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**Date:** 22 Jan 2020

**Purpose :** Coffee & Conversation. Headteacher meeting with Parents

**Location:** Whizz Kids Room

**Attendees:** Catherine Burnham (CB), Ugo Chijiutomi (UC), Felicity Spencer (FS), Lina Mickuviene (LM), Marissa Van Den Hoed(MV)

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9 am meeting begins:

CB started the meeting with a prayer. Each week Collective Worship on Mondays is based around the readings from the Sunday mass. The reading / passage shared is child friendly and not always the entire version.

After the prayer CB ran through the minutes of the previous meeting (Nov19) in brief and touched upon the key points that were to be covered.

**Previous Minutes:**

Uniforms – there was no response at all from parents about the uniforms, so the decision is to have the uniforms stay as they are until the next review.

Parking – Parents were asked not to drive/park down Arch Road. This worked for a couple of weeks at the beginning; however parents are once again driving down and parking all down the road. The school can request parents not to do this; unfortunately it cannot be made mandatory. Traffic wardens are also rarely seen patrolling the road. FS suggested that children could be encouraged to design road safety posters that can be displayed on the school fence.

**ACTION - CB said that previously children were to be encouraged to make posters requesting that dogs be safely tied. This will be done during the spring term.**

There were 2 questions raised by parents ahead of the meeting:

1. Raised by UC and MV – **Would the school be interested in supporting Black History Month?** CB said that she was happy for the school to support the event. Given that the school calendar is so tightly packed it is not possible to be able to do this for an entire month. However, it can certainly be organised for a special event / day in the diary. CB suggested that to make it more relevant to our school and community it would be worthwhile to have an inspirational speaker / role model with a local connection.

**ACTION - UG and MV to take on the project and suggest people, events. CB to confirm diary date for the event**

2. Raised by Melissa Moore – **Would the school be interested in discouraging packed lunches and encouraging all children to have school dinners, as some other schools do?** In some schools, school lunches are compulsory. This would ensure a well balanced meal for all children. Very often the children choose packed lunches as it allows more play time and is seen as cool. All agreed that while school dinners do indeed offer a well-balanced meal, a choice needs to be available for parents to choose the best / most suitable option for their

own child. To ensure a balanced diet, it will be the parents' responsibility to do what is best. FS also suggested that with special events like Chinese New Year and Christmas Dinner, even children who usually have packed lunches get a chance to try out the school dinners. CB noted that the themed days promote the school meals and sometimes encourage children who may have been nervous to take school dinners.

**NO ACTION**

### **Mental Health Survey:**

A questionnaire was sent out beforehand to parents about the mental well-being provision at school. There were 4 responses emailed in and parents present also responded in conversation. The survey included 6 questions with multiple choice answers (Yes/No/Somewhat)

1. In general, parents felt that mental wellbeing was definitely a matter of importance. Given the pressures that children feel today, it was considered important that children have the opportunity to understand and share their feelings and concerns. Particularly emphasis was placed on how to help children as they grow and progress into secondary school.
2. Parents did not feel that there was a lack of the provision by the school, but rather that some families have not really had need for the additional support and may not be aware of the extent of help available.
3. Should there be any concerns for parents, the first point of contact will be the class teacher and they will signpost as required to any other provision.
4. CB ran through the provisions at school: The below are measures already in place:
  - a. **First Wave Provision (Delivered to all children in school across the curriculum):**
    - **Daily Collective Worship** (Understanding that all are uniquely created and loved by God; opportunities for quiet reflection time and prayer)
    - **Building Learning Powers** (Resilience, Reciprocity, Reflectiveness, Risk-taking, Resourcefulness)
    - **Zones of Regulation** (Emotional regulation tool)
    - **SEAL** (Good to be Me; Getting On and Falling Out; Changes; New Beginnings; Say No to Bullying; Going for Goals; Relationships)
    - **PSHE Curriculum and Circle Time** (Additional to SEAL – opportunities to talk about feelings and address specific issues within the class)
    - **RE Curriculum** (Many cross-overs to PSHE / Gospel Values)
    - **LIFE Bus** (Year group specific PSHE support – delivered annually and backed up by SCARF resources year-round)
    - **Playground Buddies (KS1)**
    - **Playground mentors (KS2)**
  - b. **Second Wave Provision (Delivered to children who need it in groups by invitation)**
    - **Educational Psychologist** support (e.g. whole class Circle of Friends training)
    - **Playtime groups** (Supporting positive play e.g. Real Play)
    - **Chill Out Club** (Children who have a busy home life)
    - **Rainbows Programme** (Supports children dealing with loss)
    - **Friendship Strategies groups** (Delivered by ELSA trained LSAs)
  - c. **Third Wave Provision (Delivered to individual children and families by referral)**

- **Home School Link Worker** who is available for 1.5 days / week. She also does home visits to work with the whole family and provides counselling.
- 2 x **ELSA** (Emotional Literacy Support Assistant) staff at school. Children usually have sessions in 6 week blocks. Support children struggling with anxiety / friendships / bereavement / divorce.

**d. External Support**

There is a long waiting list for **CAMHS (Child and Adolescent Mental Health Services)** of 12 – 18 months even in quite severe cases. Measures available in school can sometimes help bridge the gap until more specialised support is available.

Cardinal Newman Catholic Primary School aims to provide a holistic education for the whole child. We aim not to bombard parents with unnecessary information but to ensure that there is enough information available. Office staff and class teachers can signpost and guide as required.

**Year End Reports:**

THE XCET currently has 3 secondary schools and 11 primary schools within the trust. The CEO would like to have the **year-end reports prepared based on a standard format across all primary schools**. Parents were shown the proposed one-page template. According to legislation, schools are required to include basic information on attendance, end of year attainment and progress. There is no legal requirement for a personalised comment, although this was felt desirable by all concerned.

It was generally felt that this new Xavier end of year version makes it easier to understand how the child is doing across the curriculum. In the case of Maths and Reading there are tests, so assessment of exceeding or working towards etc can be easily rated. For other subjects like Science, Geography, History etc the assessment is based more on the on-going work across the year.

Parents present felt they would like the **Teacher's Comment box to include personal feedback on each individual child, including areas to improve and possibly covering their general well-being** as well. CB indicated that staff at present spend about 1.5 hours/ child on the current end of year report format and these are then proofread by another teacher and then checked and signed by the Head. Current end of year reports therefore have a huge impact on workload, while having no impact on children's progress. The group discussed maintaining **the balance between keeping parents informed about their child while also ensuring teaching and learning is not affected**. Most parents present felt the **termly reports were not very useful and that face to face parent consultations provided the best possible feedback to parents**.

Parents asked if there was a possibility of removing the termly reports but having another, possibly optional, face to face consultation towards the end of the year, possibly around May half-term. CB to review on feasibility

**ACTION: CB to run through the new report format with governors at the next meeting and discuss best options for reporting to parents**

Meeting concludes at 10 am