

Parents' Forum: Saturday 14th November 2015
Portakabin 1

Mr Morrall welcomed parents to the first Parents' Forum of the year and said how pleased he was by the large number of parents who had braved the bad weather to attend. He explained that today's meeting would be an opportunity for parents to raise questions and receive feedback on school developments. At the end of the meeting Parents' who wished could join the Students' Forum meeting which was running simultaneously in the Library. This Students' Forum meeting was a new development for the school.

[The Students' Forum meeting is comprised of form tutor representatives, school captains and school council members who are meeting this morning to discuss, with the Head of Lower School (Mr Carter) and the Head of Middle School (Mr Campbell), issues of concern that the student population have asked them to raise. Some of the issues under discussion will be: the referral system, trips, the refectory, computer access, water fountains, litter, student planners, recycling, wet weather breaks, road traffic measures outside school (installation of a zebra crossing, better road markings, speed bumps), school bus, gender and sexuality issues and Mid-Day Assistants].

Mr Morrall welcomed Mr Taylor, the new Chair of the Chingford Foundation School's Parents' Association and Ms Peters its Treasurer. In answer to a parents' enquiry about where to direct suggestions for projects/ideas which might benefit students directly (e.g. student bike sheds) it was agreed the Parents' Association should be the first point of contact and they will then raise such matters with senior leaders in school. Mark Leadon (Assistant Principal) is the first point of contact. The Parents' Association can be mailed via the school's website.

Mrs Geraldine Evans, Chair of Chingford Academies Trust (CAT), Mr Mahir, Senior Vice Principal, Mr. Howes, CAT Estates Manager and Mrs Allijohn CAT Business Manager were also in attendance.

Mr Morrall then introduced Mrs Allijohn who wanted parental feedback on the school's uniform suppliers. Mrs Allijohn explained that Carolinas is no longer a school uniform supplier because of its inconsistent and unprofessional dealings with the school and she asked if parents had any comments on this. Parents unanimously agreed that the service they have received from Carolinas has been poor and supported the school's decision to sever dealings with the company. Forest Casuals were well rated, as was PMG the school on-line service. Mrs Allijohn agreed to visit Victorias in Walthamstow who are also selling CFS's uniform to judge its quality and to see if the school would like to establish formal links with them. It was agreed that the school will send a mail to parents via the end of term Newsletter to remind them that there is a small supply of badges and ties in school which students can purchase.

It was agreed that a supply of second hand uniform would be sold through the school. A parent has already said that she would be willing to do this and it was agreed that Mrs Allijohn and the CFSPA Treasurer will meet to discuss this further.

Mr Morrall then went through two PowerPoint slides

**Chingford and Rushcroft Foundation
Summer 2015 Provisional GCSE Results**

	CFS 2015	RFS 2015	National 2014
% 5+ A* - C Inc. English & Mathematics	70%	45%	57%
Progress 8	0.43	0.36	0.0
Disadvantaged Pupils Progress 8	0.20	0.25	0.0
Value Added	1028.7	1027.70	1000
Disadvantaged Pupils Value Added	1021.7	1049.00	1000
Ebacc	38%	19%	24%
Capped Average Points Score	339.5	303.3	288.8
Average Points Score	443.94	350.3	
Average Grade	C+	C-	
% 5+ A* - C	78%	61%	66%
% Achieving Expected Progress in English	90%	68%	72%
% Achieving More than Expected Progress in English	58%	32%	32%
% Achieving Expected Progress in Mathematics	69%	71%	66%
% Achieving More than Expected Progress in Mathematics	32%	41%	29%

Mr Morrall explained that he had included a RFS column in the slide as this was a useful comparator and valid as the two schools are formally linked in a Trust. He explained that in some ways CFS was similar to RFS, as CFS examination results were low in the 1990s but grew through the work of the former Headteacher Clive Moore and the leadership group to a respectable standard. In 2007, however, examination changes imposed by government again reduced attainment rates (introduction of 5A* - C including English and Maths) and CFS was judged only Satisfactory (now Requires Improvement) in the OFSTED Inspection of that year. However since then the school has received two Good judgements, with the Sixth Form being judged Outstanding in 2014. Therefore CFS is well placed to support the turnaround of Rushcroft Foundation School. Nevertheless schools must continually strive to improve and he quoted where the English School system stood in comparison to the PISA International ratings (20th in Science, 23rd in English and 26th in Math (out of 65)).

CFS student prior attainment is 'national average' and highlighted on the slide the number of times CFS students have performed well in excess of national. This shows very good 'added value' from the school. The RFS student prior attainment is significantly below 'national average' but has made steps towards improvement with disadvantaged pupils added value being 49.00 points above national.

