

SJS PARENT FORUM

Forum date/time

Wednesday 17 November 2021 13.00 – 14.00

Prepared by

Rachel Holloway, Cath Dixon, Jo Tearle

Purpose: *The parent forum is an important and valued communication link. It provides an opportunity for a representative group of parents/carers and the school to discuss whole-school issues that have been raised by multiple parents across different year groups. It enables positive feedback to be provided by parents/carers, and gives an opportunity for the school to discuss and seek feedback on new ideas and initiatives. Through their involvement in Parent Forum discussions, Class Representatives support other parents/carers to understand whole school and year group decisions made by the school. By working together, focussing on solutions and supporting each other to see different perspectives, we can continue to make Shirley Junior School a great place for children to thrive.*

Attendees

Jo Tearle – Deputy Headteacher

Cath Dixon – Parent Forum Coordinator

Jen Bleack (PTFA Co-Chair)

Rachel Holloway - Secretary

Year 3: Heather Barrow, Marle Coetzee (Bullet Ants), Cath Dixon, Tansy Bailey (Glow Worms),

Year 4: Jo Craig (Curlews), Sarah Scott (Swifts)

Year 5: Zoe Konn, Rachel Holloway (Arctic Lynx), Amy Mayhew (Tundra Wolves)

Year 6: Poonam Pathak (Lions)

Apologies – Hayley Newman (Office Manager), Nikki Howarth (PTFA Co-Chair), Jacqui Westbury-Hogg, Naomi Victoria (Spiders), Charlotte Webb (Swifts), Claire Jerrim (Curlews), Vix Lowrey (Tundra Wolves), Sarah Crookall, Elissa Collins (Lemmings), Jen Cook (Lions), Jen P (Camels), Elspeth Fenton, Louise Fox (Cheetahs)

Agenda

- Introductions and thanks.
- Positive comments
- Discussion points: (Levels of staff absence since September)
 - Home learning
 - Communication
 - Covid
- AOB
 - Staff numbers
 - Teacher presence in playground
 - Road closure
 - Parent engagement survey
 - SATS
 - Reading help in school
 - Other parent support for school

Positive comments received

General

- Need more Mrs Tearle's in the school!! She has a massive impact being there in the mornings to greet upset children.
- A big thank you to all the road volunteers for giving us the extra space needed, which is amazing. But also cleaner air around the school. Their help is much appreciated!
- Thank you for continued PE kit. Great that girls now not conforming to limitation of commercial school shoes choices and can be active at playtime!
- There seems to be an enjoyment of the school dinners. (Y3)
- There is a fantastic variety of activities that the children can get involved with. (Y3)
- Really appreciated all of the opportunities for sport and exercise – team spirit at lunch, inter school cross country etc. It's had a notable impact on my child. (Y3)
- Great that music lessons have been reinstated for year 4 after not being allowed to do them last year.

Year 3 specific

- The response from Mrs Bell when a year 3 child got covid was excellent, supportive, engaging and nurturing. The online learning was set up - but without pressure if they weren't feeling ok - the same for their sister too. There were technical issues but Mrs Bell went absolutely above and beyond to ensure these children were included as much as possible - despite having to also deliver the normal day to day activities to the class. Thank you.
- Thank you to the year 3 team for the transition this year - my child has been brilliantly supported with everything and has settled into juniors with zero fuss. Lots of kindness from the teachers so thanks.
- Huge thank you for the quality of home learning provided to those self isolating. Mrs Bell has gone above and beyond to make the work interactive and engaging and I genuinely don't know how she did it whilst teaching a class.
- The healthy me topic has been brilliant and sparked lots of interest at home.
- My son told me his class (year 3) is marking Black history month by learning about important black women of the past. He was really engaged and told me the story of one woman. So 🙌🙌 to the school for that.
- My feedback is thank you to Mrs McQuay, she's great at updating MM and so fantastically positive! I wish all the year3's could have her!
- XXX is really enjoying the topics and thinks Mr Tough is the best teacher ever 😊

Year 4 specific

- Really appreciated the home learning content during recent isolation period.
- Love Miss Bs & Pipits weekly round ups on Mme.

