



Parent Forum Meeting

Date:	Tuesday, 8 th October 2024 at 2.15pm			
Attendees:				
	Name	Year Group	Class	Attended
	Mrs. Ducker	Executive Headteacher		✓
	Miss. Thomassen	Head of School		✓
	Mrs. Curtis-Cross	Office Co-Ordinator		✓
	Lalinthika Alvares	Nursery	Little Berries	✓
	Gemma Moncada	Nursery	Little Pines	✓
	Adina Carda			✓
	Sonali Patil	Nursery	Little Acorns	✓
	Kunal Prasad	Reception	Birch	x
	Rachel Hopkins			✓
	Siobhan Connolly	Reception	Hazel	✓
	Sharon Patterson	Reception	Willow	✓
	Uma Macarov			x
	Sannah Khan	Year One	Beech	✓
	Vacant	Year One	Elm	
	Sophie Baker	Year One	Lime	✓
	Richard Rangel	Year Two	Oak	✓
	Laurilee Green	Year Two	Plane	✓
	Rhiannon Witney	Year Two	Spruce	✓
	Neesha Paik			x
	Neesha Paik	Year Three	Alder	x
	Holly Fox	Year Three	Cedar	✓
	Sharon Patterson	Year Four	Ash	✓
	Kamila Dawson	Year Four	Rowan	x
	Laura Nunn			x
	Louise O'Driscoll	Year Five	Maple	x
Laurilee Green	Year Five	Sycamore	✓	
Vacant	Year Six	Aspen		
Jayne Bendell	Year Six	Hawthorn	✓	

Review of previous/outstanding actions	Progress?
None as first meeting of the academic year	N/A

Actions ahead of next meeting	Progress?

	Agenda Item	Discussion/actions
1	Welcome	<p>Miss. Thomassen thanked the parent forum reps for attending today's meeting. She began by introducing herself 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>Miss. Thomassen 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 and noted that communication and feedback was important.</p> <p>Miss. Thomassen 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, and to support Miss. Thomassen 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.</p> <p>Miss. Thomassen referenced the link on the school website here.</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. Miss. Thomassen explained that this had been agreed with those members of the forum previously, and hoped it was still relevant as an overview.</p> <p>Miss. Thomassen 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>Miss. Thomassen 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>

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		<p>Miss. Thomassen 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 here. 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 Miss. Thomassen 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. Miss. Thomassen asked the parent forum reps to promote this use to parents/carers and encourage them to give feedback where they could – both things that are working well, and things to be improved.</p>
2	Car Park and Parking Within the Local Community	<p>Car park is closed to parents/carers and will remain closed. Staff and visitor use only. Local community sharing negatives stories with regards to where and how parents/carers are parking locally. Mrs. Thomassen asked for any suggestions and/or feedback.</p> <ul style="list-style-type: none"> • At The AVA they have signage (in form of small children). Is this something that can be considered/introduced at Green Ridge? Laurilee confirmed that the Parish Council helped fund them at the AVA. Worth also noting that they need to be spread out, but not far enough that a car can fit in between. • Local community officers to perhaps be around. Mrs. Thomassen confirmed that we have previously reached out to our PCSO contact, but no response has been received. Miss. Thomassen to share PCSO contact details with Laurilee as she may have an alternative. • Pupils to perhaps create a poster/flyer that can be sent home.
3	Whole School Issues raised from parents/carers on the online feedback and from the meeting	<p>Please could playing football in the playground during drop-off and pick-up times be stopped, as parents/carers and children have been hit with the ball on many occasions.</p> <p>Yes, agreed that this would cause concerns for families waiting on the playground before/after school. I will put this in our staff bulletin to speak to classes about not doing this in the morning.</p> <p>Why is the playground now mixed and not split into sections as it previously has? A few parents/carers are concerned as some children are finding it quite overwhelming and are anxious and intimidated by the older children.</p> <p>Key Stages have remained separate for the most part however there are now more choices of 'zones' for children to use. There is a Year One/Two only zone, there is a calm zone with colouring, reading shed, KS2 have the choice of the MUGA, main playground and UKS2 playground.</p> <p>What is expected of children when they need the toilet? Can they go as and when they need to, but must ask the</p>

