

Parent Forum Meeting Minutes

| | | |
|--|---|---|
| <p>Team: Parent Forum Date: 11.12.25 Chair: Amy Hyde Minutes written by: Tor Darnell</p> | <p>Present: Miss Amy Hyde (Acting Head), Mrs Tor Darnell (EY lead), Fiona Brooks (year 5) Apologies: Laura Letford (year 6)</p> | |
| <p>AGENDA:</p> <ul style="list-style-type: none"> • Equality and Diversity Objectives • Year 6 • Year 3 • Year 5 • AOB <p>Please note that most of the agenda items that have been submitted by parents and carers to their reps, have been copied and pasted word-for-word – these can be seen in bold.</p> | <p>Actions</p> | |
| <p>Meeting change</p> | <p>Unfortunately, due to low numbers of representatives, this meeting was cancelled and it was decided that school would respond to the matters raised in a written format.</p> | |
| <p>Equality and Diversity Objectives</p> | <p>There was no feedback from parents with regard to this.</p> | |
| <p>Year 6</p> | <p>Can we ask when we'll be getting the target setting info from all the SATs practice they've been doing? I'm not sure, but thought this was coming this 1/2 term?</p> <p>Reply from Ms Cassidy: Target setting info will be given before the end of the half term as internal data deadlines for staff were this week. I will have finalised all targets for this.</p> <p>Also just a positive note - To say that there has clearly been an immense amount of 'additional' work in the school this term; trips, assemblies, breakfasts, activities, performances etc - it has not gone unnoticed and is really appreciated!!</p> <p>Thank you – this has been shared with staff.</p> | <p>TC to share targets with parents and carers.</p> |
| <p>Year 3</p> | <p>Drinks. Are they allowed to drink during lesson as some kids are saying they aren't.</p> <p>Yes, the children are allowed to drink during lesson time in all year groups. Water bottles are generally kept at the side of the classroom by the sink. Children can access these during lessons, but teachers ask that children wait until the teaching input (the part where the teacher is instructing) is over. When children are unwell, teachers allow children to bring their bottle over to their table to support with things like sore throats or coughs. The only time a staff member would say no if was if the child was misbehaving or using the opportunity to get a drink to chat to friends or get out of doing work.</p> <p>AR Quizzes. There seems to be limited resources & time to do quizzes resulting in children missing their targets. Would it be</p> | |

Parent Forum Meeting Minutes

| | | |
|--------|--|--|
| | <p>possible to open the system to allow children to take the test at home?</p> <p>This was also raised by teachers and therefore has already been addressed in school. We are excited that FoMT are buying school some new computers (chromebooks) for the classrooms to replace the ones that are becoming unusable. We are collecting quotes so these will be purchased and ready to use soon. In the meantime, staff are able to take the children to our computer suite to carry out quizzes.</p> <p>Grandparents Breakfast. Could there be a year where parents can come in for breakfast instead as some children don't have grandparents.</p> <p>While we appreciate that some children do not have grandparents, or that some children's grandparents are not able to come, this is an event solely to celebrate the older generation. We have lots of events through the year where parents are invited into school.</p> <p>Cleanliness. Our year have been doing yoga in the hall where they have to take their shoes and socks off. A child mentioned that multiple times when it's afternoon PE they have slipped on food that's been left on the floor from lunch. They have had to remove things such as sweetcorn & lettuce from their bare feet before putting their socks & shoes back on. (A parent raised this concern & multiple other parents confirmed it).</p> <p>The school hall is swept after lunch and mopped every day. If the hall requires another quick sweep, we will encourage the children to tell their teacher as this is easily done at the start or during a PE lesson.</p> | |
| Year 5 | <p>1) Can you ask about the behaviour policy and how we as parents know how our children are behaving at school, perhaps a regular feedback with how many yellow/red cards etc? We sometimes have days when there are bad moods in our house after school and later on transpires that it's because they were given a yellow card etc.. but unless the children tell us (which lets face it they don't) we never know how they are behaving/ what type of day they have had.</p> <p>Another parent added communication has been poor compared to year four and another proposes that Red and yellow cards be put on a marvellous me with a reason.</p> <p>In regards to a child's day-to-day behaviour in school, no news is good news. We will formally report on the children's behaviour each term through parents' evenings or their end of year report. In between times, if there are any concerns, the class teacher will speak with you directly. It is not our policy to tell parents and carers about yellow cards because these are a warning and an opportunity for them to alter their behaviour. However, if we saw an increase or pattern of yellow cards, teachers would address this with you. If you feel that your child is unable to regulate their emotions after</p> | |

