

NEWSLETTER *753*

Friends of Drayton Park School Association

5p (please)

March 1978

Contents

PUPILS' REPORT ON THE GOVERNORS' MEETING - page 1
 THE NITTY GRITTY OF THE EDUCATIONAL FORUM - page 1
 LATEST DEVELOPMENTS AT THE SCHOOL - page 2
 MRS PINDER ON THE AIMS OF THE SCHOOL - page 3
 SCHOOL VISITS: WHAT REALLY HAPPENS - page 5
 ALL ABOUT THE TEACHERS - page 7
 USEFUL CALENDAR OF FUTURE EVENTS - page 8

plus

NEVER-BEFORE-PUBLISHED EXTRACTS FROM THE CHILDREN'S
 NOTE-BOOKS

A Teachers Job

A teachers job is a good one. She or he would have to go home and correct all the books. They would have to be very patient with the children. The teacher is sometimes our enemy because we like to talk. They have to be very clever. They have to like children. They have to be strict because if they are soft the children would not do what they are told. They need a very loud voice to shout to the other end of the playground. A teacher has to be a kind person who will enjoy working with children. When a teacher's angry she could put in a little joke. The children work so does the teacher. So she needs a break. When we all go on an outing the teacher has to be responsible for all the children. Her voice must be very clear. Sometimes she has to be very fussy with what kind of work she gets.

Sandra Fantoni

My Mum's Job

When my mum first started to be a lollipop lady, I had to tell Mrs Pinder and Mrs Pinder phoned the Metropolitan Police. They said that she can have the job, but she must wait for her hat and her overalls and her wellingtons and gloves. When they came with the things they brought the lollipop stick and they said she could start when ever she wanted. So she said she would start tomorrow because she was excited. So on the following day the police came on the road with my mum. The police said she was very good. And they said she would get her money every Wednesday. But now shes got the job she has got a lot of little friends and she says she likes Barry. She says that she does not just like him she likes all the other children too. The reason she likes Barry is because he always jokes on with her and she jokes on with him.

Dawn Beattie

At Drayton Park School GOVERNORS' MEETING on Thursday 26 January, history was made by the attendance of three pupil observers. Drayton Park School is the first primary school in London to do this. Saud Badshah, Baltemore Ranger and Patrick Smith were elected by the 3rd and 4th year junior classes to be observers at the Governors' Meeting. Their job was to listen and take notes so that they could report back to the rest of the junior school at Assembly; this they did with accuracy and detail which showed their interest and understanding of all the issues. They were particularly interested in the proposal for a nursery class; although this would mean they would lose part of the middle playground, they felt that it would be nice for their younger brothers and sisters to be able to come and be part of the school from nursery age.

The meeting was even more interesting than they had anticipated and they were impressed that questions and comments had to be directed through the chairperson. Also the manner in which the staff-room had been arranged, with tables set in the centre of the room, the chairperson at the top of the table and the rest of the governors on either side, impressed them. When the boys were asked about school dinners they replied to questions quite readily and were not shy to give their opinion. They were surprised that none of the governors had commented about the rise in price of dinners and hoped we would consider that, and the rumour of another price increase, at the next meeting. All of them had thoroughly enjoyed the occasion and hoped that they would be able to come to the next meeting as the elected observers, and they looked forward to lots of sandwiches!

Reported by Pam Cook

The King by Paul Luscombe

The king is rumbling and tumbling
And spilling lava like hot tea.
It goes down the mountain like
A river of hot water.
And then it goes hard.
Then every thing is quiet.
With not a whisper for miles and miles.

ANY QUESTIONS? Reported by Vivian Cook

These are some of the topics that were discussed at the Forum on 23 February:

What's the truth about educational standards today? Mr Roy Price from the Divisional Office pointed out that it was difficult to measure standards over a long period because the same tests had not been used; during the time for which comparisons could be made standards had risen steadily. Mrs Pinder thought that the rise in standards of performance at Drayton Park had been helped by smaller classes.

Have teaching methods got better or worse? Mr Brereton spoke of his experience at Drayton Park and contrasted old methods in which children learnt things by heart without understanding them with the newer methods in which children learnt things by actually doing them and making them part of their experience; he felt the new methods were a great improvement.

Are more able children helped as much as the less able? Mrs Pinder described how grouping children in sets of ability or for certain subjects allowed them to get more individual attention, whatever their needs. Mr Price described some out-of-school schemes for more able children run by the ILEA.

