for new staff.'
'Educare / CPD / training around safeguarding.'
'Educare training.'
'Feel safer with the fobbed doors around school.' X6
'Great support from the two Julies'
'Clear understanding of the safeguarding policy. All staff have safeguarding as a priority.'
'Phone system to contact when parents arrive.'
'CPOMS to report any concerns ASAP.'
'Clear guidance for safeguarding.'
'Approachable leaders, clear system.'

'Safeguarding systems have become more robust; staff know what to do and are gaining confidence.'

'Limits on equipment, safety talks.'

'Internet safety for children, very informative and children enjoyed the sessions.'

EBI 'Use of equipment before and after school.'

'Perimeter around the school is made more secure.'

'Maybe staff on outside gate on dismissal.'

Parents WWW 'Fences really worried me, until I thought about it differently. It's not about us; it's about the safety of the children.'

EBI 'Pick up lists to have photos of people who are allowed to collect.'

'Would be great if parents could get a text just to let us know that the children have got to their trip safely.'

'It would be good for the school to look into the passwords used to collect children. Sometimes different people collect children without them being asked.'

Directors WWW 'Behaviour for learning developing.'

'School is secure! Visitors are shown around school, as doors are secure and locked. Children are safe.'

'Significant improved in all respects. Children safer, behaviour policy impacting on the quality of learning as well as the pupils' welfare.'

'The school is now very safe, doors and gates are locked and fobbed.'

PRAISE ASSEMBLY

Staff WWW 'Celebrate as a Key stage.'

'Assemblies are consistent (Friday) and children look forward to them all week.'

'Children and parents respond really well to praise / learner awards.'

'Children celebrating each other's success as a key stage.'

'Year group assemblies.'

'Rewards in assemblies for both children and parents.'

EBI 'Reward children that are always stars.'

'Special end of term celebrations – handwriting, specials awards, prizes.'

'Teacher of the week award, nominated by the children, decided by SLT.'

Children	WWW	‘Heroes, attendance, star, learner of the week.’
		‘Different Key stages works well because less cramped and space for adults and parents.’
		‘I like star of the week because it makes me behave better.’
		‘We celebrate a lot of things!’
EBI	‘Heroes win a prize.’	
	‘We could make it shorter.’	
	‘The teacher could say something about the learner of the week like they do with star of the week.’	
	‘More than one star of the week.’	
Parents	EBI	‘Miss seeing children showing off their work.’
		‘Maybe something a bit different, like a badge or sticker for learner as well as star of the week.’
Directors	WWW	‘Incredibly positive experience. Real positive celebration of achievements.’

HOUSE TEAMS

Staff	WWW	‘Heroes for attendance get house points.’
		‘Staff and children like being part of a house. They want to achieve more.’
		‘Children enjoy collecting team points and finding out who is the winning house in assembly.’
		‘More events involving staff in teams – would support relationships.’
EBI	‘House points to be given to learner and star of the week.’	
	‘Team building day for staff.’	
	‘Termly awards for the winning teams.’	
	‘Team day events, linked to a charity.’	
Children	WWW	‘House points help with our teamwork.’
		‘Helps with behaviour.’
		‘Mixed groups and everyone works as a team.’
EBI	‘House team that wins get as weekly prize.’	
Parents	WWW	‘House points have had a great impact, especially in relation to the reading records. It encourages kids to find a joy of reading.’

GOOD TO BE GREEN

Staff	WWW	<p>‘Children respond well to GTBG, it seems to be embedded well now.’</p> <p>‘GTBG is applied consistently across school.’</p> <p>‘GTBG clear system, all children understand, clear system in every room, parents know what is happening- good communication.’</p> <p>‘Great system but support staff’s judgement.’</p>
	EBI	<p>‘Lunchtime supervisors have cpd on GTBG system.’</p> <p>‘Children who receive a red card early in the term don’t stay motivated to stay green for rest of the term.’</p> <p>‘If dinner ladies used it correctly and consistently.’</p> <p>‘GTBG slips could be replaced by stickers for KS1, they love stickers and it would separate from the red and amber slips.’</p> <p>‘More awareness of SEND children and their understanding of the system.’</p> <p>‘Suitable consequence for reoffending children.’</p>
Children	WWW	<p>‘More people are well behaved because of the GTBG system.’</p> <p>‘Rewarding people who deserve it.’</p> <p>‘Makes children behave as they get rewarded.’</p> <p>‘You can’t earn amber cards back.’</p> <p>‘There is a limit of 3 ambers.’</p>
	EBI	<p>‘We had a say in what the GTBG parties were.’</p> <p>‘To have more variety in GTBG parties.’</p> <p>‘Bring back the yellow boxes.’</p>
Parents	WWW	<p>‘GTBG is a massive plus.’</p> <p>‘Behaviour and the steps in place are much improved.’</p> <p>‘Good to be green is amazing; it really makes children think about their behaviour.’</p>
Directors	WWW	<p>‘Expectations are clear and applied consistently. Poor behaviour has been significantly reduced.’</p>

