



'Growing our Community Together'

Parent Forum Minutes - 06.10.26

What's Working Well?	<u>School Feedback</u> Reception ● Settled well. ● More confident coming in at the start of the day. ● Enjoying attending worship with Year 6 helping them and sitting with them on the benches. Year 1 ● Children have settled well. ● We are seeing good progress in phonics already. Year 2 ● Homework sheets - thank you for your support and consistent engagement. ● Communication - very positive conversations with parents so far. Parents/carers have been open to conversations about how to support children further at home. ● Settled well - more children coming in happier than last year. ● English - first piece of English writing completed, clear effort and pride in work from all. Year 3 ● Children are responding very well to positive behaviour management systems and working well to earn table group points. ● Spelling scores are improving and the enthusiasm for homework is great to see. ● Children's understanding of place value has improved as well as their mathematical language. Year 4 ● Coming in straight after break/lunch and greeting the class in the classroom is working well - children are immediately ready to learn and are developing their independence. Year 5 ● Children have settled well. ● They are enthusiastic about their new topics. ● They are also looking forward to their upcoming trips and have been coming forward to the adults in the classroom to seek support when needed. Year 6 ● Children are learning the new routines well. ● They have been very welcoming to Mrs Wainwright. ● Children who joined the residential trip had a wonderful experience. <u>Parent/Carer Feedback</u> ● Families are pleased with their new teachers. ● Transition was supported well by the school. ● Positive experiences of ELSA (emotional literacy) support for those accessing this. ● Families are pleased with the support for inclusion and have had good interactions with staff members supporting this. ● The office staff are wonderful, understanding and very supportive. Families acknowledged how
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	involved the office team becomes in the day-to-day running of the school. • Great interactions with other professionals, such as the Educational Psychologist • Families are pleased with the new security fencing and the privacy brought by the screening. • Families love the community feel of the school. • Children really enjoy the 'club' part of the after school wraparound care. • Families are pleased with the arrangements for homework and the children are enjoying this. They appreciate the chance to choose when in the week they will complete this. • Families are excited to hear about the new arrangements for the PTA and are keen to support. • Communication has improved since last year — there were often very late notice messages and it has been noted that this has not been the case this year. • Parents appreciate the more detailed curriculum maps to share what the children are learning and to support in conversations at home. • Reception and KS1 appreciate the contact with the staff in the mornings. • Parents/carers have appreciated receiving communication from the teacher about where more support is needed for their child in certain areas that home could help with. • Parents feel the school is a confident, warm and safe environment. • Parents feel the children are already making progress academically and socially. • Parents/carers have had really positive interactions with staff. • Children are excited about the trips being planned, for example National Portrait gallery coming up for Year 5. • Parents/carers appreciate the support for the individual needs of pupils - emotional as well as academic.
What would you like further support with? (School actions and responses)	<u>School feedback</u> → Listening to reading at home daily and putting a short message in reading records would really support reading development. → Morning routine - please ensure Rec and KS1 children have their reading record in their bag and the correct items out at the start of each day to save learning time. → Support with working on the children's handwriting. Handwriting practice when learning their spellings would be great. Even better would be for them to practise writing sentences with those words and checking they make sense. <i>The school will send out an overview of our handwriting policy and letter formation.</i> → KS2 snacks must be fruit or veg only. → Supportive messages from home emphasising the importance of focus and attention in school would be helpful. → Attendance - we really need parent/carer support to ensure that children are attending every day that they are well so that they are not missing vital learning input. We plan our curriculum carefully to build day by day, week by week, and if children miss days it can be very unsettling for them. We are still seeing a significant number of term time holidays (including long weekends) and are concerned by the message that this can pass on to the children around school being 'optional'. This is one of our key priorities this year and we will be working with the children to consider how excellent and significantly improved attendance can be recognised in school. We will also be working closely with the Education Welfare Team to create plans for families where children are identified as 'persistently absent' – this is where children have an attendance lower than 90%. Your first attendance overviews will be sent home in the week leading up to the half-term holiday. → School Fund. Thank you to those families who have signed up to contribute to the school fund. This is a vital fund which supports our school when work is needed on the school building or site –

such as the new updates to the fencing. For these works, the Diocese will contribute 90% of the cost to works that meet their criteria, but 10% must be covered by the governing board (for us our IEB) and the school fund is used to cover this.

Parent/Carer Feedback

→ Some concerns that sending emails to the office instead of directly to the teacher is slowing down response time.

We have made a change to this process to try to support our class teachers' workload and to ensure a consistent offer to all classes. We will always try to respond to emails within 48 hours and if parents/carers need to get an urgent message to a member of staff, the best way to do this is via a phone call to the office. We have attached a copy of our communication flowchart along with these minutes as a reminder for families of the best person/way to contact for different types of support.

→ Why did the timings for the morning drop off get changed?

