



## Parent Forum Meeting

Date:	Thursday, 5 <sup>th</sup> October 2023			
Attendees:				
	<i>Name</i>	<i>Year Group</i>	<i>Class</i>	<i>Attended</i>
	Mr. Wanford	Headteacher		✓
	Mrs. Curtis-Cross	School Business Officer		✓
	Rachel Braidford	Nursery	Little Acorns	✓
	<i>Vacant</i>	Reception	Birch	
	<i>Vacant</i>	Reception	Hazel	
	Sannah Khan	Reception	Willow	✓
	Richard Rangel	Year One	Beech	✓
	Laurilee Green	Year One	Elm	✓
	<i>Vacant</i>	Year One	Lime	
	<i>Vacant</i>	Year Two	Oak	
	Holly Fox	Year Two	Plane	✓
	<i>Vacant</i>	Year Three	Alder	
	Kamila Dawson	Year Three	Cedar	✓
	Louise O'Driscoll	Year Four	Ash	✓
	Laurilee Green	Year Four	Rowan	✓
	Jayne Bendell	Year Five	Maple	x
	<i>Vacant</i>	Year Five	Sycamore	
	Laurilee Green	Year Six	Aspen	✓
	Laura Nunn	Year Six	Hawthorn	✓

Review of previous/outstanding actions	Progress?

	Agenda Item	Discussion/actions
1	Welcome	<p>Mr. Wanford thanked the parent forum reps for attending today's meeting. He began by introducing himself to the group and explained that it was great to have a group of parents/carers to work with in this way, although there were still some vacancies, and asked that parents/carers continue to champion and promote this to other parents/carers to get them to put themselves forward.</p> <p>Mr. Wanford explained that the formation of the parent forum was to establish effective communication between the school and parents/carers and provide an opportunity for parents/carers to feedback about all aspects of school life. Mr. Wanford noted that communication and feedback was important. The parent forum agreed.</p>

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		<p>Mr. Wanford did highlight that the forum is not a place to discuss individual matters or individual children (or individual children of other parents/carers); these are to be addressed with the class teacher as appropriate in the first instance. The forum was to look at whole-school issues or feedback. The forum also agreed to support Wanford to filter feedback, ideas and views to those which were able to be acted upon, and those which were beyond the school control or unable to be changed (e.g., the amount of people using the car park!).</p> <p>Mr. Wanford referenced the link on the school website <a href="#">here</a>.</p> <p>The handbook outlines what the role of a parent forum rep would involve so that they would know what is expected on behalf of the school, but also for other parents/carers to see what they can expect from the reps. Mr. Wanford explained that this had been agreed with those members of the forum previously, and hoped it was still relevant as an overview.</p> <p>Mr. Wanford noted that the process they had put in place over the last few years for raising queries, feedback or suggestions was where forum reps circulated any feedback/questions/topics of discussion to the school office ideally three working days prior to the meeting, to allow the school the opportunity to look at common issues/questions and prepare responses in advance of the meeting where possible. Some things may need to be discussed at the meeting, but some things may be able to be sorted in advance, or at least prevent everybody raising the same issue each time.</p> <p>Mr. Wanford also noted that it was important that class reps were aware of those issues which were 'noted' and passed on, or those that required some type of 'action' – e.g., there might be something that some parents/carers did not like about 'X', but at the same time, this is for the school to note and not something that could be changed but noted for the future etc.</p> <p>Mr. Wanford reminded reps that they also had an electronic system of providing feedback, if parents/carers wished to do so and they were unable to do so through parent forum reps. This also helped keeps feedback anonymous if it was required to be. The link can be found <a href="#">here</a>. The admin team will publicise this in the newsletter a couple of weeks prior to each meeting to provide an opportunity for parents/carers to feedback and ample time for the reps to inform Mr. Wanford in advance. However, what was important to note was that it was feedback that was non-urgent, and that if a parent/carer had a genuine concern or needed a response, they should follow the appropriate communication procedure already distributed to them. The form would only be for more general matters. Mr. Wanford asked the parent forum reps to promote this use to parents/carers and encourage them to give</p>

