**Minutes of Class Reps Meeting**

**Wednesday 20th November 2024 at 2pm**

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| **Attendees:** |  |  | Phil Tree , Headteacher |  |
|  | Sarah Coke | Badgers | Anais Stone, Minute Taker |  |
|  | Sylvia Berry | Foxes |  |  |
|  | Jessica Baker | 1V |  |  |
|  | Rachel Bell | 2P | **Apologies:** |  |
|  | Shelly Begum | 3HS | Millie Stojanovic | 4MG |
|  | Ashley Edwards | 3HS | Linzi King Daniels | 3C |
|  | Kirsty lee | 4J | Helen McShee | 2S |
|  | Alice Crowhurst | 5M | Jo Fawcett | 1T |
|  | Jasmine Gibson | 5J | Sian O Malley | Foxes |
|  | Megan Lombard | Year 6 | Hannah Simpson | 5J |
|  |  |  | Charlotte Mair | Owlets |

**How will we be?**

RESPECTFUL HONEST LISTENING TO ONE ANOTHER DON’T BE AFRAID TO SPEAK UP SOLUTIONS FOCUSSED SAFE HELPFUL PROACTIVE CHILDREN FOCUSSED POSITIVE UTILISED BENEFICIAL NON-JUDGEMENTAL COMMUNICATION OPEN MINDED

