

Head Teacher

Mr Andrew Russell

E-mail: admin@northduffield.n-yorks.sch.uk

Website: www.northduffield.n-yorks.sch.uk



GOVERNING BODY

Maintained by North Yorkshire County Council

Broadmanor,
North Duffield,
Selby,
North Yorkshire
YO8 5RZ

Telephone:

01757 288487



School Parent Forum

AGREED Minutes

Wednesday 15th November 2017



- Present: Amanda Harrison - Chair
Mr Andy Russell, Headteacher
Jennifer Clewley, Nigel Taylor, Leesa Clarke, Victoria Jarrett
- Apologies: Jaime Corrigan



1. Introductions and Welcome

Introductions and welcome to all members

2. Purpose/Terms of Reference

These had been read by all, were briefly reviewed and agreed by all. These will now be passed to the school office for publishing on the school website.

3. Minutes of last meeting

Minutes were received by all and reviewed prior to the meeting, however comment was made that they are not easy to view on phones when in word format, so AR agreed to review this with IT (possibly to just send PDF), and/or to send the link to the page on the school website. The agreed minutes will now be passed to the school office for publishing on the school website.

4. Curriculum matters:

o PSHE Update

AR provided an update on the Personal, Social, Health and Economic Education (PSHE) curriculum: All staff have been briefed, the policy is still being reviewed and AR will bring this to the Forum later in the year for us to see. Mrs DeBethel has now taken over PSHE from Mrs Fildes. Children will be given full support since staff will be given training, including resources,

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Mr J Benson

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Vacancy

LOCAL

AUTHORITY

Vacancy

PARENT

Mrs A Harrison

Mr M Holroyd

Mr R McCart

Vacancy

STAFF

Mr A Stroyd

ASSOCIATE

Mrs M Mounfield



North Yorkshire



and staff will be allocated to boys and girl groups respectively. The North Yorkshire plan is followed, and we need to ensure that in introducing this at the younger levels of the school we get this right; School is developing the plan to deliver this from reception upwards. LC offered to speak to a colleague for any possible support she can give (as a professional working in LGBT and equality issues).

- **PE Cluster Update.**
PE funding has doubled this year, from Govt, from £8k to over £16k. This has allowed us to buy resources as well as provide free/reduced cost sport and activity clubs within school. AR described how we are now a member of both Barlby and Carlton clusters, and there are lots of opportunities for the children to engage in cluster sports events. Also Mr Mathey from Premier is delivering additional sports and activities to complement this. Year 6 will also have the opportunity to do climbing and swimming at the local leisure centre. AR and Richard McCart (Sports Link Parent Governor) are looking at ideas from parents and children, to invest in 'bigger' projects to use the sports funding. Ideas are welcomed!
- **Kit** - Friends of School are looking at supporting the sponsorship for a kit for school, and will be happy to contribute towards this. AR mentioned that there is already a sponsor secured for the football kit, and then we will need a more generic kit, which we can also buy with support from Friends. AR has a contact at Hemingbrough and so he is seeking information from her regarding sourcing the kit and costings.
- **Managing Children's Expectations/Providing support:** One parent mentioned that the visit to high school had been a bit overwhelming, so a little management of children's expectations would help as they are engaging in more of these cluster events.
- **How else can we use the additional Funding?** The possibility of re-introducing the healthy eating/change for life would be great, and if it comes from PE budget we need to make sure parents are aware of this, so communication about this is important.
- **Balance of 'Competition' vs. Participation:** One parent mentioned managing the competition element, and to ensure it is fully inclusive for all children, and AR explained how there are 3 tiers, which ensure that all children have the opportunity to be involved at least in the first tier. Other parents mentioned their children's experience of taking part and supporting, however the possibility of a participation scheme, to ensure all children are supported, and perhaps more training to prepare them for participation in cluster events. AR

suggested we talk to the children, to add this into the survey that will soon be going out to children. Also, possibly a 'badge' scheme so children are working towards something, no matter if they don't get through to the next 'round' of the sport. One parent mentioned another scheme she is aware of that provides opportunities to work towards other achievements, not just sports, and a playground leader scheme could also be introduced. AR mentioned that netball and basketball will be brought in, and this links into Multiskills and Change For Life. Also there are plans to look other things such as wheelchair basketball in future.

- **Class Based activities:** Aim is to do class activities rather than to split activities based on KS1 and KS2, and this helps ensure that within split classes (e.g. a class with both KS1 and KS2 children), all children feel they have the same opportunities. The overall aim is to provide activities across all years.
- AR to publish the funding available for sports so parents are aware of this.

5. Social Media - Use and Policy

Twitter: Twitter is still being explored - the school website has a twitter feed and we need to consider how we use this more.

Social Media and Website: A suggestion was made to do more on Social media, and this is an area of focus for school - to use the school website more, and Governors are exploring this too. Also with Facebook and the twitter feed - how do we need to use these? Any fb from parents on this will be good.

