

## **Parent Forum Agenda**

### **Actions resulting from discussions in previous meeting:**

Facebook consent details were made more explicit to include AI.

Changes on the newsletter dates are highlighted.

### **Attending**

Mrs Jacqui Palmer - Headteacher

Members of staff - 1

Govs - 2

Number of parents - 4

#### **1. FOSS – new members needed**

Those attending are already associated with FOSS so this item was not discussed in detail but it was decided that an opportunity for new members to find out more would be made. This will be after school, when children will be able to join 3.15 Club free of charge for the duration of the meeting.

#### **2. Income sources**

Sally Bailey, member of the governing board discussed additional income sources for the school. Ppt. attached.

Ideas shared were:

- A development fund similar to that held by Ripon Grammar School;
- Capital grants – particularly looking at building a school hall;
- Letting opportunities which a school hall would provide;
- Wealthy alumni contributions;

Children to write funding letters to local business, which could be offered marketing opportunities;

#### **3. Relational Practice**

Jacqui Palmer talked about what it means in our school and why it matters.

Relational practice is all about building strong, positive relationships between staff, pupils, and families. It's the idea that when children feel safe, respected, and understood, they are more ready to learn and more able to manage their emotions and behaviour.

Instead of focusing only on rules and consequences, we look at the whole child—their feelings, their needs, and their sense of belonging. This approach helps children develop trust, resilience, and confidence.

Why is this important? Because positive relationships are the foundation for good behaviour, wellbeing, and learning. When children feel valued and connected, they are more likely to engage, regulate their emotions, and succeed both academically and socially.

She asked how we can work together to make this approach even stronger. Noting that there has been some inclusion of information on the newsletter. Had people looked at it? What were their thoughts? What would help everyone understand it better?

Those attending said that the newsletter is appreciated as a clear and easy to read update on things going on in school and what is coming up. It was felt that the inclusion of information like this was overlooked by most people and it cluttered the newsletter. A suggestion of information like this being sent in a mid-week email was offered and will be trialed.

Use of videos in addition to text is appreciated. To support recipients in knowing the link is to a video a picture could be clearer.

### **Marrick Priory Residential**

Parents shared that it was an incredible experience for the children who attended and provided them with valuable opportunities for learning and growth. They recognised the significant time, planning, and energy that went into organising and running and were very grateful for everyone's commitment and hard work.

### **Christmas cards designed by pupils.**

Some cards had not been done in pen which resulted in poor quality images. This will be checked thoroughly before sending next year. Apologies to all who experienced this.

Parents also felt that designs were sometimes a little abstract and would prefer their children to have a little more direction. This will be discussed with staff.

### **Event start times**

A parent noted that event start times had previously moved from 2:15 p.m. to 2:30 p.m., which was very much appreciated as it made attending easier for working parents.

Recently, start times seem to have drifted back to 2:15 p.m., which creates challenges for parents needing to leave work early.

Services were moved from 1.15p.m. to 2.15p.m. The school will monitor the length of services carefully but feels it is important to allow enough time for children to return to school and be ready for the end of the day at 3:15 p.m. If it is found that we can achieve this with a 2.30p.m. start, we will make adjustments.

A parent raised that other events such as Learning Together mornings and the Rock Steady concert taking place in the morning after the start of school mean that parents have waiting time. This also impacts on the time they need to take off work to attend these events.

It was explained that preparation is needed. For the Rock Steady concert, children had not previously performed in the hall and therefore a rehearsal was provided to make sure they felt ready. For the Learning Together events, it is easier to settle the children and complete essential admin such as registers before visitors arrive.

### **Learning Together**

A parent asked: Do parents want them or is it just something the school feel obliged to offer and Ofsted like? Do the parents who can attend actually want to go?

Twenty two parents attend the Learning Together morning this week and feedback is always positive, with comments such as:

“Lovely to share in the class learning.”

“Gorgeous class atmosphere.”

“A lovely story to share diversity.”

“Great to see them being encouraged to love themselves and inspire self-confidence.”

Discussions take place in the classroom about how it feels when a parent can't attend, what the reason might be and how we can all take part in making our guests welcome.

Fridays were suggested as a day that would work better for some parents. The next one is on World Book Day in March which is a Thursday and the final one of the year has been changed to a Friday as it is not fixed to a wider event.

### **The amount of events running up to Christmas**

A parent expressed how lovely it is that the school has so much going on but said that with so many events, particularly at this time of year, it is difficult to attend them all.

Parents are reminded that not all children have parents attending and we discuss this scenario with the whole class. Where individual children are performing, it may be possible for the school to video them and send this over to the parents if they are unable to attend.

### **Website not accessible on mobile phones**

The school is in the process of looking into this.

### **Newsletter**

Times and dates section is very useful. Request for accurate identification of which children are involved.

The school apologised to parents for the error in the published dates for the Learning Together and Parent Forum events. Staff acknowledged the inconvenience this caused and expressed understanding of the difficulties it created for families.

### **School Dinner Charges**

School lunches at Sharow cost more than at any other primary school in Ripon. The school is continuing discussions with North Yorkshire County Caterers about reducing prices.

### **P.E. Kits**

A parent requested that Year 1 and Year 2 children be allowed to come to school in their PE kits on PE days. The current approach of changing in school is in place to support children in developing independence and self-care skills, which are part of the Early Learning Goals (ELG) in the Early Years Foundation Stage. These goals include managing personal needs and dressing/undressing independently. Some children who have not yet met these expectations during their Reception year require additional learning opportunities to develop these skills. The school will continue to monitor this practice to ensure it supports children's learning and development effectively.

### **Waterbottles**

When are children allowed to have a drink?

Waterbottles are stored in a designated area in the classroom. Children have access to water throughout the day and can refill them too.

### **Homework Survey**

A parent requested information about the results of the homework survey.

23 responses were received from across all ages and groups including SEND.

Most parents (87%) are in favour of homework, with many emphasising that it should be manageable and focused on key skills.

Reading and times tables were the most requested activities, along with spellings. Parents value homework that reinforces core learning rather than large projects.

The majority (65%) feel homework should be optional, while 35% prefer it to be compulsory.

Parents generally agree that reading and Key Instant Recall Facts are essential because they underpin all learning.

Most children enjoy reading at home (87%), but opinions on current homework are mixed—around half of children enjoy it.

Overall, homework is a positive experience for most families, though some find it frustrating when children are tired or busy with other commitments.

As explained in the Home Learning policy we considered the results of this survey alongside other sources of information in it's development. [policy-Home-Learning.pdf](#)

### **Maths Scheme of Work**

A parent asked for more detail about the maths scheme of work and why we had chosen to change what we were using. Miss Hart is compiling a response, which will be shared soon.