



St. Ann's Church of England Primary School

Parent Forum 'We asked, you said, we did' Impact Report (2025-26)

Our Parent Forum was established in July 2015; it acts as a representative body for all parents and carers in St Ann's and we have at least one parent/ carer from each class involved in the forum. The Parent Forum meet three times a year to discuss issues and subjects linked to school priorities; they also act as a consultative body for the school.

We asked/ shared	You said	We did/ will do
Building children's resilience (school approach, Dojo videos, staff training, assemblies) and request to share with parents.	Parents supported resilience focus but asked for clearer guidance for families (top tips, videos, practical activities). Suggested regular tips (texts), reels/short videos, and a Resilience Hub that is easy to find.	Information and tips added to the website and included in newsletters. Resilience content shared at Parent Insight and church events. School added some micro-messages to social media.
Behaviour expectations and the Behaviour & Relationships Policy (3Cs, graduated response, "praise in public, correct in private").	Parents asked for clearer communication so home and school use consistent language; wanted reassurance about privacy around sanctions and suggested parent involvement for children who struggle.	A parent-friendly policy summary was published in the newsletter and on the website. For children needing extra support, school will continue to work with parents to co-produce bespoke behaviour support plans and continue to communicate the rationale for confidentiality around individual consequences.
St Ann's SOAR award programme (how to record hours, age-ranges, backdating, communication).	Parents wanted clarity on start age, recording method, whether previous hours could be counted and how the scheme will be explained to families.	Initial SOAR updates were shared at meeting; a short scheme-launch page was published on the website and in newsletter with guidance on recording and eligibility. Parents received formal launch information (including whether backdating is allowed).
Home-School Diary (some parents miss it; suggestion for EY version or digital diary).	Mixed views: some want a physical planner (EY), others suggested digital content.	School reviewed diary contents and uploaded the most useful pages to Homework Help on the website.
Social media: move away from Twitter/X; use Instagram (privacy, reels, content, parental notifications).	Parents requested Instagram, child-produced content, private account, disabled comments and push notifications.	School opened an Instagram account and stopped using Twitter/X. Comments are disabled and account set to private for parents. Senior leaders fed suggestions to the Trust about scheduling and platform policy.
Clubs access and booking (parent survey considered; requests for Yoga, Gymnastics, Arts; concerns about first-come, first-served).	Parents asked for fairer allocation, more club variety and earlier information for EY families.	School reviewed club uptake and increased promotion via newsletter/Arbor. School trialled alternative allocation approaches (e.g., rotation/ prioritisation for

		non-attendees) but this was unsuccessful due to limitations within Arbor. Rock Steady introduced. School will investigate expanding club offer further.
Face-to-face mentoring (parent feedback).	Parents preferred face-to-face mentoring—valued seeing books and in-person discussion.	Face-to-face mentoring reinstated and will continue as standard. Mentoring schedules to be published earlier in the year so parents can plan attendance.
Curriculum information / one-page year-group overviews.	Parents want concise, bite-sized curriculum maps rather than long documents.	A one-page year-group curriculum template was trialled and agreed as more readable; these will be published on the website. The full Year Group and Subject pages remain available for detail if requested.
Children's use of AI and online safety; request for parent workshops.	Parents felt awareness of AI risks is low and requested practical, stage-appropriate workshops and an Internet Safety Survey.	Staff received initial AI training. Online-safety work is embedded in Computing/PSHE. School ran short parent workshops (timed near pick-up) and developed an Internet Safety Survey to assess understanding (this informed individual year group online safety teaching); dates to be published to parents.
Arbor notifications (reminder to enable push notifications).	Parents acknowledged missed messages if notifications off.	School issued reminders and guidance on enabling push notifications in Arbor and will continue to include critical updates in the weekly newsletter to reach parents who have not enabled pushes.
Fundraising / iPads replacement (wish-list idea; alternative Android devices).	Parents offered fundraising ideas and potential business contacts; suggested wish-list for parents to share.	School explained budget constraints and registered with companies who donate unwanted IT equipment. School will explore cost-effective Android device options and share a clear target (class set or full year group) and fundraising plan with the parent body in the future.
Operational queries raised (toileting, water bottles, PE days, BASE film screenings, Nativity filming, school photos, Y1 communications).	Parents sought clarity on routines, permissions, and requested better early-year communication and parking enforcement.	Actions taken: clarified toilet/water bottle expectations and staff awareness of medical needs; EYs PE day messaging updated via Tapestry/newsletter; BASE film policy tightened (no

		longer showing K-pop film; PGs vetted by senior staff) and list of screenings considered; Nativity filming processed; summer whole-school photo schedule kept but timing reviewed for future years; Y1 Meet the Teacher / mentoring schedule explained (Mentoring Aut 2; meet-the-teacher rationale).
RSHE policy update and parental consultation (consultation closed 28 April 2026); introduction of statutory September 2026 content from June 2026; Jigsaw programme overview and planned parent workshops.	Parents welcomed consultation and asked for reassurance and detail (Year 1 parents noted as sometimes anxious). They requested workshop dates and clarity on content and links to online safety/self-esteem.	RSHE consultation materials circulated; parent RSHE workshops scheduled for week commencing 18 May 2026 (details in newsletter). School will phase in statutory content from June 2026 and share year-group resources with parents. Staff will contact parents if children ask questions beyond planned content.
Raising the profile of spirituality across school life (training for staff/governors; parental involvement; Spirituality Parent Insight session).	Parents responded positively; enjoyed the Kintsugi Spirituality Parent Insight session and supported the holistic approach.	Staff and governors have received training (including consultant input). Spirituality continues as a golden thread across curriculum, worship and visits; further parent involvement opportunities to be scheduled.
Playground sports equipment availability and rota.	Parents asked for clarity on access and rotas.	School confirmed field/open/closed rota; funds from "Great Athletes" event spent on sports equipment. Year groups have opportunities to use equipment.
Selection criteria for trips/competitions (attendance, behaviour, nature of event).	Parents sought transparency about selection.	School summarised the Sports Competition Selection Policy and membership of St Helens SHAPES. PE staff and class teachers will liaise on selections; invitations issued accordingly. School to continue to communicate selection rationale clearly.
Road safety / dangerous parking on double yellow lines.	Parents asked for action and were asked to report incidents to police (101) and via school council channels.	School will continue to raise the issue with local partners and remind parents of reporting routes; senior leaders to reinforce messages in newsletters.
Book fair stock mix (books vs stationery).	Parent suggested allowing children to purchase books rather than stationery.	School to review book fair stock mix and seek to reduce stationery options for future fairs.