

Parent Forum Minutes	13 th March 2026
Staff present: Shona Pitcher and Matt McHale	

<u>Item</u>	<u>Discussion</u>	<u>Actions</u>
School Developments	<p>Mrs Pitcher shared some of the recent school developments, which include:</p> <p>Improvements to curriculum - maths, key concepts, RE requirements, phonics, music offer</p> <p>Communication - website, parent evening progress reports</p> <p>Safeguarding - Wellbeing support, security fencing, staff training</p> <p>Extracurricular - increase of clubs, more children accessing</p> <p>Staff wellbeing and retention and training</p> <p>School grounds - development/resources, OPAL</p> <p>Mrs Pitcher talked about aspects that will impact/support further developments:</p> <ul style="list-style-type: none"> • Falling Roles and budgets • RHE curriculum • KCSIE (safeguarding document) • SEN white paper 	
After School Club	<p>Positive feedback received:</p> <p>Children are having fun, busy, enjoy going.</p> <p>Impressed by the wide selection of clubs offered.</p> <p>Aspects discussed:</p> <p>Food options - seen improvements but would like to know more about the food they are having.</p> <p>Increase in costs: Costs are reviewed each year to take account of increased running costs of the club such as increase to staffing costs (salaries and National Insurance contributions), site management costs (heating, electricity, etc.) and Insurance costs. Cost comparisons show that our rates are more competitive than those of similar local providers</p> <p>If it was possible to rotate the outdoor activities across the week (particularly football).</p>	<p>Out of Hours club has a survey out at the moment. Mrs Pitcher will be working with Mrs Gamble and Mrs Proctor to review the findings and look at further improvements that can be made.</p> <p>Mrs Proctor will change the outdoor activity rota on half termly basis.</p>
Lunch Time	Positive feedback received:	

<p>Provision</p>	<p>Children enjoy this time. Parent comments: <i>Sounds like some amazing improvements have been made to lunchtime activities, thank you.</i> <i>Definitely positive improvements from the Opal input, my child feels there is more for different people to enjoy!</i> <i>Lunchtime staff are friendly and helpful.</i> <i>Kids overall enjoy the food options and variety, seems better!</i></p> <p>Aspects discussed: <u>Support for children:</u> Mrs Pitcher confirmed that support is given to help children cut their food. Children are encouraged to eat and time is given for slow eaters to eat their food. Gentle prompts are given to help children focus on eating if they are slower. <u>Hygiene standards:</u> Hygiene standards are high and inspections are carried out to check standards by the appropriate authority. Staff wear gloves and hair nets when handling food. Any food not consumed on the day is thrown away in the food recycling bin but there is very little food wastage after service. <u>Menu:</u> The menu changes twice a year and food is rotated on a 3 week cycle. Food has to meet strict standards in terms of salt and sugar levels. Any item that may seem unhealthy such as a burger or cake is low fat, salt and sugar. Processed food is limited and the vast majority of food is cooked from scratch such as all sauces. Families can make suggestions of food options by contacting Contact page – Caterlink <u>Booking of food options:</u> It was mentioned that the pictures of the food on the booking portal does not always match the item on offer. Photos taken are provided by head office as an example of the meal. It was also mentioned that sometimes a child gets a different food option than a parent requested. This should only happen in limited situations. Any alternative given will still meet a child’s allergy requirements. On rare occasions a food option has been changed out for a similar option due to limited availability from the supplier. On occasion, a child may become distressed by their pre-booked meal. In these instances, staff will encourage the child to eat but will offer an alternative option if they remain upset. Parents should be notified if an adjustment was made. Regarding dessert, children in Year 2 and above use a self-service station. You are asked to select an option on the booking system to help the caterers manage stock levels. Children with allergies are given their dessert separately.</p>	
------------------	--	--

<p>Home Learning</p>	<p><i>Positive feedback received:</i></p> <ul style="list-style-type: none"> • <i>Positive home learning</i> • <i>Doodle is definitely better than mathletics!</i> • <i>Both kids engaging with and enjoying Doodle learning, I think because they enjoy screen activities and like that it's interactive. Much better for maths.</i> • <i>It's more succinct now it's in 1 place, glad we know parents can take a look and set tasks too.</i> <p>Aspects discussed:</p> <ul style="list-style-type: none"> • Use of Google platform can be tricky if you have more than one child at home. • Suggestions to support children with reading, particularly when they get 'stuck' at a colour book band. More books have just been purchased for the book bands that this is more likely in. • Use of Doodle – one parent commented that they felt there were a lot of questions but the parents at the forum felt that it was not too much. We discussed a little and often approach. • A comment was made about KS1 optional home learning doesn't feel optional when children are given certificates and stickers. Mrs Pitcher acknowledged this but also wants to celebrate when children have completed tasks so the child knows that their work is valued. • A comment was made it feels that the emphasis has increased. Mrs Pitcher stated that the school tries to accommodate and act upon feedback from parents. Parents had requested more support for phonics so this was introduced. Mrs Pitcher stressed if you could only do one thing at home then focus on listening to your child read. • A discussion was had around the pros and cons of screens. Younger years have been given access to screen based learning and this suits some families, particularly for those families for that are newer to English as the software can read the question to the child and it is visual. Online learning such as Doodle is more adaptive to individual learners and it is difficult to provide the same level of targeted learning via a worksheet. The topic sheet that is set is aimed to bring together all the skills the children learn and put them into practice. It is an opportunity to develop writing skills but in a practical way, similar to how we teach 	<p>Mrs. Pitcher has been reviewing how home learning is organised on Google Classroom. We hope the new layout for the younger year groups makes it much easier to find and access weekly tasks moving forward.</p>
----------------------	---	--

	in school.	
AOB:	<ul style="list-style-type: none"> • Communication – helpful having subject of letter and year group in subject line of email. Discussed digital poverty and Mrs Pitcher discussed adaptations made for individuals where required. 	
Next Agenda items Summer Term	<ul style="list-style-type: none"> • Home Learning • Wider Opportunities including sports • Ofsted outcomes and next steps 	Date TBC