

Bunbury Aldersey Primary School Parent Council

Meeting Minutes

11th October 4pm

Attendees:

Mrs Badger (NB)

Julia Arkell (JA) (Chair & Y5), Nicola Tomlinson (Y6), Kati Rockett (Y4), Melissa Dawson & Emma Watkin (Y3), Charlie Lea (Y1)

1) Apologies and matters arising

Apologies:

Kate Waring

Ange Gordon (Secretary & Y2) & Laura Smith (Y2), Natalie Connelly (Y5), Kyra Cullinan & Natalie Kingshott (YR)

No matters arising.

2) Update from Mrs Badger, including request for update on parking committee

Due a delayed start to the meeting NB gave her update at the end of the meeting.

NB thanked everyone for being parent council representatives and re-iterated its value to her and the school as a tool share to views and communicate both ways.

Always refresh priorities at beginning of school year. This year focus on Writing. Approach to teaching writing has changed with adoption of Pathways to Write. This is linked to Pathways to Spell and Pathways to Read which have also been adopted over last 3 year. Considered to be a much more child friendly approach to developing love for writing and acknowledged focus had too been technical previously.

Staff have been also receiving training on how to build rapid progress in writing as have found that writing has not caught up at the same pace as other skills post-covid.

Curriculum continues to be connected to quality book but as the texts have changed a lot of work has gone in over the summer to adapt. Parents can find more information on the Class Page to show how curriculum links to the text.

Parking committee met at end of June. Action was with parent committee members to collate questions to be sent out in a parent survey and this was chased by NB this week. This will provide the date and views needed to enable quality meetings with Parish Council, MP etc.

A car park is still ultimately the aim but it requires external funding.

ACTION: JA will summarise key points and responses from the meeting for the parent council reps to share directly with parents over class WhatsApp in addition to sharing the minutes to help build the two-way communication.

3) Items raised by parents via class representatives

General:

- **Reading books – frequency and timings of changing books (Yr 2&3), reading with staff in school (Y3), review of reading diary (Y6)**

Concern was raised that reading books had not been changed in Y3? Diaries change in KS2 – same books come home for first couple of weeks, do they read in school (but know that has happened).

NB noted how teaching of reading has changed compared to even 5 years ago. Focus in school is on teaching reading rather than hearing children read. So children move from Phonics to Pathways to read.

At KS2 level whole class (guided reading) is done with children taking it in turns to read out loud as it is not effective use of teaching time to hear 1-2-1 unless children have education need. Some children require 1-2-1. Teacher will record for in assessment tracker but not in reading diary.

There is less focus on reading diary at KS2. At KS1 it is useful to monitor how much being read at home and build the partnership to develop reading, by KS2 it is a tool to allow children to recording their responses to reading.

There is a bank of parent volunteers – predominantly KS1 who come into school to support 1-2-1 reading.

ACTION: it was agreed that more education for parents as to how subjects were being taught would be useful. NB confirmed that going forward each week the newsletter will provide a short explanation for a particular subject

- **Y2 – request for reading books on Monday and Tuesday.**

NB explained that the approach to reading means that books come back on Monday so that they can be re-distributed and taught to the children e.g. read as a group, on Monday and Tuesday before being sent home for practice. This was something which had been established across KS1 over the past few years and was no different to practice from last year. The book scheme is expensive so only at present have one set of class texts for each title.

This method builds to confidence and success in reading. E.g. like a piano lesson, learn the piece with the teacher before practice at home. Children can read other books with parents on Monday & Tuesday.

- **My Maths – positive feedback vs mathematics although reminder needed to parents that not yet all linked to class work (as communicated at Meet the Teacher)**

NB noted again the approach to teaching maths is based on mastery – ensuring children master a concept and revisit it. As such My Maths will involve re-visiting parts of curriculum. This stops gaps of misunderstanding widening and helps build fluency. This will be explained in the newsletter when Maths is covered.

Reception:

- **Lunches**
 - **communication of choices**

ACTION: NB to remind staff of the need to be explicit about which dish is vegetarian

- **monitoring of eating**

Concern was raised about quantity children were eating and whether they were monitored.

NB confirmed there is close monitoring at lunchtime and a lot of encouragement to eat. Last week due to staff illness NB did lunchtime monitor duty. NB noted that the younger children struggle to concentrate. They will eat a little and then say they are done. Encouragement is needed for them to sit and eat a meal. NB also noted some children were not used to trying foods presented differently e.g. carrot batons vs carrot slices.

