



'Chat About' Parent forum

Minutes of meeting on 22nd March 2023

Present:

<i>Sprat & Winkle</i>	<i>Redbridge</i>	<i>Horsebridge</i>	<i>Mottisfont</i>	<i>Clatford</i>	<i>Leadership</i>
Rhea Li Laura Wright Becky Collier	Sarah-Jayne Wrigley	Ella Yeates Summer Windebank Claire Lawler	Emily Vandervelde Chris Maple Kathryn Campling	Julie Hanham Kate Scragg	Emma Jefferies

Item	Information	Actions
1	Welcome	
	EJ welcomed and thanked parents for attending. EJ explained how the group had been selected at random from registers. She explained that usually a governor would accompany her as a leader from school and would this be OK with parents? All agreed. The intention of the parent forum is to be a two way process; for the school to seek parent views on things that are happening or future plans and for parents to seek clarification or information on things that are concerning them or they'd like the school to consider.	
2	Update on:	
a	Terms of Reference	
	EJ shared the ToR from when the forum was last active. We have these in place so that all in the community are aware of the role of this group.	Reps to read ToR to agree them at next meeting
3	Views on:	
3a	Home/School agreement	
	<p>The current document is out of date and doesn't represent a world post-COVID. We explored as a group, several different formats and contents and compared them to our existing agreement that hasn't been reissued to parents since COVID times. The premise behind the document is to set out things parents and children can expect from the school and what we as a school ask you as parents and children to agree to.</p> <p>Summary of ideas:</p> <ol style="list-style-type: none"> Base more around the school's value and vision – most people choose our school so 'buy in' to these. It will also be words and concepts the children understand. We liked one of the formats which had 6 simple areas although perhaps the layout was confusing for children to use. The same format applied to all groups and didn't differentiate between school, pupils and parents although the group were divided into whether this made is more or less useful and accessible. Reps liked the simplicity of the statements on one of the formats which for children all began with "I will do my best to..." All agreed that there should be elements, where appropriate, of definition eg. read 4 times a week. We all agreed that it would be useful to share this at Year R induction. 	<p>EJ to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> draft a new home school agreement, <input type="checkbox"/> disseminate to reps for initial feedback <input type="checkbox"/> send to all parents <input type="checkbox"/> agree it in draft at next Parent Forum.



	vii. We all agreed that we should have age differentiated documents eg. one for Years R-3 and one for Years 4-6.	
3b	Reports	
	<p>School has a statutory duty to report to parents on a child's progress. School asked reps:</p> <ul style="list-style-type: none"> • What did they think of the current report format? • What did they find useful and what could go? • When in the year should we send them home? • Was anything missing? • School also explained how they tied into the wider reporting to parents. <p>Currently, we:</p> <ol style="list-style-type: none"> 1) Have parent evenings in October as a first touch point 2) Report to you on progress in February parent evenings 3) Send a written report home in July with meetings only if needed/wanted. <p>We looked at our report format and also some from other schools and discussed report formats we knew of from other settings eg. older sibling's schools.</p> <p>We agreed: A short format was good and, with careful consideration, we wouldn't lose any of the quality detail. It should have 4 key areas:</p> <ol style="list-style-type: none"> 1) Class teacher's Personal Development and behaviour for learning comment, 2) Headteacher's comment, 3) maths and literacy comment (linked to targets for the new year), 4) a brief overview of the child's wider curriculum achievements. <p>We also agreed that attendance should be shared as should children's scores and academic outcomes as it is an end of year report.</p>	<p>EJ to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> draft a new report format <input type="checkbox"/> discuss with staff <input type="checkbox"/> roll out for sharing with parents in summer term
3c	Behaviour policy changes	
	<p>EJ recapped the changes this year to the behaviour policy and the removal of the ladder of consequences and star worker award. She shared that this year had been the most challenging in terms of managing behaviours but not necessarily because the policy had changed.</p> <p>We have removed the ladder of consequences after much research by senior leaders last year. It's been removed in favour of a more relational, individualised approach. Consequences are still in place but more targeted to what motivates each child.</p> <p>Parents raised: How did we ensure consequences were fair? We benchmark across staff regularly; sharing what consequences we've used for different children and they are all documented so that EJ can check them for this. How were children motivated to behave when they didn't know what the consequences were if they didn't? The focus is always on the school values and relies on us making it clear to children what we expect eg. the 3 S's and the 3 W's.</p> <p>EJ explained how children are very involved in the policy developments. School Council have been investigating red and yellow card behaviours as the</p>	<p>EJ to publish more information on behaviour changes in the newsletter.</p>



