



Parent Voice Group Minutes from 14th March 2025

Parent Voice representatives: Claudia A-B, Rommy. C and Maxine. C
Staff present at meeting: Mr Lang and Mrs Rodmell
School Governor: N/A
Absent: Sarah M

Discussion	Action Points
<p style="text-align: center;"><u>Welcome</u></p> <ul style="list-style-type: none">• RL welcomed and thanked the group for their commitment and he looked forward to working collaboratively and productively with the group on school improvement. He stressed the importance of the group in helping him continually move the school forward.• It was noted that the committee's membership had significantly decreased from the previous year. Mr. Lang encouraged the current members to actively promote the group, with the goal of recruiting new members and ensuring a wider representation of parents' voices throughout the school.• RL began with a brief round-robin exercise, where members shared positive feedback, either from a parent or child perspective, that could be celebrated.<ul style="list-style-type: none">○ MC - parents seem to be generally happy. The workshops are really good. The beat boxing was amazing and the children are still talking about it weeks later.○ C A.B - The parents loved the phonic workshops (in class), they were really good. I also learnt from it.○ MC - The parents really appreciate that RL gets involved e.g. dressing up for World Book Day. It makes a real difference. Also, when I helped with the movie night, the children's behaviour was excellent.• RL thanked the members for their feedback and said that it was pleasing that parents have verified the culture of positive behaviour that exists throughout the school.	

Parent Teacher Association

- RL discussed the role and impact of the PTA, noting that it is sometimes misunderstood or misinterpreted by the school community. He explained the PTA's roles and responsibilities, particularly regarding the new school uniform shop initiative. He expressed hope that the recent letter he sent had been well-received by parents and provided additional clarity. RL acknowledged the concerns some parents raised about the intent of the uniform shop and reiterated that for families in need of essential items who are unable to contribute financially, support will continue to be provided separately from the initiative.
- He informed the group that RC (Family Liaison Officer) continues to organise essential items, such as washing powder and nappies, for the school's most disadvantaged families. He also clarified that the PTA's work is separate from this, focusing on raising funds for the school.
- C A.B suggested that the first PTA email about the uniform shop wasn't clear, so perhaps parents got slightly confused. However, when the second email came out, it answered a number of questions that parents had and made it clearer about the purpose of the uniform shop.

- The FLO to send out reminders to families regarding the essential items that we stock in school for our most disadvantaged families and how they can access these.

Parent Engagement

- RL emphasised the importance of parents engaging with workshops and other activities organised by the school, but also acknowledged that this can be particularly challenging for working parents. He noted that finding a time for workshops that suits all parents' availability is difficult, which is why different times have been tried.
- C A.B. suggested that parents loved the Year 1 workshop, with many providing positive feedback.
- RL agreed that the workshop was well-received and shared the results of parent feedback via a survey. He highlighted that the development of phonics is a key area for school improvement, and parent engagement will play a crucial role in advancing this.
- C A.B. suggested that going into the classroom with the children offered parents a different dynamic, which was much more effective than a stand-alone workshop. She felt that this model would help parents learn more. She also praised the teacher for being excellent with the children, as they were all completely engaged.
- RL acknowledged that inviting parents into the classroom

- Consider organising similar parent immersion events across the school.

<p>would likely be more appealing and informative, potentially leading to increased engagement. However, he also recognised the pressure this may place on teachers and emphasised the need to be mindful of this when planning future workshops.</p>	
<p style="text-align: center;"><u>Parent Survey</u></p> <ul style="list-style-type: none"> • RL stated that the last whole school parent survey was during OFSTED (January 2024). He would therefore like to send out a parent survey by the end of the term, to gather parent voice on a number of important aspects of the school. • The survey will help him to evaluate parents' experience of St Katherines, which he can then analyse and create action points from. • In order to capture as many parent's views as possible, he suggested that QR codes and iPads will be put out for parents during parent consultation meetings. The committee felt that this was a good idea. 	<ul style="list-style-type: none"> • Create QR codes for the parent survey and provide iPads for parents to use during parent consultations.
<p style="text-align: center;"><u>Communications</u></p> <ul style="list-style-type: none"> • C A.B suggested that parents can sometimes feel that the communications from the school can be too much and hard to keep up with. She asked if teachers could provide a summary email or messages on the board that outlined what the following week would look like? • RL acknowledged that there is a lot happening at the St Katherine's, which is a sign of a thriving school. However, he noted that this can lead to a high volume of communication. He reassured the group that the office gatekeeps the emails and limits them to three per day to avoid overwhelming parents with too many messages. • RL then reviewed the current methods of communication to unpick where parents may be experiencing some difficulties. Currently, parents are informed of key dates for their year group via the curriculum coverage sheets, which are sent out at the beginning of each term. Fortnightly newsletters then highlight whole school events throughout the term. It appeared that difficulties arise when there is a change to a planned event, e.g. a change to the PE timetable due to an event being held, and parents do not receive enough notice to implement the change. • RL informed the group that he was reluctant to ask teachers to provide weekly updates for parents, as he was conscious of adding to their workload. He felt that the curriculum coverage sheets and calendar on the newsletters were comprehensive, but he would also speak to Leaders of Learning (experienced teachers in year groups) to reiterate that any changes to normal timetables should be communicated in good time. 	<ul style="list-style-type: none"> • RL to raise the matter at the next Leaders of Learning meeting to ensure that messages for year groups are communicated clearly and in good time.

