



Date: 01/05/2026	Meeting Type: Parent/Carer Forum
Present: Catherine Reddin (Y5), Kim Weir (Y6), Angela Badger (Y3), Priti Patel (Y1), Rachael Macklearn (Headteacher) and Jemma Chawla (minutes)	
Absent/Apologies: Kereice Heaven (Y2), Mayuri Banerjee (Y4) and Claire Durkan (YR)	
Minutes	Actions
CR welcomed all to forum. Thanked those who had collated parent feedback. Reported that no feedback provided from Y2.	
<p>Positive Feedback CR shared positive feedback first with the group:</p> <ul style="list-style-type: none"> We have noticed that the newsletter layout is now much clearer, particularly with key dates highlighted, which is very helpful. (Y1) The class assembly at Christmas was wonderful, and we really appreciated the effort put in by both the teachers and the children. (Y1) Miss McAvooy and Miss Macklearn are incredible when it comes to supporting SEND and additional needs. They consistently go above and beyond to offer guidance, reassurance, and practical help. Their support makes a real difference, and they take the time to understand individual needs and respond with care and patience. They are always helpful in pointing people toward useful workshops, resources, and information, ensuring families and learners feel supported and informed. Their dedication and kindness are genuinely appreciated. (Y1) The Christmas disco was wonderful to attend and to see all the kids being excited for this and DJ was very good in selecting the music. (Y5) Lovely to see positive behaviour, effort, attainment being recognised through certificates & feedback to the children – it is really welcomed for motivation and self-esteem (Y5) Positive feedback for uniform changes. (Y5) <p>RM thanked CR for sharing the positive feedback, RM was glad to hear certain changes have been welcomed by the school and parent/carers community.</p>	
<p>Communications</p> <ul style="list-style-type: none"> Would it be possible for parent consultation dates to be announced further in advance, rather than only a week or two beforehand? Some parents work shift patterns, and receiving short notice can make it quite difficult to arrange time off or adjust schedules. Having more advance notice would really help them plan accordingly and ensure they are able to attend. (Y1) RM confirmed that as part of the autumn headteacher welcome meeting the autumn dates were shared in September, these slides were on the website and signposted through the newsletter. RM did comment that the January meeting reminder was not communicated as soon as we usually would, this was an oversight and apologies offered for this, we will ensure these are communicated ASAP in future. Is there a more effective way to communicate important messages about our child to class teachers in the morning, given that we are unable to see them in person? Emails are not always the most 	<p>The School to ensure these are included in the key dates in advance.</p>

reliable method, as they may not be seen until later in the day. Could alternatives be considered, such as a messaging app, a direct contact through the school office, or a communication book that can be checked promptly each morning. This would help ensure that important information is received in a timely manner. (Y1) RM replied that our [communication policy](#) is in place to support both the parents/carers, children and staff in managing communication between home and school, providing a safe and efficient space to communicate effectively with each other. Parents and carers are able to send emails, phone the school, write messages within the reading logs/homework diaries or talk to the Headteacher or Deputy Headteacher on the school gate at drop off time and/or the teacher at collection times. The school office regularly checks the inbox throughout the day, sharing messages with teachers and relevant staff. Where needed, items via the inbox are also escalated to the Headteacher, medical team or SENDCO as required. We wouldn't be in a position to offer direct contact to teachers during the school day, as first thing in the morning they are busy setting up their classrooms and lessons for the school day, then they immediately welcome the children in, ready to begin teaching. After school, they will also spend time planning, marking and running extra-curricular clubs. Utilising our communications policy options to call and email is the most effective way of ensuring messages are handled and dealt with appropriately and within a reasonable time scale. If you ever need to you can also request an appointment with the teaching staff.

- The school calendar does not appear to be up to date on School website. (Y1) It may also be helpful to include downloadable calendar invitation links (to the newsletter?) for key events, allowing parents to add them directly to their personal calendars. Additionally, is there a way for key dates to be added and managed through Arbor? (Y1)

The School website calendar has been removed from the school website; this was a duplication of work for our office team and too many platforms for date-sharing can inevitably lead to mistakes being made. All key dates are shared and housed within the newsletter and/or Arbor. Adding clickable links is not currently an option due to the high level of workload and having to duplicate calendars across platforms. Please use the newsletter which is also saved on the school website.

- Please could emails to parents either have the child's name in the email or class / year group or if it's a whole school message have 'your children' If you have more than one child in school it helps if the child's name or class is noted on the messages. E.g. Times table revision group or Phonics intervention group email. (Y4) Every effort is always made to ensure details are included referencing children (for direct targeted emails) or the year group for the whole class. We will check the mentioned emails and see what occurred.

Performances

- Christmas assembly - found it quite difficult to see some of the children, especially our own, who was positioned in the middle and not quite tall enough to be visible behind others.