If your child has problems with a particular class, what should you do? Mrs Cook, a parent governor, suggested first discussing the problem with the child's teacher, then, if there was no improvement, talking it over with the headteacher, and finally as a last resort moving the child to a different class.

SECONDARY SCHOOLS LIAISON

In January this year some of the teachers from Highbury Hill School came to teach Drayton Park classes for a day (while the Drayton Park staff were holding a day conference). Later in the year some of the Drayton Park teachers will go and teach for one day at Highbury Hill. This is part of an attempt to build up links between Drayton Park and some local secondary schools; it is hoped that secondary school teachers will be able to get a better idea of what Drayton Park children have been learning, how they've been learning it, and the sort of standards that are expected of them at junior level, and that Drayton Park teachers will be able to see what sort of work the children they are teaching will be expected to do when they get to secondary school.

PLAY CENTRE

Plans are under way to start a play centre at this school. It would be open after school until about 6.00 every school day for children whose parents are at work and cannot fetch them earlier.

AMOUNTS RAISED BY CHILDREN FOR CHARITY

Sponsored swim for Alexandra		partly to school fund
Rose Day	£60.30	partly for aged, sick, the disabled and the young
Carol singing	£11.80	Shelter for homeless
Sunny Smiles campaign	£136.00	National Children's Homes
Sponsored walk,		
Sponsored silence	£90.00	Help the Aged campaign
Spell-in	£120.00	school fund

NURSERY CLASS

The possibility of opening a nursery class at the school is being considered - this should be of interest to present parents who have younger children not at school yet. However, it is not likely that such a class could open before 1979.

ANY VOLUNTEERS?

Would any parents be willing to help in any of these projects:

- To come in one dinner-hour a week to help with the junior library: the library can be a quiet place for children who don't enjoy noisy games in the playground and who are happier sometimes reading or looking at books.
- To come in as school finishes, for about half an hour, one day a week, to help Mr Lewinsohn run the bookstall.
- To come in one dinner-hour a week to help run an indoor games room: this would be for children who are not specially interested in football, climbing, etc. and would rather play chess or draughts, ?tiddlywinks, paint or draw, or do something similar.

NEW YEAR DANCE

This was held on 21 January; it was very well attended and generally held to be a great success. Half the proceeds went to the School Fund. The highlights of the evening were the Cabaret, and the Drayton Park Beauty Contest, which was won, amid fierce competition, by Mr R. Stanford. The FDPsA would like to thank all the members of staff and other people who worked so hard to make it such a success.

THE AIMS OF OUR SCHOOL

When I was asked to write this for the Newsletter, I thought it would be quite straightforward! But of course nothing is ever as simple as one first supposes. Thinking about the subject it occurred to me that although schools were brought into existence at different times in different ways they have always had one thing in common - they are there to educate children and young people. If they do not do that we might as well all shut up shop and go home! EDUCATION of course means different things to different people and it has certainly changed a great deal throughout history. Yet at different times and all over the world, it has been, and still is, concerned with helping children to gain mastery over the basic skills needed to live in civilized society, i.e. speaking, reading, writing, understanding mathematics and, above all, thinking.

These skills and others besides form the basis of education at Drayton Park. Increasingly, however, more is expected of schools and perhaps the time has come for parents and teachers to re-assess what the child can best learn at school and which cultural areas are best dealt with by parents at home.

How do the staff at Drayton Park see their aims in terms of the education of your children? First, we want to create an atmosphere which is friendly but controlled, and in which children can learn happily. We try to show, e.g. by our display of children's work, that we appreciate their best efforts and that we, and the other children, like to see them. We also make clear that we all have a right to work happily and that this means that no one of us can behave in a way which stops others working or playing. So a child who shows selfishness or disobedience has to be corrected because aggressive and disruptive behaviour stops others from learning. This does not mean hitting or caning children, (something the ILEA forbids in any case) but usually spending time and effort to change the child. We have rules which include punctuality and politeness; keeping sweets and chewing gum out of school; not allowing bullying; concerning the proper use of the staircases and corridors; and demanding an even higher standard of discipline for PE., Games, and on visits out. We are always aware and appreciative of parental co-operation in keeping these rules effectively.

