



St. Ann's Church of England Primary School

PARENT FORUM – Mtg 2 (9.3.23)

AGENDA

1. Welcome & Introductions
2. New School Aims
3. Friends Association & Fund Raising
4. Hardship Fund
5. Results of surveys & pupil mental health and wellbeing/ anxiety
 - Parent Ofsted survey
 - Parent RE survey
 - Pupil RE survey
6. AOB

Present:

LR, LC, NS (3H), HF (EYP), JC (1A), LH (2B & 6A)

Apologies:

KE (4H), LM (6M), KB (1T), CK (EYR), EH (6A), KH (5O)

MINUTES

- **Welcome & Introductions**

- **New School Aims**
- LR explained work done over 18-month period to agree new school aims.
- Stake holders involved - staff, children, school committee and directors.
- Process begun in Parent Forum 2021-22.
- Working party established and reviewed views of all stakeholders.
- Diocese training about writing school aims and vision influenced direction of travel – focus on education, working in partnership and faith in God.
- New school aims shared. Very different to previous aims. Rationale for each aim shared.
- Parents thanked for their contribution.
- Parents asked for feedback.
- Question about how to measure impact of the aims. Ideas – ask for examples in pupil and parent surveys and pupil interviews. Share this feedback with parents.

- **Friends Association & Fund Raising**
- LR promoted work of Friends Association – historically very active and raised substantial amount of money to support work of school, all to directly benefit the children.
- LR has met with 2 Friends to re-establish following covid.
- Disco booked in.
- Friends aiming to recruit members in Summer 1, and hold AGM in Summer 2.
- LR explained Friends more important than ever due to rise in cost of living crisis – perhaps Friends could support the funding of school visits, which we know is something parents say they are keen to have in place for their children, but also can be very costly.
- Question about how to recruit Friends. Agreed to advertise in newsletter, discuss possibility of having 1 Friends group, but maybe operate as two groups, organising

different events so that it accommodates everyone's availability i.e. some people prefer to meet during the day, others of an evening.

- Suggestion – Profile all the opportunities available at school that parents can get involved with e.g. Friends member, Parent Forum, School Committee, volunteering in class, getting involved in events such as British Science Week.
- Event ideas – Polar Express, festival on field, end of year prom, colour run, crazy hair day, fayre, instead of own clothes – TT Rockstars Day (also promotes TT Rockstars App), mismatch clothing day, novelty ideas
- What should Friends fund raise for? Partially fund visits, transport to events

- **Hardship Fund**
- Need for hardship fund explained – parents come to school and confide about their financial situation. Did not seem to be an issue pre-covid. School can sign post to Foodbank and some other local funds, but sometimes parents need immediate financial assistance for e.g. gas, electricity.
- Parents agreed it was important to support parents in our own community.
- Suggestions – Ask Rotary Club and Parish Council for support, promote to parents via newsletter that they can make anonymous donations to school, explain to parents that funds raised during an event e.g. own clothes day would be top sliced for hardship fund, survey parental opinion on the matter, make it possible for parents to make over payments for school trips and residential to support with the cost for parents who can't afford at that time (this may avoid visits/ visitors/ experiences being cancelled).

- **Results of surveys & pupil mental health and wellbeing/ anxiety**
- Pleased with response rate (275) and outcome of November 2022 parent survey. Would love even more parents to complete. Will continue to encourage parents to complete at events as increased response and return rate.
- RE Parent Survey – lower response rate.
- Mental Health and Wellbeing questions focused upon (Q15 in parent survey, Q15 in UKS2 pupil survey & Q10 in LKS2 pupil survey).
- Explained what school currently do to support pupil MH&WB – FSW in post, therapeutic interventions, PSHE curriculum, lessons delivered in ways that support MH&WB, enrichment opportunities so children can pursue talents/interests e.g. sport, music.
- Parents asked what would they like school to do to further support pupils' MH&WB.
- Suggestions – promote hobbies, openly discuss with children how to look after their MH&WB, teach children coping strategies, parent and child yoga, mindfulness activities e.g. visualisation, mindfulness every Monday morning after weekend. Peer Massage not a popular suggestion.

- **AOB**
- **Mentoring Conversations to be face to face, rather than online.**
Pros and cons shared. Main issues inc. parents would have to wait outside until their appointment time and means Studio is out of use for 3 full days which is disruptive to teaching and learning. SLT to review in preparation for 2023-24 mentoring conversations.

- **Clubs**
Time clubs released not convenient to working parents.

Main concern about releasing clubs of an evening or at weekend is if there is a glitch, no staff working to address the matter and previously this has caused frustration amongst parents. SLT to review with Office.