Year 5 specific

- Curriculum evening was informative and done well.
- Thank you for organising the curriculum event - it was really nice to be able to go into their classroom and meet their teacher.
- Super impressed with Mrs Roberts who noticed an issue before I did and took action to resolve things, saving a lot of heartache all round. She's on the ball.
- My yr5 is really engaged with the session they did on "Hidden Figures".
- Thanks to Mrs Roberts for quickly responding to and addressing a concern.
- Thank you for the space dome - child absolutely loved it and really engaged him.
- CSI topic is also going down really well - lots of chatter at home about who the suspect could be.
- CSI topic is going down a storm in our house, XXX keeps coming out saying "x is really sus..." and telling me all the clues! Sounds like they're being kept on their toes!
- My child loves morning moves, and sounds like a great incentive to get the children moving and engaged first thing - thank you!
- Mrs Roberts seems to of nurtured a lovely atmosphere in TW, my year 5 says 'she's pretty decent and really kind'.
- Thanks for such great settling in and great topics. CSI a big hit and really engaging.

Year 6 specific

- Lots of comments of appreciation re the Little Canada trip.
- Can I please feedback how grateful I am to the school for making it possible for our children to have a residential. Such a valuable and important experience.
- I second this, such a great experience for them and great for them given the last 18 months of struggles for them.
- Would also like to thank the school for the little canada trip.
- I would really like to thank the school and the teachers who gave up their own time to take the kids to little Canada. My child was so energised and inspired by it and so much of that seems to have come from how the teachers engaged with them and treated them with maturity. The trip must have been tough in the current environment and I thought the school did brilliant at giving them an experience untouched by it all.
- To all the Year 6 teachers who went to Little Canada. Thanks so much for taking care of our little ones, it sounds like they really joined in and my daughter and her group really enjoyed with their main supervisor, Mr Richards
- Please pass on our thanks to the teachers who went on the residential to Little Canada and who made it possible, particularly during covid times. The children had a fantastic week and the teachers made it fun. Lots of great memories made! Massive thank you!!!!
- Also a thank you to the teachers that entertained the yr6's that stayed behind. They had a great time too.

Discussion Points Responses from SJS in green

Item	Response/Proposed Action
Home learning Clarification of home learning required across all year groups	
Home learning expectations: <ul style="list-style-type: none"> Lots of comments received across all year groups. General clarification of home learning would be helpful for all year groups. <ul style="list-style-type: none"> TTs – number and when they get reset Reading plus – should they be doing it. How many? Reading planets – should they be doing it. How many times? How many reading reflections and on what? What are the children supposed to be reading at home – rising stars, reading planet etc and do the reflection only happen if they have read to a parent – or is it ok for them to complete them on the back of their own reading to themselves. When will planners get checked and signed? Could teachers encourage children to have more responsibility about knowing homework due. It goes on google classroom but if children don't look (or parents check) it can be missed. Could they use their planners to record it as these are regularly seen by both parents, child teachers? Paper books <ul style="list-style-type: none"> General request for paper books to be brought home rather than using Reading Planets (Reading Planets could be an option extra) Reading books – when can we bring them home please? A parent gave examples of how in infants this has been able to happen since week 2. 'another parent gave an example of how their child finds books less engaging for their child. 	<p>There is lots of reading information in the planners – p9 has info about general home learning, and p23 (lower school)/26 (upper school) has info about reading reflections, plus directs parents to the website for more help (Pupils -> Home Learning -> English – see final attachment for example reading reflections – link here: English - Shirley Junior School).</p> <p>Reflections can be written on books they have shared or books they have read alone. Reflections can be on a book that has been read to them, but please make teacher aware of this.</p> <p>Reading was also covered in Y3 curriculum evening (curriculum -> Year 3 – see attachment at bottom)</p> <p>TT Rockstars (covered in curriculum evenings) – 10 garage games a week</p> <p>Planners are checked weekly – the day depends on the teacher but they check the previous 7 days.</p> <p>We will take this into consideration.</p> <p>We regret that we can't do this at the moment. We are working on it.</p>
Communication MCAS issues	
<ul style="list-style-type: none"> MCAS - some feel this is the most complicated, unintuitive app they have ever come across. Are we stuck with it? Setting up the MCAS app is confusing How long is it going to take to get the various issues with it sorted out? Is there an update from the Trust? Can we help with taking the issues up with the Trust? Are the office clear on what all the issues are with MCAS and what they can sort out, and what need to be escalated to the trust? Computer systems not working but still being used as a means to communicate. Logins not being sent to parents even after the MCAS app was sorted – leading to many parents still waiting and then parents having to email in individually to ask for their child's log in once a 	<p>We have no choice but to use this app at the moment. It's a new app, rolled out across 30 trust schools, with teething issues that are currently being investigated. The app has not replaced email though. Hayley/Russell to make sure everyone also gets emails</p> <p>User guide about MCAS and how to operate it has been reissued. If there are still issues, option for list of issues to be collated and FAQs produced, or possibly drop in session.</p> <p>The office have generally been working very hard to improve this, including sessions with the Trust to try and resolve lots of the issues.</p>