IDEAS AND PLANS FOR THE YEAR AHEAD

BEHAVIOUR

DEVELOPMENT OF GOOD TO BE GREEN

Staff	<p>‘Small rewards for those children who have made improvements but would still not attend the GTBG party.’</p> <p>‘Green week rewards for children who won’t consistently achieve a ‘green’ term.’</p> <p>‘Need a way to encourage those children who have red cards to stay green.’</p> <p>‘Golden time activities that can be earned and lost.’</p> <p>‘Build up rewards, like year 6 did with Airspace.’</p>
Children	<p>‘Have different parties.’</p> <p>‘Little rewards, weekly for 10-15 mins.’</p> <p>‘An extra step above green cards.’</p> <p>‘Little rewards.’</p> <p>‘Party every term, smaller reward each week.’</p> <p>‘Earn an extra playtime.’</p>
Parents	<p>‘Linking the PTA’</p>

MAKING LEARNING COOL

Staff	<p>‘Children more involved in choosing topics.’</p> <p>‘Child led topics voted for – choose between options.’</p> <p>‘Practical lessons – get stuck in!’</p> <p>‘Irresistible learning.’</p> <p>‘Investigate learning, children finding out themselves. Visitors from outside coming in to support learning, visits to support learning.’</p> <p>‘Ask children, ‘what do you want to know?’</p> <p>‘Ask the children what they think makes a good lesson, what do they like/ dislike?’</p> <p>‘Pupil questionnaire.’</p> <p>‘Use school council.’</p> <p>‘More outside areas, sensory areas, orienteering.’</p>
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	‘Metacognition within learning. Children think, adapt, plan, and decide learning direction.’
	‘More practical, hands on learning. Children as scientists. Experimental learning to engage children.’
	‘Create ‘wonder moments’ for all children.’
	‘Using the environment.’
Children	‘Make some of our learning online.’
	‘Projects on a Friday, ask children what they want to do.’
	‘Bring back ‘show and tell.’
	‘Children plan lessons.’
	‘Personal interests.’
Parents	‘Getting the children involved with activities in church (St Matthias)
Directors	Curriculum development, awe and wonder. What would engage?

INTRODUCING NURTURE

Staff	‘Involving parents in Nurture and the nurturing principles.’
	‘Specific to children’s needs. Advice and support from outside agencies. Appropriate resources / equipment. Nurture groups for all classes.’
	‘Develop life and social skills.’
	‘Teach children to communicate without relying on technology.’
	‘Children to go to nurture and the transition back to class gradually.’
	‘Relaxation and anger management technique / training for staff.’
	‘Removing the stigma that Nurture isn’t just for children identified as naughty. Time scaled intervention, focused outcome, rewards for completion, reward passport.’

EAST PARK LEARNING 10

Staff	‘KS1 learning 5 / KS2 learning 10.’
	‘Kindness, sharing, good manners.’
	‘Resilience.’ ‘Determination.’
	‘EPV (East Park Values) Adapt as they go through school.’
	‘Ensure that children are aware of Nursery rules from the start.’
	‘Embedding values from the Nursery – with families – from the first home visit.’

		‘Develop a ladder of EP values linked to the leaders of learning.’
		‘Have a values focus bas to learning on each half term / week – share the values with parents. Link to citizenship.’
Children		‘Lead person on every class. They can share ideas and they can ask other children for good ideas.’
		‘Monday assembly about a value. On a Friday a stew award that has achieved that value.’
		‘Partnering up more.’
		‘Help each other to do loads of values.’
		‘Class mates to encourage the children that are struggling.’
Parents		‘Enthusiasm, motivated.’
		‘To listen, to process, to have patience.’
Directors		‘Create a bespoke ‘behaviours for learning’ at East Park.’

REVIEW OF SUPPORT

Staff	WWW	‘First aid training for all staff.’
		‘Good teaching programme, stepping up, Autism awareness.’
		‘Good teaching programme, 7 habits leadership course, Wendy Kendrick.’
		‘Having a Year group leader enables us to sort out issues within the year group.’
		‘Good teaching programme, clear model, practical engaging and supportive.’
		‘Buddy scheme for staff to learn new skills.’
		‘Look at other settings to compare ideas.’
		‘Teamwork across year groups.’
		‘Communicating between each other.’
		‘Sharing good practice across phase groups.’
		‘Supportive year group leaders.’
		‘Clear structure for raising concerns etc.’
		‘Support from Wendy Kendrick to develop teachers.’
EBI		‘Being able to see good practice.’
		‘Would welcome opportunities for CPD as a TA.’

‘Need to have more monthly / weekly meetings with year group leaders.’

‘More opportunities for ‘lesson studies’.’

‘Leadership, mentoring and coaching.’

Directors ‘Opportunities for staff to work with others across the MAT is enabling outstanding practice to be shared and disseminated. This is impacting on children positively.’

COMMUNITY

Staff WWW ‘Good feedback about PCSOs by parents.’

‘The opportunity to bring the community into school more- making school the hub of the community.’

Children www ‘Makes children walk safely and in year 6 they have more responsibility for later in life.’

CHARITIES

Staff WWW Using council to look at local charities that are linked to our children’s needs.’

