



## Alexander Hosea Primary School Parent Council Meeting

**Date: 14<sup>th</sup> November 2023**

Class	Teacher	Parent representative
<b>R – Topaz</b>	Mr Keeping	Ms Spreadbury (Alfred)
<b>Y1 - Ruby</b>	Mrs Newcombe/Mrs Grainger	Mrs Heffernan (Louis)
<b>Y2 – Jet</b>	Mrs Dimery and Mrs Cleverley	Ms Thomas (Raph)
<b>Y3 – Crystal</b>	Miss Hurford/Miss Ali	Mrs Goodwin (Neeva)
<b>Y4 – Diamond</b>	Miss Edgar	Mrs Ganesh (Lily)
<b>Y5 - Opal</b>	Mrs Hillier and Miss Clark	Mrs Charles (Lucy)
<b>Y5 - Pearl</b>	Miss Williams	“
<b>Y6 - Amethyst</b>	Mrs Brooks	TBC
<b>School Representative</b>	Mrs Williams	

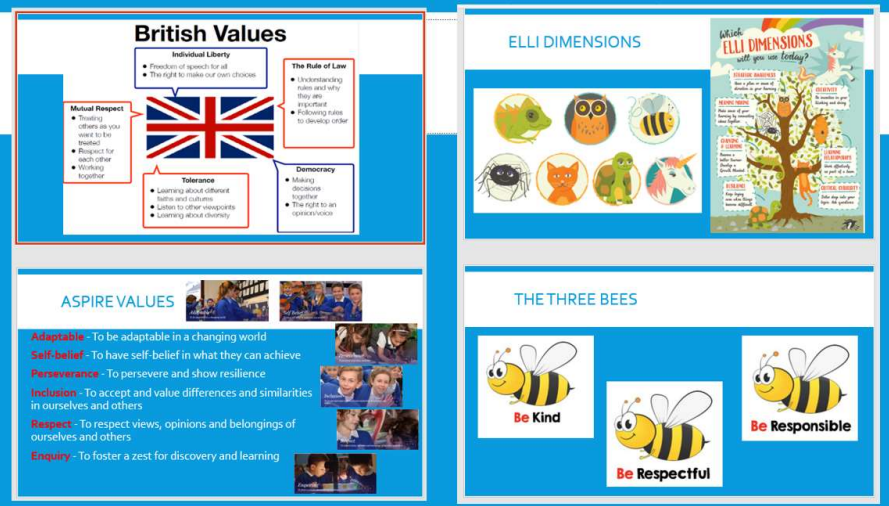
### Agenda

	Notes (PC = Parent Council rep)	Actions
Attendees	Present: Ms Spreadbury, Mrs Heffernan, Ms Thomas, Mrs Goodwin, Mrs Ganesh, Mrs Charles and Mrs Williams (School) Apologies: -None Vacancies: Amethyst	
Updates from last meeting:	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Following feedback last meeting, the admin team have set up ‘Non-School Fliers’ so that all non-school information is sent home on a weekly basis, rather than as it comes into the in-box.</li> <li>- Date reminders are now being sent out on the non-newsletter weeks to help parents with dates for the coming week.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Music lessons of interest have been followed up with West of England Music</li> </ul> <p><b>Clubs</b></p> <ul style="list-style-type: none"> <li>- Explored with providers whether they might be able to take additional children. Swift providing additional coach.</li> </ul>	
Meeting	<p>Feedback received from: Ruby, Jet, Crystal and Diamond</p> <p><b>Catering</b></p> <ul style="list-style-type: none"> <li>- More choice than previous company. Still have a 3-week menu cycle</li> <li>- Food is kept hot on hot plates during service, so that it stays at the correct temperature.</li> <li>- Same catering team in place as previous company. They have appointed one extra assistant, so the team is back up to 3 for lunch service for the first time since before covid. Team is committed and experienced.</li> <li>- How is the Quality of food monitored? This is done by the catering area manager. Staff also report that the standard is good and has improved with the new company.</li> <li>- Parents would like to see brunch back and asked for consideration to be given to a change to the two pasta day.</li> </ul>	<p><b>Mrs Williams to continue to monitor the implementation of the new company</b></p> <p><b>Mrs Williams to feedback about brunch and pasta to Edwards &amp; Ward</b></p>