Although we were seated in the second row and on the correct side, we still struggled to get a clear view. It was a shame, particularly given how much work had clearly gone into the performance. We

<p>also understand that parents seated further back found it even more challenging to see.</p> <p>We wondered if there might be a way to improve visibility for future assemblies, such as adjusting the staging, positioning of children, or seating arrangements, so that all parents have a better opportunity to see their children. (Y1)</p> <p>RM replied, she is very aware how important and what a precious milestone these events are for you. Previously, enquiries have been made to see if the School Association would include new stage funding, it was assumed that during the voting this was not approved or didn't come to fruition. RM advised when your child's class is singing we make sure they are standing up and hopefully visible to all. RM advised that the benches can be utilised to help with visibility for children not on stage and will look to do this in future. She also added, there are some restrictions on how chairs and space need to be arranged due to fire safety regulations.</p>	<p>RM to ask staff to utilise benches.</p>
<p>SEND/Wellbeing</p> <ul style="list-style-type: none"> Does the school have a trained mental health first aider available for pupils? Support like this can be particularly beneficial for neurodivergent children, helping to ensure they receive timely understanding and appropriate support when needed. (Y1) <p>The school takes a holistic approach to support the mental health of its community (children, staff and parents) and has invested in a huge wealth of training for staff and a wide range of resources are used throughout the school to support mental health and wellbeing. Miss McAvoy (Wellbeing lead), 2 ELSA's (Emotional Literacy Support Assistants), topics covered regularly during PSHE lessons and a dedicated focus wellbeing week, and general classroom discussions. The School works closely with the MHST (Mental Health Support Team) in the borough to provide coaching and therapies. Children have access to worry boxes and all children have been supported by knowing which adults to go to for help. See our Positive Mental Health and Wellbeing policy on our school website.</p> <ul style="list-style-type: none"> A parent has expressed interest in volunteering to establish a SEND parent support group. Creating a space for parents to connect, share experiences, and support one another. Could this be implemented in our School? Yes, we have been providing coffee morning sessions, often with guest speakers from the SEND community to come along and share experiences and further resources – which we will continue to do. If someone from the parent/carer community would like to establish a parent support group the school would welcome this and would be happy to facilitate and support them. Miss McAvoy is liaising with the SEND parent engagement lead for AfC to build parental support within our school community. Also introducing parent resource groups more broadly. These would be volunteer-led spaces, not only for SEND, but also for other communities, such as single parents or mental health and wellbeing. This would enhance the school's inclusive ethos and strengthen connections across the parent community. (Y1) 	<p>We ask that this person gets in touch with Miss McAvoy directly so we can help facilitate this in any way.</p>

<p>We welcome these ideas as they build upon the model of coffee morning which have covered a wide-range of parental support topics and give parents the opportunity to meet and share experiences. Please let us know specifically what sessions you think we could arrange. We also do share lots of events from the local community, the council and AfC (Achieving for Children) please keep an eye out for these as part of the newsletter. KW added, she receives a very helpful external newsletter which she will share the link to for anyone who is interested.</p>	<p>KW to share external newsletter link/signup.</p>
<p>Trips</p> <ul style="list-style-type: none"> • It would be helpful to better understand the selection process for school trips, as it appears not to be based on a first come, first served basis. Clarification on how places are allocated would be greatly appreciated. • It may also be helpful to consider a more structured system for allocating parent volunteers for trips, to ensure the process is fair and transparent. For example, a rota system or a ballot process could be introduced so that opportunities are shared more evenly. (Y1) <p>RM replied: We are very grateful for those who kindly offer up their time to help support trips and excursions. Without your help we wouldn't be able to run these. We have to ensure that we have an adequate balance of staff to volunteers and always make sure we meet our adult ratios for each age group. On occasions, teachers have used a first come first served basis, on other occasions, names have been picked out of a hat/random. There are lots of opportunities during the school years for parents and carers to join us or volunteer in school generally, please try not to feel too disheartened if you're unable to join on occasions. We will look to review the overall volunteer model, as being in a position to have a bank of people willing to help us would be amazing, being able to also capture if individuals have particular training which lends its self to the school environment would be helpful (DBS, first aid, etc.)</p> <ul style="list-style-type: none"> • Would it be possible for the reception team to respond to emails where parent volunteers are being requested for local trips, to confirm participation and provide the relevant meeting time and details? This would help ensure clear communication and allow parents to respond promptly and reliably. (Y1) JC: emails will be replied to when full adults (staff and volunteers) have been confirmed by lead teacher. As soon as I am aware I will inform you via email. Detailing either confirmation of attendance or that you won't be required. Timings and meeting points will also be shared. • Many parents have raised concerns that information, requirements for trips are often communicated through children and it creates confusion due to lack of a single source of truth. It will be highly appreciated if such information is sent over in an email from the class teacher or trip co-ordinator. (Y4) Every trip initiated via Arbor will also be accompanied by an information trip email. This details the trip dates, times, costs, permissions and any other important information or actions for you to take. This is also then repeated within the newsletter, which is then saved on the website. 	<p>RM to review volunteer model</p>