ACTION: NB will add in lunchtimes/school dinners as part of the new starters evening next year.

- **Homework- navigation on webpage**

NB noted that the arrangement of the information (which they are required to provide) along with the homework is consistent by class.

- **Badgers booking system and availability of slots**

Request was to whether an on-line system booking was possible to give more flexibility and speed of response and whether new reception parents could book children in prior to September when they start.

ACTION: NB will speak to Gillian and Joanne Jones regarding possible booking system.

NB noted that legally the details of reception starters parents cannot put on the system until day the children start school in the September. Prior to that all correspondence is via post.

ACTION: NB to provide Badgers booking form to parents at new starters session pre-summer

Y3:

- **After-school activity club booking – possible before summer hols for autumn term?**

NB noted that the outside providers don't tend to formalise bookings until August.

ACTION: agreed an indicative schedule shared with parents in the before the end of the summer term would be useful. NB to follow-up.

- **Understanding frequency of worship and how questions about bible stories and beliefs are answered.**

NB noted that the legal requirement is to bring children together on a daily basis for 15 mins – In a CoE school (such as Bunbury) this is Christian worship (in non-CoE it must be “broadly” Christian) however it turns different forms every day and is based around values e.g.

Weds – singing, Fri – celebration. A mix of bible stories and other stories are used to teach a value such as respect/ courage/ forgiveness.

RE is taught as an academic subject. The worship and ethos lead is separate from RE lead. As a CoE school the curriculum is split 60% Christianity, 40% world faiths and other beliefs. (Non-faith schools teach 50:50). RE is taught by saying “Christians believe”, “Hindus believe” etc rather than “we believe”.

Y5:

- **Pen licences – whole class removal at beginning of term, parent concern and also impact of pen licence approach on children with additional educational needs**

NB emphasised this wasn't permanent and was done with best intentions. Also noted that children with education plan will get to stage of writing in pen and this considered on individual basis.

JA noted that more clarity over the date that they were to be returned would have help to manage the expectations of children and parents.

- **Water bottles - no longer on desks but in box in classroom, concern over amount children subsequently drinking**

Also asked whether water bottles could be placed below desks.

NB noted children need encouraging to help themselves to a drink at lunchtime from the range of drinks available (many don't unless poured for them)

NB stated that regarding drinking in class, water bottles on desk did cause spillages and “bottle flip games”.

ACTION: addition to visual timetable to get drink will be made and encouragement to get up and drink and also drink at lunchtime (with request for parents to also re-iterate this)

- **Class assemblies - request for children to share learning with other children and parents e.g. Mayan day**

ACTION: NB will follow-up with staff to see what is possible

- Opportunities for Drama – also linked to point above. Concern over experience and readiness for performance in Y6 and High School. Two parent council members expressed willingness to support any additional drama/performing arts as much as they can.

NB noted the new approach to writing “Pathways to Write” bringing drama into writing e.g. role play and so drama will become more commonplace in the curriculum. E.g. as it is brought into RE.

Also noted that volunteers would very much be welcomed to support and that the new teacher Mrs Dewsbury has a background in performing arts.

ACTION: Parent council volunteers to follow-up with NB

Y6:

- **Peer to peer marking of timetables tests**

Concern that children can see each other's progress

NB noted it won't be the same child marking same child each week and whilst peer to peer marking is a common approach in other schools it isn't used extensively at Bunbury.

- **Head Boy and Girl interviews - feedback**

ACTION: NB to ensure the next time more feedback is given to the unsuccessful children

- **Sense appointments – request for after school like parents evenings, instead of during the day.**

NB noted that as Sense appointments are 30 mins these are difficult to schedule in evenings. Some are after school but she has to be concerned for staff well-being and lateness of working

4) Praise & positive feedback

- Reception class - Tapestry app, 'Meet the teacher' and 'Parent info evenings', buddies, Forest schools and PE
- Y5 - Praise for Mayan workshop - they all loved it
- Y6 – thanks again for SchoolFest and time invested by the staff

5) AOB

Y5 – spellings given an weekly homework but concern they aren't being formally tested on a weekly basis which is disincentivising some children to do them.

NB noted that for Y6 SATS writing is assessed like coursework. English mark is accumulation of what they can apply, as well as them doing a separate SPaG test. So getting the children used to applying spellings as well as individually tested is part of the teaching approach.

6) Date of next meeting

To be agree via separate correspondence but agreed that an in-person meeting during this year would be appreciated by all.