

Parent Forum Notes – Summer 2
Date of Meeting: Written feedback only

	Feedback from Parents	School's initial response	Notes of discussion at meeting (if required)
Behaviour and Reward	<ul style="list-style-type: none"> • Last Forum minutes refer to different strategies being trialled • Reward and praise are not currently consistent and are entirely dependent on the individual teacher. Effort stars are hugely inconsistent. • Reports continue of teachers “not doing” effort stars but not having any alternative system for reward or praise. • Some classes are punitive rather than offering reward (eg removal of golden time or breaks). • The new behaviour policy is not available on the website. • There have been increased reports of teachers shouting at children. Parents are concerned that this creates a negative learning environment and the example being set. – would the school consider a no shouting policy? • Could there be creative & interesting rewards given? Some other schools have some great ideas around this. 	<p>We have explored several different things this year, as communicated to parents earlier in the year, in response to research about the potentially detrimental long-term effect of rewards on intrinsic motivation. We have drawn all of these together to inform our finalised behaviour and relationships policy, which will set out the systems we will follow consistently across the school, and which will be published by the start of next year. Thank you for bearing with us while we took the time to work out what would be best for the children in our school.</p> <p>We absolutely do not want teachers to be shouting and believe these instances are extremely rare in our school – even the calmest of us have difficult days. Sometimes a raised voice is needed to communicate and some children can perceive this as ‘shouting’ when the adult does not intend it as such. We do work with any teachers we feel are in need of support.</p>	
Music	<ul style="list-style-type: none"> • Could some guidance be given for the choice not to offer instrument lessons to this group next year? I'm aware that they will have the music program so will learn an instrument through that but only the choice of 3 and not one of their choosing. • What opportunities would there be for children (year 4) to learn an instrument? Parents would appreciate this opportunity. 	<p>We feel that the change to Junior School, and the increase in expectations, is a big one for children and we want them to focus on their learning and their independence in Year 3 before adding musical instrument lessons into the mix if they are not already used to these. In Year 4, every child gets to learn an instrument and experience the benefits of this. We then offer peripatetic musical lessons in the upper school. The school promotes the love of music and learning music for all through our curriculum. Unfortunately, we are also restricted by the building and the space we have available to offer all children in every year group the opportunity to learn an instrument and therefore we prioritise the upper school. Our music room is used full time by peripatetic teachers. The school will enquire with the Southampton music service to see if after school lessons could be offered to those parents in the lower school who would like this for their child.</p>	

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Uniform	<ul style="list-style-type: none"> Uniform - the move to PE kit being acceptable every day wear poses an issue as children then progress to secondary school where they will wear a proper uniform - and they will not be used to this. Now the pandemic rules have been removed there is no reason not to return to uniform and PE bags. Also what little rules there are such as plain black or plain white trainers are not upheld - this is unfair on children and parents who fork out to meet the rules. Please could we reconsider the school uniform!? Particularly in summer adding the green summer dress for girls would be so much cooler than skorts and green t-shirts, even than white airtex. The cotton of a summer dress is so much lighter and breathable and helps those with irritated skin. Especially considering the heat of the classrooms 	<p>We promote ourselves as a physically active school, and pupils are encouraged to take part in regular physical activity throughout the day. PE kit is much more practical for this, as well as removing the need to change before and after PE lessons, thus leaving more time for the actual PE. We are sure children will cope with this additional change when they start secondary school, since their uniform would have changed at this point anyway.</p> <p>We regularly remind parents of our school uniform We do not, as far as we know, specify the trainer colour, and will make sure staff are aware of this.</p> <p>We would be happy for children to wear summer dresses, and will add this to the website and communication as an option for next year.</p> <p>If children choose to not wear PE kit they must have their own kit in school and get changed every time the class take part in physical activity.</p>	
School Trips	<ul style="list-style-type: none"> Foxlease - issues with food. The cost of the trip does not match with the food that was offered. My son said he had to throw his ham wrap away on Thursday so went without lunch. Few of his friends did this too. Milk was out of date on the first morning. Only one option for breakfast when we were told it was a buffet breakfast. We were also told at the parents meeting they could take a few snacks. My son took 3 fruit winders and these were confiscated- why? Considering how hot it was they shouldn't have had limited food. Foxlease - It would have been good to see a few photos, have a check in on MM so that we were reassured. For many this was the first time many of the children had been away from home due to covid 	<p>We agree, and are addressing these issues directly with Foxlease.</p> <p>This was a really active residential - adults were generally doing the activities alongside the children, and did not take class iPads (for photos) in case they got damaged. We take your point though and will feed this back for future residential.</p>	