<p>Charities/Events</p> <ul style="list-style-type: none"> It would be nice to see more charity events supporting good causes, in addition to SA events. This would also enhance students' awareness of wider social responsibility and community engagement. (Y1) We support many charities over the school year. In the autumn term we support the Whitton Foodbank (Harvest Festival), Royal British Legion with the Poppy Appeal, we donate to Homelink via a non-uniform day at Christmas, Christmas shoebox appeal supporting Refuge and other local refugee programmes. Our eco team also lead a green-environmental fundraiser. This is in addition to all the wonderful fundraising the School Association lead. Year 3 and 4 are currently devising a charity event for the summer term. We feel there is a notable charitable presence as a result here at BP school. We also appreciate the balance needed when asking for donations, especially during the cost-of-living crisis we currently experience. Not seeing much mufti day, would be wonderful to do this more often and could help raise more money for the school. (Y5) <p>Non-uniform days are run throughout the school year; charitable events as noted above, Christmas jumper days and also as a reward termly for most house points achieved. They are also used to support School Association initiatives in the run up to the school fete.</p>	
<p>Catering</p> <ul style="list-style-type: none"> As part of the school lunch menu this term is it possible to make the sausages pork or beef as it is both pork and beef but children that don't eat one or the other can't have it. Or even chicken sausages could be an option too? (Y5) – we will ask. 	<p>Office team to pass this on to Caterlink</p>
<p>Toilets</p> <ul style="list-style-type: none"> Is it possible for the toilets to be checked regularly in the afternoon as children are refusing to use it as it hasn't been flushed or dirty and it's not good if they are not going to the toilets at school and waiting until they come home. Maybe also remind the children to make sure they flush but also if the cleaners can keep an eye on this more regularly. (Y5) Children have always communicated well to any staff members any issues that arise within the toilets, these are then managed either immediately i.e. offering another toilet / resolving the issue or passed to the site team for more demanding tasks/repairs. The toilets are cleaned daily by the cleaning team. Please encourage your child to report any issues immediately to their teacher or any other staff member so it can be addressed promptly. 	
<p>World Book Day</p> <ul style="list-style-type: none"> Can the children dress up based on a book they choose as some kids don't want to dress up anymore. (Y5) World Book Day is a wonderful day to encourage reading and a love of books, but it is not just about dressing up. We moved to the currently model for WBD to re-establish the focus on books and reading for pleasure, with the children reading a book in preparation and attending activities designed to explore the book they have read. Now we offer a choice: to dress up or not, to bring in a prop or not. We offer the range of books during World Book Week, as we want to ensure children are reading a range of books, reading new books perhaps not yet widely known and we always want to ensure books offered are inclusive and representative of the school population. 	
<p>Uniform</p> <ul style="list-style-type: none"> Would prefer for the older children to also be allowed to wear polo shirts year-round. (Y3) 	

<ul style="list-style-type: none"> • Would prefer for the older children to have the option of elastic ties as well as regular ones if they are required to wear shirts. (Y3) • Split opinions on relaxed rule for darker coats! (Y3) • Removing the tie from the uniform completely would give the school the latitude to make one of the optional branded items compulsory if they wished – new legislation in September restricts Primary schools to three branded items. (Y3) • Ties unnecessary - not many people even wear ties to work these days. (Y5) <p>RM thanked all for their feedback, she will take on board the new comments and include them for review and consideration as part of the upcoming uniform review in which children, parents, staff and governors have been consulted. Some items of the uniform are part of the school's heritage, such as the school tie, and clearly are unique to Bishop Perrin School. Therefore we don't want to lose all of this and will make sure considerations include current views/needs whilst cherishing some of the wonderful legacy items. The review is compatible with the new restrictions on branded uniform items.</p>	
<p>Sports</p> <ul style="list-style-type: none"> • Y6 feedback: Some children are frustrated that we don't always choose the most talented sporting children to attend sporting events. Some children excel in certain sports but don't get asked to go. At this age they are very aware and competitive and want to attend to win. <p>We are in the process of arranging a new PE Lead for September 2026 so we will have a more informed strategic oversight of all things PE. We hope to look into more team training sessions. Whilst we appreciate many children excel in sports, as an inclusive school, we wish to give competitive sporting opportunities to all, including those who may not experience these outside of school.</p>	
<p>Other</p> <ul style="list-style-type: none"> • Can we share children's achievements via the newsletter? We did used to do this historically at the end of terms, share children's achievements outside of school, however we didn't end up getting many submitted from parents or often it would be for the same children. If it is something you would like to bring back we could look to share this good news on a more ad hoc basis, via our Instagram page. • Parent/Carer Feedback/Engagement – can we have a QR code to scan at parent consultations for those who want to provide feedback/answer questionnaires. We can make our questionnaire available via a QR code. 	<p>RM to ask for achievements and photos to be shared with us, we can look to share via Instagram>?????</p> <p>Parent/carers: let us know what you want to be asked about/consulted on/included in in the upcoming parent questionnaire.</p>