<p>Facebook post discovered this. This is still not resolved as of 6/10/21</p> <ul style="list-style-type: none"> We have had a trip letter today for Year 4 asking us to pay on mcas but the trip is not set up on mcas for parents to make the payment. I've emailed the office, but this seems part of a wider problem as they have just opened themselves up to potentially 90 parents emailing to ask how they are supposed to pay. 	
<p>Communication</p> <p>General:</p> <ul style="list-style-type: none"> - Timeliness of comms - Need for streamlining - Need for them to be clearer 	
<ul style="list-style-type: none"> There were lots of issues raised in the last forum, with various actions for the office – have these been taken on board and will they be actioned? <p>Actions from last forum:</p> <ul style="list-style-type: none"> Hayley/Russell to send out user guide about MCAS and how to operate it. If there are still issues, option for list of issues to be collated and FAQs produced, or possibly drop in session. Parent mentioned that it's useful to see what their child has chosen for dinner as per ScoPay – Russell to look into if this is possible on MCAS. This has been done School to ensure that letters etc have key words in the title so that search function works better. This has been done Hayley/Russell to ensure old information is archived. This is done regularly where possible It would be very useful to have a more streamlined approach to communication from the school. There are still a multitude of channels for information and it would be useful if the school would provide clarity around what each platform is for (eg MMe for teachers, MCAS for general admin from School...). Is there a communication policy for the school? If so it would be helpful to know what it is I think effective communication with parents can start with communicating when things aren't going well - for example sending out a communication to say the office is short staffed and therefore the weekly comms will be delayed. There was confusion over the curriculum event on what was going on when. Thank you for the school acknowledging the mistake here – much appreciated. Parents are being told by their children of activities they need to complete with very short notice (such as job applications and learning ambassador) (without understanding the activities that need completing) and yet no communication from the school to provide clarity around this in advance to prepare the parents. It would be hugely helpful if the office could add which school a message is from in the title of the emails they send out. Just 'SJS' or 'SIS' would do. eg with the weekly comms if I want to look quickly it would be good to know which one of two identically titled emails I need. <p>Talking to class teachers</p> <ul style="list-style-type: none"> Some parents have their class teachers email address – whereas others don't. 	<p>Forum decided that a comms working group should be set up to find solutions that work for the school community (and to join up with infant comms working group). Cath Dixon to lead on this.</p> <p>School is looking into streamlining comms – e.g. joint junior and infant weekly comms</p> <p>This can be done – Jo T to advise office</p> <p>Parents are asked to use the office@... email address to contact teachers by email. Parents could also</p>

<ul style="list-style-type: none"> It's hard to know how best to have conversations with class teachers - as often face to face chats or telephone chats would be better than email comms (which can often get lost in translation) but email appears to be the more preferred route that we are encouraged to use. It is unclear how to raise such issues – as to wait for a forum seems quite a long time when issues might be pertinent? 	<p>phone the office and request a telephone call from the teacher. Currently, these are the preferred methods to limit face-to-face contact.</p> <p>Please use either of these options to raise issues – see attached “My Child has a problem at school” sheet for guidance</p>
Covid	
<ul style="list-style-type: none"> Is an overall total able to be provided re Covid for each year group, just to see what numbers are like Not sure if school can help but when there is a covid case in our child's class, how do we know if our children were close contacts so needing a PCR test when understandably the child or adult's identity needs to be kept confidential? Will school contact us? Do the school/Trust have any plans to ask children to do LFTs? It's hard to get a handle on numbers but anecdotal evidence suggests there are quite a lot of cases currently Advising the children to be in school when a family member is positive is undoubtedly contributing to the spread (acknowledging this is Government guidance) – would the school consider changing this stance Will the school consider bringing back other measures to help stop the spread of Covid such as year group bubbles etc? 	<p>No – we don't know what this would achieve, whatever the totals children have to come to school.</p> <p>When there is a positive case, we send out a letter, and Track & Trace contact close contacts.</p> <p>We have been advised not to ask children to do routine LFTs. We have looked into saliva testing when cases increase but this is not something that can be pursued.</p> <p>We agree but it's government, and trust, guidance.</p> <p>We do this if case numbers rise – currently on year group bubbles</p> <p><u>Forum discussion:</u> School has procedures in place, and put additional measures in place if numbers increase. Currently a letter is sent when there is a new Covid case in a class, and then again if this reaches 5 cases. The school is putting additional measures in place where necessary e.g. a class was closed because there were 8 cases.</p> <p>Forum asked if parents could be notified if a single case increases to 2-3 cases within a class so that parents can choose to take additional measures (e.g. LFTs). Jo T to discuss with A. Hixon and C. Gregory.</p>