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		<p>teacher for permission? Some parents/carers have mentioned that children are apparently only allowed to go during break times.</p> <p>Children must ask permission to leave the room to go to the toilet. We also have a 'one child at a time rule' so some children may be asked to wait until the toilets are available. Higher up the school children may be asked to wait while the teaching input of the lesson is happening and by Year Six we encourage going at break and lunch, however, we will not refuse to let a child go to the toilet if they are desperate. We also take into account medical needs and personal hygiene when giving permission. Children are also having to get used to not having a toilet accessible in their classrooms, noting that one child will only ever be able to leave the classroom to go to the toilet at one time.</p> <p>Would children be allowed to come in to school wearing their PE kits to save time getting changed and to enable parents/carers to wash the kits more regularly?</p> <p>This is something that the school have discussed in the past however the decision was made to stay in uniform to firstly develop the skill of changing themselves independently in the younger years which is part of our life-skills curriculum, and also because we want to ensure children are changing out of potentially sweaty/wet PE clothes from PE in the morning.</p> <p>What is the procedure when a class teacher is absent and someone is covering who many not be familiar with parents/carers when dismissing at the end of the day?</p> <p>We will always have someone familiar dismissing the class, whether that be a cover teacher supported by the TA or another member of staff. If there was no option to have a familiar member of staff we do use Arbor to support us and also take longer to ask the children who that adult is to ensure they are reporting they are a parent/carer.</p> <p>Can the school start doing weekly spelling tests, even if its set as homework, as nothing seems to be focused on that at all? Parents/carers have discussed EdShed but feel that it would be beneficial for the children to write things down. You also used to share 'Word of the Day' within the Weekly Round-Ups, but that has also stopped.</p> <p>We follow a clear spelling progression which is based in the curriculum and uses a range of teaching methods. One of these are practising/testing words however this is not done in isolation and learning words for one spelling test does not help long term embedding. The spelling rule that is being worked on that week will be seen on EdShed for families to practise at home. We introduce vocabulary in every lesson in the day across all subjects and these are reviewed and practised in school. We do not feel at this time that it would be manageable to share these in the newsletter.</p>

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		<p>Parents/carers have queried why the wording in trip/visit letters regarding payment is worded as voluntary and not mandatory. Some parents/carers have also reported that they have a minus balance on their Arbor accounts.</p> <p>Trip/visits payments are voluntary, and we therefore cannot change the wording to mandatory. Although payments are voluntary, trips/visits will not go ahead if the majority of parents/carers do not pay to help cover the cost of transport and admissions fees etc. Fortunately, this is not a problem that we are faced with here at Green Ridge, as most parents/carers make payment for the most part, meaning that experiences have never really had to be cancelled. Although some parents/carers miss the deadline, we always extend the deadline and send reminders. Wording is also always included regarding payment for children who are eligible for Pupil Premium, and for those that may be experiencing difficulties making payment.</p> <p>With regards to minus balances, this is likely linked to missed invoices etc. We encourage parents/carers to send an email to admin@greenridgeacademy.co.uk if this is the case.</p> <p>Will keyboard lessons be returning? We are currently teaching the recorder as our main instrument in the school however we do intend to allow the children the opportunity to play the keyboard throughout their time at the school. There is no immediate change to the instruments being taught in the school.</p>
4	<p>Nursery</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>Will there be learning plans for the children that are struggling more than others? If parents/carers are concerned, they are encouraged to speak to their child's class teacher in the first instance.</p> <p>How frequently should parents/carers expect to receive Tapestry observations as they seem to be inconsistent? This will be fed back to Miss. Dilks and the Early Years team. We will ask for them to confirm via Tapestry.</p> <p>Is there a specific snack time or are snacks left out to enable children to access them as and when they want them? This will be fed back to Miss. Dilks and the Early Years team. We will ask for them to confirm via Tapestry.</p> <p>Nursery aren't usually included in the class photos during the summer term. Can this be introduced ahead of next year? We're unsure as to why this decision was previously made, but we will certainly look into this and see if this is possible going forward. It is however worth noting that it may not be possible logistically, due to children attending different sessions.</p>
5	<p>Reception</p> <p>Issues raised from parents/carers on the</p>	<p>For Birch class, it is a very narrow entrance, shrubs are overgrown and there is also a massive bin in the way. This will be fed back to Mr. Morris.</p>

