

# Parent Forum Minutes

Friday 2<sup>nd</sup> February 2024 1.30pm in school

Apologies: KJ (Y3) and CM (Y6)

Item		Action
1. Carpark issues as brought to the group by a parent/governor	<p>Submitted by CM (Y6 rep) on behalf of a parent.</p> <p>The forum read an email from a parent with a concern regarding the car park and drop off in the morning only.</p> <p>The email was discussed at length.</p> <p>The main concern in the email was that parents are worried about their child being late in the morning and congestion in and around the carpark is leading to some parents deciding to allow their child to exit their vehicle unaccompanied on School Lane or at the entrance to the carpark rather than the exit, so that their child won't be marked as late.</p> <p>Several suggestions were made, in the email, to ease congestion in order to reduce the risk of an accident.</p> <p>The parent forum considered each of the suggestions in turn:</p> <ol style="list-style-type: none"> <li>1. Longer drop off window of 20 minutes</li> <li>2. Children being dropped off from 8.20am instead of 8.30am and being 'held' and supervised in the playground by members of staff before going into the building at 8.30am (with a note that this would have budget implications as these members of staff would be paid from 8.20am)</li> </ol> <p>The forum discussed both of these options at parent forum meetings before and so parents remembered the issues that LP explained to them last time, regarding both of these proposed solutions.</p> <p>The main issue being, that, for twenty minutes, in both of these scenarios, school would not know who was onsite and who was offsite and so if there was a fire, we would be unable to ascertain who was safe and who wasn't!</p> <p>LP said that as a school we realise that the village is not set up for over one hundred families to converge at one time and although the parish carpark helps, this can also come with its downsides. As a school, we are only responsible for the happenings within our school gates and the car park (owned by the parish and not the school) is outside of our jurisdiction. However, we want to help parents as much as we reasonably can, while ensuring the safety and punctuality of our pupils which is why we have compromised with a ten-minute drop off window and a turning circle system that staff help with.</p> <p>LP told the forum that the system has been observed many times by Tammy Vincent (Education and Inclusion Officer) who had said that she was extremely impressed with the warm and personalised welcome the children at our school got – a door to door service with many parents not needing to leave the comfort of their vehicle! Tammy has commented that the system works very well.</p> <p>LP said that as a school, we have not received any parent complaints about drop-off at all. The reps confirmed that they have not received any complaints about drop off either.</p> <p>LP told the reps that nevertheless, at Newchurch, the children's safety is always paramount and as a result of the parental concern, our School Business Manager and Health and Safety Officer, Mr Jacobs, had accompanied Mrs Parkin and staff at the front of school during drop off to see for himself, how this worked.</p> <p>Mr Jacobs joined the parent forum and reported that he felt the system worked very well and that it appeared smooth with it all being completed</p>	<p>Feature in the newsletter about the carpark and safety at drop off in the morning.</p> <p>Feature to include the photograph from Mr Jacobs (H&amp;S) indicating the safe drop off point as a reminder to parents.</p>

by 8.40am. He noted one parent dropping their child unaccompanied at the entrance to the carpark to cross the road and all others parked and brought in or dropped at the turning circle to awaiting staff.

Mr Jacobs has therefore completed a risk assessment for the car park at drop off. He has included a picture of the carpark with the designated drop off point clearly marked. This marked photo will be included in the newsletter to again, alert parents to the safest drop off point.

Parent forum read the risk assessment and looked at the diagram and confirmed that this would be a good idea. This will be included in the next newsletter.

Parent reps said that they know that the carpark is a regular source of frustration for parents but noted that it doesn't belong to the school and we have no jurisdiction over it. They noted that we have tried lots of different ways of getting the children into the building in the morning and have explained why other ideas that parents have had (including ideas from the reps) cannot always be implemented, whereas we have implemented good ideas when they will work such as: only having one gate for the children to go through so that parents can see children enter and also for staff receiving the children to wear hi-vis jackets so that parents and children can be aware of them.

However, the forum welcomed the gate being opened slightly before 8.30am to ease congestion. They also asked that parents can be reminded to park courteously as it was pointed out that some parents 't-bone' (park in front of parked cars). The reps concluded that sometimes this cannot be avoided and the wait is rarely very long, particularly at drop off. They did note frustration at some parents repeatedly 't-bone' parking in front of empty spaces instead of people parking in the empty space itself.

Reps said that they would also welcome regular communication to parents regarding driving slowly, dropping at the designated points and being courteous with parking and respectful of others to continue.

The second concern in the email was regarding the number of lates recorded last term and the suggestion was that this was as a result of congestion in the car park. It was suggested that many parents were unhappy that their children had been recorded as late as, at the time, they didn't realise that they had been.

