

Agenda Item	What I Heard	Response and Actions
<b>Catering</b>	<p>The new menu was positively received.</p> <p>Pupils are not complaining about the food and are eating more.</p> <p>Now most pupils are eating, can more attention be paid to SEN pupils and others who have genuine issues with different foods?</p> <p>It would be helpful to get the webpage up and running as soon as possible with images of the food (as well as further information about the catering function/team).</p> <p>Can we avoid two days in a row of mushrooms for vegetarians – perhaps replacing with quorn.</p>	<p>We are going to continue with this menu until at least half-term, at which point we will get pupil feedback and review.</p> <p>We will work with JPL to create the webpage asap and provide feedback about the vegetarian option. We will also work to identify pupils who are still reluctant to eat the food and put provision in place for them.</p> <p>Corrections on the menu documents:</p> <ul style="list-style-type: none"> <li>- Typo in JPL section about <b>'complaints'</b></li> <li>- We should include parents@KSA email rather than Ms Colmans</li> </ul>
<b>Primary Homework</b>	<p>Plans for consultation shared and agreed that the matter is urgent.</p> <p>In terms of sharing information about the consultation, we should raise it coffee mornings this week and next.</p> <p>Could the further links be included on the website or newsletter (ideally, with a brief summary of content/argument)</p> <p>Headline initial feedback on homework itself from the parent council:</p> <ul style="list-style-type: none"> <li>- Recognising the value of regular homework instilling good habits for secondary</li> <li>- Question the absence of obvious homework staples: spelling, comprehension</li> <li>- Importance of a significant amount of the work being able to be done independently</li> </ul>	<p>Katy will be at Coffee Morning this week and will flag the consultation to parents and information as well as a link will be in the newsletter this week, in addition to the other touch points that Beth included in her handout.</p> <p>Guy will share the headline feedback from parents with Beth as soon as possible so that it can inform her thinking</p> <p>It is likely that Beth would like to share the outcome of her consultation in some format at the next meeting of the Parent Council.</p>

	<ul style="list-style-type: none"> <li>- More communication about the purpose of homework between teachers &amp; parents</li> </ul>	
<b>Parents Evening</b>	<p>Secondary feels a lot more calm and organised in the one-teacher model, however:</p> <ul style="list-style-type: none"> <li>- More needs to be done to make that teacher informed about the academics of pupils in all subjects</li> <li>- In both primary and secondary, too much of the conversation was about attendance, behaviour and punctuality (even for pupils where these are not an issue) when these are matters that if they are problem should have been addressed beforehand</li> <li>- Not receiving reports in advance in primary meant that parents couldn't prepare questions and made the meetings feel very transactional</li> </ul> <p>More widely:</p> <ul style="list-style-type: none"> <li>- It felt there was a lack of time for parents in Y9 to actively engage in options process</li> <li>- Reports only featuring numbers are not ideal (especially if in meetings still no context is given to those numbers although there is recognition that this is a workload issue)</li> </ul>	<p>It feels like a significant part of the next Parent Council meeting in HT6 should be focussed on plans for reporting and parents evening in the next academic year so that expectations are clearly set. There will definitely be more work done in secondary to allow teachers to have more productive conversations. . It is also important to provide clarity about the purpose of parents evening – is it a time for the school to tell parents things or a time for the parents to ask the school questions? Hard to do both in ten-minutes.</p> <p>In the summer term this year, as planned earlier in the year, parents in primary will receive a full written report, with comments on each curriculum area and in secondary, there will be a written comment summarising the year both academically and pastorally.</p>
<b>Primary Staff Retention (especially leadership)</b>	<p>Primary appears to be lacking leadership, particularly around the curriculum following the departures of Ms Baker, Mr James and Ms Griffith. There also appears to be a lot of inexperienced teachers in the nursery school and in reception. When planning next year, it would be reassuring to see a number of staff remaining to be teaching in the same year group where they can build on the work that they have done in this academic year.</p>	<p>Wider retention in the primary school is looking likely to be strong, with the vast majority of staff who completed their probation period looking likely to remain the school for a second year. We have appointed internally some staff to curriculum leadership roles and once Beth is back full-time, as well as taking full ownership of the curriculum, it will then be appropriate to begin to share more around how</p>

		<p>leadership in the primary school will look next year.</p> <p>We will look at sharing a timeline with parents about when decisions will be made and announced about who is teaching each class next year.</p>
<p><b>Primary Assemblies, concerts and ABRSM</b></p>	<p>Sad not have pupil performances is assemblies as much as we used to. Also, assemblies can feel a little dreary with so much time given to topics like attendance.</p>	<p>Performances will return to primary assemblies.</p> <p>The concert will feature (by popular demand) classical pieces.</p> <p>We will look at plans for ABRSM exams with the new head of music ahead of the new academic year</p>
<p><b>Merger &amp; Expansion</b></p>	<p>Parents felt that the decision to end the consultation and to confirm that Y5 &amp; Y6 would be at APG being communicated in a short paragraph on a parents evening hand-out didn't give justice to its importance or complexity but they do recognise the issues around specialist spaces, overcrowding and the risk of underutilising space on this site were significant.</p> <p>We also discussed that the decision around whether or not one year group would have to move and then come back, maybe taken out of our hands to some extent by the plans of the contractors doing the building work.</p> <p>On the other topics of consultation, parents raised some new points to consider:</p> <ul style="list-style-type: none"> <li>- Could Year 2 just go to APG site next year and have two years there instead of one?</li> <li>- Car traffic and drop-off times at APG – what will the access look like?</li> </ul>	<p>I will take the new points to Max to factor into his thinking on the merger. We will also review format and forum for future updates regarding the merger.</p>

	<ul style="list-style-type: none"> <li>- Can the school staff 'walking busses' from one site to the other so that parents would have just one drop-off if they had pupils on both sites?</li> <li>- When consulting on the length of the school day on both sites, could different options be proposed so that parents can compare</li> </ul>	
<p><b>AOB:</b></p>	<p><b>Party Bags:</b> Parents can bring party bags to the give to distribute to other parents and families at the end of the school day, but it is not something we want teachers to have to get involved in</p> <p><b>A tone of 'we know better' when communicating with parents:</b> There are times we get it wrong when talking to parents, tell us, we'll reflect on it and learn from it. It is difficult to get the tone right when talking about sensitive topics to such a diverse community. We will continue to be as thoughtful as possible</p> <p><b>Worry about pupils 'hacking' the new online absence reporting:</b> The school is still going to call home as and when needed. We will consider investing in the functionality of passwords and so forth, but there would be a cost element and so while we trial it, that is best avoided</p>	