

Minutes of Class Rep Meeting – 6th February

Apologies: 6P, Pre-School, Reception

1. Welcome and Updates

- JM opened the meeting and thanked everyone for attending.
- Leading Parent Partnership Award (LPPA) update: lots of ongoing work from the team behind the scenes. School appreciates feedback from class reps who attended the last LPPA meeting and encourages more participation in future.
- Jargon buster and communication tree were shared for feedback. Suggestions made to include out-of-hours contact details for Jellies and bus booking and emergency contact information.
- School is working on a document to explain the IT systems that parents need to use. All documents will be shared with parents and new parents.
- JM asked that Class Reps stick to 3 points for the meeting to allow enough time to discuss all issues raised by each class.

2. School Lunches

- Ongoing concerns about portion sizes. KT confirmed portion sizes are adequate if children eat everything they are offered to them and lunch staff always encourage them to eat more.
- Class reps are invited to lunch to see portion size and try the food and provide feedback to parents.
- Parents are notified if children are not eating much. Year 6 get offered extras everyday, no complaints from Y6.
- Class Reps requested food photos as previously requested—KT is following up with AiP, they will not allow the school to provide photos.
- AiP food tasting had low parent turnout; please encourage parents to attend these as they give the opportunity to speak to the chef and area manager about concerns.

3. Class-Specific Issues

Pre-School/ Reception:

- No points raised. Are happy.

Year 1:

- Staffing Updates: Mrs. Casey is in class Monday-Thursday, and Mrs. Walford is in on Fridays.
- Illnesses are unavoidable. Communication regarding staff illness will only be shared when teachers are off long-term or leaving, in line with GLT school policies.
- Homework: The introduction of multiple apps without prior communication was overwhelming for parents. Mrs. Casey has provided clarification.
- JM stated that a member of staff is expected to collect KS1 each day. If this is not happening, SLT should be informed.
- Spellings: Some children struggle to know their groupings; Mrs. Casey will email groups.
- Spellings follow a structured scheme and are not random. JM noted that Spelling Shed is to be used, as explained in the 'Meet the Teacher' session at the start of the year.
- Currently, only 12 children are using Spelling Shed—please encourage participation.
- White Rose Infinity App: Has just been relaunched and Individual logins are now being issued.
- Forest School was not scheduled for more than one term, which has always been the case for Years 1 & 2.
- Water Access: Water is available at all times except when children are seated on the carpet.
- Mrs. Casey is available for parents to approach in person for any queries.
- Bike Shed Roof: The class asked for an update on when it will be fixed. JM will speak to the site team.
- Oracy Competition: The topic was challenging for younger students. It was suggested that children be allowed to talk about personal interests in the future.
 - JM explained that all staff receive oracy training, ensuring opportunities for speaking skill development in all lessons. The competition provides a platform for public speaking practice.
 - Suggestions for future themes included "My Favourite Thing," "Get to Know Me," and "Share Your Passion" to allow students to showcase their personalities and interests. It was agreed there should be three competitions per year: One focused on school values, "This Is Me" theme in the summer term and a "Get to Know Each Other" theme in the autumn term.
 - Assemblies feature a "Big Question" where children are encouraged to stand up and speak in front of the entire school.
 - Year 5 questioned whether the competition was necessary. JM said that Staff discussed this and agreed that it was valuable, as it allows the whole school to celebrate students' speaking skills. The competition is judged not on content but on delivery, reinforcing the importance of effective communication.
 - Parents of the finalists will be invited to attend, the school is keen to invite parents in more often, though space limitations remain a consideration. One class rep suggested that oracy should be taught separately. However, JM disagreed as he feels that integrating oracy across lessons is more effective than isolated lessons.
 - A parent suggested that Year 5 and 6 students might benefit from additional support. JM agreed to ask teachers to share their expectations ahead of the oracy competition and techniques and skills.