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	online feedback and from the meeting	<p>Class teachers previously posted at least once a day on Twitter/X, but this doesn't seem to be the case anymore.</p> <p>Miss. Thomassen confirmed that we have experienced difficulties accessing Twitter/X due to the website being blocked. We are under the impression that this has since been resolved so this will be fed back to all classes.</p> <p>Is it possible for there to be more barriers where Hazel class queue?</p> <p>This will be fed back to Mr. Morris.</p>
6	<p>Year One</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>How does the library work? How frequently do the children go?</p> <p>Reception visit weekly and Year One upwards will visit every other week due to the number of classes we now have.</p> <p>Is it possible for the Meet the Teacher slides to be sent out earlier as it may help children that are anxious.</p> <p>Miss. Thomassen confirmed that transition days/sessions take place in the summer term to support with this. It likely won't be possible to collate the information required and share with parents/carers any sooner.</p>
7	<p>Year Two</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>Some schools are wearing yellow for Mental Health Day on Thursday. Are we participating?</p> <p>We aren't participating but will certainly be talking about it in school on Thursday. Rest assured we will be celebrating similar events in the future and further details will be sent out in due course.</p> <p>Can the KS2 gate be opened for enrichment club collection?</p> <p>Unfortunately, this is currently not an option as Busy Living have access to the playground and for safeguarding purposes we need to limit the number of exits. This will however be reviewed, and the outcome shared with parents/carers if any changes are to be made.</p> <p>Workshop – Parents/carers opted to volunteer for the GFoL workshop, but it took a long time to receive a response meaning they may no longer be able to get the time off work.</p> <p>This will be fed back to Miss. Dilks and the process will be reviewed.</p>
8	<p>Year Three</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>Cedar class door is sometimes opened late at the end of the school day? This can impact after school activities.</p> <p>This will be fed back to Mr. Harris.</p> <p>Cedar class doesn't seem to post as much on Twitter/X, but we understand that this may be due to the errors staff have experienced accessing the accounts.</p> <p>Again, this will be looked in to, but hopefully shouldn't be a problem going forward.</p>
9	<p>Year Four</p> <p>Issues raised from parents/carers on the</p>	<p>We have been told that the changing rooms would arrive with the new building. However, hearing from the children they are still changing for PE in the classrooms - Do you know when the changing rooms will be available?</p>