Parent Forum Meeting Minutes

| | | |
|--|---|---|
| | <p>receiving a yellow card, and you would like to know in order to support them, this will be an exception to our policy and therefore you will need to speak with the teacher about this. Any red cards that have been given a phone call home, or a face-to-face conversation have been completed.</p> <p>2) Hey, for the parent forum can we get an actual update on Mrs Bainbridge? If she is expected to be off any longer, is there an official plan in place? As surely the extra workload will impact on the other teachers and everyone in turn.</p> <p>The lack of communication is worrying as she went off suddenly and we just get drip fed here and there xx</p> <p>Here further comments were aimed at the workload of the Senior Leadership team and what support there is for them and also questions about the numbers of TAs in the classrooms and what they are having to cover and if substitute teachers were being made aware of specific children's needs if lessons were being covered regularly.</p> <p>We are appreciative of the support you are showing towards the staff and their wellbeing and workload. This item has been raised with the governing body who will answer this question directly before the end of the term.</p> <p>3) Sendco provision seems to be reactive rather than proactive, there seems to be a lack of support for parents and very poor communication, are there sufficient, appropriate resources and qualified staff to deal with the large numbers of children with SEN.</p> <p>A couple of parents suggested that resources sent were not answering the questions they had.</p> <p>We currently have 5 children with EHCPs and 26 children on Stage 2 with SEND Support Plans. This means that there are outside agencies involved in supporting most of these children. In addition to this, there are 20 children on the watch-list who are being closely monitored and assessed half termly. The number of children being monitored or needing more support is constantly changing.</p> <p>The SENCO is employed for 2.5 days per week. Within this time, priority is given to identifying the needs of the children through observations and discussions with Class Teachers and parents/carers, putting strategies in place to support the children, evaluating the impact and sharing with parents/carers the findings. The SENCO then liaises with various external agencies to secure the right level of support for the children. At this time, the school is working with the Early Years SEND team, Speech and Language Therapists, Educational Psychologists, Advisory Teachers for the Hearing Impaired, Art Therapists, the Community Paediatrics team and Art Psychotherapist, the SEND team at Central Bedfordshire Council and the Ivel Valley Outreach Team to name a few outside agencies. Work is currently in progress to secure EHCPs for a number of children.</p> | <p>School governors to communicate to parent community.</p> |
|--|---|---|

Parent Forum Meeting Minutes

| | | |
|--|---|---|
| | <p>The Senco can be directly contacted by email or by speaking to the Class Teacher or the School Office. All emails are responded to by the following week without failure. The Senco also holds face-to-face meetings with parents of children with SEND or with parents with concerns on a weekly basis or at SEND Support Plan meetings or Parents' Evenings. The Senco is also available for informal chats at the school gates on Monday afternoons and Tuesday mornings. All the procedures for communication are clearly outlined in our Special Educational Needs and Disability policy.</p> <p>The Senco works closely with the Headteacher and SEND Governor to monitor the quality of the SEND provision across the school including the Preschool. Last academic year, a free work shop on Neurodiversity and Masking for parents with children with SEND was organised and it was advertised through the weekly newsletter. However, it was not well attended. Looking at the response, the Senco has not arranged one this year. The SEND Report was published for the parents in July 2025. The Senco arranges and sometimes delivers training on SEND to staff to ensure that staff are up to date with best practices and feel confident to support the diverse needs of children with SEND. In 2024-25, staff received training on Mediated Learning, SCERTS and Team Teach. This year, staff are attending the Communication Champions training in the Spring Term. The Senco also attends various courses for professional development (such as Planning the School's Approach to EBSNA, Supporting Children with Dyslexia in the Classroom). Transition arrangements are also being made for children moving to Sandy Secondary in September 2026.</p> <p>The school has employed 2 new members of staff this academic year to ensure that our staffing levels are appropriate and meet the needs of our children with SEND.</p> <p>AH asks parents if they would like a monthly newsletter for SEND again as we have had in previous years? This would outline all the services available to parents that school can access.</p> <p>4) Please can we get an update on spellings and AR. They used to write the results in their books (spelling books for spelling and reading records for AR) but very few of the kids seem to reliably do it anymore and what the reading targets are.</p> <p>The spelling scores will be written in their green spellings books and reading targets can be recorded in their reading diaries.</p> <p>Checks are made to see if pupils are writing in their spelling scores and AR targets and ZPD's are written in the back of their reading diaries every half term. Targets are set between teacher and pupil so that they are both progressive and attainable. AR quiz results should be written in pupils diaries, but however, it seems that perhaps some pupils are forgetting to do this.</p> | <p>Reps to ask classes if they would like to see the SEND monthly newsletter return?</p> <p>SJ to check children are completing this each week.</p> |
|--|---|---|

Parent Forum Meeting Minutes

| | | |
|---|--|--|
| AOB | The meeting did not go ahead and therefore there was no AOB. | |
| <p>Items raised for future meetings:</p> <ul style="list-style-type: none"> • Activities and support for 25th year celebrations • Uniform policy – years 3-4 wearing ties. <p>Meeting dates for this academic year:</p> <ul style="list-style-type: none"> • Thursday 12th February – 2:30pm • Thursday 19th March – 2:30pm • Thursday 21st May – 2:30pm • Thursday 25th June – 2:30pm | | |