



Parent Forum

27.01.26

Parking support update from
Council

Dear Claire,

Thank you for your email and I am sorry to hear of the issues you are dealing with which sadly are common across the school estate.

Most of your issues come down to the need for enforcement officers and I am sure you have been told by the parking team at MSDC that there is a limited number of officers for enforcement. As an aside we are coming up to budget setting shortly and one of my pre-budget questions to the authority has been to find out just exactly how many enforcement officers are deployed in EG around schools.

Other methods are access protection lines over drives – residents have to pay for these. They are not enforceable but they can be successful in deterring people from parking over drives.

In the vicinity of the Meads school on the other side of town (my division) residents in neighbouring roads have put little wooden posts in the grass verges to stop drivers parking on them. Would need advice here because Highways have specific views and overall they don't support them.

Double yellow lines are another option – but they are only as good as the frequency of the visit from the enforcement officer to issue a fixed penalty notice – here is where the system falls down.

To be honest the solution is to bring ANPR around schools and issue fixed penalty notices to drivers parking on double yellows etc but we are a long way off from that if ever although it would kill it dead.

I'm sorry I can't offer more positive news but unfortunately we can put all the measures in place under the sun but we cannot control drivers who persist in being brazenly self-serving and inconsiderate to residences, pedestrians and other drivers.

Let me know if you need anything else.

Kind regards
Jacquie

82 responses

Halsford Park Parent View Questionnaire 2025

Summary

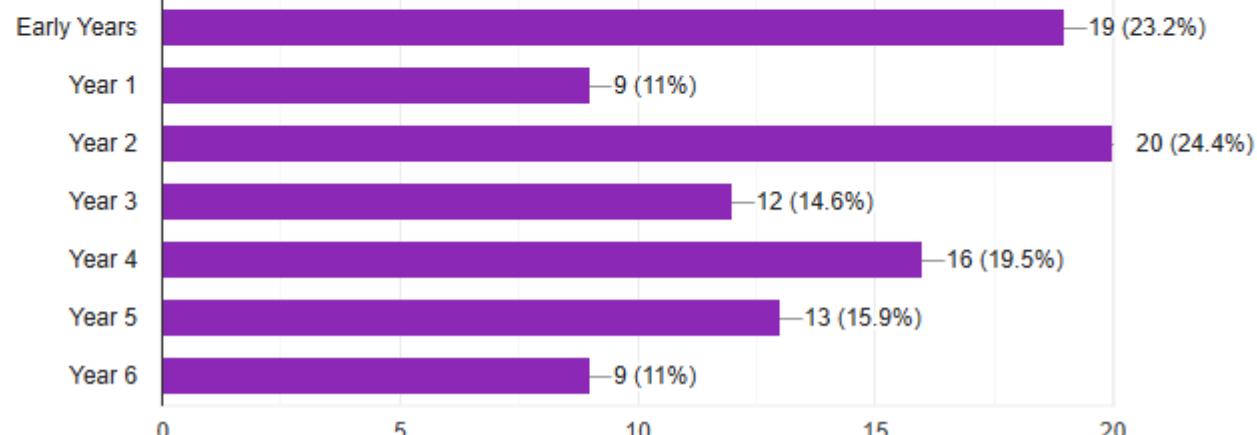
Question

Individual

Year group

82 responses

 Copy chart



What we are doing well/positive comments from Parents Survey :

I was incredibly impressed with the support the teachers gave last year with additional phonics class. This made a huge difference to my son's ability and ready for Year 2. This is a wonder example of how the Halsford Park teachers go above and beyond.

The school is doing exceptionally well and we are genuinely very happy with how our son is developing at Halsford Park. The teachers are wonderful and hardworking and we feel very proud as parents that our son is thriving.

There are so many things the school does to help students feel part of the school and shows in how happy my child is, his confidence and development.



My child is very happy and settled. He has respect for and very much likes his teacher.



Overall very happy with the school. Year 5 trip to trenches was great.

We have been really pleased with how our child has embraced school life, settled in to each class / year group and have always felt able to contact school staff with queries we have. My daughter goes into school happy and comes out happy - I couldn't ask for anything else!

