



BISHOP PERRIN Church of England Primary School

<p style="text-align: center;">Parent Forum 9th February 2024 08:45 – 10:30am Minutes</p>

Parent Attendees:

Angela Badger (Year 1 Rep) AB
Mayuri Banerjee (Year 2 Rep) MB
Catherine Reddin (Year 3 Rep) CR
Kim Weir (Year 4 Rep) KW
Laura Stewart (Year 6 Rep and Chair) LS
LS and Rachel Arney (Year 6 Rep) RA

School Staff Attendees:

Rachael Macklearn (Interim Headteacher) RM
Jemma Chawla (taking minutes) JC

Absent with apologies

Helen Ingram (Year 5 Rep)

		ACTION
1	<p>Welcome</p> <p>The Chair welcomed everyone to the meeting, gave all attendees an opportunity to introduce themselves. Reminded all of the importance of the parent forum, having a parent voice in school matters and views, obtaining feedback to help drive change in the school where needed.</p>	
2	<p>Uniform</p> <p>The uniform policy is reviewed every three years. It is due for full review in April 2024. The school SLT already have some initial thoughts on amending the uniform policy; e.g. making some items non-branded and therefore more cost accessible, making the uniform options gender neutral; and are also wanting parent feedback to help drive any potential change. All changes are then directed through the Governors and staff for sign off.</p> <p>The Parent Forum Representatives collated views and responses from their respective year groups which were offered for consideration.</p> <p>JC has collated the feedback from all year group reps where change was requested, as many were in agreement/repetitive:</p> <p>Shirts</p> <ul style="list-style-type: none">- Softer shirts i.e. soft cotton style polo shirts instead of the structured, stiffer and more formal style button down shirts. This would benefit many in terms of overall comfort but was also raised by those who experience sensory issues.- Remove branding from the shirts to help with costs, being able to buy generic white shirts from multiple retailers is a cost benefit.- Some suggested iron or stitch on branding as an alternative.- Let children wear soft polo shirts all year round.	