EBI ‘More charity events for all to get involved with.’

Children www ‘A fun way to raise money for children.’

‘Raising money for people who need help.’

Parents ‘More dress up for charity.’

THE JULIES / MRS GUEST AND MRS WAGSTAFF

Staff WWW ‘Blue forms work well, support, clear guidance. Structure and support.’

‘CPOMS- Easy to use clearly explained in safeguarding meeting. Team very approachable and supportive.’

‘Developing relationships with agencies, more involved within school to support children and parents.’

‘Good support from the Julies regarding help with children and getting support they need.’ This helps to support children under strain and pressure.’

‘Rapid and effective response, clear advice given and guidance. CPOMS – great communication.’

'Blue forms – support, clear guidance.'

'The extended care that ACES provide PP children works well. ACES work closely with the two Julies to ensure that the children's needs are addressed, great information sharing.'

EBI 'Add info once you've hit the 'read' button- going back to refer.'

'CPOMS cannot always see CPOMS if not been added.'

Directors WWW Needs dealt with at speed and communicated to staff.'

Parents WWW 'Can't fault the Julies, fantastic. There when we need them.'

Children WWW 'When you have a problem you can tell Mrs Wagstaff and Mrs Guest and it will be sorted.'

PARENTS EVENING

Staff WWW 'Parent evening on a rota.'

'Split parents evening so opportunity to speak without children there.'

'Good response and really positive feedback from parents. Children enjoyed being a part of it.'

'Market stalls inviting in local agencies.'

'Good organisation and communication during parents evening.'

'Great encouraging children to attend with their parents.'

'Good opportunity to talk to parents.'

EBI 'Where staff are put during the evening.'

'Parents evening crèche not really needed. Children are allowed to go and see teachers with their parents. Not sure we need all the support staff, maybe put on a rota.'

Children WWW 'I really enjoy listening to how I have improved from my teacher.'

'I think it was a good change because the teachers get to talk to the children about their behaviour.'

'You get to see how much you have progressed and matured from the last parents evening.'

'I like looking at how much I have changed for the better in my work.'

'I like going to parents evening.'

		<p>'Children get the privilege to go to parents evening and see what teachers think about them in person.'</p> <p>'Good those kids can see their progress.'</p> <p>'Kids can come!'</p>
	EBI	<p>'Teachers get more time to speak with the teacher'</p> <p>'There was an into to all the parents to speak about children as a whole / in general.'</p> <p>'If you get at least what you are expected to do then you get 10 house points.'</p>
Parents	WWW	<p>'Great to be able to take your child along with you so that they can Hear what is said. The appointment system is brilliant.'</p>
	EBI	<p>'I think that 5 minutes is not long enough.'</p> <p>'For parents evening, I think that it has to be ones choice for the kids to join the parents while speaking to their teacher.'</p>
ACES		
Staff	WWW	<p>'We feel that ACES are well supported by the school and the Head teacher Ms Guest makes every advert work for us.'</p> <p>'Aces is more structured and children seem happier.'</p>
	EBI	<p>'Lists of children being collected are being bought when children are Picked up. Messages sent home are not always being given to parents.'</p> <p>'More communication with teachers and support staff.'</p> <p>'Office do not always know which children are going to ACES.'</p>
Children	WWW	<p>'They give us things to play with and fresh air.'</p> <p>'We have fun when our parents can't collect us straight away.'</p> <p>'Snacks for the kids after school.'</p>
	EBI	<p>'No Money charge as its hard for parent / carers.'</p> <p>'We could go on the big playground.'</p> <p>'If people misbehave they need to be banned from the fun things.'</p>
Parents	EBI	<p>'Aces is very expensive.'</p>

IDEAS AND PLANS FOR THE YEAR AHEAD

SUPPORT 2017-2018

Open Mornings

Children	<p>'We would be able to share our progress with our parents.'</p> <p>'15 mins before school children / teachers can show parents what they do in class.'</p> <p>'Partner work with parents when they come into class.'</p> <p>'15 mins before school to see if they want to go over anything.'</p> <p>'Open mornings should talk about children's progress across the year.'</p> <p>'Art projects to do with your work to show parents how creative you are and to show how friendly you are.'</p>
Staff	<p>'Maths, practical maths, problem solving approaches.'</p> <p>'Allow grandparents to attend if parents are working.'</p> <p>'Science experiments, D&T – making rockets – launching.'</p> <p>'Parents to share knowledge / experience, bring your parents, job experiences.'</p> <p>'Parents joining us for Maths. It can show how we teach maths and get them to join in. It will build up the relationship between parents / teacher.'</p> <p>'Walk throughs where children work with their parents in a lesson. Parents Develop on understanding of skills and delivery.'</p> <p>'Meet the staff in the new year group. Put names to faces.'</p> <p>'New year open evening / talk. 10 mins meeting after school with new child's teacher / Share expectations', curriculum, book days etc.'</p> <p>'Lunchtimes – invite an adult.'</p> <p>'Coffee mornings at the beginning of a term to inform parents of what's coming.'</p> <p>'Creative day for parents and children to work together and showcase collection.'</p> <p>'Present projects or homework with parents, encourage positive relationships.'</p> <p>'Parents to join for a phonics session to see how the sounds are taught.'</p>
Parents	<p>'Bring back play and stay type mornings once a month.'</p> <p>'Open mornings are a good idea but would need to restrict the numbers and groups of parents so as not to distract the parents too greatly.'</p>

Directors 'Aces are humbled to be involved in this very important process of evaluation.'