My child has been happy at Halsford Park. There is a lovely school community.

Excellent school in general, keep up the lofty standards!

I want to praise the school for how they socialise the kids across the year groups. I love how varied my kids friendship groups are. My younger has really benefitted from the play with the older children, teaching them what nice play and friendship actually looks like.



I would like to highlight the positive change this year. His new teacher has been fantastic and is actively working with me to support his learning journey. I am hopeful that the implementation of an ILP will give him the structured support he needs and help bring him to the same educational level as his peers.

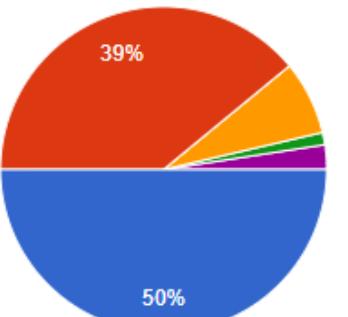
I was incredibly impressed with the support the teachers gave last year with additional phonics class. This made a huge difference to my son's ability and ready for Year 2. This is a wonderful example of how the Halsford Park teachers go above and beyond.

Teachers have been excellent

They have supported us and my son very well particularly through reception and year 1 when he struggled to regulate his emotions and I felt supported all the way. Great teachers so far we have been very lucky!!

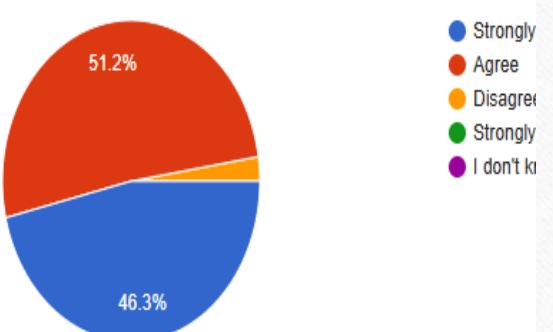
My child is happy at this school

82 responses



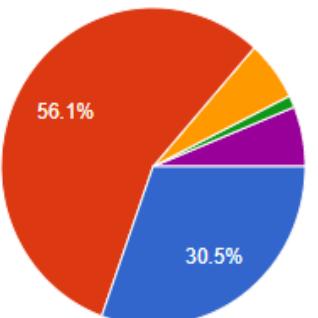
The school makes me aware of what my child will learn during the year

82 responses



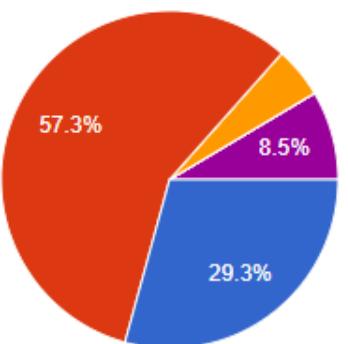
My child does well at this school

82 responses



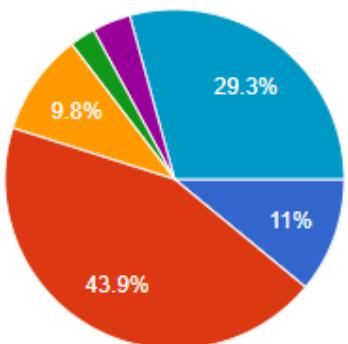
The school makes sure its pupils are well behaved

82 responses



When I have raised concerns with the school they have been dealt with properly

82 responses



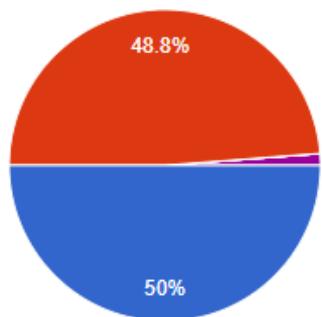
I've always been so glad we chose Halsford Park for our children. The teachers are approachable and supportive and it's clear that every team member works hard with the children and families at the centre of everything they do. I love the overall values of the school with inclusion and respect being consistently demonstrated. I'm very grateful to all the staff at Halsford Park for making it such a fun and supportive environment for my children to learn and develop. Parent 2025



Halsford Park is performing above average across the board at the expected standard, by the end of KS2 and has done for the past 3 years.