LP reported that the number of 'lates' this half term had greatly reduced so far (75% reduction) and as nothing had changed in relation to congestion around the carpark and village, the conclusion is that it can't be this that caused the lates.

Mrs Parkin also confirmed that the parents who had received 'late letters' and in some cases 'late interviews' for having multiple lates (rather than the odd one which is to be expected) had managed to rectify their situations.

One parent rep confirmed that she had received a late letter herself for several 'lates' in term one and had resolved to leave five minutes earlier in the morning which had resulted in no lates so far this term.

LP stated that for our part, school had ensured that the gate is closed every morning at 8.40am this term, rather than staff waiting to support late arrivors as we had done in term one, which had perhaps unwittingly meant that parents who were late may have believed that they weren't, despite arriving later than 8.40am as staff were still there to collect the children from the car. We have also ensured that all registers are definitely closed at 8.45am on the dot.

	<p>Another parent rep commented at this point and asked when parents are going to take responsibility themselves for ensuring that their children are in school on time?</p> <p>It is noted that the vast majority of parents do take this responsibility seriously.</p> <p>All reps said that they believed that the current system worked and with reminders to parents regarding safe drop off points and courtesy in and around the car park, they believed that this system is the best we can do.</p>	
2. Take a Moment Poster from Mental Health Ambassadors	To be completed.	
3. Safeguarding for children leaflet	<p>LP shared the safeguarding for children leaflet that had been designed by the Young Governors with support from LP. The reps liked the idea of the QR code which the children can scan from a school ipad or, once home, they can scan from a device at home. The QR opens up to a questionnaire where the children can report a concern they have about themselves or another child. Once a questionnaire has been submitted, LP gets an email alert. This is to replace the old system where children who were worried about speaking directly to an adult could write their concern down and post into a designated post box in school. The downsides of the old system is that staff may not know when a letter is posted whereas this online system ensures that LP knows.</p> <p>Reps suggested the QR code be shared on seesaw.</p>	LP to share QR on Seesaw.
4. Financial Friday	<p>Reps visited classes to see children's work and their lessons regarding Finance Education.</p> <p>Reps thought that this was a good idea and liked the idea of children being taught about 'wants' vs 'needs' and suggested 'give away' as a third choice.</p> <p>LP spoke about school analysing what we have done so far and making improvements for next year.</p>	
AOB	<ul style="list-style-type: none"> <li>- Water bottles – what happens if a child forgets their water bottle? How do they drink throughout the day? LP said that there is a water machine connected to the mains in the hall where children fill their bottles and said that the children have access to cups from the main kitchen to use if needed.</li> <li>- Can school shed light on recent poor reading and writing results? Have they got plans to improve this and what can parents do at home to support? LP said that reading results last year were good (80% age related expectations) however, writing results were poor. This was mostly due to several factors which were cohort specific and was somewhat expected. LP said that we were actually very proud of our learners, many of whom had difficulties to overcome, especially as they had just entered Y3 in the first lock down and were the worst hit KS2 cohort due to COVID. Mrs Parkin pointed out that faced with online learning all</li> </ul>	Writing to be looked at at next meeting and standards and requirements for reaching ARE in Y6 to be shared with reps.

	<p>day, it was our experience that many learners did not complete or even attempt the writing tasks despite our best efforts. Nearly a whole year of not writing much, took its toll on things like spelling and editing and proof-reading for mistakes. We also had a lot of movement in this cohort with many children joining us from other settings pretty late on in their Primary school journey. We know that there are quite a few of the children who hit their targets later than the time we were required to send in our results – the beginning of June and with two months in school still left, some of those children actually hit ARE but this was too late to be included in our results.</p> <ul style="list-style-type: none"><li>- To add - Writing is a key component of the school improvement plan and external support has been commissioned (and is already having great impact). The Local Authority are aware of our priorities and have validated our approaches and whilst it may take time to see the results we are confident that we are focusing our energy on the right priorities.</li><li>- One rep mentioned that their child has been asked to come to writing booster sessions so they know that we are working on this.</li></ul> <p>Reps talked about handwriting support asking if books with pounced holes being used at home and in school might help the children to write. LP misunderstood at the time and said that these could be helpful at home but handwriting needed to be taught to small groups of pupils where staff are able to watch their every move as it's possible to complete handwriting tasks while starting and ending letters in the wrong place.</p> <p>LP has since realised that perhaps this was a suggestion to improve KS2 writing results. This will not have an impact as there are many targets for the children to hit regarding composition, grammar, sentence structure etc and this all needs to be correct for a grade of ARE and handwriting at the age of 11 is a very small part of this.</p> <p>-Writing can be on the next agenda so we can talk about this further.</p>	
	Next Meeting – Friday 8 <sup>th</sup> March	