'Need to do earlier Nursery meeting to ensure that parents know what kind of a school you have become.'

EARLY SUPPORT FOR FAMILIES

Staff 'Early referrals for children – speech and language, all other areas.'

'Introduction of East Park parenting programme, Solihull parents programme, training.'

'Joint visit with Nursery and Pastoral team, early intervention / identification of needs.'

'REAL/REAM or PEAL projects.'

'Earlier referrals to outside agencies to support children,'

'Bespoke liaison with previous school to identify areas of need for individual children/ families.'

Parents 'Parent coffee mornings including child's teacher.'

'Be made more aware of the Julies.'

Directors 'East Park to tap into play groups and mom & tots groups in the local area.'

PARENT WORKSHOPS – Children to play a part in the workshops

Staff 'Mindfulness – promoting positive learning behaviour '

'Parent workshop on new terminology in English, i.e. SPAG

'Phonics, how a session is delivered.'

'Parent workshops to help encourage parents on how to develop their child's learning through play- giving them ideas.'

'Phonics, calculation policy, reading with your child.'

'Workshops work well in reception for getting to know parents and their needs.'

'Reading circle time during open morning helps to identify issues as well as promote positive relationships.'

'Training opportunities for parents, e.g. ICT.'

Parents 'Parent workshops, number skill, and phonics class.'

'Would like after school clubs to be open to more year groups with more diversity, but think that they are a great idea. As our son is interested in drama club but is too young for it at present.'

FURTHER BESPOKE TRAINING

Staff	<p>‘More training for support staff, specific to their role.’</p> <p>‘A chance to meet as new teams to develop what the new year will look like / how it will start / where it will go next .’</p> <p>‘Paired staff support each other, observe, plan, discuss- peer monitoring.’</p> <p>‘SEN development – autism / dyslexia.’</p> <p>‘Visit to MAT to observe lessons and routines.’</p> <p>‘SIMS training for all new staff.’</p> <p>‘Staff supported to develop new skills.’</p> <p>‘Greater responsibility and progression for TA / support staff roles within their roles. Linked to scale pay.’</p> <p>‘Visual demonstrations to share good practice.’</p> <p>‘My Star awareness and induction.’</p> <p>‘Using existing skills / staff strengths to mentor / support CPD across the phases.’</p> <p>‘TAs shadowing HLTAs (sharing good practice amongst support staff).’</p> <p>‘Induction pack for new staff.’</p> <p>‘Training – specific to roles, e.g. phonics.’</p> <p>‘Cross school observations of good practice.’</p> <p>‘Peer buddying / mentoring, training for new year group leaders.’</p>
Directors	<p>‘Develop a HLTA programme to run across the MAT/ Leadership programmes.’</p>

SCHOOL CULTURE – REVIEW

COMMUNICATION

Staff	<p>‘Lots of ways to communicate, effective information sharing.’</p> <p>Approachable teachers, talking to parents at the end of the day.’</p> <p>‘Children know that their opinion matters. Able to talk and share with staff when they need to.’</p> <p>‘Variety of ways to inform others, not having to rely on just one.’</p> <p>‘Text messages to parents, verbal messages to parents / children.’</p> <p>‘Parents know who they need to turn to if they need to talk. Various ways of communicating.’</p>
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	‘Generally a good, open dialogue between staff and parents. Any issues dealt with effectively and support given by SLT.’
EBI	‘More postcards, could we make them electronic?’ ‘IT needs to be updated.’
Parents	‘Amazing that we can get in touch with school with emails or phone.’ ‘Lots of lines of communication.’
EBI	‘Nursery door needs opening at 3.10 to help with the queue times.’
Children WWW	‘I think that it is good to send postcards home because then the parents know about children’s behaviour.’ ‘Postcards help because all children try to get one in a term.’ ‘Newsletters update with dates.’
EBI	‘Post more stuff on Facebook about what’s going on in school.’
Directors	‘Communication is now excellent. There is plenty of good communication throughout on Facebook, emails and newsletters.’
ENVIRONMENT	
Staff WWW	‘Bike racks.’ ‘Different entrances and exits for children.’ ‘Good resources in early years, brighter classrooms.’ ‘Great showcase of children’s learning.’ ‘EYFS classrooms are bright and attractive, great resources.’
EBI	‘More purposeful learning in the outdoor areas.’
Children WWW	‘Much better because we can play on and with different things.’ ‘More fun for children and more entertained.’ ‘Eli likes playing on the pirate ship.’
Parents WWW	‘Great improvements in environment (playground) but it needs to be kept and not allowed to deteriorate.’
EBI	‘Nursery toys need to be locked away before home time to prevent older children playing in the area.’ ‘Year 2 playground needs looking at as it feels very uneven.’ ‘Sand area outside early years – would be nice to have a proper cover to be safer and more hygienic.’
Directors WWW	‘Environment set up for the children needs. Quality- raising expectations and values of selves as well as their surroundings.’