My child feels safe at this school

82 responses



Across the school, learning environments were calm and purposeful underpinned by clear routines, high expectations and warm, nurturing relationships. Learning outcomes were clearly communicated and, as a result, pupils knew what they were learning.

Levels of pupil engagement were high in all phases with positive behaviour for learning seen in action. There was very little low-level disruption; pupils responded well to adult direction or instruction and were keen to share their ideas and/or make contributions. **Duncan Edwards November 2025**

Actions in response to Parent voice:

Sports: kit, selection, promotion and preparation

Short term:

- Auditing kit
- Creating a sign in and sign out form for kit
- Updating a tracker to closely track which children attend festivals and tournaments outside of school – ensuring equity within
- Continue to celebrate in monthly newsletters
- Plan time with in school to prepare children for tournaments – Miss Borrow

Mid term:

- Secure sponsorship for new kit and get these made *some sponsors have made contact and we are finalising Trust agreements)

Long term:

- From September 2026 change PE top to purple t shirt – so more recognisable





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
When do children in our school go out for specific outdoor learning sessions?	Year 6	Year 3	Year 4	Year 1	Year 5	Early Years Year 2

These are some of the skills taught and activities undertaken when outside during outdoor learning



Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Bug hunt • Natural head bands • Bug houses • Make a clay hedgehog with clay and sticks • Plant peas • Make birdfeeders 	<ul style="list-style-type: none"> • Bug hunt(Science) • Mini dens • Bird hunt (Science) • Signs of spring (Science) • Wool bracelets (DT) • Planting seeds (Science) • Making porridge (DT) • Campfire safety (PSHCE) 	<ul style="list-style-type: none"> • Create a natural print in clay (art) • Hammer use - to create Hapa-Zome sea creatures (DT) • Making toast-changing materials (Science) • Campfire safety (PSHCE) • Orienteering (PE) • Compass work (Geography) • Team games 	<ul style="list-style-type: none"> • Make Clay scarab beetle and use tools to engrave Egyptian markings (History) • Make Egyptian bread (History) • Camp fire rules and how to light and put our fire (PSHCE) • Team games • Stone age art (Art) • Habitats – create a log pile (Science) 	<ul style="list-style-type: none"> • Sawing and drilling a disc • Learn about blood bubbles • Learn about the tools and handling and safety use (PSHCE and DT) • Team games and working together (PSHCE) • Roman tracking – signs on the field (History) 	<ul style="list-style-type: none"> • Sawing and drilling a spinning top (DT) • Use peelers and knives for making marshmallow sticks (DT) • Cook independently on the fire (DT) • Growing a plant from a clipping using different solutions (Science) • Mapping of the school using natural materials (Geography) • Orienteering in pairs using maps 	<ul style="list-style-type: none"> • Pre poly tunnel – weeding and clear the compost heaps (Science) • Garden maintenance (Science) • Art based on religious festivals using natural materials (RE) • Make clay birds (using clay tools) paying close attention to species (Science) • Cooking with oil –

	<ul style="list-style-type: none"> • Texture rubbing (Art) • Crafting with natural materials (Art) • Team games 	<ul style="list-style-type: none"> • Mud Kitchen (Maths) • Floating and sinking (Science) • Rocks (Science) 	<ul style="list-style-type: none"> • Detailed sketching of leaf (Art/Science) 	<ul style="list-style-type: none"> • and Geography) (Geography and PE) • Big Bird watch (Science and nature) • Hot chocolate making • Campfire safety (PSHCE) • Learning about the fire triangle (Science and PSHCE) • Mini dens for woodland creatures (DT) 	<ul style="list-style-type: none"> • Team games and organisational skills to complete a task (PSHCE) • Recreate a famous painting/picture using natural materials (Art) 	<ul style="list-style-type: none"> campfire doughnuts (DT) • Light and maintain the fire (DT) themselves • Use flint and steel to start a fire (DT) • Know about oil fire safety • (PSHCE) • Saw fire wood – woodland maintenance (DT) • Use trigonometry to measure a tree (Maths) • Team games and orienteering using compasses (Geography and PE)
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