AOB Comments Discussed in the Forum

Teacher presence in playground

- Discussed staff shortages
- Jo T noted that there have been 200 staff absences in the past 40 days – so an average of 5 teachers missing per day so it's been and still is extremely challenging, both for the staff and the children in terms of consistency etc.
- The school are doing their best to manage this
- They will increase SLT presence at the gate in the morning and have a better system in place now to check duties are covered for those staff that are absent

Road Closure

- Discussed safety of this and that it is not safe when the closure is not in place
- The work that Southampton City Council was discussed and that this will help, but more measures needed at the St. James end of Bellemoor Road. Cath Dixon to take up with 'My Journey'
- Another post to be put out to ask for parent volunteers

Parent engagement survey

- 45 responses so far
- Discussed ways to increase feedback and reach as much of school community as possible
- Paper copies would help with reaching more people (action **Jo T**), plus posters to advertise (action **Cath D**), translation into other languages (action **Jo T**)

SATS

- At the moment, the latest communication from Government is that these will be going ahead as normal for year 6

Reading help in school

- Help with reading in school is greatly appreciated.
- **Jo T** to communicate what help is needed in school
- Parent volunteers to email the school office if they can help out

Other parent support for school

- Forum asked what other support would help the school
- Jo T advised that to bear with them as things are far from back to 'normal' and they are doing their best and have our child's best interests at heart
- Jo T thanked the PTFA and said that the events that can now be run and are so great for the school community
- Forum suggested that if there are any other tasks that can be carried out by parents (other than reading; for example office tasks) to let us know

Other comments received and answered separate from forum

Responses from school in green

Applicable to all year groups

Road Closure

- Obviously no volunteers for the road closure this afternoon so it wasn't in place, this made the road more dangerous than usual as kids are used to it being closed and so are milling about in the road when the motorists using it as a cut through were doing so at 30mph, an accident waiting to happen. Is there any more permanent solution? Could this be a fundraising goal? Or is a strength in numbers approach to SCC required? It makes such a difference to have the road closures in place making it safer for all. It would be awful for the whole community if an accident occurred due to a lack of volunteers.

The road closure is being run by parent and community volunteers and to date there have not been enough volunteers to run the closure on all days. Another plea for volunteers by the PTFA will be going out on year group Facebook pages. If you would like to volunteer then please respond to one of the Facebook posts or let the office know. Also see AOB comments.

Cleaning

- Request for the hall floor to be swept after lunch before assembly as some children have reported they are sitting in food.

This is done every day by our fantastic team of lunchtime staff, so this was quite possible a one-off.

- School often has litter on grounds and at times looks quite untidy. Could the eco warriors create a litter pick on a rota?

They are already on this!

Lunchtime

- How long is lunchtime and how much time do children get to eat their lunch and then play?
- Some children do not have enough time to eat their lunch – can they be given more time? This has been raised numerous times with class teacher last year and doesn't seem to be any improvement

Lunchtime is an hour, with 3 lots of 20-minute sittings in the hall for eating lunch. Children are not made to leave the hall before they have finished their lunch, they can stay and eat for longer if needed. If you feel the class teacher is not responding, we would ask you to email FAO the Phase Leader (Mrs Bell for Y3/4, Mrs Davie for Y5/6)

- When activities are led on the playground at lunch and break (by team spirit etc) could consideration be given to limiting the number of children? Finding the large numbers of kids means lots don't get to play an active part in the games and feel excluded.

We are looking into limiting numbers for the activities.

- School dinners - never seen them since entering the junior school. Are they larger than infant meals? Is it possible to see portion sizes/sample. Child says dinners are small.

We will ask Chartwells to come in to show meal sizes and samples

- Lunch and choir on Tuesdays - there's not enough time for both - concerned with choir starting at 12.50 and their lunch starts at 12.45 (also having to wait for bands/queue for lunch, if packed lunch then having to wait until all the bands are handed out).

The children have been told they can go to a different lunch sitting.