<p style="text-align: center;"><u>Photos on Facebook</u></p> <ul style="list-style-type: none"> • C A.B - some parents had mentioned that not many posts had been put up for certain year groups/classes. <ul style="list-style-type: none"> • MC - Year 2 have been great this year. • C A.B - Year 1 has been inconsistent. • RL confirmed that the expectation for classes was that they uploaded one FB post per week. He said that he would add this to the agenda for the next Leaders of Learning meeting, so that it can be monitored more closely. 	<ul style="list-style-type: none"> • RL to raise the matter at the next Leaders of Learning meeting.
<p style="text-align: center;"><u>Clubs</u></p> <ul style="list-style-type: none"> • The group shared that there seemed to be more extracurricular clubs for KS2 than for KS1. RL acknowledged this and explained that he is continually working to improve the extracurricular offerings across the school. He emphasised his desire to provide as much enrichment as possible for the children. However, he noted that, in most cases, the clubs are run voluntarily by staff in their own time, and he is largely dependent on their goodwill to make this happen. • He informed the group that teachers are provided with incentives for running a club, which has drastically improved our offer. He has also looked outwardly for companies to run clubs, such as Irish dancing and karate, but neither of the companies committed to the school. • A parent is interested in running a girls football team in the summer term and we will be exploring this further. 	<ul style="list-style-type: none"> • Continue to look to broaden the school's extra-curricular offer, particularly in KS1.
<p style="text-align: center;"><u>Television</u></p> <ul style="list-style-type: none"> • A parent raised a query regarding children watching TV at lunchtime. RL clarified that when children eat their lunch or packed lunches in the classroom, a film may be played in the background. During this time, children can choose to watch the film, chat with their classmates, or play games — some of which have been provided by the PTA. This usually lasts for about 20 minutes, either before or after their outdoor play. • MC - only some children watch it my daughter says sometimes she does, sometimes she doesn't. • RL confirmed that it also not an everyday occurrence. He had walked into many classrooms today and only one class has their interactive whiteboard on and a minority of children were watching it. 	
<p style="text-align: center;"><u>AOB</u></p> <p><u>Year 1 Mix Up</u></p>	

<ul style="list-style-type: none"> • C A.B highlighted that some parents have asked about the plan for the year 1 mix up and if it will be happening. • RL stated that he could only speak generally about Year 1, as any key decisions would need to be communicated to Year 1 parents collectively. • He confirmed that the year 1 mix up would continue to happen on a yearly basis, and this was discussed with parents during their Reception induction meeting. The rationale behind mixing the children was that they are organised into classes prior to joining the school, in Reception. This organisation is done to the best of our ability based on the limited knowledge we have of the children. After two years, we gain a far better understanding of how they learn best, and therefore mixing up the classes will enable us to create an optimum learning environment for the children. • RL acknowledged that some parents find the thought of mixing classes quite daunting, and therefore the process is handled in a sensitive manner. Parents would be informed of the intention to mix classes before it occurs and a letter would be sent to outline the rationale, in detail, and provide answers to some important questions that parents may have regarding the mix up. This would be done during the first part of the summer term. • RL also provided context regarding why the process is more complicated for the current Year 1 cohort. Due to the low numbers in Year 1, there is a possibility that additional pupils may join the school mid-year. Therefore, it may be more prudent to wait until the end of Year 2 before mixing the children, to ensure that any new pupils and changes to classroom dynamics are fully considered. • A decision about mixing the year 1 cohort, either at the end of this academic year or next year, will be made during the first part of the summer term and communicated to parents. • RL also confirmed that it is not his intention to mix the children again for the remainder of their time at St. Katherine's. 	<ul style="list-style-type: none"> • Write to parents in summer 1 to communicate the decision to mix the cohort, either at the end of this academic year or next year.
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Conclusion

The next meeting will be arranged for Term 5.