	<ul style="list-style-type: none"> <li>- Toast price has been increased by E&amp;W. School has absorbed the cost rise in autumn term but cannot afford to do this any longer. Cost covers the bread, butter and staff costs to make the toast and take it round to classes.</li> <li>- Request for toast to be paid for on an ad hoc system (like the canteen at KLB) – our system is not set up as a canteen, so this cannot be set up. If this changes in the future, school will let parents know.</li> <li>- Query about how it is monitored that the right children have toast. Teachers get a list of the children and for the younger children the slice is given to them directly. Older children know whether they should take a slice and are trusted to only take what they have paid for.</li> <li>- Is it possible to change Scopay so that parents can order the same morning before 9am? Unfortunately, this is not possible, parents need to make bookings by the day before.</li> </ul> <p><b>Christmas cards</b></p> <ul style="list-style-type: none"> <li>- Some parents were concerned about the quality of the printed Christmas cards this year.</li> <li>- Some of the original images have not translated well into print this year, sadly (especially on the ornaments, where the image was tiny and blurred). This has been fed back to Friends of AHS who organise.</li> <li>- Parents said that they would be willing to help in class to make the cards in Sept each year, if this would be helpful.</li> </ul> <p><b>Clubs</b></p> <ul style="list-style-type: none"> <li>- Parents are pleased that some free school activities are being offered with a good choice of options.</li> <li>- Could more life skills clubs be offered (eg sewing, gardening, art, cooking)? School are happy to accommodate parent helpers (with the safeguarding checks) to run clubs, if any parents would like to offer to run one of these.</li> <li>- Would it be possible to have a forest school club? We can look into this.</li> <li>- Could all clubs run after school, rather than some at lunchtime? The clubs that run at lunchtimes are run by staff/parents who would be unable to run after school.</li> <li>- Parent Council rep offered to research clubs. School would be happy for parents to suggest possible providers. School would then need to make sure that the proper safeguarding checks are done. Parent Council can liaise with Mrs Packer with suggestions if they would like to.</li> <li>- Parent council asked what the feedback was from the clubs questionnaire from Miss Williams (PE Leader). <i>After meeting: Mrs Williams checked with Miss Williams. The outcomes of the questionnaire have been used to determine the to focus of Swift clubs across the year. Gymnastics was the most popular (so this will be offered in spring 24) and striking and fielding will be offered in summer 2024.</i></li> </ul>	<p><b>If it becomes possible to order toast ad hoc, parents will be informed</b></p> <p><b>Friends to consider suppliers for Christmas cards next year</b></p> <p><b>Mrs Williams to let staff know the parent offer of help for making cards next year</b></p> <p><b>Parents who would like to run clubs to please contact Mrs Packer in the office.</b></p> <p><b>Mrs Packer to explore a forest school club.</b></p> <p><b>Mrs Ganesh to liaise with Mrs Packer.</b></p> <p><b>Mrs Williams followed up – see note in green opposite</b></p>
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	<p><b>Communication</b></p> <p>Parent Council said that communication from school has been much better in recent months.</p> <p>Please can all Parent Council reps email Mrs Williams with feedback a week before the meeting, so that items can be followed up ready for the meeting.</p> <p><u>Communication Survey</u></p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>- Large majority of parents feel that the school communicates effectively with parents.</li> <li>- Large majority of parents are happy with the volume of communication they receive from school.</li> <li>- Very large majority of parents like to receive information either by school or class newsletters.</li> <li>- Majority of parents agree that the fortnightly newsletter is the right frequency.</li> <li>- Parents responded that the school newsletter (twice a month) covers a broad spectrum of school news and upcoming events.</li> <li>- Parents responded that the important information from each class comes via the class weekly newsletter.</li> <li>- Larger majority of parents find that texts are the most effective method for reminders.</li> <li>-</li> </ul> <p><u>Areas to consider</u></p> <ul style="list-style-type: none"> <li>- Streamlining the number of emails – school now sends out a weekly ‘Non-school Flier’ to collate items from other sources, that would have previously been sent as individual emails.</li> <li>- Consider whether to send communication one way. School have tried using only school newsletter and class newsletters, but not all parents read these. Aim of reminders is to support busy parents.</li> <li>- Parent comment that a school managed social media page would be helpful. School responded by setting up a school Facebook page to share information and celebrate – soft launch in summer 2023. Parents responded that this might be useful but too new to tell yet. Will need to review the impact of this later in the year.</li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>- Mathletics – homelearning is set for the year group expectations. If parents have any queries (for SEN children) please speak to class teacher.</li> <li>- Discussion around screen time. Homelearning task set on Mathletics should be manageable in a set time. Some parents feel that their children want to do more so that they can earn 1000 points to gain certificates. Parents can decide what screentime they want to allow their children. There is a set activity which is the only expectation from school.</li> <li>- Children value the bronze, silver and gold certificates. Parents asked whether there could be a reward for effort in the homelearning task. <b>After meeting: Mrs Williams discussed with Miss Edgar (Maths Leader) who will consider the rewards system in light of changes to the Mathletics programme.</b></li> </ul>	<p><b>Admin team to continue to monitor the output of emails and consider adjustments if increased flow</b></p> <p><b>Mrs Price will monitor the metrics for the Facebook page</b></p> <p><b>Miss Edgar to consider the rewards system.</b></p>
