



# Parent Forum

Wednesday 7<sup>th</sup> February



## Leading today's meeting...

**Mr Stock**      HEADTEACHER

These minutes are a brief account of the discussions that took place at the meeting. If you would like further information feel free to ask a member of staff or turn up to the meetings to get the fuller picture.





# Thumbs Up!

**a Rushmere 1st!**



Was pleased to see midday supervisors really engaging with the children over the lunch period as I walked passed!



# Lets discuss... (1)



## Academisation - Current position

- There is no official deadline for submitting the new Trusts application.
  - The school were aiming for the 31<sup>st</sup> January. However, there are few more things that need to be checked and agreed before this school and the other schools press the submit button.
  - The school continues to explore other options.
  - Once the school has more details to provide to parents it will send a letter and arrange a consultation evening.
- ACTION – HT will send a letter to parents when more information is available.**



# Thumbs Up!



My children arrived this week and have really settled in. The staff in the office spent a lot of time supporting their transition. They love their new school!



# Lets discuss... (2)



## PTA Spending – KS2 Playground

‘Money raised last year for KS2 playground – has the money been spent and what has been spent on?’

- Some of the money has been used to purchase additional play equipment in the playground. This equipment is stored in the sheds and is brought out predominantly at lunchtimes.
- Additional lines, grids and play spaces were painted onto the playground over the Summer holidays.
- The school has invested in minimal fixed play equipment due to risk of vandalism outside school operating hours. The same can also be said for KS1.

**□ ACTION – The school will speak with the PTA and via the newsletter ensure that spending carried out is promoted so that parents are aware where the money has been spent.**

**□ ACTION – HT will meet with the PTA lead to ensure the remainder of the money is spent on the playground.**



Thumbs Up!



Loved the 4S class assembly. Thank you for putting these back on the school calendar.



# Lets discuss... (3)



## KS2 Playground – Football for younger year groups?

‘Appears to be heavily weighted towards year 5 and year 6. Is there a reason why Year 3 and Year 4 children has less options with regards to playing football?’

- The playgrounds are particularly busy spaces. Since increasing the size of the school, the playgrounds have become extremely busy and so football games are limited to ensure the safety of all children and to ensure that children who don't want to play football have a safe place to play.
  - Through experience, providing Year 5 and Year 6 with the opportunity to play football, significantly reduces issues over the playtime and the lunchtime period.
  - In general, Year 3 and Year 4 pupils are also more able to generate games etc during play. Less children in these year groups like to play football.
  - Year 3 and Year 4 also have a football club (led by the sports coaches) on Monday and Tuesday lunchtimes to counteract the fact they are unable to play football in the playground. Sign up via the website.
- ❑ **ACTION – The school are considering an adjustment to morning playtimes. Year 3 and Year 4 potentially having playtime at different times to reduce the ‘busyness’ of the playground and to provide them with the chance to have a football game running.**
  - ❑ **ACTION – DHT will consider the possibility of utilising one of the current playtimes or lunchtimes and allocate this to Year 3 or Year 4 on a rota basis.**
  - ❑ **ACTION – Once summer arrives, and playtime is on the grass, all year groups are able to play football.**





# Thumbs Up!



Thank you for the new Year 3 and 4 newsletter... a nice way to get some key messages. Im always suspicious that my son might be telling me porkies! This is proof! : )



# Lets discuss... (4)



## Parents Evening Booking System

'Is there a way of having the option to sign up on paper rather than having the website as the only option?'

- The school moved to the new system to support parents who are unable to get up to the school, those who are working and because the process favoured those who were here at pick up time.
- The new system is a fair and more efficient way of booking the appointments and reduces bureaucracy for the staff.
- There are limitations e.g. checking booked times, however, this system costs the school nothing whilst the alternative programme on the market is £1800 as we are such a large school.



Thumbs Up!



Mrs Aristidou's Maths clubs is still one of the highlights of my week!



# Lets discuss... (5)



## Incident outside the school

‘What else can the school do to prevent further incidents like this occurring?’

- Working party still in force. Parents are invited to join the working party via the web-form on the website.
- Encourage parents to write to councillors or MPs to raise awareness.
- Reminder – that this incident was not caused by the issues with the roads outside school. It was a pure accident.
- The delay to the ambulance reaching the scene WAS caused by the issues of poor parking and selfish drivers who ignore the rules of the road.

**□ ACTION – DHT to continue to raise awareness and consider alternative options through the traffic working party.**



# Lets discuss... (6)

## Class Mixes

'Is there a plan to mix the **current year 3**?'

- No plans to mix the current Year 3.
- Possible plans to mix the current Year 2 moving into Year 3 (Natural point) but no decisions have been made yet.
- Other schools mix classes every single year.
- Often difficult to balance out the classes as key pupils cannot be in the same class together.

