St. Ann's Church of England Primary School

PARENT FORUM – Meeting 1 (21.10.26)

AGENDA

1. Purpose of Parent Forum & Communication
2. Parking & Road Safety
3. Parent Insight feedback: Homework & Foundational Knowledge
4. Christian vision and values focus
5. AOB

Present:
Nicole McGarry (EYP), Helen Price (EYM), Amy Woods (2M), Leanne Cahill (2O), Benn Gannon (3J), Roslyn Gribben (5H), Emily Maguire (5B), Mrs Rynn (HT)

Apologies:
None received

Parent Forum Minutes

1. Purpose of the Parent Forum and Communication

The Headteacher explained that the Parent Forum meets three times a year to support school improvement, gather parental views and opinions, seek feedback and discuss general matters relating to classes and year groups.

It was emphasised that the Parent Forum is not the appropriate forum for raising individual concerns, given the frequency of meetings. Parents were reminded to raise individual matters directly with their child's class teacher in the usual way. Where time is limited during a meeting, parents may email matters to school for the Headteacher's attention.

The importance of effective communication between home and school was highlighted. Communication is regularly identified as a strength of St Ann's in parental surveys.

2. Parking and Road Safety

The Headteacher outlined the school's concerns about unsafe driving and parking outside school at drop-off and collection times and invited parents to suggest possible solutions.

Parental feedback and suggestions

- Parents should be encouraged to avoid double parking, which can create additional hazards and obstruct the road.
- A white van associated with the YMCA was identified as a particular concern.
- Parents suggested contacting the local council to explore possible road safety measures, including speed bumps on Weaver Avenue, yellow hatch markings at the rear of the school on Weaver Avenue, and the possibility of enforcement action or fines over a two-week period.
- Parents felt that traffic volumes were unlikely to reduce significantly and that the issue was also about respect for others and consideration for the wider school community.

School response and next steps

The Headteacher acknowledged the suggestions and reinforced the importance of continuing to promote road safety. The school will continue to raise awareness with pupils and encourage children to discuss safe and considerate parking with their families. Road safety messages will remain a regular feature of school communication and learning.

3. Parent Insight: Supporting Foundational Knowledge Through Homework

The Headteacher explained that the purpose of this discussion was to gather feedback on recent Parent Insight sessions, which focused on how parents can support children to secure foundational knowledge through homework.

Parental feedback

- Parents found the sessions useful and helpful.
- The way homework is presented and set out was discussed positively.
- Parents felt that children are being given ownership of their homework, helping them take responsibility for completing it.
- Raising the profile of homework in front of children was considered beneficial, as it reinforces that parents know what homework has been set and what is expected.
- One parent reflected that their child had behaved as though they were younger than their chronological age during the session.

The arrangements for the Year 5B activity were also discussed. Children who did not have a parent present were distributed among the other parents. Parents felt this had worked well and were happy to support children whose parents could not attend. One suggestion was that children might be able to nominate another parent to support them in these circumstances.

The discussion was positive, with parents recognising the value of working in partnership with school to reinforce learning and encourage children to take increasing responsibility for their learning.

4. SIAMS: Parents' Views on St Ann's as a Church School

The Headteacher explained that the school was keen to gather parental views about its Christian distinctiveness to inform ongoing reflection and development in preparation for SIAMS (Statutory Inspection of Anglican and Methodist Schools).

4.1 To what extent is the school's vision distinctly Christian in character?

Parents identified several ways in which the school's Christian character is evident.

- **Church services and the relationship with the church:** Parents valued the close relationship between school and church, recognising the church as an important part of school life and a place for celebrations. It was acknowledged that not every event needs to have an explicitly faith-based theme for this relationship to remain meaningful.
- **Communication:** The *Family of Faith* page in the school newsletter was recognised as a way of sharing the school's Christian life and values with families.

- **Children's knowledge and experiences:** Parents reported that children talk at home about their experiences of faith in school. The Dedication Service and the Bible were mentioned, including a child's choice to read his Bible.
- **Hymns and music:** Parents noted that children enjoy and know hymns such as *My Lighthouse*. They also recognised that songs from Platform 2 are used in school.
- **Standards and behaviour:** Parents felt that the school's Christian ethos permeates everyday life. Children's respectful behaviour, demonstration of Christian values and treatment of others were seen as evidence of the school's distinctiveness, even though these qualities can be difficult to measure tangibly.

4.2 To what extent can members of the school community make links between the school vision and values?

Parents felt that children know the school vision and Christian values and can talk about them at home.

The following points were highlighted:

- The school vision encompasses both academic attainment and personal growth.
- The 3Cs certificates provide opportunities for children to recognise and celebrate the school's values.
- Children bring the 3Cs home and apply the language of the values to family life, including showing care towards siblings.
- Parents notice children listening to staff and repeating messages from school at home.
- The values were seen as important life skills and personal characteristics that help children become good citizens, rather than simply a set of rules to follow.