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		feedback where they could – both things that are working well, and things to be improved.
2	Whole School  Issues raised from parents/carers on the online feedback and from the meeting	<p><u>Young Voices concert</u></p> <p>Mr. Wanford acknowledged that there were some parents and pupils who were unhappy with the arrangements for the Young Voices concert. He explained that based on previous uptake, they had decided to open it up to KS2 and first-come-first-served basis. However, it was a popular event and there were nearly 100 requests to participate. Issues raised were about:</p> <ul style="list-style-type: none"> <li>• Children in choir had not necessarily got a place</li> <li>• Some children who had or hadn't been before had or hadn't got a place</li> <li>• Some parents feeling the system was fixed</li> </ul> <p>Mr. Wanford reassured parents/carers it was genuinely a first-come-first served basis with the Microsoft Forms giving the times of when people responded.</p> <p>In future years, the school would seek to amend how the Young Voices concert was selected and prioritise choir spaces in the UKS2, and the choir spaces in LKS2, and then open it up to others.</p> <p>A rep raised that the choir enrichment club is often held on different days each term which has made it difficult for children that have previously attended. Suggestion to perhaps hold the club during lunchtime which Mr. Wanford explained is difficult logistically.</p> <p>Feedback regarding providing reference number when completing the Microsoft Form and some parents/carers may have been working or unavailable when the form went live. Perhaps you could register your interest by a certain date and then the children are selected at random.</p> <p><u>Feedback around communication and streamlining</u></p> <p>Mr. Wanford took feedback from reps about how they felt communication had been this term so far. He also asked about diary dates and if this was more helpful in the way they were given (e.g. for that half-term).</p> <p>Positive feedback regarding the new weekly round-up format. Easier to read.</p> <p>Meet the Teacher feedback – Mixed reviews regarding timings and the content. Is there scope to hold them in the evening to enable more parents/carers to attend? Uniform expectations were discussed which many parents/carers don't need to hear again and can be frustrating when uniform and school bags etc. have already been purchased. Would be beneficial to know more about the curriculum, teaching styles, trips etc. Certainly more beneficial for UKS2 parents/carers as</p>

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		<p>interaction with the teachers are limited as many children walk to/from school.</p> <p>Mr. Wanford asked if it's something we could potentially record and share with parents/carers in the summer term going forward, ahead of them joining their new school year in September. It's always a challenge as we continue to get bigger and we always want to focus on remaining consistent where possible.</p>
3	<p>Nursery</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>Some feedback had been sent in with the forum rep which was specific to individual children or families, and so was not discussed in the forum but passed directly to the class teacher to follow up.</p> <p>Some parents/carers had raised whether a different platform other than Twitter (X) could be used as parents/carers didn't like it. There was also concern about permission with photos. Mr. Wanford explained that the school, like many others within REAch2, had chosen to use Twitter (now X) as a way of providing a window into what goes on in school, and was not meant to be a showcase of learning in its entirety. There were many other disadvantages to using other platforms (such as Facebook), and similarly, not all parents/carers may have other social media platforms. However, the option was there for parents/carers to get X if they wanted as it was free to sign-up, like many other sites. There was no expectation that parents/carers had to use this.</p> <p>Mr. Wanford highlighted that any photos used do have permission – and this is classed as 'internal' permission, on the consent form, as the photos are used internally within Green Ridge and not owned by a third party. This is made clear to all parents/carers upon induction and in the consent form.</p> <p>A parent had raised that they wanted spilt times between EYFS and KS1 drop-off as parents were finding this difficult. Mr. Wanford said he would keep this under review but felt that the ten minute window had not caused any major issues in the last year.</p> <p>A parent had raised whether the fruit and vegetables offered could be put back on Tapestry each day so that parents could see what children were having. Mrs. Mackie would ensure this happened.</p>
4	<p>Reception</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>Overall general feedback was that parents are very happy with the school and communication. Definitely highlights the changes to the newsletter have been well received. This was noted and welcomed.</p> <p>It had been raised about supervision/handover of children at the end of the day when usual class teachers were not in place, and often a name is just said for the child that is being collected.</p> <p>School expectations are that if a member of staff is not sure who the adult is who is collecting, they check the system to</p>

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		ensure they are on the list of permitted adults. As staff become more familiar with each child's permitted adults, this should become quicker and easier, but if in doubt, we ask staff not to release pupils.
5	<p>Year One</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>No major requests from parents and carers other than many are finding it difficult to speak about various individual concerns with the teaching staff with many feeling like they're not resolving issues.</p> <p>Mr. Wanford re-explained procedures for speaking with staff and communication to ensure that parents/carers feel that their concerns/questions are resolved. He highlighted that it can be difficult to have a proper conversation with staff at the start and ends of the day with so many pupils, and sometimes the best way was to arrange an appointment or a call to speak in more detail.</p> <p>Positive feedback regarding the single class entry for the door as the area is far less crowded than last year. This was noted and welcomed.</p> <p>Whiteboard markers – Children are often using their jumpers/cardigans to wipe them. The PTA are happy to fund additional erasers. Not ideal when the children are coming home with marks on their uniform. Can this be discussed with the children. This will be fed back to the younger year groups.</p> <p>Enrichment clubs – Positive feedback regarding booking system. Confusion caused regarding the collection points. Can children be given to wear their own clothes if preferred as causing more work with the children now bringing their PE kits home multiple times a week. This will be fed back to avoid this from occurring again in the future.</p>
6	<p>Year Two</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>It's been noticed that a lot more children are not wearing the correct uniform, i.e., wearing polo shirts instead of shirts.</p> <p>Mr. Wanford raised that we have recently been receiving mixed feedback regarding this as some parents/carers believe we are now becoming too strict with regards to our uniform expectations although our uniform policy has never changed.</p>
7	<p>Year Three</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>Request for teaching assistant in Alder class.</p> <p>As a school there is no requirement that a class must have a teaching assistant. Some classes may not have an access to TA as they are deployed based on needs and funds. For instance, some classes in UKS2 currently have more support based on the needs.</p> <p>Playground is too busy at drop-off and pick-up. Suggestion to drop children at the gate, rather than having to drop them to their classroom.</p> <p>The issue we would have is who is responsible for the children at that time. Although staff are often on hand at the school gates, if parents/carers were to speak to staff, they wouldn't be able to give all children their full attention meaning they</p>

