



## Parent Forum Agenda

<b>Date</b>	<b>13/3/26</b>
<b>Time</b>	<b>14.00 start</b>
<b>Venue</b>	<b>Staff room /ELSA room</b>
<b>Present : SH / CD / LB / AC / JL / DC / EF / KS</b>	
<b>Apologies : HS</b>	

<b>Item</b>	<b>By</b>
<ul style="list-style-type: none"> <li>• Welcome</li> </ul>	SH
<ul style="list-style-type: none"> <li>• Apologies</li> </ul>	SH
<ul style="list-style-type: none"> <li>• Approve minutes</li> </ul> <p>Minutes approved with no comments</p>	All
<ul style="list-style-type: none"> <li>• Governor update</li> </ul> <p>Governor subject visits are underway. The governing board were very pleased with the latest parent governor election candidates and turn out.</p>	SH
<ul style="list-style-type: none"> <li>• Smartphone Free Childhood</li> </ul> <p>Emma gave an update on the SFC project. A community group is now running with good engagement. Another session with Papaya will be held later in the year, possibly at Ashby School (TBC).</p> <p>The Year Three parent community is very engaged in the project with a strong voice and 30% of parents actively onboard. CD suggested discussions commence with Y3 parents now on a potential school-wide smartphone ban once these children reach Y5. Parents agreed that discussions should commence and emphasised that early</p>	Y3

<p>engagement and dialogue is essential. CD confirmed wellbeing exceptions (e.g. for those using technology to track diabetes) will always be allowed.</p>	
<ul style="list-style-type: none"> <li>• Art Project</li> </ul> <p>The recent project to display children’s art in the local library was well received by all involved. The artwork will be displayed soon. This has been a very positive example of community engagement with the school. CD thanked the Parent Forum for the initiative and the impact that it has had</p>	Y2
<ul style="list-style-type: none"> <li>• Pupil Talks</li> </ul> <p>Pupil Talks have been well received by parents. Positive that children are allowed to volunteer rather than it being a forced activity. Great life skills for the children (public speaking, using a microphone, etc.)</p>	Y2
<ul style="list-style-type: none"> <li>• House Colours</li> </ul> <p>Not all parents are clear on their children’s house colours, particularly those who have started mid-year. CD will think about how to make this clearer.</p>	Y2
<ul style="list-style-type: none"> <li>• World Book Day</li> </ul> <p>The involvement of the English ambassadors in WBD was great to see. Some parents wondered whether the focus this year was too narrow and whether in future years, outfits might be chosen without a theme. CD emphasised that this is a balance with feedback received in both directions. The school is ultimately guided by managing cost to parents.</p>	Y2
<ul style="list-style-type: none"> <li>• Parent and Grandparent visitors</li> </ul> <p>Some parents and grandparents might be able to contribute positively to the school via class talks. Whilst timetables are tight at school, CD stated that parents could discuss ideas with their teachers directly in the first instance.</p>	Y2
<ul style="list-style-type: none"> <li>• Parent Governors</li> </ul> <p>Parents were pleased and impressed with the variety and quality of the candidates for the recent parent governor election and asked whether the governing board maintains a skills register to help parents select potential governors with the best ‘fit’ to the board. SH and CD confirmed that skills are regularly assessed but that it was important that elected parent governors are selected solely via parent choice. Co-</p>	Y2

<p>opted (appointed) governors are chosen to help ensure the Governing Board has a good balance of skills and experience.</p>	
<ul style="list-style-type: none"> <li>• Lunch timings / Food</li> </ul> <p>CD confirmed that all food was prepared freshly on the day. The year groups would continue to rotate timeslots and Y4 will be moving away from their current slot at the beginning of the next term. Further information is available in the minutes of the prior meeting.</p>	Y4
<ul style="list-style-type: none"> <li>• Planning and preparation time (PPA)</li> </ul> <p>Parents asked how PPA is managed and whether children are generally more disruptive when their main teacher is not in class. Teachers are entitled to PPA as part of their contractual base hours, and this means that substitute adults are in class for some of the week. This can be more challenging as sometimes children show less respect but is generally good, with all supporting adults clear on the behaviour policy and escalation routes should they be needed. SLT are always around to support when needed.</p>	Y4
<ul style="list-style-type: none"> <li>• First Aid Communication</li> </ul> <p>CD confirmed that the H&amp;S of the children is priority #1 but that injuries do occur. The school has staff trained in first aid and concussion and have all have been reminded to ensure slips go home and that parents are informed about more serious injuries</p>	Y5
<ul style="list-style-type: none"> <li>• Sports events communications</li> </ul> <p>Parents asked whether WEDUC topics could be more explicitly labelled so that it is clear which year group is referenced. CD confirmed this had already been actioned.</p>	Y6
<ul style="list-style-type: none"> <li>• Sports Kits</li> </ul> <p>Parents asked whether they could raise money for sports kits. The school is always grateful when fundraises occur, but sports kits would not likely be a top priority for discretionary expenditure. If any parents owned or worked for businesses who would like to sponsor a kit, the school would be interested in discussing further.</p>	Y6
<ul style="list-style-type: none"> <li>• Pupil and staff wellbeing</li> </ul>	CD

<p>Parents who were raising queries are increasingly doing so in a measured way which is helpful for staff wellbeing – thank you to all. The school is continuing to focus on children’s wellbeing and is proud of the support offered.</p>	
<ul style="list-style-type: none"> <li>Attendance and Term Time holidays</li> </ul> <p>CD emphasised that children need to be in school and that time in school is a priority. Parents should not take it personally if holidays are not approved and fines will be issued in accordance with policy. The school must be consistent in its judgement of authorised absence.</p> <p>Please can parents always be honest on children’s whereabouts - it is critical for safeguarding purposes.</p>	<p>CD</p>
<ul style="list-style-type: none"> <li>OPAL audit</li> </ul> <p>An OPAL audit was scheduled for later in March and the school hoped to do well. [Update 23/03: the audit was a success with the school awarded ‘platinum’ status and therefore amongst the top 1% of OPAL schools nationwide. A huge thanks to the OPAL staff and all the volunteering parents who have helped us reach this point!]</p>	<p>CD</p>
<ul style="list-style-type: none"> <li>AOB</li> </ul> <p><b>Stars of the week / Apples</b> - parents asked whether advanced notice of these awards could be given so that parents/carers could attend the assembly where the award was given. This is not an option: awards are ‘in the moment’ for the children and the logistics around changing the process would lead to additional workload.</p> <p><b>1KD assembly</b> - parents thanked the school, KD and the team for a fantastic assembly this term. Parents can see that the staff put a huge amount of effort in and that children have developed so well in such a short space of time. The topic was also really well received.</p>	

**Meeting Impact**

- The art project was directly suggested at a prior parent forum. The children’s artwork will be displayed in a prominent local setting which is positive for them and for the school
- The Smartphone Free Childhood initiative is being actively discussed via the Parent Forum. The positive engagement in Year Three is going to directly lead to a proposal to change school policy in the coming years