



Parents' Forum Minutes – Halsford Park School

Tuesday 26th November 2024

Attending	Claire Spencer	Headteacher
	Rosie Loftus	Deputy Headteacher
Staff	Rhiannon Durrant	Year 3 Teacher/ EAL Champion
	Nicola Alsbury	School Administrator
Parents/Carers	Ashleigh Salter	Yr2/5
	Emma Pickering	Yr3/1
	Emma Farrington	Yr1
	Lucy Carey	Yr4
	Michelle Lyon	Yr4/1
	Lou Roach	Yr5
	Lucy Hall	Yr6
	Viktoriiia Zavadska	Yr 5
	Tavonga Muzenda	Yr 3

How we will be:

Non-specific (not about individual children/adults).
Respecting others' opinions.
Keep it kind.
Solution focus.
Non-Repetitive

Meeting Started: 09.05am

1. How we will be and Terms of Reference & Reviewed Actions

Miss Loftus welcomed everybody to the meeting. "How we will be" and the Terms of Reference were reviewed and agreed, introduced new parents who were attending as specifically invited to come along.

- An Early Years Rep is still needed. Parents/carers to be informed about Parents' Forum at the 4 weeks in Early Years meeting- ACTIONED
- Invite previous new families to Halsford Park during the school year to provide feedback on the Induction programme. Emailed and parents invited verbally by parents (some arrive by transport so were unable to attend) - ACTIONED
- Bullet points to be added to Parent Code of Conduct regarding vaping and dogs (see AOB) - ACTIONED
- Emma Pickering mentioned how TTRS (Times Tables Rock Stars) is bright and flashy. Does the school consider how IT programmes may affect neuro-diverse children? This will be looked into.

SENCO response: *At Parents' Forum a question was asked about Times Tables Rockstars and neurodiversity. It is a great programme for practising tables and we have seen the impact it is on recall of tables' facts so we talked about this at our A-Team meeting to gain the voice of some neurodivergent learners.*

The children said that they enjoyed using TTRS and wanted to share that, if your child finds the time pressure too much, they can play the Jamming game, as it is not timed.

You can also change the background to a less distracting design if you go into settings, which you can access by clicking on your player name on the top right hand side'.

- Boards outside updated- have included QR codes – ACTIONED feedback from Parents Forum was that it looks great!

2. Successes of the Term

Year 3:

- “My son enjoyed making his dragon cave and was really proud of it.”
- It was a bright and beautiful day for the trip to Butser Ancient Farm. The two guides were excellent and the balance of information and activities worked really well. Thanks to all the staff who made it a successful day (and to the coach driver!).
- Family conferences ran very smoothly and my children were very proud to show them work off.

Year 2:

- The first aid training was a winner, and the parents seemed very impressed with the knowledge their kids came home with.
- The Eco assembly by Mrs Lockwood really sparked interest in many children, making changes at home and prompting discussions about the environment and how to save it.
- The Christmas performance seems a hugely anticipated event with much excitement from the children. The parents thank the teachers in advance for making it so enjoyable for their children.
- The Google forms have been much appreciated by parents, rather than paper forms or email responses. It has helped parents to keep track of things better, and they have found it easier.

Year 6:

- Windmill Hill- thanks to all staff and to Mrs Manville for coming along at short notice!
- Victorian day was a great success- especially Mr Busse’s acting skills!
- First Aid training- huge thanks to PTA.
- The children are all very eager and excited at the moment, I know the school works hard on its irresistible curriculum.
- Learning by Questions for SATs revision- going well. It is great that it uses A.I to make it more personal to the child.

Year 1:

- Extra phonics sessions- grateful for the extra sessions being run and the extra support the children are being given.

Year 5:

- The school trip to CEMA was a great success and worth the extra few miles- the children were excited to have seen the trenches first hand and were transfixed!

3. Draft Induction Framework for in-year admissions

Mrs Spencer explained that since September 2024 we have had 14 new children start at Halsford Park; these are known as In Year Applications (IYA). This includes several new families who speak English as an additional language (EAL). Invites were specifically sent to all of our new families asking for them to join Parent Forum today. Mrs Spencer introduced Mrs Durrant (EAL Champion).