'Playgrounds are fantastic now, much improved since our first arrival in June 2016.'

'Children taking pride in their school environment.'

'The school is very welcoming and first impressions are really good on arrival.'

HOMEWORK

Directors

'ACES are happy to help with homework where needed.'

Staff WWW

'Practical projects, real life learning.'

'Independent maths learning.'

EBI

'Homework books.'

'A variety of homework, mixed ability projects stretching all abilities.'

'Able to invite to discuss / show it in action.'

'Consistent format for homework across the school – perhaps book with small task for each key area every other week.'

Parent WWW

'Star awards are very good way to keep the children on their feet.'

'It would be nice if the children can come home with some challenging homework, I think that it will help as well.'

Children WWW

'Teaching you at home.'

'More creative projects, rewards for completing the project.'

'More learning which helps progress.'

'It extends the learning from your classroom to your home.'

'Make children think to put the effort and listen which equals more learning.'

EBI

'More creative projects, rewards for completing it.'

'Make them creative for people that want to do it on paper.'

'More challenging.'

'Frequent homework, weekly.'

'More homework in different subjects.'

MATHS REVIEW

Directors	<p>‘Greater breadth’</p> <p>‘Nice to see all the smiley faces in 2017 as there were many miserable faces in 2016.’</p> <p>‘More support with planning.’</p>
Children	<p>‘I like maths because I love problem solving.’</p> <p>‘Beating your scores (in star awards).’</p>
EBI	<p>‘More time to do it.’</p>

ENGLISH REVIEW

Directors WWW	<p>‘Teaching styles – more child centred, less passive learning.’</p>
Staff WWW	<p>‘Having a focus author allowed to unpick a text and look at it with different eyes.’</p>
EBI	<p>‘Guided reading – engaging and fun for children, a range of texts, share knowledge, share where resources are.’</p> <p>‘Library resources to reopen library for children.’</p>
Children WWW	<p>‘Reading is really fun.’</p>
EBI	<p>‘Could be more fun, rewards for good work.’</p> <p>‘To let children pick what they want to do.’</p> <p>‘More drama and role play.’</p>

EYFS REVIEW

Directors	<p>‘Development of middle leaders as ‘mentors’ and learning support.’</p> <p>‘Focus on assessment for learning.’</p> <p>‘Learning behaviours starting to underpin learning in lessons.’</p> <p>‘Assessment systems introduced.’</p> <p>‘Thought behind planning and delivery – what is the learning?’</p> <p>‘Even better if use 2Simple into ACES to support EYFS record keeping.’</p> <p>‘Staff are passionate about ensuring learning in EYFS is matched to the needs of the children.’</p>
EBI	<p>‘ACES really need to hook up with Nursery to ensure that learning journeys are followed in collaboration.’</p>
Parents WWW	<p>‘The learning at Nursery level is advanced. Glad that phonics is being taught at Nursery level.’</p>

	<p>‘Difference from 5 years ago is massive. My daughter (now Yr5) was in foundation was too much work (as in class work now) now it is fun which makes children eager to learn.’</p> <p>‘EYFS homework (reading books / phonics homework).’</p>
Children WWW	<p>‘I like that we get to play and we have toast.’</p>
Staff WWW	<p>‘Massive improvement since we have increased the balance of teaching to continuous provision.’</p> <p>‘There is more balance of child initiated and focus learning, perhaps more skilled learning is needed still.’</p> <p>‘Parent workshops have contributed to improve relationships</p> <p>‘Phonics is a real strength. Children applying phonic knowledge in writing.’</p> <p>‘Child initiated learning extended through next steps.’</p>
EBI	<p>‘Assessments analysed and new group are organised quickly (phonics).’</p> <p>‘(Parent workshops) could be rolled out across school.’</p> <p>‘Playtime – outdoor provision not being used correctly in summer term.’</p> <p>‘More focused activities needed in Nursery for some children.’</p> <p>‘Outdoor area needs improving to make it more of a learning environment.’</p> <p>‘Outdoors need to be made more appealing and into more of a teaching environment.’</p> <p>‘A clear plan about how EYFS will look for 2017/2018.’</p>
PARENTS MEETINGS – REVIEW	
Parents WWW	<p>‘Phonics workshops – handwriting.’</p> <p>‘Think year 2 SATS are wrong, too early for testing.’</p>
Staff WWW	<p>‘Structure and arrangements of Year 2 SATS. Calm environment, stress free.’</p> <p>‘Meetings for parents when teachers have changed.’</p>
EBI	<p>‘Phonics to be implemented straight away, as soon as they are in the next year group.’</p> <p>‘Peer to peer meetings.’</p>
RADIO STATION	
Directors	<p>‘It would be nice for children in ACES to be involve in the radio station and to perhaps hear it again in the setting.’</p>
Children EBI	<p>‘We could hear the radio in all classes.’</p> <p>‘Using and making more (programmes).’</p>

‘Every lunchtime it gets aired to every playground.’