4.3 To what extent do the Christian vision and values impact on the lives of the school community, and how is this seen?

Parents identified several ways in which the school's vision and values positively influence children and the wider community.

- Children share their experiences and learning about the values with their families.
- Positive comments and compliments from members of the school community reflect the impact of the school's ethos.
- Parents felt that children being happy at school is an important indicator of the positive impact of the school's approach.
- Faith can provide children with comfort and reassurance. A sense of God's presence can help children feel safe and supported in school.
- Parents recognised that the Christian ethos contributes to children's enjoyment of school and their overall happiness.
- The importance of having a supportive network was also highlighted, with faith and relationships providing a sense of belonging and support.

4.4 Does the main entrance clearly celebrate the school's Christian foundation?

Parents identified the following features as helping to communicate the school's Christian identity:

- The prayer tree.
- The school vision.
- The vision displayed at the entrance and on the external noticeboard.
- The school's values.

However, it was noted that there is currently little visible representation of the school's Christian foundation at the rear entrance/gate.

Actions identified

- Review and update both entrance noticeboards to ensure displays remain current and clearly reflect the school's Christian vision and values.
- Consider how the school's Christian foundation could be made more visible at the rear entrance.
- Ensure parents are informed when their children's work has been published or shared, enabling families to recognise and celebrate their children's contributions.

5. Any Other Business (AOB)

The following questions, comments and suggestions were raised by parents.

5.1 School Uniform Poster

Parent feedback: The school uniform poster contains an error in the description of the school tie, incorrectly stating that it has white stripes.

School action: Correct the uniform poster to ensure the information is accurate.

5.2 Sports Competitions – Adult Support

Parent feedback: A concern was raised about adult support at a football competition. A parent commented that the accompanying adult did not appear confident in the rules of the game.

School action: Review arrangements for staffing and adult support at sporting events to ensure accompanying adults are sufficiently prepared and familiar with the relevant sport.

5.3 Sports Competitions – Pupil Selection

Parent feedback: Parents asked about the process for selecting children to attend sports competitions. It was suggested that children could nominate themselves and indicate their ability, although some pupils may lack the confidence to put themselves forward. Gathering information about clubs children attend outside school was also suggested.

School action: The Headteacher talked through the Sports Team Selection Policy which is available on the school website. School to review how pupils were identified and selected for recent Y5/6 Girls football competition to ensure selection met with policy and correct children were chosen. School to consider how information about pupils' participation in clubs outside school could help inform opportunities.

5.4 SOAR Awards

Parent feedback: Parents requested regular reminders about the SOAR Awards. It was suggested that reminders be sent half-termly through Arbor rather than relying on the newsletter, allowing parents to access the relevant link directly.

School action: Review the frequency and method of reminders and ensure links are accessible.

5.5 Year 3 Meet the Teacher – Residential Visits

Parent feedback: Parents requested greater clarity regarding residential visits and the information shared about them.

School action: Headteacher explained the children do not go on a residential holiday in Y3. Residential holidays begin in Y4. The Headteacher explained school do talk to Y3 parents about beginning to prepare their child for residential holiday, if they wish for them to attend from Y4. Sleeping arrangements and personal care were given as examples. School to review how information about residential visits is communicated to parents, ensuring expectations and arrangements are clear.

5.6 Year 3 Gender Imbalance

Parent feedback: A question was raised about the gender imbalance in Year 3 and whether anything different was being done in response.

School response: The Headteacher explained that the curriculum remains the same, but staff adapt their delivery to meet the needs of the individual children in front of them.

5.7 Newsletter – Platform 2

Parent feedback: Parents highlighted that the time given for Platform 2 in the newsletter was incorrect. The pink information sheet contains the correct time.

School action: Correct the time in future communications and ensure consistency across information shared with families.

5.8 Reception and BASE

Parent feedback: A question was raised about television time in Reception and whether Reception parents read the main school newsletter. It was suggested that information about BASE relevant to Reception families could be shared separately.

School response: The Headteacher explained that the television is switched on while staff tidy up after snack time and prepare activities on the tables. If the tables are set up while a programme is partway through and children ask to finish watching it, the television remains on until the programme has finished.

The Headteacher also explained that information about BASE is available on the school website. A BASE spotlight had been planned for a later edition of the school newsletter but was brought forward this half-term in response to parental enquiries.

School action: Consider how best to ensure Reception parents receive and engage with key school communications, including whether separate communication about BASE would be helpful.

5.9 Year 2 Homework – Spellcheck

Parent feedback: A comment was made about an activity in which children are asked to underline an incorrect word identified by the spellcheck function.

School action: Review the approach to ensure the activity supports children's understanding of spelling errors and develops their ability to identify and correct mistakes.

6. Meeting Close

The meeting closed at 3.15pm.

Date of next Parent Forum: Thursday 11 February 2027 at 2.00pm.