Mrs Durrant explained that both her and Mrs Spencer had visited a school in Sutton who are a great example of supporting IYA Applications and EAL families. They have created a framework for their mid-year inductions which was handed out to the Forum to read.

Mrs Durrant is hoping to create a policy explaining the support we can offer for our EAL learners. All with the aim of closing the learning gap between our EAL children and non-EAL. She explained that we currently use the Bell Foundation to assess.

Mrs Durrant explained that she is also going to be creating new starter packs for both the parents and the children, which can then be translated using Google Translate. She explained that at Halsford Park alone, we have 26 different languages.

We are currently liaising with Van Cols to add a language bar to our school website, which will enable the whole website to be instantly translated into a user's preferred language. **This has now been actioned although we are looking to expand the range of language it can translate.**

Mrs Durrant explained that the proposed EAL Policy overall aims and rationale has links to the welcome packs, it breaks down the teaching and learning models and how this will influence individual attainment.

Discussions were had with the forum about creating parent buddies for new families and that all parents can be a welcoming face regardless of whether they speak the same language.

Halsford Park are looking into creating coffee mornings (Conversation Cafés) for new families to attend that Mrs Spencer and Mrs Durrant will attend and it would be nice to have other families there as well.

The overall feedback from Parent Forum was positive and it was suggested that a breakdown of school terminology eg. Reception/ Early years, Key Stage 1 etc and what this all means in terms of the children. It was also suggested that communications should be simple and to the point to allow easy translation and understanding. Parent Forum felt that initial communications should come from the School rather than reps regarding the Conversation Café.

4. AOB

- **Year 1 Fabulous Finish feedback:** Was lovely to come in and see the children however there was no welcome/instructions on what we were meant to do (unless I missed that) it was unsure if we were allowed to change games/tables etc so it felt a bit disorganised. Would have been nice for the teachers / TA's to do a quick who we are etc as it was hard to tell as this was our first experience coming in as Year 1 parents. My only feedback for the fabulous finish is that it's hard for working parents to attend due to the timings. Although that's my personal experience so others may not agree. I don't work from home, so attending things in the middle of the day, and middle of the week, is really difficult. It's easier to say to my manager I'll be a bit late in the morning compared to having to leave in the middle of the day.

Could timings be changed to mornings? *Mornings can be busy as the halls are in use with clubs and Pioneer and the children need registering, it is easier to set up at the end of the day, however feedback was taken on board and passed to the Year 1 team.*

Year 2: For the school to make it a rule that no scooters or bikes be used on the driveway, as some parents feel children are zooming down and there are near missed and the potential for dangerous collisions with all ages being vulnerable. Perhaps for a teacher to enforce this on arrival at school, for an email to be sent reminding parents, and maybe for signs at the top of the gate asking riders to dismount (scooters and bikes etc). Only walking up and down the driveway. *As per our parent code of conduct we do ask this and staff do ask children to walk with their scooters and bikes – could parent reps remind parents of this? We could create a sign if parents think it would help. A reminder also to be added to the newsletter.*

Year 3:

Some feedback that it's too cold for outdoor learning, could it be in spring or summer? Some people seem to be under the misapprehension that it is a full day outside, so perhaps a bit more detail on format would help? *In order for all children to access half a term, we have to have these sessions across the year as led by a trained forest school type lead – Mrs Lochwood. As with Early Years, we maximise learning inside and*

outside the classroom across the year so do encourage children to wear layers and waterproof clothing on the day. We promote and explain our philosophy around this at potential new parents sessions to show it is part of our curriculum offer. Year groups keep the same slot each year so next year for example when these children were in year 2, they has a summer term slot.