	<p>Cardigans and Jumpers</p> <ul style="list-style-type: none"> - Can the policy be updated to note both sexes can wear either? <p>Socks</p> <ul style="list-style-type: none"> - Can there be a consistent and equal option for sock colours across genders? <p>Summer Dresses</p> <ul style="list-style-type: none"> - Could these be changed to the check/gingham style as the current vertical stripe yellow dresses are much rarer to find/purchase and seem to be costlier? - Can we move away from the yellow as not easy to keep clean? <p>PE and Sports</p> <ul style="list-style-type: none"> - Include cycling shorts and leggings into the PE uniform, many suggestions (mostly from girls) who prefer these and don't own jogging bottoms. - Swimming costumes to be accepted in more colours than just black - Can infants come into school in their PE kit like the juniors, RM added we get infant year groups to change at school as part of their learning; life skills, encouraging children to get dressed independently, to be responsible for their items and by the end Y2 we usually see children confident and accomplished in this. <p>Hats</p> <ul style="list-style-type: none"> - Can children wear any summer hat, not only branded ones? <p>Coats</p> <ul style="list-style-type: none"> - Can children wear any colour coat and move away from only "dark colours"? <p>Lost Property</p> <ul style="list-style-type: none"> - RM advised any lost items found in school are put in the lost property box. To help ensuring they make their way back to children they must be labelled with names. After second-hand sales we often see items in the box from previous students where new owners have not re-labelled the purchased item. - The box is located inside of the school, parents can come to the school office and ask to check the lost property before / after school - Parent Forum suggested school display lost property items on a table once a term. <p>Discussing non-adherence to current Uniform Policy</p> <ul style="list-style-type: none"> - When enforcing, there seems to be inconsistency between teachers/staff (example external PE provider had stated leggings were fine for PE when this was against school uniform policy.) - Can you talk to both the child and the parent with a supportive approach? - Send a note home with child <p>RM thanked all for contributions and will take all comments away for review.</p>	<p>RM to arrange termly lost property display</p>
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3	<p><u>Communication</u></p> <p>The new-style newsletter has been welcomed by many, enjoy format and headings.</p> <p>The parent information meetings at the start of term are helpful. Some parents asked to have more information on what children are doing. RM advised all the curriculum information is on the school website, detailing what your child will be studying each half term. We remind parents of this at the start of each term and links are put in the newsletter.</p> <p>Parent asked for weekly, bi-weekly or monthly detail on what's being covered in class, perhaps via google classroom. RM responded that there is a balance to meet between teachers' time: teaching, planning and communicating with parents. Anything introduced would need to be considered with care and caution as we don't want to impact the quality of teaching, time to plan and also deliver actual teaching. RM also reiterated the school website has our curriculum page with detailed information and additionally we have other pages of suggested websites for parents to use and support children with a range of subjects.</p> <p>Parent had asked for more reminder emails. RM advised, following parent feedback last year, it was stated that the school send <i>too</i> many individuals emails, as a result we have tried to reduce the volume of individual emails sent and instead we house all important communications collectively in the weekly newsletter. JC added all newsletters are also saved to the website and we have received feedback that parents do prefer all important messages via the one weekly newsletter. JC encourages all parents and carers to keep up-to-date with school events by reading the school newsletter and subsequently noting down any important dates within their home/personal calendars.</p> <p>Instagram page had been received well.</p> <p>Y1 specific email communication – When children were in Reception they received a weekly teacher email, providing a much more detailed insight into their week. Now in Y1 these simply stopped. Can these be re-introduced or perhaps filtered out over the term joining Y1 and not just stop immediately.</p> <p>Some parents still not sure what child their house is in. RM advised all children Y1 and above should be in a house and will ensure this is communicated ASAP.</p> <p>Suggestion of a communication app or could we utilise SCOPAY to provide more detail. JC confirmed we try and ensure as much detail is present but the system does have display and character limitations. Reminded all that any important comms will also be within the newsletter for parents to view and store within their own personal calendars.</p> <p>Parent feedback regarding a recent fire drill, some children were indoor PE without shoes on and confusion around whether to collect their shoes or not before exiting the building. RM confirmed that this issue</p>	<p>RM to discuss with SLT</p> <p>RM to ensure houses are communicated – these will be noted in the reading logs</p> <p>RM will investigate further</p>
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	<p>was highlighted as a result of the drill and subsequently has been addressed and communicated to all staff.</p> <p>How are supply staff briefed on individual and class needs? RM confirmed supply teachers receive a standard information sheet about the school and the school day, as well as all general curriculum and task specific information. The teacher will always have essential individual information collated which is also passed to any supply.</p>	
4	<p><u>Homework and Reading</u></p> <p>E-books – very split response, parents either love them or don't.</p> <p>Some books not being changed frequently enough, RM advised this should be weekly and will follow up.</p> <p>RM added, the Little Wandle scheme was introduced and the swaying factor to use e-books was based on us being able to have access to multiple copies of a wide range of books as well as the large costs involved in having physical books. Having enough books, having a range and then also the upkeep to damaged books was a large expense to commit to in the range of £20k. This is a regular expense in order to replace copies that get lost or damaged. The phonics scheme is very prescriptive, noting that children can't have access to book with sounds they do not yet know, so we need a large number of copies of each book. The children have a copy of the book that they read in school; the e-book is the same book assigned for consolidation and practicing fluency.</p> <p>When a child reads a little Wandle eBook fluently is a great sign that this has been mirrored by their in-class phonics sessions and reading. The eBook at home is also supposed to be a positive learning behavior, children shouldn't be struggling to read this book at home with parents and carers. The book should be read for up to 5 mins a day to compliment the investment made in school during the child's reading that week. RM advised the reading book is for phonics and reading practice and their library book is to be shared for enjoyment and pleasure of reading, with either the child or adult reading the library book to or with their child.</p> <p>RM shared with all that the targeted reading books up to Y6 to ensure children have read across a range of books: fiction, nonfiction, classics, modern, etc. The scheme it designed to cover a breath of books. We also have ensured representation in books is diverse and children see people like themselves represented within them. Reps noted they had noticed an improvement in the quality and range of books children are reading.</p> <p>Parents commented not always consistency with how to use the homework diaries. For example, parents have written comments but parents never hear back. Reading logs in Year R and Year 1 are used for recording comments about reading. From Year 2 this begins to be phased out, with Homework diaries used in KS2 for the children to record their homework tasks (designed to encourage them to take responsibility for their homework), to record their readings and for any notes of communication to the class teacher. If you have put a note in the h/w diary, please ask your child to show it to the teacher, as h/w diaries are usually checked on a Monday morning and will not</p>	<p>RM to follow up with staff re regular change over of books</p>