Next, we aim to provide children with the materials and teaching to develop their basic skills. We do our best to encourage good speech, mature reading, legible and fluent writing and competence in mathematics, to the utmost of every child's ability. We try to develop scientific patterns of thought in the children and encourage them to be enquiring and open minded, to consider evidence before jumping to conclusions. We introduce them to the environment locally and to the wider world, nationally and internationally (perhaps one should write "galactically" nowadays) and to the past of this and other countries. We encourage them to pursue their own interests in topic work and to learn about other creatures; many classes keep pets and there are plants indoors and out of doors, which they help to look after.

Of course we are also concerned, and very much so, with our children's spiritual development. Our children are given examples of religious ethics and attitudes from their earliest days at school and we encourage each child to respect other people regardless of age, sex, colour or religion. There are many cultures which enrich our school life and we believe this to be a marvellous educational experience in living and learning together, something from which all our children gain. We seek to practice the teachings of the

Christian and other religions which are concerned with giving practical help to those in need. We encourage the children to think about less fortunate children, the homeless and the aged. In this sphere, as in all others, we recognize the kindness and generosity of the parents by the magnificent response of the children. We believe no child leaves the school without having every opportunity to distinguish right from wrong. We try to see that they understand the self-discipline necessary to do one's best - and then improve on it. We hope the children learn to understand how to live and work with others in a situation where all have equal rights to consideration and self expression. For this to happen, the children have to learn to share with others, to await their turn and to treat others with the kindness they would like shown to themselves.

Finally, but just as important as everything that has gone before, we aim to develop children's minds and bodies through artistic and physical appreciation and expression. Creative work is an integral part of every school day, be it painting or movement, modelling, music, drama, singing, gymnastics, sport or swimming. All are important aspects of education in the development of child to mature adult. The creative arts and physical expression are vital to the child's academic advance also. Education is for the whole person and just as a healthy mind needs a healthy body, so too a body that is exercised, developed and controlled enables the hands and brain to work better.

We receive the majority of your children as little infants, less than five years old and, in co-operation with you, send them out at eleven as budding men and women, skilled and competent to the best of their ability, becoming independent, beginning to learn how to make wise choices and ready to move on to the next stage of their education with confidence.

INFANTS CORNER

CHAPTER I

one afternoon I saw an otter and I walked up to it and I picked him up and brought him home because he was hurt and when I got home I showed my dad where it was hurt and he said weel have to keep it warm and I did and it got better and I let it go.

CHAPTER II

and the next day I went to see him and he was swimming about and when he saw me he got out and begged for some fish and I gave him some fish.

CHAPTER III

and the next day I went to see him again and he was on the bank and I gave him some fish and he eat it all up. and then I gave him a hundren fish and they were for a hundred days we were going on holidays for a hundred days and when we came back all of us gave him a big hug.

Kevin Lyons

it was night there was a jungle some slithery creatures were killing the trees and a big creature appeared it was trying to kill a bird the creature killed the bird an eagle came the creature and the eagle had a fight I saw a fairy the fairy got me and she took me home the fairy killed the creatures and I had a book of the creatures.

Anna Maria Tomassi

SCHOOL VISITS by Marcia Thompson

On 18 January Mr Lewensohn's class went to the Mermaid Theatre to see Poles Apart, a drama about magnetism. Just before the visit as part of their regular course they had been studying magnetism. Mr Lewensohn, who believes in teaching science primarily by having the children make their own discoveries, settled the children into groups and gave out magnets and boxes containing various small objects. The children observed and recorded in their note-books those that were attracted to the magnet and those that were not. Michelle seemed a little surprised to find that an aluminium screw included in the box did not cling to the magnet. First she rubbed the screw up and down the side of the magnet. Then noting a little hole in the magnet she thrust the screw into it. When this failed to achieve the expected results she concluded that it was not magnetic and proceeded to the next problem, which was how to spell 'screw'. At the end of the lesson the children went about the room testing objects to see whether or not they would respond to the magnet.

Fortified with this experience the class went to the Mermaid Theatre. With the aid of a compelling plot and lively lyrics Poles Apart explains the basic principles of magnetism. Yavuz later summarized the plot:

In the play there are two people and a monster and the monster's name was frogman and frogman gave them a present that was made of metals. Then frogman tricked them and he went away. They escaped and in the end they captured him with a magnet.

The children sang along with the cast 'Pass the Power', a strongly rhythmic song which celebrates the passing of the magnetism in the earth to lodestones and then through metals to people who have put it to many uses.

