



Imberhorne School Parents' Forum
Minutes of the Meeting held on 19th March 2019

Present

Martin Brown, Headteacher, Bob Darvill, Chair of Governors, Helen Vince, Kim Comber, Rachel Clark, Kate Scott, Carole Lane, Sharna Holmwood, Debbie Hainsworth, Beverly Webber, Lucy Doyle, Dominic Doyle, Anne Knight, Sally Cullen, Sally Tottman (Secretary).

Apologies for absence

Apologies for absence received from Karen Betchley, Sue Smeaton, Louise Walker, Martin Haynes, and Sandra Haynes.

Minutes of the meeting held on 6th November 2018

The Minutes of the previous meeting were approved.

Character Education

Mr Brown explained that discussions had been taking place with staff to determine how to best prepare our students for the 21st Century. Contributions from staff and a subsequent working group had identified a number of qualities and skills that were considered important to embed in students. These were:

Empathy and Resilience
Collaboration and Communication
Creativity and Critical thinking.

He said that the challenge for the school was to find ways that these characteristics could be developed. This could be a long-term process of building and improving the way character education is provided. The idea might be to establish a termly focus on one or more of these qualities with, for example, external speakers and arts immersion days.

He invited feedback from parents and carers on the initiative.

Mr Doyle observed that organisational skills were another important aspect of character education. Mrs Homwood added that employability and the development of skills that prepared students for the workplace were also essential. Mrs Clark added that many companies sought employees with soft skills.

The value of involving students in activities within the community was noted although sometimes the logistics of this were complicated.

Mr Brown said that one of the challenges would be not only how to build resilience but how progress with this could be captured and reported. Mrs Doyle questioned whether form tutors could report on the key aspects of character education.

Mr Brown noted that whilst the term disadvantaged was usually applied in a financial context, he felt it could also be associated with a lack of life experiences. The Imberhorne pledge would be to provide 'cultural capital'; the aim would be for all students to have opportunities such as:

- ▶ live theatre
- ▶ live music
- ▶ visiting a gallery
- ▶ visiting a museum
- ▶ listening to an author or poet talk about their work
- ▶ a live sports event
- ▶ participation in a multicultural celebration
- ▶ participation in a residential trip

Parents/ Carers expressed their support for the Imberhorne pledge, noting how memberships of clubs and extra- curricular activities helped to build resilience and widen students' horizons. There was praise for the establishment of masterclass sessions and the forum asked that these be advertised so more KS3 students could attend in future.

Behaviour Management

Mr Brown explained that whilst there were many school rules on a range of different aspects of school life, he was exploring a different approach by focussing on behaviour expectations. These expectations could be summed up by:

Be ready, show respect, have pride

This language would be appropriate to use in many settings and situations. It would hopefully shape behaviours by explaining the school's expectations.

The intention is to launch the new approach in September.

Being a Governor

The Chair of Governors, Bob Darvill spoke to the forum about the role of a governor and invited member of the forum to consider joining the governing body. He explained that the purpose of the governing body is to consider strategic issues relating to areas such as finance, premises, school ethos and student behaviour. Meetings take place 3 times per term, in the evening. In addition to attendance at meetings, members of the governing body can take part in other activities such as learning walks if their commitments allow. Governors can be attached to a particular department and meet with staff to learn more about that aspect of the curriculum or school life. Training is available through West Sussex CC.

There is currently a vacancy for a parent governor and another vacancy will arise shortly for a co-opted member. Mr Darvill encouraged any parent or carer who was interested in becoming a governor to contact him, or Mr Brown or Mrs Vince to find out a little more about the role.

Parental Enquiries

Behaviour and Achievement points

Mrs Lane asked for clarification over the recording of behaviours on SIMS parent. Mr Brown explained that the discrepancy between the number of points detailed is due to the fact that the number of behaviours logged include instances of low level behaviours (which do not

accrue actual behaviour points). He said that the recording system was designed by Capita and not a bespoke school product. He acknowledged that it can be confusing. He said that it might be necessary to put another explanation in CONTACT about Behaviour points. Mrs Doyle then noted that it was not always clear what Merits had been awarded for. She asked if there was any way that this information could be fed back as students themselves were not always sure why they had received a merit.

Clarity of Assessment Data on SIMS

Mrs Holmwood highlighted the grading variations in assessment data that appeared on SIMS. There was disparity in the forms of grading used which was confusing. Mr Brown explained that teachers sometimes personalised data but agreed that it would be helpful to know if students were on track – or if they were below or above target.

Mr Brown undertook to look into the current situation to see if more clarity could be provided. He added that if any homework or assessment information was missing from SIMS, parents should let him know and he would follow up where necessary.

Other business.

Catching up on missed work

Mrs Clark asked for an update on how students could find out what work they had missed if absent from a lesson.

Mr Brown explained that students could access the relevant Subject folder in the Resources area of the school computer system. They would find a folder called 'Lesson Overview' which would give details of the topics covered in their lessons.

Marking of Homework

Mrs Scott expressed concern that on some occasion homework was set but not collected in or marked. She commented that this could give students the idea that homework was not important. This was identified as something that occurred in Technology lessons in KS3, the HW task was set on the last lesson before students moved on as part of the Technology carousel. This meant that the teacher who set the task did not see the group again in order to collect the work in.

Mr Brown asked that parents email him in the event of this happening.

DEAR (Drop Everything and Read)

Mr Brown confirmed that DEAR would continue and had proved popular with students. He noted Mrs Doyle's suggestion that practical lessons like technology and PE be exempt from the initiative but explained that, after deliberation, it had been decided to hold DEAR in all lessons.

Behaviour incidents

Mr Brown undertook to follow up on Mrs Webber's concern over time missed from a lesson due to the need for a statement to be written in response to a behaviour incident.

There being no other business, the meeting ended at 8.00pm