	necessarily be seen by the teacher during the rest of the week unless specifically brought to their attention.	
5	<p><u>Extra-Curricular Clubs</u> Parents felt a lack in the range, missing some like dance or drama. RM explained this is dependent on a number of factors: availability of providers to facilitate the club; adequate space available (e.g. hall space is used for Koosa Kids most evenings, so hall space restricted for clubs)</p> <p>Parents felt some of the age ranges were too restrictive and if we had wider age ranges to make sure all year groups had a good share of activities available to them.</p> <p>RM advised she will pass all feedback on to Mr. King for consideration and investigation.</p>	
6	<p><u>Breakfast Club</u></p> <p>RM updated all that we have recently tried to re-advertise for this role and unfortunately, we had no applications. This was shared in the newsletter. Without the staff we would be unable to run the service. The local borough has been trying to gather parent and carers needs via their survey (which we shared via the newsletter) in an attempt to see what combined services may be viable for breakfast care provisions in the borough.</p> <p>KOOSA Kids were unable to offer a solution as they have a minimum threshold, that our survey results didn't meet. Parent suggested if parents/carers could make a termly commitment and pay upfront would KOOSA be interested. RM will ask.</p>	RM to talk to Koosa.
6	<p><u>Sporting Events</u> Mr. Corke and Miss Holloway led with PE sporting events. In their absence we are reduced in our capacity to arrange and staff the level of sporting events that we would like to. A decision was made back in the summer term that we would attend tournaments, but not the league due to staffing. We were able to facilitate this in the autumn term with Miss Holloway accompanying Year 5 & 6 girls and boys to their football tournaments.</p> <p>More parent volunteers are also welcome but we have a required staffing capacity at events, plus the need for first aid staff members both present at events and available within school. RM advised she is looking for a way forward for the summer term.</p> <p>Parent had suggested why don't we approach other schools to combine sporting teams?</p>	
7	<p><u>Trips</u> Parent suggestion of doing only one Y5 or Y6 residential trip due to the cost of them.</p>	RM to canvass parent opinion about this.
8	<p><u>School Association</u> RM reminded all of Father David Cloake's communication sent out regarding the SA and events being on pause until certain required measures for registered charities had been completed. These are underway and we hope to bring all events back ASAP.</p> <p>RM is extremely grateful for the effort of the SA in running events for children as well as their fabulous fundraising. Once necessary actions are complete, we can't wait to see events back in full swing.</p>	

9	<p><u>Medication</u> Issuing of antibiotics to children during the school day via BP staff. RM advised we are permitted and trained in administering life saving medicine i.e. inhalers and anaphylactic medicine but are unable to administer anti-biotics or other medication.</p>	See Medical Needs, First Aid and Intimate Care policy for further information
10	The meeting was concluded and RM advised the next meeting will be arranged for May. Thanked all for their input and support with the forum. Minutes to be shared ASAP.	

Signed (Chair) ...[LS](#).....

Dated ...[29.02.24](#).....