In their next science lesson the children demonstrated that the drama had considerably advanced their understanding of magnetism. The discussion went like this:

Mr L: Where does magnetism come from?

Nicola Cook: From stones in the middle of the earth.

Mr L: What would you have to do to a piece of metal to magnetise it?

Paul: You would get a lodestone and keep wiping it - rubbing it - across.

Mr L: What if I dropped the piece of metal after it had been magnetised?

Dionne: The magnetism would go.

Mr L: How else could I get rid of the magnetism?

Nicola Clack: You could get a hammer and bang it out.

Andrew Blaney then suggested, 'You could get a piece of iron and rub it the other way and you would get it out.' Mr Lewensohn was cautious in his response to this. 'We will have to try that out and see how it works,' he said.

In continuing the lesson the children tested out different types of metals to see if they were magnetic. As they went about the room in their search for metals some of them were singing 'Pass the Power'. They recorded their conclusions in their note-books. Dennis wrote:

I found that all metals are not attracted to the magnet. I also found out that a magnet has got a strong force to make something cling to it.

In a later lesson Andrew Blaney tested out his theory and found it did not work.

The drama not only clearly added to the children's understanding of magnetism but set off in their minds all sorts of ideas and speculations, which for Gabrielle exploded into a poem:

Down down deep in the earth
Where the world first had its birth
The lodestone comes tumbling down
And hits the ground with terrific sound
Suddenly things are quiet
The the volcano starts to swell
Boom! hot iron shoots up in the air
The volcano sizzles, bangs and pops
Rocks come tumbling down then stops
Once again things are quiet.

As part of their study of Tudor England on 20 January MRS MAW TOOK HER CLASS TO THE LONDON MUSEUM. The visit included a stopover for lunch at Moorfields School, where Mrs Maw's husband is deputy head. Paul described this visit:

On Friday we went to Moorfields and we played games like
3 a side net ball, racing games, and kick rounders. Then
we had dinner.

During the day before the visit the children decided what topics they would like to pursue at the museum so when they arrived they knew just what to do. The dim interior of the museum with its discreetly lit displays and softly played period music had a calming effect on even the most excitable members of the class and they were all soon earnestly sketching and writing in their note-books. Sid sketched one of the original piles of London Bridge. Wayne drew from a model a picture of St Paul's as it was before the London fire. Amanda sketched the interior of an early Tudor kitchen. She was particularly enchanted with a small mouse perched realistically on the edge of a grind mill. Before they left Mrs Maw took them to see an enactment in miniature of the London fire.

Although the displays at the museum are excellent the labels are not very complete and sometimes confusing so the children spent time during the next few days at school filling out their knowledge of their topics. They drew final drafts from their sketches and prepared reports to give to the rest of the class. With bold strokes and bright colours Bruce drew a London alderman based on a picture he had seen at the museum. He wrote a report on the government of London explaining the part played by the alderman. In fine meticulous detail Richard had sketched in his note-book four examples of seals. He chose to enlarge a church seal which he showed to the class explaining how seals were used:

A seal is a piece of stone or metal onto which a person marks his emblem. It could be a coat of arms if he's got one. A seal is used to prove that a letter or document is original. It may be fastened onto cords or straight onto paper. Seals were used to stop people opening them when they were not addressed to them.

Fire by Sotirakis Kyriacou

Fire small fire big
The fire is any size at all.
It has smoke, flames, light, dust.
The fire is red, yellow and
orange and red.
The fire is hot, the fire is dangerous
The fire can kill
The fire can do anything it likes

TEACHERS' PAGE

After a long career in teaching, MRS BELL RETIRED at the end of last term. A party was held to mark the occasion and the presentation of a canteen of cutlery from the children, staff and friends was made by Mrs Pinder.

For many years Mrs Bell has been responsible for the teaching of English to non-English speaking children, and the remedial work in the infant's department. Music and the running of the library have also been under her direction. Her contribution has been invaluable to both the children and her colleagues and, although we realise Mrs Bell deserves a well-earned rest, we are delighted that she is continuing her work part-time.

J. McLeish

OTHER STAFF CHANGES

DORA ASTELL, who was at Drayton Park for seven years, also left at Christmas, but unlike Mrs Bell, she has left permanently, as she expects a baby in the near future. Dora was the member of staff with responsibility for Home/School relations, and will long be remembered for the cheerful, hard-working way in which she organised various school functions such as dances and sales, as well as the sterling pastoral work that she did. The Astells are leaving London to buy a home in Dora's native Shropshire. We wish them well. The replacement for Dora Astell in Class 2 is NANCY SADDINGTON, who has come to Drayton Park directly from teacher training college. The appointment of Mrs Saddington to the staff is a permanent, and we hope, a long and happy one.