PROGRESS SHARED WITH PARENTS

STAFF WWW ‘If children going backwards also inform, get parent support.’

Parents WWW ‘Really like online reporting of assessment.’ (EYFS)

‘Focus child shows how children are doing more often.’

PRESENTATION REVIEW

Directors ‘Significantly improved, books reflect that children take pride in their work.’

‘Learning environment celebrates children’s learning. Children are taking a real pride in their presentation.’

Children WWW ‘Close to pen, pen certificate, pen licence.’

‘Concentrate more on their writing, making us work harder.’

Parents WWW ‘Children get excited about pen licenses.’

‘Think that these are good as our child in reception likes / very excited and proud when he got his book license.’

EBI ‘More information about book licensing.’

Staff WWW ‘Pen licenses, fab idea, works really well.’

‘Children are more proud of their work.’

‘Book license is really positive in reception.’

‘More consistent with expectations /amount / presentation within books.’

‘I don’t think that the importance of gaining a pen licence can be underestimated, it’s a BIG DEAL for the kids.’

‘SLT value the value the children’s effort and leave messages to help children improve.’

‘On the way to pen’ is brill for year 2 maybe still too far to reach for year 1.’

‘Maybe have a neat writer certificate.’

‘Lots of children striving for ‘on my way to pen’ and consistently trying to have great presentation.’

EBI ‘Terminology could be more parent friendly.’

‘Start book licenses from autumn.’

AFTERNOON LEARNING – REVIEW

Directors WWW ‘Books across the curriculum are reflecting greater depth to children’s Learning.’

	‘Higher expectations for afternoon learning.’
Children like	‘The things that went well are that we get different subjects. Also it’s not English and maths, it’s different every afternoon.’ ‘Children enjoying other than English and maths.’ ‘They are interesting.’ ‘We have more variety of subjects.’
EBI	‘There are more art/ creative afternoons and more circle time /drama afternoons.’ ‘We can choose the topic we want.’ ‘Use more technology.’ ‘I want to do projects for Science.’ @I think we need more Art and more activates.’
Staff WWW	‘WALT and WILF shared with children.’ ‘Foundation subject / planning / expectation/ consistency has improved.’ ‘Weekly lessons expectations are the same as AM lessons.’
EBI	‘One topic for history, geography and science linked easily ‘ ‘More practical learning to aid writing.’ ‘Ensure that intervention can be carried out- making sure staff are available to provide continuous provision programmes where needed.’

SCHOOL CULTURE 2017-2018

PARENT FORUM

Children	‘Parent are more associated with school.’
Parents	‘Putting the idea of parent’s council and PTA together.’
Staff	‘Good at building relationships and getting to know more parents.’ ‘Fund raising, PTA.’ ‘Christmas fayre, schooled fete.’
Directors	‘Establishment of LGB.’ ‘Friends of East Park Forum.’

HOW DO WE MAKE EAST PARK THE BEST PLACE TO LEARN?

Children

'We can put maths through things such as baking and descriptive writing through treasure hunts and reading different parts of stories, making them our own and putting it together to make a story.'

'We could let children use iPad if they have achieved their goal.'

'When it is a child's birthday they get to give out chocolate fingers.'

'Have more circle time for children to share what they have done at home.'

'Exciting tasks and challenges.'

'To let children teach and show others what they can do.'

'Have a class book.'

'Make more clubs for after school clubs.'

'Teacher, children swap day.'

'More rewards for house points and heroes.'

'Variety of languages.'

'Assemblies – Friday.'

'More technology.'

'You could make school better by making lessons more fun and exciting.'

'Get to wear what you want on all occasions.'

'When it is someone's birthday you can have a surprise party, even the teachers.'

'More challenging homework.'

'Let children make up the lessons instead of teacher and the lessons will be more fun.'

'We should have coffee mornings every Wednesday and let parents share opinions.'

'We can make lessons more creative and link them to things we like.'

'Children should have longer music lessons because children love singing.'

'Project based, ongoing learning.'

Parents

'Make more of the park itself, i.e. for geography, biology, sciences, art physical education, make it fun and practical.'

'Bring sign language back.'

'Maybe some kind of competition with other children in other schools like going for a quiz and East Park winning might make it stand out among schools.'

'Term lunch menus sent home to choose what your child likes.'

Staff

- 'Make learning fun and engaging.'
- 'A passion for working, learning and being here.'
- 'Year group challenges, who can collect the most ...'
- 'Year book for year 6.'
- 'A purpose for learning – display.'
- 'More equipment / games for playtime outdoors.'
- 'End of term quiz for KS1 and KS2 pupil (online) with a range of questions based on topics learnt that term.'

PUPIL, STAFF AND PARENT VOICE

Children

- 'Kids only newsletter.'
- 'We should definitely have circle time because it lets us interact with other people and express our feelings and when play circle time I feel like I'm doing more things with other children.'
- 'Do the radio more often onto post onto the school website.'
- 'Make a newsletter for children (prefects write it).'
- In the newsletters, they could have a kid's friendly section where it could talk about their subjects and their learning.'
- 'Monday morning coffee day that happens every two weeks.'
- 'More jobs for children around school.'
- 'Children's newsletter.'
- 'Radio station – we should use the radio more to get people into East Park website and possibly make children join our school.'