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	<ul style="list-style-type: none"> <li>- Parents are interested in Maths workshops to help them to know how to help their children with their maths learning as it can be hard to understand how the children are being taught in 2023.</li> <li>- Discussion about reading. Question about how books are chosen for the children. School uses a systematic approach to teaching early reading (Unlocking Letters and Sounds) and use a reading scheme directly linked to this. Children have books that are directly matched to the sounds they know. They should have 90% fluency at the start of the week with the book and build up to full fluency by the end of the week. School also uses a system from Herts for Learning for interventions, where a new text is introduced and there is a focus on building fluency then comprehension and inference of the text (repeated reading over a week). Repeated reading to develop fluency is based on research. Parents thought it might be helpful to have parent workshops on reading too (maybe at the same time as the maths sessions)</li> </ul> <p><b>Photos</b></p> <ul style="list-style-type: none"> <li>- Some concerns raised about the quality of the recent school photos.</li> <li>- These concerns have been fed back to the company and we are also contacting other schools to see if they have any recommended photographers (quite a lot of schools use the same company as us).</li> <li>- Parent council reps reported that most had been very happy with the quality of the photos, but wondered if there was a way of getting more spontaneous smiles in some instances.</li> </ul> <p><b>Thanking staff</b></p> <p>A parent asked whether there might be a way of recognising the work of teachers and staff who go above and beyond (as well as emailing Mrs Williams). <b>After meeting: As well as passing positive feedback to Mrs Williams to thank the member of staff, parents can also use the following link to thank a teacher <a href="https://thankateacher.co.uk/">https://thankateacher.co.uk/</a> Positive feedback means a lot to staff and they appreciate recognition of their hard work.</b></p> <p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>- A parent noted that some uniform items are taking some time to come – school have provided feedback to Monkhouse. School checked stock – most items are in stock, except red and yellow PE t-shirts in size 9-11. Monkhouse responded on 14<sup>th</sup> Nov to say that they will look into any outstanding orders as a matter of urgency.</li> <li>- The Friends of AHS run a second-hand uniform supply – please see Friends of AHS Facebook page, which is advertised regularly.</li> <li>- If awaiting PE t-shirts, children can wear their plain white school polo for a short period, until their school PE t-shirt arrives.</li> <li>- Discussion about whether plain school uniform t-shirts (not fashion items) may be an acceptable alternative. Discussed that some schools have one school colour t-shirt. Would either be of interest? Mrs Williams to consider.</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>- We are in the process of reviewing our school values. So far consulted with staff and children. Next step is to consult with parents and governors.</li> </ul>	<p><b>Miss Edgar (Maths Leader) to look at running maths workshops</b></p> <p><b>Miss Clark (English leader) to look at running reading workshops</b></p> <p><b>Mrs Price (SBM) following this up</b></p> <p><b>Mrs Price to liaise with Monkhouse.</b></p> <p><b>Parents to chase up Monkhouse if orders are taking more than a few weeks</b></p> <p><b>Senior Leadership Team to consider whether to adapt the PE uniform policy</b></p> <p><b>Mrs Williams to email parents about values and an online form to</b></p>
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	<p>- Staff and children are passionate about keeping the 3 bees and not changing these. We would then be looking for 3 further values to add to these. Long list is at the end of these minutes.</p> <p>As a staff, we reviewed what we currently have in place and reflected that it is a lot for the children to remember and use.</p>  <p>The aim is to streamline to 6 key values that represent what we want for our children.</p> <p>Mrs Williams will invite parents to respond to a values questionnaire to consult with parents and gather their ideas about values that are important to them. This input will be considered along with the views of staff, pupils and governors to draft a new set of values for 2024 onwards.</p> <p>The intention is to launch these values in term 3 2024.</p>	<p><b>gather parental views</b></p>
<p><b>Anything to carry forward to next meeting or take to Student Council?</b></p>	<p>Follow up next meeting:</p> <ol style="list-style-type: none"> <li>1. Values feedback</li> <li>2. Maths and reading workshops</li> <li>3. Diversity of clubs</li> <li>4. Balance of communication</li> </ol>	
<p><b>Discussion points for future meetings</b></p>	<p><b>What would parents like to discuss in future meetings?</b></p> <ul style="list-style-type: none"> <li>• Parent Council Reps to gather ideas a week before the next meeting and let Mrs Williams know.</li> </ul>	<p><b>Parent Council reps to consult with other parents and send notes/questions to Mrs Williams a week before each meeting</b></p>

