**PRESENT:** Wendy Donnelly (head teacher); Delia Mauldon (Deputy Head); Suzanne Alford (parent); Abbi Milton (parent); Zoe Evans (parent); Debbie Richards (parent); Kayleigh Trowell (parent); Lisa Hoy (parent).

**APOLOGIES** received from Laura Jones (parent); Numera Anwar (parent); Lizzie Roser (parent); Tracey McGloin (Home School Support)

**AGENDA:**

* *Welcome and introductions*
* *Update on actions from last meeting*
* *School expansion update*
* *Seating for school plays*
* *Awards*
* *Reading*
* *Homework*
* *AOB*
1. **Welcome and apologies for absence**

Wendy Donnelly opened the meeting with introductions. Apologies were received as above.

1. **Update on actions from last meeting**
* the gate issue has been sorted
* the office sent out another copy of the calendar
* due to issues of confidentiality/GDPR, the PTA will need to set up an account separate from the school
* Year one teachers reminded the children about handwashing and continue to do so
* Mrs Mauldon (Deputy Head and English Lead) is attending the meeting today to take part in any discussions re reading and/or spelling
* We have changed the arrangements for picking up Year 3 and Year 4 children as discussed.
1. **School expansion update**

WD explained that companies have been visiting the school as part of the tendering process for Phase 2 of the building work. This is now due to start in Spring/early Summer if things go to plan.

1. **Seating for school plays**

 This had been requested as an agenda item by a parent who observed that, despite queuing for a considerable time, some people coming in later had reserved seats. WD explained that seats are often reserved for guests (such as members of the Parish Council or governors) but also for those with disabilities – some of which may not be visible. However, we are aware that the school hall is too small for the numbers of parents. We have already taken the step of arrangingseparate Foundation Stage and KS1 performances. The expansion will give us more room in the hall. Ticketing is in place for the end of year play (Year 5 and 6) during the summer but this is a lot of extra work for staff. Discussion within the group raised the following points:

* Some parents go to both performances – this can be because they feel that their child “should have someone there”;
* Extended family often attend;
* Some people want to stand because this gives them a better view.

It was agreed that ticketing would prevent parents from attending both performances and would also enable everyone to be seated safely. WD said that children need to build resilience and they will come to understand that there won’t always be someone from their family at each performance. In fact, some children already deal with the fact that their parents are unable to attend on occasions. We do not want a situation where grandparents are unable to attend. For the summer play, a limited number of tickets (4 per family) is offered initially and then spares are offered out to everyone. It was agreed by all that ticketing, although extra work for the school, would improve the situation for everyone.

SA complimented the school on the Carol Service in church – as a first-time KS2 parent, she very much enjoyed the occasion. However, once again, over-crowding was a problem. The possibility of tickets to the Carol Concert was mentioned but it was felt that this did not seem right given that it is held in the church. One possible way forward would be to have two separate concerts for Years 3 and 4 and then for Years 5 and 6. This is worth consideration for the future as the number of roll grows.

LH asked whether we could look at videoing the performances to raise funds for the school. WD said that we could look into this but would have to be mindful of GDPR/safeguarding compliance. In the past, a company produced a CD of the children singing the Christmas Carols and this would be a nice thing to do again.

1. **Awards**

This agenda item was raised because it appears that some younger pupils have the perception that others are given awards/rewards even though they have been “naughty”. WD/DM explained that it can be difficult to overcome this perception for younger pupils because they are not (and should not) be aware of the range of consequences that are put in place for children who display challenging behaviour. This includes strategies such as: reduced lunchtimes; behaviour plans agreed with parents and other professionals; pastoral support programmes; risk assessments; internal exclusions. Behaviour plans can include some element of reward as motivation but this is generally a small incentive such as: a piece to add to their own personal jigsaw; a sticker on a chart etc. ZE agreed that positive reinforcement is very important for these children. She also said that she was aware of how older pupils recognise the difficulties faced by others and support them in improving. WD said that, on occasions, we have spoken to a class about the difficulties faced by a particular pupil and asked them to be mindful of what we can all do to help.

Teachers do their best to include all children in Star of the Week Award or Head Teacher’s Awards at some point in the year, providing that they are earned. A chid with challenging behaviour would only be given one of these for improved behaviour over a considerable period of time. Any child, including one who has had a conduct record during that week, could receive an award for a very good piece of work – there are already other consequences in place for receiving the conduct report. All children are able to earn their Golden Play each Friday (or on a daily basis in KS1) if they have not received a conduct report.

The question of the weekly Golden Ticket raffle was raised: some of the younger pupils do not understand that receiving a ticket gives them a chance of winning a place on the Golden Table rather than guaranteeing it. It was asked whether those receiving a ticket could be given a housepoint. MD explained that many tickets are given out in the dining hall and giving out housepoints too would prove time-consuming for the staff and disruptive with children wanting to go and post them immediately or losing them when they go out to play. MD will talk to KS1 pupils about the Golden Ticket and remind them of how it works.

1. **Reading**

Issues were raised around consistency, particularly in lower KS2. Parents would welcome a clear explanation of the expectations, when books are changed etc. DM will look into the consistency issues across KS2. A letter can then be sent to parents explaining the decisions made.

A question was asked regarding pen licences. There are three handwriting awards to be achieved: Bronze, Silver and Gold. The pen licence comes with the Gold Award. The pen licence has to be earned again at the start of each school year to ensure that handwriting standards are kept up. However, children can go straight to the Gold Award.

1. **Homework**

This was again a question regarding consistency in KS2 classes. MD will action as above.

1. **AOB**

LH and KT complimented Mrs Mauldon for the recent Year 5 workshops on puberty. They were grateful for the informative email prior to the lessons and said that their children had come home and openly discussed what they had learnt. AM agreed with this. WD said that this is good to hear because the aim is to inform the children but also to enable them to talk openly with their parents/trusted adults if they need to.

**ACTIONS:**

* *Tickets to be allocated for Christmas performances in school later in the year;*
* *Mrs Mauldon to explain to KS1 pupils again about the Golden Ticket raffle;*
* *Mrs Mauldon and Miss Fenson to hold a KS2 meeting to revisit consistency around reading and homework expectations and to inform parents of any decisions;*
* *WD to pass on positive comments re puberty lessons to Miss McGloin who plans and delivers them alongside Mrs Mauldon.*

***THE NEXT MEETING WILL BE HELD AT 2:00 ON WEDNESDAY 24th APRIL 2019***