

**4<sup>TH</sup> OCTOBER 2018**

18 parents attended.

**Building update**

We were pleased to announce that the new classrooms are now in use – Classes 11 and 12 moved in on 3<sup>rd</sup> October. There are a few outstanding items to be finished off, but we are pleased to have the Dining Hall and Library back in use, and the children and teachers are very happy in their new rooms.

The new cycle and scooter park should be completed within the next week, and the new security fence will also be completed very soon. The gates by the willow tree and the infant car park will be locked between 9:10am and 3:20pm. This will keep children safe within the playground area during the school day. Parents arriving to collect before 3:20 will be able to wait on the lawn or by the front gate, and parents dropping off in the morning must be sure to leave the playground area before 9:10. All access for children or visitors during the school day is via the front office.

**School Development Plan**

Mr Barber talked through the priorities on this year's school development plan, which are:

1. Curriculum Development
2. Securing Pupil Progress
3. Futureproofing HJS
4. Wellbeing and Safeguarding
5. Inclusion
6. Compliance

**1. Curriculum Development**

This year, our main focus is on Music and PE. At last year's Parents' Forum, we discussed what makes HJS special, and got a very clear message from those present that the broad, exciting, challenging and creative curriculum is a distinctive feature of the school, as well as the range of extra-curricular activity and our participation in inter-school events. We are confident that the core subjects are being well covered, and that children achieve more when they are happy, healthy and inspired. We have therefore taken the opportunity to refresh our approach to the arts and to health education generally, and this year to Music and PE specifically.

Hannah Slade is leading on Music and Tom Heath is leading on PE. They are supported by Curriculum Teams: all of our teaching staff are in one of three teams, the third being Science and Technology.

Teaching of Music is being supported by Ashley Coulson from Bristol Plays Music. He is with us every Tuesday, and during the course of the year will give every class a programme of Music lessons. Until Christmas he is working in Year 5. Then he will move to Year 3, and in the summer term will teach Years 4 and 6. Mr Coulson also takes a whole school singing assembly on Tuesday mornings. Year 4 also have a weekly ukulele lesson with James Oram, also from Bristol Plays Music.

PE teaching is supported by Hannah and Lottie from Shine Sports. They teach every class and class teachers deliver the second hour of PE every week.

## **2. Securing pupil progress**

We have been using our own HJS Assessment Framework for three years and refining it each year so that it is now providing us with precise information about how well children are progressing in Reading, Writing and Maths.

This year, we are developing our assessment of the other core subject, Science; and we are using our analysis of assessment data to see if there are particular groups of children that are making less progress than others.

We discussed the formal “summative” assessments that teachers make – our BMX framework. In addition to the routine “formative” assessments of the work the children do each day, three times a year teachers identify which children in the class are keeping up (Meeting expectations), Falling behind (working Below expectations) or doing really well (eXceeding expectations).

Progress is discussed at the mid year parents’ evening at the end of Term 3. The first parents’ evening in Term 1 is intended to be a conversation about how well the child has settled into the new class and an opportunity for teacher and parents to meet and share information that may help the child make progress. A later meeting, in Term 2, would enable a discussion about the Term 2 BMX assessment, but would mean a long time before parents first meet their child’s teacher.

Each year the school reviews the timing of parents’ evenings, and will consider the views expressed in this meeting.

## **3. Futureproofing**

The governors are always looking to the future, and wish to be as sure as possible that HJS continues to be a successful school that serves its local community and provides an outstanding experience for its pupils.

Financial and political uncertainty makes forward planning challenging. HJS chose to become an academy in 2011 after a year of research because we predicted that the direction of travel would see more schools academising and local authorities becoming weaker. This has proved to be the case in Bristol, where over 50% of schools are now academies, and the LA support functions have been drastically reduced.

Collaboration with other schools is essential. We are members of NW24 Teaching and Learning Partnership – a network of schools in the North and West part of the city, including academies and LA schools, primary, secondary and special. We are always exploring ways to strengthen our school in order to improve what we offer our children.

*We were running out of time by now, so very briefly touched on the remaining three...*

#### **4. Wellbeing and Safeguarding**

Mr Parr leads on this vital area. Mental health is now very much on the school agenda. Keeping children safe is always top of our priorities. The legislation and guidance changes, and we have to keep our staff training up to date. The wellbeing of our staff and pupils is vital to the continuing success and happiness of the school.

#### **5. Inclusion**

Mrs Spaargaren leads our learning support team. Our aim is to make the best use of the resources available to us to have maximum impact on children's progress.

#### **6. Compliance**

Mrs O'Brien, our business manager, makes sure that school policies comply with the latest legislation, and currently we are making sure that we are fully compliant with the new data protection regulations.

*Parents left suggestions for future topics on post-it notes:*

- *Civic responsibility*
- *Handling long term staff absence*
- *Digital awareness/online safety*
- *With increased emphasis on Arts and PE, will there be more written on reports at end of year and will they show "BMX rather than what they have all learnt?"*