Mr Morrall explained how *Progress 8* will become an increasingly important measure of a school's performance (levels of progress made between year 7 – 11 based on a student's Key Stage 2 entry levels). Attainment levels (5A* - C) including English and Maths at CFS continue to be high and this forms a foundation for higher education and University entrance.

Parents were concerned that the Science Faculty are threatening students with negative referrals if they do not do well in their in class tests. They felt that this was unfair and de-motivational.

Mr Morrall said this was not school policy and would raise the matter with the Head of Science Faculty. Additionally he would speak to the Drama Department regarding its announcement that non-attendance at Drama productions would result in a Saturday detention.

Parents shared that their children, from Year 7 – 11, were motivated by positive referrals and the school is not good at giving positive referral, especially to year 11s. Again Mr Morrall will speak to teachers about this and encourage them to give positive referrals *throughout* the school including senior students.

Post Meeting Note:

Following the meeting Mr Morrall investigated the use of 'negative' referrals in the Science Faculty and the Drama Department

Science Faculty

There is a drive in the Science Faculty for children to take greater responsibility for their learning. Teachers set homework which requires pupils to revise before a test and if the child is underachieving by more than 1 level at KS3 or more than 1 grade at KS4 during the test, it is argued that the child has not completed their homework revision appropriately. However, if while revising a topic, a child identifies that they do not understand the topic, they must find have been asked to find their Science teacher and request help. **If the child seeks out help and still underachieves then they will not receive a negative because they have done their homework.**

A negative referral is only given for underachievement (as explained above) if in the teachers professional judgement their under achieving is because they have not revised. Negative referrals that are used in this way are not a reflection on achievement or behaviour but are specifically about a failure to do homework appropriately.

Drama Department

It is integral to the GCSE Drama course that pupils watch productions. Part of the current examination has an option for evaluating Live Performance as a written examination question, and in the new GCSE syllabus this is obligatory. Whilst we encourage attendance to performances in external venues as part of the pupils' exposure to exciting theatre and new forms, we appreciate that not all students are able to attend at external venues always.

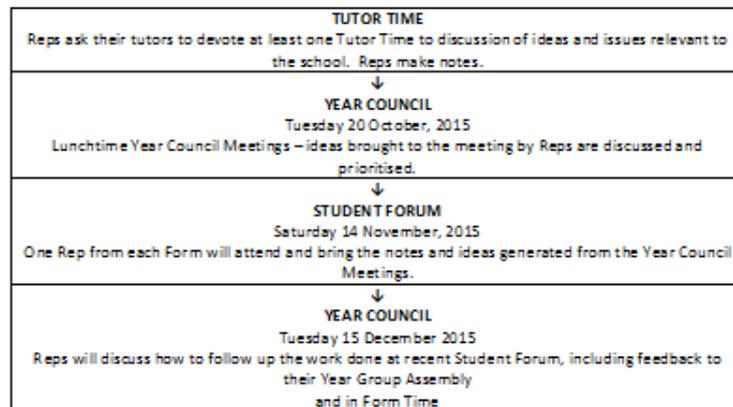
The school therefore offers opportunities within the school that are free. These are mostly outside of usual school hours, letters go home, and GCSE pupils are expected to attend to support each other. This forms part if not all of their homework for the week. Without a letter of permission for non-attendance due to a prior arrangement/commitment, non-attendance is treated as a missed homework. If this is felt to be a regular pattern by particular pupils then a Saturday detention may be threatened/put in place. Drama is a subject which requires more than individual study outside of lesson times, learning to be a critical and evaluative audience of drama is an essential skill for the course.

**FIRST STUDENT FORUM MEETING - SATURDAY 14 NOVEMBER, 2015
9 AM TO 12.00 NOON IN THE LIBRARY**



One Form Rep from each Year 9, 10 and 11 Form will attend. This Rep must bring to the Student Forum Meeting the ideas and issues which were discussed at the last Year Council Meeting.

The 'flow' of discussion and opinion-gathering is as follows:



Mr Morrall explained the final slide which showed the makeup of those attending the first Student Forum meeting. Mr Morrall felt that events such as these where students could voice their opinions were extremely important not only for the school's development but for the student's confidence and experience in talking in front of their peers and adults. In outstanding schools it is the students who are 'knocking on the door' for more homework and a say in the running of the school and this is what CFS wants from its young people.

The meeting ended and Parents' went to the Library to see the first Students Forum meeting in action.