Uniform

- Is there any option for children to wear a skirt? It's too cold for shorts and so it means no chance to wear anything other than trousers. I have seen some children in normal skirts and tights but some children won't do that if it's not allowed. Can they wear skirts/tights on non PE days?

Yes, this is fine – or skirt plus leggings? Either way, they need to be in trainers every day.

Rucksacks/Bookbags

- Do children still need to use book bag and not a rucksack, as it's quite difficult for kids to manage all the different things that need to be carried (coat, planner, water bottle, sandwich box etc..) especially if child goes to after school club, as they have to carry their own bags. 1 rucksack is easier than multiple different things.

At the moment, yes, sorry – it's to do with limited storage capacity in the corridors, and keeping the school tidy and safe to walk around. The planner, snack and water bottle can go in the bookbag, the coat can be worn.

Year 3 specific

Question to ask/issue to raise/explore	Possible ideas for solutions to some of the issues raised/ SJS response
<p>Lack of clear communication to parent has at times led to children being confused and upset.</p> <p>Examples:</p> <ul style="list-style-type: none"> The job brief being sent out but the job descriptions not being sent too. Children were confused, not understanding it, going for jobs that wasn't for their age and being upset when they 'wasted' their time or didn't know what to write on their form, or what job they could go for. There was a marvellous me sent to parents to say the learning ambassador presentations needed to be in – but the children didn't know what the learning ambassador was. When they had more clarity then they were given a night to get the presentation in – causing stress and upset for both children and parents. There was a marvellous me sent to some parents the day before to say grown ups could meet the buddy at the end of the next day – this didn't go out to all classes – so some parents didn't make it -but could have done if they had been told – meaning some children upset. 	<p>This job description issue was addressed as soon as it was brought to the school's attention, both through Weekly Comms and the website. Partly this was due to an inexperienced subject leader learning as they go.</p> <p>We apologise for the lateness of other communications – we recognise that it's not ideal.</p> <p>In the case of the buddies, one class's year 6 buddy class was learning from home</p>
<p>How are house points and effort stars awarded?</p> <ul style="list-style-type: none"> Children are feeling there is a lack of equity in giving out both house points and effort awards. An example being we are already 5 weeks in (when this was written) and some children still haven't received effort stars or only got 1 – despite these children putting in effort in all that that do. This includes children who have been identified as struggling with transitions who really would benefit from praise as it's been particularly hard and they have put in so much effort. For example some children completed home learning tasks such as the treasure hunt, the school holiday project etc – but don't know how to get their house points, no MM sent with praise etc. 	<p>We are on a journey with our behaviour policy including rewards, so you might see some differences between classes. Please encourage your child to feel proud of their own work and to tell their teacher when they do. We are sure you would have taken the chance to mention this at parents' evening.</p> <p>Treasure hunt – teachers were asked to let children who took part know they had 20 HPs</p>
<p>How is the ladder of good choices reward system implemented consistently in the classes</p> <ul style="list-style-type: none"> Year 3 children are reporting that this isn't used within their classroom – it's a forgotten activity which makes them feel sad as the reward isn't there. 	
<p>Can TT rock stars be modified at all?</p> <ul style="list-style-type: none"> TT rock stars is seen as fun by some children – but there are frustrations that when a child gets so far ahead on the leader board it feels impossible to catch up and therefore isn't as motivated. 	<p>Having looked at this, we cannot reset it, but year 3 and 4 share the stats from the last 7 days - correct answers, accuracy, participation, coins etc.</p>
<p>Is there an alternative to teaching times tables that isn't 'timed'</p>	