	<p>bronze ambassador group asked for more support in managing lunchtime misdemeanours with equipment.</p> <p>We discussed how EJ could better/best communicate areas of the behaviour policy – parent reps felt that the consequences element needed further explanation and EJ agreed to write in the newsletter about this over the next half term.</p>	
3d	<p>Curriculum</p> <p>School wanted views on how best to communicate with parents what their child is learning.</p> <p>Parent reps felt that the updates in the newsletter were useful</p> <p>Parents would like a more relaxed approach to haring work so school to trial sharing mornings where parents are invited in for half an hour for children to share work in books and folders. All agreed that this was more natural than a sharing assembly which was a 'show'.</p> <p>EJ asked how this would be for working parents? Most felt that they would be able to attend in the morning if given enough notice.</p>	<p>School to continue with this.</p> <p>EJ to send out dates for next term on our return from Easter.</p>
4	<p>Discussion on:</p>	
AOB	<p>EJ had asked for AOB ahead of the meeting and not received any by the deadline however, as this is the first meeting, we did discuss things that had come to the fore from parents on the day.</p>	
	<p>Religious Education</p> <p>Communication had been received asking if the school could teach Christianity as a fundamental part of the curriculum.</p> <p><i>EJ shared that we do teach this every half term – we approach this as recommended by HCC in that we do it in 'blocks' to allow for better continuity and understanding. We follow Hampshire's Living Difference syllabus which has Christianity as its base and builds children's understanding and appreciation of Judaism, Sikhism, Islam and Hinduism.</i></p> <p><i>As we're not a church of England school, we don't have any obligation to link with the church but we do (and if I could find link with other local religious leaders, I would in a heartbeat!). We also link with Sam from Winchester Methodist Church who works with the children each month as well as Rev.Phill and Mr Melville from St Peter's.</i></p> <p><i>Some parents felt that families had chosen the school specifically because it wasn't a Church of England School. Others felt we had the balance of religions right.</i></p> <p>Choir</p> <p>Parents had wondered if we could have a school choir.</p> <p><i>EJ shared that we have tried this in the past and it's been a disappointing response but it was always worth trying again. When the older children sing at the O2, all Years 4-6 partake in a choir of sorts but we collectively wondered if there was more we could do with younger children to begin the love of singing early on.</i></p> <p>Military pupils and parents</p> <p>A parent had asked if there was more the school could do to support integration of army parents into the school community and how the premium was spent on service children.</p> <p><i>EJ explained that we have previously brought service parents together and this resulted in a developed and successful bid for Army Covenant money (£15,000 &</i></p>	<p>School will report on what RE is being taught each half term.</p> <p>EJ to share with Mrs Cooper, our music leader</p>



	<p><i>£10,000 respectively) for developing THRIVE and we have run army THRIVE groups in the past which will be resurrected when human resource allows. We also use the money to deploy staff for THRIVE support to support transitions for children who move in and out of school. A forum rep, who is also an army parent said that she understood the school's approach and knew that the support was there if they needed it and she'd only have to ask but also the school might instigate it if they felt anything was needed. The premium is such a small amount of money and we have 16% service children on roll. EJ also said that it might be timely to resurrect a parent army group to find out any current needs parents may have.</i></p>	<p>THRIVE army support group to be established in summer term.</p> <p>EJ to establish contact with service families to investigate current need.</p>
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