Staff

- 'More jobs for children with real rewards/salaries.'
- 'Staff representatives to bring ideas/ issues from other staff to a meeting.'
- 'Children create their own newsletter, sell weekly / fortnightly for charity or school fund.'

Directors

- 'Working party approach to curriculum development.'
- '8-16 place Nursery for teaching staff who wish to return after maternity leave.'

COMMUNICATION

Staff

- 'Our all-encompassing website would be a real big plus.'
- 'Publicity about what the school is doing to celebrate its achievements.'
- 'More publicity about how well the school is doing in only a year.'

Staff 'Would it be possible for ACES to have a place on the school website? @

'Use the radio station effectively to inform a wider audience.'

'On Website – a clear overview of the term to allow parents to prepare for projects, trips, topics.'

'Short video clips of sessions taught in school, e.g. phonics, maths, afternoon learning.'

'Interactive website, parent forum, staff page for messages etc. Gallery to showcase the positive aspects of school life.'

'Showcase children's work, a year group a month.'

'Website events for the month etc.'

'Parent / staff rounder match, end of term.'

LEARNING REVIEW

PARENTAL VOICE

Directors WWW 'Actively seeking views termly and responding. Significant shift in parent views about school.'

Staff WWW 'Supportive, calmer, team work, everyone wants to be here. Thirst for learning from children and adults.'

'Parent being invited to reading groups to see how to help their children to look at books.'

'Nursery send home sheets for parents about their learning at home. 'Wow' moments and anything that the child has achieved.'

EBI 'More parent engagement would provide a balanced opinion.'

'Better parent engagement.'

'A positive PTA / committee.'

Staff WWW 'Impressed with the response from the head when questions are raised and happy with teachers responses with day to day matters.'

'Great relationships with children and staff.'

'Enjoyable to read about the school and what's going on.'

'The front office is very welcoming.'

EBI 'Maybe a parent forum to regularly address issues and keep up to date.'

ATTENDANCE REVIEW

Parents		‘Hero – sometimes it’s not children’s fault that they are late or not here. Feels unfair to ‘single’ them out in assembly as it may be out of their control.’
Directors	WWW	‘ACES have noticed that there are a lot less late children at the end of the day.’
Children	EBI	‘Rewards for heroes.’
Staff	WWW	‘Hero system / late children beginning to get better.’ ‘Attendance, the Julies and Heroes.’ ‘Hero system.’ ‘Closing the gate to the big playground as the bell rings has encourage the parents to arrive on time.’
	EBI	‘100% attendance = trip / reward.’ ‘The same children are still late coming to Nursery.’ ‘Punctuality – still concerns for a handful of families.’
JOBS FOR CHILDREN		
Staff	WWW	‘Giving ownership to the children.’ ‘House captains.’ ‘Special helpers in Nursery scheme works really well. All children want to become special helpers so are willing to help keep their environment tidy.’
	EBI	‘They could have the responsibility of a year group (good role model) at lunchtime to support behaviour.’
Parents	WWW	‘Jobs- Excellent! Not only developing responsibility for children but they also use the skills at home with siblings e.g. Road safety.’
Children	WWW	‘We like having jobs because it shows how mature the children are.’ ‘It gives children responsibility.’ ‘The interviews, children feel independent.’
	EBI	‘I think it should be paid in raffle tickets.’ ‘More meetings with line managers.’
IMPROVED RELATIONSHIPS – REVIEW		
Directors	WWW	‘A greater air of respect – mutual respect for staff, children.’ ‘Behaviour has been much improved because major disruptive children now know the rules of the school. Polite children.’ ‘Some disruptive children no longer have the influence they had when we (ACES) first arrive. The shift has been good.’

Staff WWW	<p>‘Children have a very good relationship with Nursery staff.’</p> <p>‘Children and parents know who to turn to for advice.’</p> <p>‘ALL SLT accessible for problems. Issues addressed ASAP.’</p> <p>‘Inclusion – children love the ‘open door’ policy.’</p>
EBI	<p>‘EYFS outdoor environment needs updating and improving.’</p> <p>‘Praise ceremonies for parents.’</p> <p>‘Parents coffee / tea and toast morning. Informal rather than only a meeting to discuss concerns.’</p> <p>‘To continue to improve relationships between children and staff. Encouraging staff to speak open and honestly.’</p>
PUPIL VOICE – REVIEW	
Directors WWW	‘Pupils voice more significant and valued.’
Children WWW	<p>‘Makes children speak for themselves. Minions say what children think in the speech bubbles.’</p> <p>‘I think it is great because the children can have say about what they want the school to be like and help improve it.’</p> <p>‘Children get a say in what is going on, not just staff.’</p>
EBI	<p>‘School council asked more children about their opinions.’</p> <p>‘We could bring back yellow boxes.’</p> <p>‘In the main corridor there could be a children advice board so they can have a say about what they want in school and it could be looked at every week so Ms Guest and Mrs Sargent could see.’</p>
Staff WWW	‘Children have a voice now.’
EBI	<p>‘Children run blog – update weekly. Review trips, weekly learning, run but school council.’</p> <p>‘Pupils had a say in what after-school provision they would like.’</p> <p>‘Year group pupil box.’</p>
WELCOME REVIEW	
Directors WWW	<p>‘Professional approach. Respectful.’</p> <p>‘Very professional and helpful.’</p> <p>‘All staff are welcoming and courteous when you arrive and ensure that visitors sign in.’</p> <p>‘Nursery home visits.’</p>
Staff WWW	‘Claire and Katrine always make you feel welcome and happy.’