<ul style="list-style-type: none"> Some children are losing confidence in maths – when previously really enjoying it as find the pressure of being 'timed' and activities around 'timed maths' too much and too distracting (leading their focus to the count down and not on answering sums that they are normally very capable of managing) 	Please talk to the teacher – they need to do a timed test in Y4 so we try to prepare them for this, but alternatives are available in Y3
Are children in the classes separated on ability – and if yes – how is this communicated to the children an example given by a parent is that their child thought they were good at maths, however they now believe they are in a lower group and its impacting on their confidence (linked to feeling the pressure of the timed activities).	They are not generally seated in mixed ability groups. They might be grouped sometimes in maths, with these groups being flexible, and usually in reading (as different groups use different books/resources and need to collaborate).
There is often a lot of queue jumping and 'hogging' the play equipment.	An adult is stationed by the equipment at break and lunch. Year 3 are working play equipment rules out as a year group.
What are the rules around children asking to go to the toilet? <ul style="list-style-type: none"> A parent reported how a child needed to go to the toilet straight after lunch (they knew they should have gone at lunch – but got distracted with play and lost track of time) – they were desperate, were going to ask the teacher – but then observed the teacher saying no to another child who asked to go. This resulted in the child not asking to go and then weeing themselves a little bit (causing soreness). 	We will ask Year 3 teachers to reiterate this
How robust is the system for identifying siblings to be able to get school photos together. Some siblings didn't get sent for a sibling photos	This has been forwarded to the office for consideration
Can we please clarify what alterations have been made for year 3 in terms of the acknowledgement that they haven't completed a full year in school since year R due to covid - and therefore some social skills, independence skills and need for a strong nurture lead, reward and play focused environment might be needed more than pre pandemic?	Please trust that our teachers are aware of this and will build these skills with them. Government expectations of primary outcomes have not changed so we still need to be led by these.
How is MM supposed to be used in terms of comms to parents – in infants we would get at least a weekly update on what has occurred and then praise throughout the week – is it different for juniors? We have of course been communicated with about healthy juices (which is a great topic) but wondering if our expectations need to be different for juniors regarding what to expect from MM.	Each year group is asked to send a couple of messages a week about subject learning as a minimum, as well as to use it to celebrate high scores in times table tests etc. Some teachers are keener and/or more organised with Marvellous Me than others, and a lot of their time and energy is being put towards home learners and covering for sick colleagues at the moment.

Year 4 specific

- Would it be possible to get more information on the year 4 residential trip please?

Information about this will be coming soon

Year 5 specific

Behaviour

Summary of comments (these have specifically come from some Lemmings and Arctic Lynx parents):

- Disruptive behaviour in class affecting learning. Children are coming home and saying that:
 - their learning is being disrupted – e.g. behaviour incident during maths, and maths stopped and they had an emergency reflection session
 - children feel like they are being punished for the behaviour of others
 - lots of comments coming home from children about not having done something because 'x' was naughty/ disrupting the class.
 - child is coming home upset most days due to not being able to learn and behaviour of others in class is bad – says the class is awful
- A few parents have commented that 1:1 help is not always there, or that TAs are not in class – parents feel like TAs def need to be in class as well as the particular 1-1s supporting
- What are the procedures for dealing with very disruptive behaviour?

We as a school often have challenges that we work hard to overcome. Many children have individual needs that we support on an ongoing basis - currently many pupils are needing time to resettlement into the routine of learning and expectations post-COVID, after two disrupted years and in some cases a great deal of time away from the classroom environment. The year 5 teachers are fully aware of the needs of their pupils and have put many actions and strategies in place to support their classes; this sometimes includes responding to the pupils' social and emotional needs in the moment and changing the planned learning as a result. We take on board that sometimes pupils feel they miss out because of the behaviour of others. We are an inclusive school and we promote pupils working together in the classroom to create a sense of belonging - this includes reflecting as a class on how some struggles and attitudes to learning are affecting the whole class. We also encourage all pupils to become independent over time, including those that may have additional support at times in school.

Year 6 trip (for current year 5s)

- any news on the potential year 6 trip yet? At the curriculum visit 'France in year 6' was mentioned but the trip was cancelled before the end of last term with no reason and no new trip has been mentioned...? Would be good to get an update

Information about this will be coming soon

Year 5 football team

- There was talk but I believe it's not now happening of year 5 football team, cross school competition is a really good experience for the children and would be good to understand if it's a resource issue as I know there are qualified coaches in parent population that may be able to support/lead on this.

There is no local Y5 tournament currently, and so many year 6s wanted to be in the upper school team that the decision has been taken to prioritise them in their final year. If parents wanted to set up and run an after school Y5 football club, that would be possible, and other schools could be invited to friendly matches

Questionnaire regarding class moves

- How was the questionnaire about who your child works well with taken into account in the new year 5 classes? Some parents feel that their views were not taken on board in deciding the classes.

All views were taken on board, along with teachers' professional knowledge of children. All children were put with at least one child who they listed as someone they worked well with or were friends with.

Year 6 specific

- Little Canada Trip - I must admit I was expecting a little more communication whilst the kids were away but when this didn't materialise thought we would be sent some photos of the kids when they returned. When the kids spent 1 night in the school in yr 3 we were sent pictures of what they got up to. Were photos taken on the trip? If so could they be shared?

This has been requested from Y6