On March 11th MRS EWART gave birth to a baby boy (9 lbs 4 oz.). She left the school at Christmas and expects to return at the beginning of the summer term. Mr. Southey has been teaching her class. It is hoped Mr Southey will be able to stay on at the school to replace teachers who leave for school journeys.

Lastly, BECKY MAW, who seems to have been at Drayton Park since time immemorial, in spite of her apparently tender years, is leaving at Easter to take up a deputy headship at Kilburn. Apart from her excellent teaching qualities, Becky has organised countless school journeys, sport days and country dancing activities. While it is to be regretted that the school is losing such a valuable and respected member of staff, our best wishes go with her, her husband, and daughter Hannah. She will be much missed.

D. Gardner.

SANCTIONS

It is difficult for teachers to show management their dissatisfaction with the intended pay offer without unintentionally affecting other people (i.e. children and parents) to some degree.

Therefore the sanctions put forward by the teacher's unions concern only the voluntary areas of their work: (1) collection of dinner money, (2) supervision at lunch time, (3) use of cars for school business, (4) after school activities.

At Drayton Park teachers are operating those sanctions which they feel they can support. This varies according to the personal views of the teachers.

M. Hunt.

Spring Jumble Sale: 22 April
Sayers Croft Visit: 29 April - 6 May
next Governors' Meeting: 11 May; these meetings are now open to
parents or staff who want to come (as observers)
School Journey to Swanage: Monday 5 June - Friday 9 June
Summer Fair: 8 July
Annual General Meeting of F.D.P.S.A.: 13 July

Jimmy's Winking Face by Nicky Loizou

When Jimmy winks you can see hundreds of lines and his tongue sticks out he has a flat sort of nose and looks funny. One eye closes and the other one is wide open and he gets a crease on one side of his face from his nose to his mouth. He gets loads of lines on his nose and some coming from his eye. His lips are big and he has short curly hair. He looks a bit of a joker when he winks and a tooth sticks out.

The Tall Man by Daren Grubb

The tall man looking down
At the small people he found.
Glaring ready to kill citizens
abound.
The tall man flashing blinding.
The high menace walking in the dirt.
His brainwaves tell him to kill.
The great man to devils.
Arrow hits his chest.
Blood dripping men ripping.
Crawling falling nearly dead.
Shouting making a noise
Death must come to men and boys.
Rolling burrowing in the ground.
Gone for ever never to be found.

The Snow by John Crosbie

As it came down I shouted
hurray for I'd never seen
snow come down so fast,
so swift and soft.
Yet I hold out my hand
with my eager fingers trying to
catch that glorious snow,
but did I catch any not I
It seemed to fly away from me.

It can be nice, yet it
can be cruel and bite
our fingers.

Oh Snow

The Very Memorable Day by Anne Mawere

A very long time ago when I was seven years old my dad was giving a party. It was in 1973 when he was going to come to England. He invited the priests and friends of his and our neighbours. It was a very good party indeed. But those days I was a Fanta lover and I liked orange. I did not get a very good chance of getting a lot of orange and Fanta. My mum left some cooking oil on the table to cook a cake with. I went and looked around to see if any body was watching me and I thought the cooking oil was orange. I had not had a good look at it so I drank the cooking oil. I didn't drink all of it. I just had a mouth full quickly. So from that day I never like Fanta at all. I drink only orange, but not Fanta.

My Christmas by Andrea Shemelides

On Christmas my family put up the Christmas tree a week before. Last year we put the tree in front of the back garden door and when I went out it glittered red yellow blue in the curtains because of the lights and the star. On Christmas day you could hear the turkey cracking in the oven with the potatoes. In the afternoon maybe friends will come round and me and my mum will sit around the fire opening our presents with the lights on and the stars twinkly in the sky.

Islington CAMPAIGN FOR THE ADVANCEMENT OF STATE EDUCATION is setting up study-groups on various issues: secondary education, sixth form provision, primary education, multi-ethnic education. Anyone interested in joining CASE should contact Christine Mabey, 42 Highbury Place, N.5, or Gail Wilson, 51 Ellington Street, N.7.