



PARENT FORUM &
SCIENCE OPEN
MORNING

Thursday, 20th June

Parent Forum

- Introductions

Our key priorities...

- High expectations and challenge so that progress in *Maths* is expected or better
- Attainment in maths
- Attainment in Writing, Spelling and Grammar
- Strengthening leadership
- SEN and disadvantaged pupils' progress

What we have done...

- Establishing higher expectations for all
- Closer monitoring and scrutiny
- Regular discussions and sharing of good practice
- Staff training (in school and with others in the Trust)
- Support for those that need it

What we have done in maths...

- Embedded use of Times Tables Rock Stars
- Use of Professor Assessor to target gaps in learning
- Ensure more opportunities to apply learning
- Introduction of new maths scheme – Power Maths
- 2 teachers signed up for Maths Mastery programme
- Training in SEN maths support
- Introduction of new maths intervention program

Leading to...

- Y4s ready to tackle new times table test
- growing confidence in tackling tricky problems
- 29% of children made more than expected progress (Sept – Mar)
- 11% increase in number of children working securely at age-related expectations (end of Spring term)

What we have done in Writing, Spelling and Grammar...

- Embedding of new Spelling planning and homework
- Implementation of Get Writing in KS1 and YR
- Continued focus on high expectations for all
- Training in SEN writing support

Leading to...

- lesson observed by School Improvement Partner classed as one of the best she's seen
- monitoring visit identified new spelling approach and Get Writing both having a positive impact
- 12% increase in number of children working securely at age-related expectations (end of Spring)

What we have done to strengthen leadership...

- Leaders have successfully completed Trust training programme
- Leaders work with leaders across the Trust
- All leaders continue to monitor and support colleagues
- Further funding acquired to ensure leaders are mentored to develop further

What we have done...

- Further teacher and TA training on supporting SEN pupils (maths and writing)
- More regular and focussed monitoring of SEN and disadvantaged pupils
- Continue to embed processes to support in school and apply for external support and funding
- Nurture group for another year
- Pupil Premium Review recommendations acted upon
- Ensured PSA advice and support is easily accessible
- Ensure TIS support available for individuals and groups

Leading to...

- in-year progress improving for both SEN and disadvantaged pupils in all core subjects
- most TIS-supported pupils making good or better progress in at least 2 core subjects
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And we have...

- performed well in a wealth of sporting activities, including tennis, athletics, swimming, girls' football and improved on previous performances in some.
- continued to offer sports clubs to more pupils (57% of pupils compared to 41% in Spring last year)
- taken pupils to Minack, Truro Museum, Eden, St Austell Fire Station, the beach, Polkerris water sports, St Blazey Church ...
- performed at the Eden Project
- held special days for Red Nose Day, World Religion Week, Outdoor Learning Day, Pancake Races, Easter and Pentecost
- welcomed visits from Explorer Dome, various 'real scientists' and more ...

Over to you...

- Would it be a good idea to suggest to parents that they also bring positive points to share, about things that they think are going well or where there have been positive changes? I know that the forums are there for parents to share their concerns but I think that there should be time at the beginning which is specifically for sharing what parents are pleased with.

The background of the slide features a faint, artistic illustration of the Parable of the Sower. It depicts a sower on the left, scattering seeds, and a group of people on the right, some holding baskets, representing the soil and the seedlings. The scene is set in a rural, outdoor environment with a soft, painterly style.

BB in 100 words

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.

A few polite reminders...



Why teach Science?

- Encourages enquiring minds
- Develops flexible thinking
- Opportunities for problem-solving
- Teaching of science-specific skills and knowledge
- Future careers



Can I help at home?

- Animals (including people)
- Plants
- Weather
- Chemical and physical properties of substances
- Earth and space
- Energy



Animals (and people!)

- Watch a spider in its web;
- observe the movements of the animals around you: dogs, cats, squirrels, rabbits, birds; observe birds in their nests and their habitats;
- watch a caterpillar spin its cocoon and wait until it transforms into a butterfly;
- look for animal tracks;
- observe the way ducks animals care for their young;
- visit the vet with your pet;
- observe the changes as a cut heals;
- ask to see x-rays at the doctor's or dentist's office;
- ask about the equipment that your doctor or dentist uses;
- observe the genetic similarities between generations in your family or friends.

Plants

- Plant packaged seeds and observe them grow;
- plant seeds from fruit and vegetables that you eat;
- plant an acorn; learn the names of various types of trees and flowers;
- save waste food as compost;
- watch flowers bud and blossom;
- help care for trees and flowers in your environment;
- plant a tree and record its progress.

Weather

- Look at the weather report on television or in the newspaper;
- pick a place and find its weather on the Internet;
- look at a map that has climate or weather zones;
- observe the sky at different times during the day;
- keep a thermometer inside and outside your house;
- fly a kite;
- ask people about the weather where they are when you send them email or speak to them on the phone;
- keep a graph or diary of weather conditions;
- talk about the weather with people who come from different climate zones;
- investigate the life of people who live in a different weather zone than you;
- collect rain in a container;
- gaze at a rainbow;
- count the time that takes place after lightning flashes and thunder crashes.

Chemical and physical properties

- Experiment with what will sink or float in a large bucket of water;
- collect items in nature and sort them;
- see how long it takes for an ice cube to melt;
- draw on steamy bathroom mirrors or car windows;
- reflect light off mirrors;
- shine light through a crystal;
- balance objects on a seesaw;
- squirt food coloring into water;
- make bubbles;
- create your own musical instruments;
- sort spices by the different types of tastes;
- help with measuring and mixing with recipes;
- put glow-in-the-dark stickers on your child's ceiling or wall.

Earth and space

- Dig a hole in your yard or at the beach;
- name the different materials used to build houses and other buildings;
- read maps;
- make model cars, boats, and airplanes;
- go rock-hunting to see how many different ones you can find;
- notice the way the sun and moon move across the sky;
- watch a sunrise or sunset;
- keep track of the progress of space program satellites, launches, and missions;
- make a graph of the way the shape of the moon changes throughout the month;
- put rocks in a tumbler and see how they change;
- look at the stars when you are away from an area that has bright city lights.

Energy

- Observe how your electric meter changes when you turn things on and off;
- recycle glass, metal, and paper around the house;
- visit a recycling site and a dump;
- play around with magnets on the refrigerator;
- learn how to use electrical tools in the kitchen, bathroom, and workshop;
- take apart old tools that have stopped working;
- find out how things work;
- figure out the mileage for the family's car;
- figure out the differences in time for a trip you take on foot, by bike, in a car, or on a bus or train;
- see how far a ball will roll.



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