



**Imberhorne School Parents' Forum**  
**Minutes of the Meeting held on 11<sup>th</sup> June 2019**

**Present**

Martin Brown, Headteacher, Bob Darvill, Chair of Governors, Helen Vince, Rachel Clark, Kate Scott, Sharna Holmwood, Debbie Hainsworth, Beverly Webber, Sue Smeaton, Martin Haynes, Sandra Haynes, Sally Tottman (Secretary).

**Apologies for absence**

Apologies for absence received from Karen Betchley, Liz Allard, Sally Cullen, Carole Lane and Ann Knight.

**Minutes of the meeting held on 19<sup>th</sup> March 2019**

The Minutes of the previous meeting were agreed.

**Matters Arising from the Minutes:**

**i) Recording of achievement and behaviour points on SIMS**

Mr Brown referred to discussions at the last meeting on the subject of behaviour points. He advised that in the latest copy of the school newsletter, Contact, Mr Jones, Assistant Headteacher, had provided a useful explanation of behaviour points.

**ii) Clarity of assessment data on SIMS Parent**

Mr Brown had reviewed the forms of grading recorded on SIMS Parent. He agreed that there was some variation in forms of grading used for KS4 although KS3 data was consistently graded. However, from the start of the next academic year, only GCSE grades would be used and these would be current grades, rather than target grades. Both current and target grades would appear on reports however.

Mrs Smeaton noted that not all departments put assessment data on SIMS parent. Mr Brown said that at this stage in the year, there should be a minimum of six assessments recorded. He asked parents to let him know which subjects were not using SIMS or where data was not complete.

**Reports**

Mr Brown reported that he was currently reviewing the reporting framework. At present reports are of two types:

- i) Progress Reports – which give flightpaths and attitude to learning information.
- ii) Strength and Target Reports – which contain more written information and attitude to learning data.

He said that he had reservations over the existing Strength and Target reports – namely that these take teaching staff a long time to complete – as much as 25 hours for those who teach 2 classes per year group. Furthermore, the written content can occasionally appear too generic or contain jargon and would benefit from being more personalised.

With added emphasis placed on character education, the school is considering incorporating a comment into reports on character and how students conduct themselves in school. This would be provided by form tutors, and would replace the written comment from subject teachers. Assessment data would continue to be provided. The aspiration would be that tutors know their tutees well and draw on their knowledge of what activities they do and events they attend to enable them to provide a character report.

This proposal to move away from the existing Strength and Target reports, whilst still maintaining two reports per year has been supported by teaching staff. Mr Brown therefore invited feedback from members of the forum.

Mrs Vince observed that students have a new form tutor at Key Stage 4 and some tutors share a form, making it more difficult to be familiar with their students. Mr Brown noted that this was one of the complexities of being a split site school and would need to be taken into consideration.

Mrs Scott welcomed the proposal as it could lead to form tutors developing a greater knowledge of their tutees.

Mrs Vince wondered if discussions at consultation evenings would still focus on targets, given that the written content of reports from class teachers would be missing. Mr Brown confirmed this but noted Mrs Clark's concern that without the written comment in Strength and Target reports, discussions at consultation evenings might take a little longer.

In response to a query from Mrs Haynes, Mr Brown said that she had been misinformed that it was not possible to correct inaccuracies in reports. He asked Mrs Haynes to let him know more details so that the inaccuracy could be corrected.

Mrs Holmwood was not sure of the need for a form tutor comment in reports. She said that students could present very differently depending on the subject and/ or teacher. Mrs Clark added that some students do not develop a good relationship with their form tutor.

### **Consultation Evenings**

Mr Brown reported that a review of consultation evening arrangements was also ongoing.

Currently consultation evenings run from 3.30 – 7.30pm but this can be insufficient time if a teacher teaches two classes in a year group. It was noted that the Year 9 Consultation was often particularly busy and some parents had missed appointments due to delays.

Mr Brown outlined a number of changes being considered

- The introduction of an early Year 7 evening for parents to meet Form Tutors with another consultation evening for Year 7 later in the year.
- Extending the duration to 5 hours for some year groups so that all parents can make an appointment. This proposal had received the support of teaching staff who see great value in consultation evenings.

Parents supported the introduction of an early meeting with form tutors for Year 7 parents which, Mr Brown explained, would help to establish their relationship with their child's form tutor early on.

## **Any other Business**

### **i) Graduation Evening**

Mrs Haynes expressed her appreciation for the organisation that went into the recent Graduation Evening and praised the speech given by a former student of the school.

### **ii) Duke of Edinburgh activities**

Parents also expressed their thanks for the time given up by staff who lead and support Duke of Edinburgh activities in the school.

### **iii) Uniform infringement cards**

Mrs Webber asked for guidance on the issuing of green and red cards for uniform infringements.

Mr Brown explained that a green card will be issued when a parent notifies the school that their student is wearing incorrect uniform. If no prior notification is given, a red card is issued. Usually these cards are only valid for a set period to allow replacement items to be purchased.

Mrs Webber had been surprised that a doctor's letter had been requested in order to confirm the need for non-uniform footwear. However, Mr Brown explained that a great number of uniform infringements involve footwear. It's helpful therefore if parents provide this justification for the continuation of a green card.

### **iv) Homework on SIMS Parent**

Mrs Scott reported that not all homework was being entered on SIMS. Mr Brown asked that she email him those subjects that were not appearing.

### **v) Selection of Peer Mentors**

Mrs Webber asked how Peer Mentors are chosen. Mr Brown responded that there had been a very large number of applicants for the role but was not certain of the selection criteria.

Mrs Webber was concerned that some children who fell between the category of SEND and more able were missing opportunities. Mr Brown said he hoped there were opportunities for all students and that extra responsibilities given to students were certainly not dependent on their flightpaths or the grades they achieved. He invited parents to let him know if they felt their student was missing opportunities for enrichment or extra responsibility.

### **vi) DEAR**

Mrs Clark asked if Mr Brown was aware that some students had been 'put off' reading following the introduction of DEAR. Mr Brown replied that the results of a survey of students and teachers had produced very positive feedback. Mrs Clark questioned the accuracy of the survey.

### **vii) Year 9 Assessments**

Mrs Clark reported that certain Year 9 Assessments appeared not to have been marked as the results were not available. Mr Brown replied that it could be that the marks had not been reported yet. He would investigate.

**There being no other business, the meeting ended at 7.40pm**