‘Communication from office.’

‘New phone system throughout school makes it much easier to communicate with parents and other year groups.’

‘Jennie is always very helpful.’

‘Rapid response to parents messages, passed on straight away.’

Children WWW ‘When you call school you hear our voices.’

LEARNING 2017-2018

100% good or better teaching

Directors ‘Regular reviews, providing staff with high quality feedback.’

Staff ‘Praise ‘good’ teaching, share good practice across classrooms / phases / teachers supporting TAs and HLTAs.’

‘More lesson study.’

‘Observe good teaching across the MAT.’

‘Collaborative learning used. Children asking own questions. Develop teacher / TA questioning skills further.’

‘Adults to nurture the children to ‘want to learn’, share passion, hook learning.’

CHALLENGE ALL ABILITIES 2017-2018

Children ‘Everyone should be together no matter what group that they are in.’

‘Fun activities, rewards for good work.’

‘Sit in mixed abilities to help / support each other.’

‘Children are challenged dependent on what group that they are in.’

‘Children being a part of planning the lesson.’

‘All children have a challenge.’

Staff ‘VAK activation. Children choose their activity – decide one lesson per week that they would like to complete.’

‘Peer learning / support / lead learners. Buddy reading, Year 6- Year 1.’

‘Making learning fun and engaging for the children.’

‘In nursery we plan for children’s individual next step so that they are constantly challenged.’

‘(To continue) to triangulate – formal assessment, ongoing assessment and books to identify children’s needs and plan.’

EAST PARK FOUNDATION CURRICULUM 2017-2018

Parents	<p>‘Information sent to parents on current topics so we can talk more about it at home.’</p> <p>‘Celebrate ‘Black history month.’</p>
Directors	<p>‘Curriculum working party approach to curriculum, develop staff ownership.’</p>
Children	<p>‘All subjects linked together.’</p> <p>‘More circle time.’</p> <p>‘More fun in afternoon learning, outside learning.’</p> <p>‘Mic the class together more in an afternoon.’</p>
Staff	<p>‘Link subjects through foundation curriculum more.’</p> <p>‘Team based sports.’</p> <p>‘Children could do their own research projects in subjects which end with a presentation in class.’</p> <p>‘Community aspects, local historians, artists, sports heroes.’</p> <p>‘Creative approach to learning.’</p> <p>‘Project work, including all subjects.’</p> <p>‘Drama workshops.’</p> <p>‘Review topic areas, continuity and flow through year groups. Length? Age appropriateness?’</p> <p>‘Make learning relevant to the local area.’</p> <p>‘Making sure activities are appropriate and interesting for both boys and girls.’</p> <p>‘Tea and toast mornings, informal introductions into homework / learning. Parents may be reluctant to attend classroom based activities in the first instance.’</p> <p>‘Nursery, start phonics earlier, homework – simple ideas of learning that parents can enjoy with their children.’</p> <p>‘East Park annual talent show.’</p> <p>‘Learning groups across a year group, coloured groups to join up during the week.’</p> <p>‘Focus on topics per half term, PSHE / RE.’</p>

DEVELOPING HOMEWORK 2017-2018

Parents	<p>‘Children grow up too fast with technology now. Safeguarding concerns with on line homework, more than happy with paper.’</p>
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Children	<p>'Need an even balance between books and online.'</p> <p>'Linking subjects, practically.'</p> <p>'It would be good if we did art projects.'</p> <p>'Afternoon lessons could be more practical, all subject linked together.'</p> <p>'Homework set out like it is in class so not to confuse us.'</p> <p>'We should have homework books so on a Friday morning we give it in and the teacher puts homework in, so it is recorded all in one place.'</p> <p>'We should have homework every week.'</p> <p>'To have art and crafty homework.'</p> <p>'I think it would be a good idea if homework was given on school days instead of people's days off.'</p> <p>'Needs to be more challenging and for different subjects.'</p> <p>'To give us instructions for our homework.'</p> <p>'I would like it if we could make booklets about topics.'</p>
Staff	<p>'To encourage parents to read to their children. To bring reading folders back on time each week to Nursery.'</p> <p>'To start homework earlier in Nursery, can still be play based.'</p> <p>'Parent and child projects.'</p> <p>'More project based over holidays. Term time homework to consolidate weeks learning. Investigations?'</p> <p>'Homework twice a week – online. Rewards linked to completion.'</p> <p>'Consistent approach to homework and expectations.'</p> <p>'Online activities, MYMATHS.'</p>