**MINUTES**

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| **WELCOME** |
| **Meeting started at : 2pm**   * Mr. Tree welcomed everyone and thanked them all for coming. He thanked all for taking the time to attend and mentioned all parent reps presence and input are invaluable to work together to grow and develop a strong partnership that benefits our school community. Mr Tree stated he looked forward to building on the ideas shared. |
| **How will we be?** |
| * Mr. Tree reminded everyone of the key words and principles that guide our approach during Parent Forum meetings. How we will be? If you have any questions, during the meeting please don't hesitate to ask. If anything is unclear, feel free to seek clarification. For any individual concerns or issues, please speak to Mr Tree at the end of the meeting or, alternatively, reach out to your child’s class teacher. |
| **Successes and celebrations** |
| * Mr. Tree began the meeting by focusing on successes and celebrations, emphasizing the importance of recognizing what is going well. He shared that during the last Parent Forum, we celebrated a few successes, and the feedback shared with teachers had a significant positive impact. Additionally, a form was sent out via the newsletter inviting parents to celebrate a member of staff who had made a positive impact on their child during the term. The responses were overwhelmingly positive and meant a great deal to the staff members mentioned. It was a wonderful way to acknowledge their hard work and dedication. During this meeting, Mr. Tree went around the table, asking parent representatives to share examples of what is working well, whether big or small. These moments of success are vital in fostering a positive school environment. * 3HS: Wonderful feedback from the 3HS Parent Representative regarding the class's maths communication and support: Parents appreciate the clear communication about what their children are learning in maths. This helps them effectively support their child's learning at home. Parent mentioned how much their child enjoyed the new maths game introduced, and they were especially thrilled that Mrs Hurford Jones followed up on their progress via Studybugs. The follow-up on the maths game made the child feel supported and motivated, which the parent found incredibly encouraging. * Communication in Reception and 5MG has improved immensely. Parents noted more feedback being provided during drop-off and pick-up times, with additional notes placed in book bags when necessary. Significant improvements in maths were highlighted. One parent shared that their child now enjoys showing what they’ve achieved in maths and feels recognized for their efforts. This recognition has increased their enthusiasm, with the child now eager to engage in maths, whereas previously, they were reluctant. * 2P: A parent representative described Mrs. Page as "a breath of fresh air," highlighting her firm yet fair approach. Communication has been excellent, with weekly updates provided on learning topics, enabling parents to better support their children at home. Actions have been consistently followed up, demonstrating her dedication and reliability. * A parent representative shared positive feedback about the new playground equipment, noting that it is being thoroughly enjoyed by the children. One child in KS2 was especially proud after successfully persuading the Senior Leadership Team (SLT) to approve its use. This made her feel heard and valued, and the climbing frame has since been a popular addition for all students. * Badgers: A parent representative praised Mrs. Aslam and Miss Legg for their friendly and caring approach, especially when supporting children who are upset or unsettled when coming into school. They were commended for being accommodating and flexible, ensuring that each child's needs are met during these situations. * Feedback from the Year 6 residential trip was overwhelmingly positive, reflecting the dedication and hard work of the teachers involved. Parents highlighted how the experience helped children develop valuable life skills and created lasting memories. * A parent representative shared how the certificates awarded during assemblies have a significant positive impact on children. The children feel proud of their achievements, and it was noted that the school’s values are being reinforced effectively through this practice. * 4J: A parent representative from 4J shared that the children are more emotionally settled this year compared to last, with a noticeable increase in consistency. There has been improvement in spelling, communication, and overall school routine. Parent evening concerns were listened to and effectively actioned. Both Mrs. Rogers and Mrs. Brown were highlighted for being amazing, kind, warm, and nurturing, with one parent noting that they are a true credit to the school. * Foxes: Feedback from Mrs. Woosley was praised for being extremely useful, with parents appreciating the constant updates on their child's progress. One parent highlighted how well Mrs. Woosley knows their child, reinforcing the personal connection and understanding she fosters with each student. * 5J: Mrs. Jenkins was praised for her ability to engage children effectively. One parent representative mentioned that their child loves receiving teacher stamps in their books, which adds to their motivation and pride in their work.   Communication about how well children are doing was also highlighted as excellent. The children enjoy showing their work to Mr. Tree, as it makes them feel proud and gives them a strong sense of achievement. The overall changes in the school have been noticeably positive, creating a more engaging and supportive environment for the pupils.   * Mr. Tree expressed how lovely it was to hear all the positive comments. He emphasized that as a school, communication is one of our top priorities, and it is always linked to our core values. The aim is to create a positive culture where children are motivated and eager to succeed.   **ACTION:**   * **Introduce employee of the month- separate to newsletter** |
| **Code of Conduct** |
| * Previous parent rep meeting Mr. Tree mentioned the importance of developing a Parent Code of Conduct, which would outline how parents can effectively support the school community. He stressed the need for parents to be mindful of their behaviour on social media, particularly in relation to the school and its staff. He highlighted past incidents where parents mentioned staff members’ names on social media, which is not acceptable and doesn’t portray our school values. * Previous rep meeting Mr. Tree encouraged everyone to take these points away for consideration and return with their thoughts at the next meeting. The code of conduct will now be shared with parents in the coming weeks and they will have the opportunity to give feedback.   **ACTION:**   * **Share code of conduct with all parents/carers** |
| **Behaviour Policy** |