Year 2:

- Jellies concerns: Tablets replacing TV and YouTube access. JM said that the TV would not be replaced in Jellies but has previously agreed that children can watch films in pre-school or 6AS on class screens when down time is needed. This has been happening.
- JM will stop access to ipads in jellies.
- Parents felt there was lack of dedicated staff for younger children. JM confirmed that there are always dedicated staff to look after the EYFS children, but it would not be practical to have a member of staff with a separate group of younger children.
- Jellies pricing: School has benchmarked but parents felt they have found cheaper alternatives elsewhere in the country. It was agreed that comparison should be against other schools in Bucks as it is an affluent and expensive area. JM confirmed pricing was in line with his own children's wrap around care in Aylesbury.
- The pricing model is different to other schools who use external wrap around clubs as we have to factor in much higher costs, including staffing costs.
- School will consider a sibling discount
- JM said that the school has considered partial payments for children attending teacher-led clubs but cannot accommodate them due to the ongoing staffing costs.
- Parents requested more transparency regarding how Jellies' profits are reinvested. JM assured them that the funds are reinvested into Jellies. JM also explained that some profit is generated for the school, which is necessary given tight school budgets.
- Parents expressed that they are unsure of what activities their children participate in at Jellies. They were reassured that the children engage in various activities, including cooking and arts and crafts. KE suggested making these activities more visible to parents through school communications.

3A:

- Positive feedback on communication, homework, music lessons and nurture club.
- Concerns over lack of communication about staff absences. Discussed above. School acknowledged staff absence via email after a miscommunication delaying original email being sent to parents.
- Maths booster group delayed due to staff illness but now being arranged.
- School lunches: Issues raised regarding portion size and variety – discussed above.
- Request for dress-up days not to be scheduled in the first week back. Noted at last class reps meeting.
- Maths homework seems to not always be linked up to their learning from that week. Sometimes, due to the curriculum we follow, some weeks may have more than one area of focus.
- There's only been one music club? School confirmed that there are 3 music clubs a week
- Can children be reminder to take things home coats. School said that children are aware this is their responsibility.

3C

- Positive feedback about Ms. Cooke and the Stone Age Day.
- Parents have mentioned that their child's reading book hasn't been changed for a couple of weeks and that there seems to be little monitoring of reading or checking of yellow books. Reading records will now be checked weekly—thank you for bringing this to our attention.
- Children are encouraged to wear coats outside, including at Jellies. However, some children choose not to.
- Phonics group children need to return their books, as we are struggling to provide new ones until previous books are returned. Other children, who are not in phonics groups, know where the books are and are responsible for changing them themselves. They have the opportunity to do this, particularly on Mondays during their reading sessions or throughout the week during early morning work.

4B

- Music Concerns: Concerns raised regarding strictness and collective discipline methods.
- The school is supporting through behaviour policies, class management guidance, and additional staff support.
- Some younger year groups enjoy her lessons, and she is now focusing more on the enjoyment of music.
- Parents are encouraged to be patient and allow time for improvement following constructive feedback.
- Parents expressed concerns about a decline in music engagement and would like to know what will be happening with the Year 6 performances. JM will discuss plans with Miss Wicks.
- Facebook Updates: Some parents are unaware of the Greater Learners Trust page. This issue was previously addressed in the Class Reps meeting.
- Positive feedback for Mme Garcia.
- Weekly Newsletter: Issue regarding the format noted. School will ask IT team to review. School will aim for more regular updates of class and year-group content.

4T:

- Replacement teacher for 4T during Mrs. Thomson's maternity leave has been appointed. Miss Adams, with 17 years of experience, will take over. She will visit the children, meet parents, and plan with the team before starting at Easter.
- Jellies Feedback: Discussed
- Toilets: JM will ensure regular maintenance and availability of soap. Boys and girls now have separate allocated toilets, as previously discussed.
- Communication Policy: No changes to the current five-day response policy. For urgent matters, parents are encouraged to speak directly with the class teacher or phone the school and leave a voicemail if not answered.

Year 5:

- Positive feedback for the Young Voices event.
- Homework: Parents request weekly reminders and deadline consistency. JM will remind staff to update homework on the website every Tuesday, reminders are not necessary as the information will be available weekly. Tuesday-Tuesday.
- Reading records are not being checked regularly; school ensure checks.
- Online apps are self-marking, and teachers have access to review progress.
- Behaviour Management: School is working with external experts to improve strategies. Support will be provided by Danielle from The Green Room School.
- School will be purchasing *When the Adults Change* courses for all staff to enhance the collective approach to behaviour management.
- Class Page Updates: School will ensure that class pages remain current.
- Residential Trip: Confirmation that phones are not allowed.

Year 6:

- Positive feedback on maths groups, Victorian History Day, and the pen pal initiative.
- Request for additional Youth Mentor training—Mrs. White will arrange further sessions next year.
- New playground equipment appreciated; however, most of it is now broken.

The meeting concluded with thanks to all attendees.