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Transition	<ul style="list-style-type: none"> I believe some children received their new class letter the day before. While I understand this is supporting the transition of these pupils, one of the pupils then came into school and told my daughter which class she would then be in before they had been told. Daughter was absolutely fine but from my perspective, this doesn't seem fair. Lots of feedback in relation to last minute changes in Yr 3 after being advised earlier that there would be no change. Complete feedback made available to Jo Tearle. Lots of feedback in relation to changes made after Easter in Yr5. After the poor initial communication the changes have been positive. Complete feedback made available to Jo Tearle. 	<p>Some children have different needs and we cater for these in the way we feel is best. Highly anxious children, who find transition extremely stressful, sometimes need this information slightly earlier. In the same way that some children need adaptations in order to access learning in lessons alongside their peers.</p> <p>We understand this late change in Year 3 was not ideal but in the end felt that, despite not having wanted to mix the year group up, this was going to be in the best interests of the children.</p>	
Toilets	<ul style="list-style-type: none"> A little concerned with the toilets available to the children during break time...been told there are some out of service, only antibac gel available rather than soap and water, broken locks and puddles of water over the floor. Appreciate these things happen, but has been no improvement over the year. 	<p>We have stationed a member of staff near the outdoor toilets at break and lunch times, to keep more of an eye on them. We will look into the soap not being available, this should not be happening.</p> <p>We will review the cleaning schedule for September to ensure they are also cleaned during the day</p>	

General Questions

Bike sheds - It's like the Krypton factor trying to get things out. When we are trying to promote healthy modes of transport in our community it seems woefully short on capacity. Things get really bashed about especially the bikes. Are there plans for a bike shed extension?

The infant school have been using our shed this year, they are having new storage so this should not be an issue in September.

How are children that perform well academically being challenged to ensure they grow as much as they can?

This is a little complex to answer in a paragraph, because it depends on each project, subject, lesson and child. Teachers assess on an ongoing basis how each child is doing, making sure there is challenge at all levels. If you have concerns about your own child, then please contact the class teacher in the first instance, using the usual routes of communication.

I was wondering how much time per week the class was being taught by Teaching Assistants and supply teachers? My child is very happy with her teacher but really struggles with the amount of supply staff and days her teacher isn't working. I am also concerned about how a supply teacher or untrained member of staff can regularly cover a class they don't know. I was unaware until recently that it is often Teaching Assistants and I wasn't sure what support they got from the school to equip them?

If teachers are having their 10% out-of-class time for planning, preparation and assessment, or have the opportunity to attend training or other events for their professional development, or are ill, the class needs to be covered – the same as in all schools. We have made the decision that in general it is better for the children to be taught by somebody they know well, and who knows their individual needs, rather than a supply teacher who does not know the children or the school (not that supply teachers are easy to come by at the moment!). The teaching assistants who usually cover classes in our school are Higher Level Teaching Assistants, which means they have received additional training. They are supported by the other qualified teachers in the year group and guided beforehand by the class teacher.

Are you looking into a vetting system for books to be added to the school library?

We are looking in to an electronic system that will ensure children access age appropriate texts.

There used to be spelling tests at the end of each half term, but these don't seem to have been happening recently. Are these still meant to take place?

The lockdowns and distance learning due to Covid left children with multiple gaps, both academic and social and emotional: they missed learning time in the classroom but they also missed developing the ability to be independent and co-operative learners in a classroom, playing with others harmoniously on the playground, and solving the small problems that arise whenever children coexist. It was important to us that we cater as much as possible for these gaps and allow children to build these skills back up. With this in mind, we have had an increased focus on social and emotional skills in the time since the lockdowns. We have also streamlined our curriculum to make more room for increased circle times, and increased focus on core skills. Some extras have needed to be reduced accordingly to make room for this. We can still really see the legacy of this missed learning and socialising time, in every classroom. We will be looking over the next couple of years at bringing back in the things that were removed, when we feel that we can again start to reduce the focus on the missed skills.

Positive Feedback

- Massive thanks for providing a great trip to Foxlease
- Just wanted to say a big thank you to all the staff that helped make the Foxlease residential possible. As a first residential trip for the children it was brilliant, so many exciting activities to try out!
- Absolutely brilliant trip to Paultons, so pleased to be able to accompany the kids. It was so lovely to watch them all having so much fun. Thank you.
- A big thank you for the staff for arranging the Paultons trip. I was really impressed with the trip and in particular how the workshop really engaged the kids. It was also so lovely to see the kids having so much fun. Thank you for making these kind of experiences happen.

- Fantastic day out at Paulton's Park. Educational and loads of fun. A hot day and a lot of children but I thought they gave a good impression of the school and all behaved well. The extra time at the end of the day was so much more relaxing than having to leave to get back for 3.20pm too. And big up to the teachers for going on all those rides!! Thank you for all not going home on time so they could enjoy more of the park.
- Thank you Mrs Booth and whoever else was instrumental in getting the children out so promptly (Tues 5th July) ahead of the JEP festival. Made such a difference!! And thank you for helping the children to take part. It was so lovely to be there again and everyone had a great time. Fantastic programme and they all tried so hard. It was a joy! :)
- My child is well looked after at this school