**□ ACTION – HT will write to parents if the school plans to carry out a mix of classes.**



# Lets discuss... (7)



## Reading Incentives (YEAR 3 & YEAR 4)

‘We understand the reasons for the removal of reading diaries, however, we would really like the school to promote a scheme that encourages children to read at home and have some way of logging the information.’

- HT agreed. Discussed the reasons for the removal of the reading logs and the reduction of adults in KS2, which makes management of reading books and reading logs difficult.
- Discussed the change in focus in reading from Year 3 onwards.
- Explained that with regards to reading books, it is expected that;
  - Children have a banded book (set at the level that is appropriate)
  - Children have a ‘choice’ book (either from a selection within the class or from the library – which is not necessarily pitched at the level of the child)
- ❑ **ACTION – HT to meet with Literacy lead and librarian to discuss what can be done to create more incentives for children to read in KS2.**
- ❑ **ACTION – Literacy leads (CS & RD) to rewrite the literacy policy (inc. the reading policy) to indicate how reading works across the school and in early KS2.**
- ❑ **ACTION – HT to meet with the PTA to discuss purchasing more banded books for use at home.**



# Lets discuss... (8)



## Supporting Parents at drop off time...

'It is really difficult to drop children off who are in both key stages. Can the start of the day times be staggered slightly to allow us to get from one playground to another?'

- A simple adjustment to start times could help reduce pressure outside the school grounds.
- The suggestion of 9:00am for KS2 and 8:55 for KS1 is also a possibility.

**□ ACTION – HT will discuss this with SLT and a trial will be advertised first if the school believe this to be a sensible option.**



# Lets discuss... (9)



## Communication for working Mums

'Can the school look at ensure key messages are getting home to parents? We get the newsletter with provides all the key things... but would love more notes / communication / message around the day to day things. Particular in lower KS2 where parent / teacher links are lesser?'

**□ ACTION – PHASE LEADERS to investigate ways to ensure parents in Year 3 and Year 4 receive information and communication from the school.**





# Lets discuss... (10)



## Visibility of adults in the playground

'Can adults in the playground at the start and end of the day have Hi-vis jackets on to ensure they are obvious to parents? Also to send out a clear message that the playground are supervised. Sometimes it is difficult to see them. The school is huge we don't necessarily know all of the staff that work in it.'

**□ ACTION – HT to investigate the possibility and discuss with SLT.**



# Lets discuss... (11)



## Singing Squad

'Singing squad used to be open to all and now it is by invitation only. Why? Is there a chance that singing squad could be brought back? It seems a little unfair.'

- The choir have been invited to attend a practice that builds up to a performance. The number of children allowed to attend the performance is limited and so it was decided to restrict the numbers at the beginning, rather than letting children learn the songs and then restrict the amount that could attend the performance.

**□ ACTION – HT to speak to Music Teacher about when the singing squad will start again and whether the school has the capacity to run both.**



# Lets discuss... (12)



## Art

‘There doesn’t seem to be much Art happening in school. I know Literacy and Maths are important but my child loves Art and there doesn’t seem to be much of it.’

- Art still remains on the school curriculum
  - Some of the outcomes for the curriculum units are linked to art e.g. Year 3 Summer Term – Art Gallery
  - Because of timetabling pressures, Art is usually BLOCKED. This means at the end of a term or half term, Art lessons are completed over a continual 1 day or 2 day period. The children benefit from only setting up, clearing up once, which means the amount of hours spent doing art is more than it would be if they were doing an hour a week.
  - The school are currently gathering evidence to achieve an ‘ArtsMark’ as it is committed to creating a balance curriculum in school.
- ❑ ACTION – HT to make sure children are informed about when these lessons will be done. The same too for D&T. Teachers to ensure pupils know that these subjects are not forgotten, they are just completed at different times.**
- ❑ ACTION – HT to look into the possibility of an art club being created.**



# Lets discuss... (13)



## SEN concerns

‘What do I do if I have concerns about my child?’

- Initially speak to the class teacher... focus on the quadrants....

Are they making progress?

YES? – If they are making progress then its fair to say that whatever the teacher is putting in place in the classroom is having an impact. It could be that children could make greater progress if some other interventions were put into place.

NO? – Discuss with the teacher why the child is not making progress. Find out what can be done at home. Explain what you have spotted your child struggles with.

### **Next step...**

If you and your child's class teacher are concerned, then the next step is to contact the SENCO (Helen Birbeck). Initially, she'll pop into class and carry out an observation and identify strategies that may make a difference. In most cases they do... if not the school has access to additional expertise who can come in and observe. If what is being tried is not leading to progress then the school can escalate it from there.