Year 4 :

- **Uniform Policy - Long Hair** We have had issues with head lice in the last year and noticed there isn't anything in the uniform policy about long hair being tied up. This would help stop the spread of head lice if shoulder length hair (boys and girls) is tied up. Is this something that can be implemented within the uniform policy? Also, when my child had headlice it was raised at the office and asked to let parents know. No communications were sent out which was disappointing. *We ask children to tie up their hair if it's in their way of working and also for safety reasons for PE. We have since started re sending a head lice notification to appropriate year groups when notified of cases. We will add this to the uniform leaflet and add to the newsletter.*
- **Year 4 / Year 1 Buddy System** Can we look at reintroducing the year4/year1 buddy system? It was a lovely thing and got stopped due to COVID bubbles in 2020 but wondered if it could happen again now especially for our year 4s benefit when they missed out on having year 6 buddies in early years. *These were reading buddies, not a set buddy system like the EY/Yr 6. We did have reading buddies last year in year 4 and 1 and if the teachers feel this would be beneficial, this may be reintroduced, but in some cases it did not have the desired impact and takes a chunk out of the timetable each week. Since COVid, we have a set up a peer mentor system where year 5s peer mentor a range of younger children. Action: Peer mentors to come to a parent meeting to explain their role? Parent Forum agreed*
- **Lunch** A few questions regarding timings on lunch and children feeling rushed to eat in Key Stage 2. *Timings – 11.45 EYFS 12 – Year 1 12,30 Year 2, In KS2 hall 12.00 Yr 3, yr 4 12.10 yr 5 12.30 yr 6 yr6 In KS2, the children have 30 minutes to eat their lunch. We have to get the second sitting in at 12.30pm in order to get everyone fed. Unfortunately, there are only just enough seats for the two-year groups at any one time so we do sometimes have to ask children to "eat up" in order to get the 2nd sitting in! Unfortunately, this week, Sam from Chartwells has changed her team around, in case of absences, so they have been very slow at getting the children served in KS2.*
- **Year 4 - The Schools Allergy Code** The Department of Education has included The Allergy Team's School Allergy Code on their allergy guidance website for schools. Will Halsford Park be adopting this and will they apply to be on the Schools Allergy register? The average number of pupils with a food allergy is 1-2 in every class, 58% of parents with allergies say they've had reactions or near misses at school. This School Allergy Code has been drawn up for best practice. For more information [Schools | The Allergy Team](#) *Thank you for bringing this to our attention. We have looked into this and it looks like a central record of allergies which we keep anyway, and training on anaphylaxis and allergies which we do through the National College online training each year. All other advice we follow where appropriate. We have successfully looked after children with severe allergies and there is also a cost to registering (£1000) which would not bring any extra benefit to us.*
- **Family Learning conferences** the dates this term were not helpful having them straight after half term and an inset day. This was challenging for all parents having to juggle more time out of work so close to the half term and inset day. Please can this be considered for all FLC going forward? *We plan the timings carefully in light of the school calendar timings – e.g. Year 6 are on a residential in October and end of term is very tiring for all. The later in the term would mean too near to Christmas.*
- **KS2 Lost Property Location** I've an issue with where the KS2 lost property is. It's within the school grounds, so not accessible to parents. So when anything gets lost we have to rely on the kids getting them. I know the idea is that they're responsible for their belongings, but (mine) are rubbish at that, and it just means I have the financial forfeit of their lack of organisation (which I think is a pretty big ask for 7/8 year olds, let alone any with SEND who may have problems with organisation as part of their symptoms). I also know that they put lost property out at the end of the term, but again this is straight after school, so anyone working on a Friday can't go to that. My suggestion: move it somewhere that parents can access it (like the KS1 lost

property). *We need the lost property to be accessible to children first and foremost – so it needs to be by the school building. The School Council are working hard to promote children taking more responsibility for their items and any items left that are clearly labelled, are returned to children.*

Actions

1. An Early Years Rep is still needed- this is going to be included when minutes are sent out to all parents- Office
2. Reminder of no scooters or bicycles to be included in the next newsletter – Office
3. Uniform list to be updated of tying hair up and be included in the next newsletter- Office
4. Communications regarding Conversation Café will be sent from the school initially- Office

Date of Next Meeting: Tuesday 28th January at 9.05am in the Learning Labyrinth

Upcoming Focus: Peer Mentors presentation and Parent Survey feedback