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		<p>wouldn't know if every child has safely reached their classroom.</p> <p>Children still on bikes on school site. Staff are continuing to remind children of this.</p> <p>Suggestion to only allow each child to book on to one club and then re-open bookings after 48 hours where spaces remain. Unfortunately, Arbor doesn't currently have a function when we can limit how many clubs children are signed up to. Can certainly look into this in the future.</p> <p>Guitar lessons – Confusion caused regarding how to book lessons if spaces available. This will be raised with Bucks Music Trust.</p> <p>How are parents/carers selected to go on trips? A tracker has been created to avoid parents/carers multiple times and to ensure it's a fairer process.</p> <p>Why do children learn German when many of the local secondary/grammar schools teach French or Spanish? There are some of the local secondary/grammar schools which teach German. The National Curriculum says that schools can choose to learn German, and the basis for languages is that it gives children generic language skills which they can then build upon within KS3 at secondary school. If we had chosen to do French or Spanish, then inevitably there would still be an issue that children had learned a language which then was not done at secondary school. European day of languages last week highlighted to all pupils that German is the second most popular language in Europe – and so it is important to learn!</p>
8	<p>Year Four</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>Clarity regarding reading – Is it right that children will progress to the next level each term. Mr. Wanford will double check this with Mrs. Mackie.</p> <p>Are children able to access water as and when? Children generally get their water bottle as and when they want it. Tends to be more limited when they are learning as a class on the carpet.</p> <p>Will children be given the opportunity to go on the Germany residential trip in Year Five? This is currently being looked at.</p>
9	<p>Year Five</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>A number of parents are questioning why Mr Morris has been stopped being allowed to give children a high five hello in the morning. A lot of children are upset about not being able to greet him like this anymore as it's part of their morning routine and often one of the pulls that gets them in through the gate on difficult mornings. Mr. Wanford explained that as part of the safeguarding training, he had asked all staff to be mindful of situations which could</p>

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		<p>put themselves at risk, particularly where it could blur a boundary between an adult and a child who was not a friend, but a professional member of staff. Mr. Wanford asked parents/carers to understand the difficult nature of getting this right with all pupils and staff, and that it should not stop a child feeling that they do not want to come to school – if this were the case, then the parent/carer should raise this with their class teacher to look at alternative strategies/support.</p> <p>Parents were told at the meet the teacher there is one school trip planned but when it was decided that the Germany trip wasn't going to happen, we were told that something else would be put on in its place?</p> <p>The letter sent out last October stated that we hoped that we would be able to offer some alternative cultural themed activities in school next year in place of the trip to Germany. We are currently looking into providing another theatre production in German for the spring/summer term, and some work with our partnered school in Germany in place of the trip. We are also exploring workshops in London, how the cost is a major factor. Year Five pupils currently have their Bletchley Trip, the Barlett's trip, the 11B411 Create Something Amazing experience.</p>
10	<p>Year Six</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>Fidget toys (including slime)– Several parents/carers have mentioned that they seem to be on the rise again. Although parents/carers understand that some children require them, for some, it's simply a distraction. Surely children shouldn't be allowed to bring them if it's not a requirement.</p> <p>Mr. Wanford will feed this back</p> <p>Can the home learning be labelled as it's not always clear what has been set. Can the work also pleased be marked and/or acknowledged.</p> <p>Mr. Wanford will feed this back and also advised that this is something in which Miss. Thomassen is working on.</p> <p>When phoning home, can staff please leave voicemails where possible. If parents/carers miss calls, it can cause concern and also means parents/carers don't know who to call back.</p> <p>Noted.</p>
11	AOB	
12	Next meeting	Tuesday, 5 <sup>th</sup> December, 9.00am