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	online feedback and from the meeting	<p>The changing rooms are built in the new toilet blocks in the extension but there is not enough space for a class to change and therefore changing will remain in the classroom.</p> <p>Varmints - Lots of parents/carers arrived at 2.30pm, not quite sure what to expect, but as 'meet the new teacher' was mentioned in the letter many thought there would be some structure, perhaps the teacher saying a few words, children talking about their work or such, but it was like any other 'book look' session. That is totally fine but most of us were done within 10 minutes and then we spent the next 40 minutes loitering in the playground waiting for children to go home. Understandably that extra time was allowed for the parents/carers with multiple siblings but it was never mentioned in the letter so it seemed like a waste of the time for the majority of parents/carers who could have come at 3.00pm and still have had plenty of time to look at their child's work.</p> <p>This was our first "Take One Book" afternoon, and the children were very excited to show their project to their parents. As mentioned, we had to leave enough time for parents/carers to visit up to three classrooms for siblings and then enough time for the class to prepare for home time. We felt this was an appropriate amount of time however we will review this for future projects.</p> <p>Homework - Last year the decision was made that there will be no individual feedback on homework, instead the optional side of it will be celebrated in the classroom. I don't think it works like this at the moment, and many parents/carers in the class seem to agree. Children who spent their time working on the optional homework in PowerPoint or Scratch, or sent their work in on Teams aren't celebrated in class, nor even recognised by their teacher. Last year their work would be printed out and put on display or shown (video) to the class every week. At the moment, they feel like if they don't do the optional homework on the paper then no one will see and if they don't do homework at all it makes no difference anyway. Understandably this is demotivating for the children and gives no incentive to work on their homework grid.</p> <p>This will be passed back to staff to ensure that the policy is being carried out consistently in all classrooms. Online 'optional' homework should be celebrated in the classroom.</p> <p>Children are still scootering and riding bikes in the school grounds, and I've been hit by a scooter from behind on several occasions. I realise this was raised in the last weekly newsletter, but it really needs better policing.</p> <p>This went out in a letter to parents on the 3rd of October as a reminder and staff on duty are speaking to individuals.</p> <p>Please check the head injury policy is up to date as parents/carers should really be contacted immediately after any head injury as teachers may be unaware of pre-existing</p>

	Agenda Item	Discussion/actions
		<p>conditions or previous trauma that may exacerbate a head injury. The concrete steps in the playground are a particular risk and while during drop off it should be down to parental supervision, maybe a couple of cones there would help children know to stay off them in the morning/afternoon?</p> <p>Every class in the school has had a discussion about the steps are these are being monitoring and supervised while the school is open. In terms of head bumps, we use medical tracker to inform parents of minor head bumps where the child is well enough to stay in school. Head bumps that cause concern or need further medical attention, parents are phoned.</p> <p>If it's raining, would it be possible to open the classroom doors a little earlier to prevent children from possibly getting wet and cold? Parents/carers are however grateful when doors have been opened early on the odd occasion when weather is severe.</p> <p>Unfortunately, this is the time that our school day begins and when we expect teachers to be present in their classroom. Staff will be preparing for the day, having team meetings, printing resources etc before this so cannot be guaranteed to be available.</p> <p>Is the playground monitored as a lot of pushing and rough play seems to be happening as children are going home and telling their parents/carers what's happening during break and lunch times.</p> <p>There are staff in each zone of the playground who are monitoring, engaging with children, facilitating games, handing out resources to use etc. Pushing and rough play is not allowed on the playground and is dealt with using our behaviour policy when it is seen.</p>
10	<p>Year Five</p> <p>Issues raised from parents/carers on the online feedback and from the meeting</p>	<p>Previously the TTRS curfew enabled children to play between 8.00am-7.30pm. Is it possible to have the hours adjusted and made available from 7.00am to allow children to play at breakfast time?</p> <p>This will be fed back to the Maths lead.</p> <p>Why are school photos being taken on different days this year? Unfortunately, due to the sheer number of children now on roll, it is no longer possible for all individual and sibling photos to take place on one day. To confirm, Tempest Photography will be visiting next Thursday 17th October to take the individual photos for children in Reception – Year Six and will return on Thursday 14th November to take sibling photos. This will also provide an opportunity for any children who were absent from school on the 17th of October to have their photo taken. If your child normally only attends nursery in the afternoons and you would like them to have a photo with their older sibling/s, please contact Mrs. Lewis via email to nursery@greenridgeacademy.co.uk to arrange a suitable time to bring your child in. Please also note that children in Reception usually come in to school wearing their PE kit on a</p>

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		Thursday, to which we can confirm that PE has been rescheduled and children are therefore required to come in to school wearing their uniform.
11	Year Six Issues raised from parents/carers on the online feedback and from the meeting	Nothing to raise.
12	AOB	
13	Next meeting	Thursday, 28 th November at 9.00am