| * Mr. Tree provided printed copies of the school's Behaviour Policy to the parent representatives and asked them to focus on the Behaviour Ladder section. He emphasized that the school is placing a significant focus on values. * The Behaviour Policy also includes a Charter that outlines clear guidelines on various behaviours, the types of behaviours, and the corresponding consequences. These expectations are well understood by both staff and students and have been explained in assemblies. * Mr. Tree highlighted "red flag" behaviours, such as harming others, which result in internal exclusion and a letter being sent home. * He also mentioned that some students have specific regulation plans due to trauma or Special Educational Needs (SEN), but these plans always align with the Behaviour Ladder. Proactive strategies are in place to support these students. * Clear examples of expected behaviours are displayed throughout the school to ensure they are constantly referred to. * Recently, the school conducted a Behaviour Audit, which included pupil voice. Children linked the Behaviour Ladder to the clear guidelines and systems in place, indicating a strong understanding of the policy. * Mr Tree asked parent reps if there were any general questions about the policy. * A parent representative asked for clarification regarding "time out" and mentioned that her child had expressed concerns about a student from another year group being placed in his class for an internal exclusion. The parent noted that the student seemed to be causing disruption in the class. Mr. Tree clarified that when a child has an internal exclusion, they are placed in another class with their work, but only once they are regulated and ready to engage. The intention is that they should not cause disruption. He assured that all staff are mindful of this process and work together to ensure that students are placed in appropriate classes. Careful consideration is given to each individual situation, and everything is planned to minimize any disruption to other children. * A class representative raised a concern about football during break and lunchtime. The issue was that when some children do not follow the rules, the whole class is punished, and the game is stopped. This creates animosity among children who were following the rules. Additionally, children only have the opportunity to play once a week, and if a staff member is not present, that class misses their turn. * Mr. Tree responded by stating that the school does not want to foster a culture of blanket consequences for the whole class. He assured that he will follow up with Mrs. Hosking, who is in charge of lunchtime provision, to address the concern and find a solution.   **ACTION:**   * **Feedback to Mrs Hosking regarding football at lunchtimes** |
| **Homework** |
| * Mr Tree wanted to update parent reps on the recent discussions regarding homework at the school. As part of an ongoing consultation, we have had discussions with other schools within our trust to review the various systems they use for homework. This has been in response to the wide variety of views on homework from both parents and teachers, and we wanted to ensure we are adopting best practices.   As a result, Mr. Tree has provided a provisional homework leaflet outlining the expectations for each year group. Key highlights of the new system include:   * **Reading**: This remains a priority across the school, with students expected to read regularly. * **Writing and Maths**: Homework will be set every Friday, alternating between writing and maths tasks. * **Creative Projects**: Children will also have the opportunity to engage in creative projects, which will be set as part of their homework in future weeks.   We hope this approach provides clarity and consistency for families and supports our students' learning both in school and at home. We hope to begin rolling this out in January, and we will keep you updated on the progress.   * Mr Tree asked if there was any initial feedback thoughts. * In response to a query from one of our Parent Reps about whether homework will be marked, Mr. Tree explained that this will be discussed at an upcoming Senior Leadership Team (SLT) meeting. However, we must also consider staff wellbeing and the time required for marking homework. It’s important to evaluate whether marking homework will be effective in supporting student progress, or if there are alternative ways to provide feedback. Mr. Tree is mindful of balancing feedback to parents while ensuring the workload for staff remains manageable. * It's also worth noting that homework plays a key role in preparing children for independent learning, which is vital as they transition to secondary school. * A question was raised about the expectations regarding reading between an adult and a child. * Reading Expectations: Mr. Tree’s Response: * Teacher-Student Reading Frequency: Currently, students read with a teacher every other week as part of the school’s literacy program. * New Assessment System: The school will be introducing a new system to assess children’s reading skills. More details will be shared as the program is implemented. * Volunteer Support: The school is always looking for reading volunteers to provide additional support for students. * This ensures clarity and highlights actionable steps for parents interested in supporting the reading program.   **ACTION:**   * A Google Form will be sent out to parents soon to collect information on the best times for volunteering to read with children. |
| **AOB** |
| **Hot chocolate**   * Parent representatives raised a question regarding the discontinuation of Hot Chocolate Friday, seeking clarification on why it was stopped. * Mr. Tree explained that Hot Chocolate Friday was initially linked to attendance, and later shifted to recognizing students who were demonstrating school values. However, he acknowledged that the change wasn’t specific enough to warrant the shift. Moving forward, the school is looking to replace Hot Chocolate Friday with a new initiative to celebrate learning. This will include a "Golden Hour" in Mr Tree's office, featuring music, squash, and possibly hot chocolate, to highlight and reward students' achievements in a more meaningful way.   **New Fob doors**   * One parent representative raised a concern that some parents have shared regarding the recently installed FOB doors. Parents noted that children are getting stuck between the doors and are having to wait for an adult to let them through, particularly when going to the toilet. This issue could potentially cause delays or distress for students and may need further review to ensure the system is safe and functional for all children. * Summary of Mr. Tree's Response: * Safeguarding and Behaviour Procedures:   + The school is actively reviewing and improving its safeguarding and behaviour strategies.   + Feedback is being carefully considered as part of this ongoing process. * Fob Doors:   + Fob-operated doors are currently being trialled in the school.   + During the first 30 minutes of the school day, all doors remain open to facilitate access.   + An adult is always present to assist with door access if needed. * Toilet Access and Cleanliness:   + Concerns about toilet access are being monitored.   + Improvements have been noted in the cleanliness of the boys' toilets.   + Efforts are ongoing to ensure that students have appropriate and safe access to the facilities. * Ongoing Monitoring:   + The school remains committed to reviewing feedback and making adjustments as needed.   + Continuous monitoring is in place to address any arising issues effectively.   **Half term dates next year**   * A parent representative inquired whether the school plans to change its half-term dates, specifically considering extending the October half-term break from one week to two weeks. * Mr. Tree confirmed that there are no current plans to change the half-term dates, including extending the October half-term to two weeks. Mrs Johnstone will include the half-term dates for the next academic year in next week’s newsletter.   **Christmas show tickets Year1/Year 2**   * A parent representative asked whether it would be possible to hold separate Christmas plays for Year 1 and Year 2 next year, to ensure there are enough tickets available for families to attend. * Mr. Tree explained that due to fire regulations, there is a limit to the number of families allowed in the hall at one time. However, the school will consider the possibility of holding separate Christmas plays for Year 1 and Year 2 when planning next year’s Christmas events.   **ACTION:**   * **Introduce Golden hour** * **Clarification on XMAS jumper day** * **Add info regarding our NEW nurture lunchtime activity room to next week’s newsletter** * **Liaise with Mrs Turvey regarding a SEN Forum** * **Look into After school clubs – very limited especially free clubs**   **Meeting ended: 3pm** |