

MINUTES OF PARENTS FORUM
Thursday 11th March 2021 at 7.00pm on Teams**In attendance: -**

Parents: Pete Burgers, Mr and Mrs Halsall, Julia Hochbach, Helena Lindley, Vittorio Lupino, Jayne Neal, Vivian Olaifa, Dave Orton, Barbara Sansom, Laura Taylor, Mrs Turner, Ms Ahamada and Kayleigh Wythe

Staff: Mark Askew (MA) – Headteacher, Lydia Clough (LC) and Charlotte James (CJ) – Deputy Headteacher

Governors: Stuart Wood (SW) – Chair, Liz Harrison and Chris Lindley (Parent Governor)

Clerk: Stuart Hales

Welcome

SW welcomed parents and apologised for the delay to the start of the meeting.

Parental Survey

MA reported on the parental survey taken in February. There had been 53 responses which had been collated and were presented as a PowerPoint at the meeting. He then proceeded to go through the document, briefly commenting on each question and the percentage of parents who had either 'agreed' or 'strongly agreed' with each one.

From the survey, MA read out a question 'What my child learns through the year' and that staff worked hard to share curriculum plans with parents on a weekly basis but would welcome parents' suggestions as to how the school could improve the sharing of longer-term curriculum objectives? From a further question 'School communicates affectively with parents' he would again welcome parents' suggestions as to how the school could communicate with parents using differing formats.

A parent advised that they would like to know more about their child's learning and that Google Classrooms aided in this and queried if the school planned to continue to use it? MA advised that it had been used for homework, remote learning and to summarise weekly curriculum plans. Another parent commented that he was impressed as to the schools' provision offered during the lockdown and did not want communication with parents to be an additional burden for teachers.

A parent advised that other schools have Apps to allow parents to view children's work. MA advised that the school had explored SeeSaw in Reception a few years ago but had decided not to adopt this. Goggle Classroom does have similar functions.

SW advised that Ofsted would review Parent Voice during an inspection and the school wanted to continue to engage with parents, a survey being one such means.

MA advised that the school would forward a summary of the responses to the survey to parents together with the two questions raised above.

SW asked if there were any queries on the survey? There were none.

Relationships and Health Education (RHE)

LC proceeded to go through a PowerPoint presentation in detail advising that Sex Education was now taught as a part of RHE, and the school followed the Cambridgeshire PHSE Services Personal Development Scheme. The school had completed a parental survey and a policy had been prepared and approved by governors. The policy and other relevant documents would now be issued to parents.

SW thanked LC for her hard work in writing and preparing the policy and for her presentation.

Lockdown and plans for the rest of 2020-21

MA first advised that the school would follow a similar approach as to that planned for the start of the autumn term and that as well as high quality teaching, the school would focus on the following areas: -

- Mental and physical health
- Emotional and Social needs
- Relationships with other children
- Resilience
- Safe environment
- What makes an effective learner?

All schools had received £94/child of catch-up funding from central government which he preferred to see as part of a recovery plan. From this funding the school had brought in the following: -

1. Academic Mentor – Mrs Boucher would be in school for the spring and summer term.
2. TA Training, intervention and planning time
3. The school had originally registered with the National Tutoring Programme. However, after waiting months for a tutor, it had instead decided to fund training for the schools' TAs which it considered to be a long-term investment. All TAs had been provided with an additional hour per week to attend training, prepare interventions and develop a 'team culture'.

MA advised that he would prefer not to extend the summer term into the school holidays to allow children to catch up which had been considered by central government but would instead focus on quality first teaching during the normal school day.

He then advised of the funding raised by the PTFA which would be spent on reading resources and books. The school had also received generous donations from the local community which had been spent on a new projector in the reception class, a visualiser, laptop and staff training.

The school had distributed Google Chrome books from central government to families to allow all children to have IT access during the lockdown. The school had originally received 14 and had been provided with an additional seven which would be loaned to families. It had also received a further donation of 8-10 second-hand devices which had been reconditioned and given to targeted families.

MA commented that staff had worked tirelessly to allow for the remote learning provision during the lockdown and also teach children in class. There was one member of staff who was shielding due to having underlying medical needs and another who would start early maternity leave. He advised that the school had approached the trust to explain its additional staffing needs and it had been very supportive in allowing the school to advertise for additional support staff.

Governor Update

SW updated parents that there were now 11 members on the governing body with one vacancy. He introduced the other Governors present in the meeting.

Anglian Learning Trust Update

SW reported of the support that the trust had shown to the school, staff and governors during the lockdown and that he regularly met with Chairs from other schools in the trust. Also, a new school had been granted planning approval on the Marleigh Development which would be part of the trust.

Q and A

A parent queried the foreign language provision at the school? MA advised that French had been taught in previous years by a teacher from the Perse School who would visit fortnightly to teach the upper three classes, which had not been possible during the lockdown.

A parent queried if the school had considered an afterschool language club? MA advised that he would like clubs to restart when possible and would consider a language club if there was sufficient interest. Some clubs had been run voluntarily by staff and for others by outside organisations.

A parent queried when Rocksteady would start? MA advised that he had met with the organisation recently and they were enthusiastic to return to the school when allowed. There was currently little available space for clubs as room was required for three 'staffrooms' to allow staff to remain within their bubbles. Hopefully guidance would ease to allow two bubbles to join during break and lunchtimes in the summer term.

A parent queried if the school would offer catch-up sessions during the easter holidays instead of the summer holidays? MA advised that a break was healthy for both staff and children. The school had liaised with Bottisham Village College regarding the transition process for Yr6 children.

SW asked if there were any further questions? There were none.

Close

MA then thanked parents and the wider community for their support during the pandemic and the positive comments received from parents in the playground.

SW advised there would probably be a further Parents Forum during the summer term.

Parents were thanked for attending the meeting which closed at 8.30pm