Always the same children booked on – could names in a hat be used, rather than first come first served.

Arbor must be used for efficiency reasons as over 200 club places available each term.

Parents do not like Arbor for booking clubs through.

Office to produce a user guide for parents.

More clubs or club places available.

All clubs full. Offer as many clubs as possible. Suggestion was to ask parents to run clubs.

No clubs for EYs.

Clubs targeted at older pupils as a school day is already long enough for 4/ 5 year olds. Our risk assessment states greater ratio of adults to children required for younger children.

- **Base Waiting List**

For some days we have as many as 20 children on waiting list.

Children currently in school prioritised over new EYs starters (unless have a sibling already in the school). This is explained to new EYs starter parents in welcome meeting in June.

- **Supply teacher released children late**

Office to make school finishing time more clear to supply staff on arrival.

- **Date Y6 will receive leavers' hoodie gift**

After SATs or when they arrive on site via Friends Association.

- **Information to Y6 parents about SATs**

Meeting was held for parents/ carers in Spring 1 – led by class teachers.

Presentation used to be sent out to parents/ carers in case they did not attend.

- **Y6 homework workbooks**

To be sent home before breaking up for Easter holiday.

- **Homework: Termly spelling booklet is helpful. Can homework for the whole half term be sent out as a booklet.**

Only when it suits the homework that has been set can it be sent as a booklet. More often than not the homework set consolidates the week's learning so not appropriate for it to be sent out as a booklet.

- **Parents liked maths Parent Insight – would like more like this as the teaching of maths has changed since parents were in school.**

At least one Parent Insight session to focus on maths again next academic year.

- **Industrial Strike Action has affected Y3, and this year group were affected more greatly by covid. How will school help children to catch up on more missed learning? Could supply teachers not have been used?**

Teachers will adapt the curriculum to ensure key learning and concepts are taught. Teachers will deliver intervention as necessary. Recovery premium is used to offer Catch

Up lessons to identified pupils. Trust advised by trade unions to avoid using supply so as not to undermine the strike action.

- **Have trips for Y3 been booked?**
One linked to the curriculum, another to culture.
Visit to Manchester Museum of Science & Industry in May
Annie at Liverpool Empire in June
- **Are children taught about different families e.g. one parent families?**
Children are taught all families are different, equal and special during PSHE, but also other opportunities are capitalised upon e.g. resources teachers choose show a range of families.
- **Snacks permitted to be clarified**
Toast, fruit or veg only. Exception made for children with diagnosed medical conditions.
- **Arbor issues:**
Doesn't remember bank details or password and have to pay for each item separately.
Office to feedback issues to Arbor.
Difficult to navigate.
Parent guide to be sent out.
- **Y5 parents have been asked for a lot of money this month. Would prefer 'voluntary contribution' to be removed from letters, as means sometimes not enough money is raised and then visits/ visitors have to be cancelled.**
All year groups have 2 visits per year as per our Curriculum & Cultural Offer. Shakespeare project was a last-minute opportunity that came our way when other visits had already been booked. However, as the opportunity was going to be so valuable and beneficial, we felt parents/ carers would not want us to turn it down.
- **Parents would like paper copies of spelling**
School working to be sustainable and environmentally friendly. Also keeps pupils and parents using TEAMS, in case we ever have to move to remote education again in the future. SLT to review
- **Attendance is a high focus, but parents do not know what their child's attendance is.**
Attendance shared 3x a year via mentoring and end of year report. Parents made aware once their child's attendance falls below target of 96%.
- **Children rushed at dinner time.**
Children have roughly 40 minutes to eat their lunch. If a child requires longer they can remain in the hall with other year groups.
- **Reading reward system unfair. If parents forget to sign, this is not counted. NR (not read) written in diary if child off sick.**
The reading reward system ensures daily reading is of the highest priority. Daily reading at home is the only way that children build the hours of practice that is required to become fluent and confident with their comprehension. Without our reward system, the number of children not reading daily increases. If children are absent due to sickness,

but they still read at home, parents should sign the diary as this will be counted as having read at home. Parents are given the benefit of the doubt regarding not signing on one occasion, as it is recognised that this is an easy mistake to make. However, doing this continually would undermine the reward system.

- **Dissatisfaction with Christmas Dinner**
 - Parent comments shared with Mellors
 - Individual enquires responded to
 - Ran out of carrots towards end of service due to issues with supplier. Alternative vegetable was provided.

- **Can Fishy Fridays be re-instated (once a week packed lunch children to have option to have school dinner)**
 - To be discussed with Mellors

- **Teaching and support staff are doing an amazing job.**

- **Y5 parents are happy with the Shakespeare opportunity the children have been given.**

- **School thanked for its hard work.**