AR is asking Mrs Duffy to look into a 'Parent Only' login area of the website, so we can have photos on there that are 'policed' and managed in terms of which children are featured.

Online Learning Journals: One forum member asked if there is any opportunity to go to online learning journals, and AR described how school has been using both online and paper, and is also looking into another online system that allows teachers to message parents directly, however the handwritten ones work well currently in school.

6. Mobile Phone Policy

Mobile phone policy: this emerged through the Ofsted visit, where mobiles had been visible. There is a need to have a specific mobile phone policy for school. AR asked for parents' views on how we implement the policy for parents, as some parents still do put photos on social media. It was discussed that we couldn't have a 'blanket ban' on phones as parents like to take photos of their own child, but in plays, should we stop parents bringing phones in?

AR described how we have a list of children who cannot be photographed, but it is difficult not to single children out for this purpose. It was suggested we re-send the form out to see if people want their children not to be photographed (since views may have changed over time). Another option discussed is to have clear messages e.g. on a visible poster as parents enter (such as a mobile with a strike through it)

Should we have mobile free zones? This is also being looked at.

Is there a possibility of posters to ask parents/visitors to turn off mobiles?

Staff don't need to use their mobiles for work purposes so don't need to have them always accessible.

Visitors also need to be considered, e.g. music teachers, we could ask them what they are asked to do when they are on other premises.

7. Ofsted Report

All forum members have read the recent Ofsted Report and joined in praising Mr Russell, all the Staff, Governing Body, Children and Parents for the 'Good' rating and positive feedback in the report. Also the school website will soon include a precis of the Ofsted report.

One Question we wanted to explore further, with a view to achieving an 'Outstanding' rating in future:

- **What makes ND School unique?**

AR described how this isn't just about getting the academic side right but also to create a more rounded approach to children's education and development.

Forum members mentioned that wellbeing is very well supported, e.g. issues that could affect children's self-esteem are well managed, and the pastoral side at school is delivered very well. Special Educational

Needs (SEN) support is felt to be "amazing", and the support from teaching and funded staff as well as from other children is felt to be great. Teaching feedback is felt to have improved a lot, teachers are now more engaging too.

The school was described as having a strong sense of community, being a 'family' school: "[children] are brothers and sisters". Being traditional but without being old fashioned. AR spends time with the children in classrooms, all the children know him and feel comfortable with him. Also, the school does not follow schemes - children are taught to their individual ability and split classes are managed well.

- **How do we market this, and bring it into our school 'brand'?** Can we also bring this more into the website, ethos and branding? We know children learn better if they are happy, so it is really important. On the academic side, can we do something else to promote our uniqueness? Rewards for academic excellence, as well as the sporting excellence, perhaps a 'gold, silver, bronze' points scheme, similar to house points, or badges, however we need to maintain a careful balance with the competition element discussed earlier.

8. Parent Governor Role Recruitment

On the newsletter, it reads like a 'massive' job spec, feels like a lot of time and a lot of effort, however it is a big commitment, so we need to manage expectations. Also AR described how there is now a need to look for specific skills when 'recruiting' governors.

We need to get parents to engage more, before we can get parents to commit to the governor role. One suggestion was that we make the next Parent Forum meeting about parental engagement.

How do we get parents understanding more of the governor role?

We need to make sure governors attend the parents' evenings

Can we use FB more to engage more parents? Send our website links out?

The advert as it is isn't making the role attractive to parents, sell it more, e.g. "Talk to governors, 'what will I get out of it', 'what do the other governors do?'" Make it feel accessible (reads like you have to be a 'high flier' when you don't).

Run an hour long 'awareness' session talking about the governor role, delivered by governor(s), so can do a Q&A. Governors could engage via playground, not just in a letter.

Perhaps parents would want to be more involved if there were problems with the school, and so perhaps with a high level of satisfaction, parents don't feel the need to engage as much?

9. AOB.

Meerkats - why are we spending money on meerkats when we need to spend on other things? So how the 'Metacognition' is communicated was perhaps too much, as the children questioned the spend. So perhaps school tells children too much at times?

Security - the gate and fencing at front of school are being replaced. 6ft fencing will be erected. Reception is changing and will be at the other side of school - to provide a larger and safer entrance to school. Gates will be open and locked at set times through the day. This picks up on the security issues picked up by Ofsted. We need to get a communication out to parents on this.

Gardens and toilets will then follow. And possibly also a cycle/scooter shed. Mrs Dennison is looking at where we can get project/funded opportunities for development.

The way the school manages split classes was also discussed.

Can we direct a message to Year 2 parents to get some engagement on the forum?

Discussion also to send out the minutes to all parents, i.e. email a link out. AR to see if we know how many clicks we get, i.e. what is the hit rate?

Also AR plans to put the School Development Plan on the school website, so parents can clearly see what the school is working on.