The timings were changed for a number of reasons following the observation of routines in the summer term:

- 1. To support us in safeguarding all children – it became apparent in the summer term that some children were being dropped into the playground at 8:30am and left unsupervised with the assumption that there were other parents/carers and staff providing supervision for them. We do have a breakfast club available if parents/carers do need to drop their child prior to 8:45am when they can enter the classroom.*
- 2. Schools must provide 32.5 hours of teaching per week. For us this is from 8:50am – 3:20pm daily. The 5 minute soft start (8:45am – 8:50am) allows us to ensure that all children have entered the classroom by 8:50am and can take advantage of the early morning activities provided by staff. We are also able to make use of 15 mins before worship for intervention for maths and phonics which does not take them away from other lessons. This will help us to further support our pupils' academic progress.*
- 3. When we previously had the gate open until 9am, we were allowing children to be late daily which meant that not all pupils were accessing the early morning work that is daily on offer.*
- 4. By reducing the waiting time in the playground, we are seeing the children coming into the classroom more calmly than in previous terms.*

→ Some parents/carers have safeguarding concerns about children being dropped off at the car park or end of the alleyway on their own.

Only children Year 6 should be walking to or from school unaccompanied and only when they have been given permission by their parents/carers through the school form. If parents/carers are aware of other children being dropped to walk in alone we would ask that they make the school aware so that this can be followed up. We are grateful to families who view the safeguarding of all of our pupils as everyone's responsibility.

→ Some concerns about the sensory experience of the drop off - loud in the queue. How could we improve the bottleneck on the alleyway at drop off? Trimming hedge/queuing both ways?

One suggestion around this that came up during our parent forum was whether families could queue at both sides of the gate road creating two lines walking in? We think it would be great for families to try this. We have also been approached by individual families for specific support where needed.

We have reached out to the council about the hedge as this belongs to the old caretaker's house which is no longer owned by the school. We are also looking at options to get the hedge trimmed. Thank you to the families who have reached out to the local residents' association and the council

about these concerns to try to support the school.

- Could Year 3 drop to the playground door to support transition?

We have discussed this with staff and are happy to trial Year 3 being dropped to the door that opens out onto the playground up to half-term for now. We will be monitoring the impact this has and do ask that parents are mindful that Mr Tatsuzawa will be closing the door at 8:50am and that he may not always have time to talk to them on the door. We will confirm before half-term whether this is a change that will stay in place.

- How are staff informed about who has permission to collect?

This information is held centrally from initial admissions paperwork and shared with staff as part of handover or as changes are shared. If there are last minute changes to drop off/pick up, we ask that the office is called to share these.

- Could the days that certain clubs run on be rotated so that children, e.g. currently Bible club and football clash.

We can definitely look at this going forward.

- How is bullying addressed?

We work with the children on identifying the difference between single incidents of unkindness and repeated, targeted incidents that would be identified as bullying.

We will always talk with both pupils to ensure that both pupils have the opportunity to share what happened from their perspective, to reflect on anything that they could have done differently and to use a restorative approach to be able to support pupils in moving on from these incidents.

Where a child or a parent/carer believes that their child is being bullied, a meeting should be arranged with either the class teacher, Mrs Quinn or Mrs Evans. In these situations, the meeting will explore the things that have taken place and a plan will be made for both monitoring and any actions to be taken by the school. A further meeting will be planned for a point later in the term to review and parents/carers will be encouraged to reach out to the school if needed prior to this review meeting.

We are grateful to families who have come forward with concerns and for the way that they have worked with us to resolve these.

- Scooters + bikes.

We are still looking at a more secure method to store scooters and bikes. Until we have found one, we would ask that parents/carers bring a small lock to secure any scooters or bikes that they need to leave on the school site to ensure that they cannot be accessed during the day.

- Could the wraparound have a mobile or a portable doorbell for when they are not in the Hub Room?

We are looking into this. When the club is only running to 4:30pm, this should be resolved as the children attending these sessions will all be leaving at the same point.

- Why is the special diet menu not always available?

This should be available daily. We would ask any families having issues with this to reach out individually to the school office so that we can contact the caterer.

- Can Workshops be planned at times that parents/carers can more easily attend? times? Online? Hybrid?

We can certainly look at different options for timings, but are aware that there will always be some that the times we choose do not suit. We will look at the possibility of some hybrid options but also want to ensure that we can offer plenty of face to face options as these really support us in strengthening relationships.

- We would love to see a Christmas Fair this year.

We are making plans for this with the new PTA. More details to follow soon.

	→ Will there be a 'Break the Rules Day' this year? <i>We will make plans for this with the new PTA later in the year.</i> → Next year, could we have an early community event? <i>We have suggested this to the PTA.</i>
PTA Updates	- What will the PTA be fundraising for this year? <i>Initial fundraising will be for enrichment opportunities, such as STEM workshops for the whole school.</i> - EasyFundraising <i>The PTA are looking to relaunch use of this.</i> - Will there be a budget for the leavers from PTA this year? <i>Yes, along with a contribution towards the Reception class trip in the summer term.</i> - Class Reps — please could all class Reps join the PTA WhatsApp to stay informed? - Could photos of the new PTA be shared to introduce them? <i>Yes – we will share some information about the new PTA on the website and via the newsletter.</i>