**Dates of next meetings (all 2:30pm start):**

Term 1 19<sup>th</sup> September 23

Term 2 14<sup>th</sup> November 23




Term 3 16<sup>th</sup> January 24

Term 4 5<sup>th</sup> March 24

Term 5 No meeting

Term 6 18<sup>th</sup> June 24

### Long list of Values for parental consultation

Kind 	We value being kind to one another, using our manners and being considerate of each other's feelings.
Respectful 	We treat each other with respect. We respect views, opinions and belongings of ourselves and others. We respect each other's rights to be safe and have dignity at school. We speak to each other with calmness, politeness and civility. We challenge prejudice and do not tolerate bullying or discrimination.
Responsible 	We understand our rights and responsibilities and how we can make a positive difference to others. We use democracy to make decisions and choose representatives to help make the school the best it can be. We understand that we need rules to make a safe, happy and secure place to learn and play.
Strive	We always strive to be our best selves. We put all our energies into our activities so that we can get the best reward out of them. We have growth mindsets. We believe we can improve every day and learn something new. We believe in the power of yet. We have a positive mindset and try our best every day. We are a school that strives for excellence in all that we do.
Open-minded	We are open to new experiences and challenges. We are willing to change our minds when faced with new evidence and viewpoints.
Thoughtfulness	We believe in a world that is fair and just. We think of others and treat them fairly and with respect. We are reflective and think about our actions and learning to see how we can improve next time. We think before we act and try to think about things from other people's perspectives.
Teamwork	We value participation and support each other to do our best. We take turns and listen to each other. We know that when we work together we can achieve more as a team than on our own. Together we have all the skills we need to. We know we need to be good listeners as well as talkers. We know that everyone has a job to do in a team.
Honesty	We value honesty when communicating with each other. We admit when we are wrong, accepting learning points from an experience. We strive to do the right thing at all times. We speak the truth to others and seek the truth in everything we do.
Inclusive	To accept and value differences and similarities in ourselves and others. We think about others and make sure that other people in our team have the chance to contribute, share ideas and have their views considered. We celebrate uniqueness and encourage people to embrace their true selves and share their uniqueness in the world, recognising that everyone is different and special. We seek to learn about the unique perspectives of people with cultures different to our own.
Courage	We boldly face challenges and support each other through difficult moments in our learning and life. We know that failure is part of learning and can lead to even greater

	success. We have the courage to have a go and accept failure as an opportunity to learn something new.
Uniqueness	We believe that it is important to celebrate the ways that we are remarkable, special, or unusual. Standing out from the crowd and having ideas that are different to each other is valuable.
Co-operation	We learn well with all our friends and class mates. We want everyone to learn and succeed. We work together, compromise and share for the benefit of everyone. We believe that encouraging one another can help build confidence to work through challenges and succeed as a team.
Compassion	We grow children who care for one another, are concerned about the suffering of others and want to act to make a better world.
Perseverance	To persevere and show resilience. We recognise that learning can need determination to master, but we can make small improvements every day towards achieving our goals, with the support of our teachers and friends. We commit to doing our best and always striving to improve. Even when we find things difficult or hard to do, we keep on trying. We accept feedback positively.
Community-minded	Our school is a central hub for our community. We want to contribute our skills and efforts to improve our local community through knowledge exchange. We embrace the local traditions in the Wickwar community. We care about creating a better world in our local, national and global communities.
Creativity	We enjoy being creative and imaginative. We are adventurous and bold.
Making links	We make links between different things that we have been learning. We bring what we have learnt before and join it to what we are learning now.
High expectations	We have high expectations of ourselves and believe that we are capable of achieving our very best every day.
Strategic awareness	We plan what to do and think ahead to imagine what learning will look like when it is finished.
Curiosity	We are full of questions and love to find out more about the world around us. We like to dig a bit deeper to find out how things work and answer our own questions. We like to ask questions, explore, investigate and find out things in a practical hands-on way.
Adaptability	To be adaptable in a changing world. We believe that change can be a positive opportunity for creating a better self, school and society. We know we can become better learners over time. We can reflect on what we have learned and see our progress and know that we will continue to improve. We can use the power of yet. We know that we can learn anything we want, if we put our minds to it.
Self-belief	To have self-belief in what you can achieve.
Enquiry	To foster a zest for discovery and learning. We embrace and encourage critical thinking about the world's problems.