

## Shirley Infant School – Parent Forum – Autumn

Date: Tuesday 11 November 2025 @ 12:15pm (Team / Online)

**Purpose:** The parent forum is an important and valued (by both school and parents/carers) communication link. It is an opportunity for parents/carers to provide feedback, seek clarity/confirmation, raise general concerns, and make suggestions. It is a two-way partnership, and the school will also utilise this platform for purposes such as to propose new initiatives, changes, or gain feedback on parental engagement. By working together, we can continue to make Shirley Infant School a great place for children to thrive and support the motto of 'Every Child, Every Chance, Every Day'.

### Attendees

**FOSIS Co-Chairs** – Natalie Steel (NS) / Rachael Oxley (RO)

**Head/Deputy Head** – Cate Gregory (CG)

**FOSIS Secretary** – Myiah Ahmed (MA)

### Parent Reps

Attendees	Apologies
Emily Arbery (Moles) (EM)	Taryn Makaruk (Squirrels)
Myiah Ahmed (Foxes) (MA)	Hannah Brown (Badgers)
Gemma Alexander (Otters)	Tamsyn Langton (Foxes)
Maria Villares (Owls) (MV)	Charlotte Watts (Beavers)
Clare Large (Squirrels)	Amy Yates (Hedgehogs)
Veronika Krcalova (Badgers) (VK)	Kimberly Duncan (Rabbits)
Rachel Madgwick (Rabbits) (RM)	
Carly Collins (Hedgehogs) (CC)	
Sophie Findlay (Owls) (SF)	
Vicki Dane (Moles) (VD)	
Rebecca Maclean (Beavers) (RM2)	
Monika Żytowiecka (Otters)	

### Agenda

1. Actions from previous meeting
2. Positive Feedback
3. Communication
4. Technology
5. Reading Books
6. Lost Property
7. Other
8. Home Learning Behaviour Award
9. AOB

## 1. Actions from previous meeting (June 25):

Item No.	Action	Responsible	Comments	Complete
3.2	CG to speak to office about adding additional information to celebration events to make it clear for parents if needed at 2.45pm (performance) versus from 2.45pm (looking at artwork to help parents).	CG	CG: This is added where possible or weekly comms since Autumn 1	Complete
4.1	CG to speak to teachers to ensure they are checking the appropriateness of library books	CG	CG: Library clear out has been done with unsuitable books removed.	Complete
5.5	CG to review newsletters to try and make them more accessible for neuro-divergent parents  Class rep to speak to parent who raised it and see if they would be willing to review future versions to support the school	CG /IT AC	CG: Autumn 1 if there is any feedback from the parent who requested this.  NS: We'll track the rep AC (Annemarie Clayton?) and ask them to provide.	Ongoing
5.7	CG to speak to the office about giving parents more notice of volunteers being required for school trips and what is expected so parents can plan better in taking time off work.	CG	CG: this should be added to year group curriculum workshops and the weekly coms.	Complete
6.1	EA to seek further clarification / context on the mobile phone comment from a hedgehog parent.	EA	SF: The background is It would be nice for parents to talk with each other.  NS: Limited to what school / parents can do for this.	Complete
6.10	CG to investigate with the council the possibility of starting up the road closure volunteers again.	CG	NS: Certain PTA members have contacted the council, and monitoring activity done by the council. It's possible that enforcement will be put up.  CG: Has not got any additional information from the council, and appreciates if any further updates can be shared.	Ongoing

## 2. Positive Feedback

- 2.1. Thank you to all the teachers for their patience, kindness, and the great care they show to the children. I can really see the results of your hard work.
- 2.2. We are grateful for the teachers support in helping settle into school, they have been so kind and patient
- 2.3. I like how they greet them as they come in, Miss Channell always makes an effort to have a little hello and chat with each child which is nice and also keen to know the new sounds!
- 2.4. All the teachers and the TA are lovely and our daughter speaks highly of them and seems to be enjoying school
- 2.5. Teachers are always very friendly greeting the children by name.
- 2.6. Miss Channell makes a lot of effort to welcome the children each day which makes them settle in better.
- 2.7. You can see how happy the kids are with Miss Channell and Ms Baddams on collection, also feedback given and they are happy to chat if you need too.
- 2.8. Very supportive when SENco help required or being listened to and heard
- 2.9. There was positive feedback about Miss Peach and Miss Mantle (and all of the staff we have seen around) in that they have been really friendly, welcoming, kind and patient which has helped the children to settle in.
- 2.10. The events like Dino day were really well-placed to give the children something exciting to look forward to (and were a helpful conversation starter for parents).
- 2.11. Mrs Gregory and Mrs Watts were quick to notice our daughter finds the first few weeks back harder than the other weeks and were there to help her get back into the swing of school. Kept her in mind the whole time.
- 2.12. Miss Saville continues to bring magic through the ELSA provision and empowered our daughter to feel her feelings.
- 2.13. Miss Orman always has a smile on the door and looks so happy to see the children when they arrive each morning. Our daughter loves being in her class.
- 2.14. Mrs Durman took time to get to know our daughter and had her sussed very quickly.
- 2.15. Mrs Vogt on a Wednesday morning is a singing bonus for our daughter, who loves having her as another teacher she knows.

- 2.16. Mrs Clarke and choir have been a Friday treat for our daughter, and we are all learning the songs as a family.
- 2.17. Ms Orman has been very approachable and attentive.
- 2.18. My child is thriving in yr 1 the transition was really smooth and she has settled in well and is loving learning! It was lovely to see how organised the moles classroom was, the pride in displays. The writing wall really helped her. The books were marked really well with clear feedback that my child was so proud of her work! Thank you so much! I couldn't ask for a more great start to year 1! Thanks Miss Orman!
- 2.19. Miss Orman, Miss Durman & Miss Vogt are an incredible Moles team and clearly make the children all feel comfortable and happy! Our daughter is loving her time in Year 1, and we enjoyed being invited in to see their work – writing whole stories – unbelievable!
- 2.20. Mrs Clark is so inspiring – our daughter is loving going to choir, now she's "big enough"!
- 2.21. The office team is always smiling and approachable.
- 2.22. Really nice to be welcomed each morning/afternoon at the gates by staff.
- 2.23. We are appreciative of how well the school has managed the transition to Year 1 and how much the kids value the kindness shown by Miss Moncried, Mrs. Schaper, and Mrs. Preston.
- 2.24. The infant school is really well run and Mrs Gregory is awesome & always responds to our queries quickly!
- 2.25. Also Mr Segun is great!
- 2.26. We have been very pleased with the music lessons. A is always excited about her music sessions, especially the instrument learning and choir, which she greatly enjoys. We also appreciate that Mrs Clark left us a note as a means of communication — this has been very helpful.
- 2.27. The whole year dates are very useful.
- 2.28. The teachers are fab! Mrs Banning is a great addition to the class, S loves her and I can tell by the stories she tells me that she's having fun, all whilst learning a lot, so a thank you to her 😊 and Mrs Gregory (the teaching assistant) seems to know S really well and seems really lovely.
- 2.29. FOSIS/PTFA events are amazing – thank you so much to all volunteers! The community built really helps us all feel welcomed into the school and encourages us to get involved.

NS: Commented there's lots of positive feedback (more than the negative) which is really good to see. A lot of teachers have personal welcomes and feedback. Great to read and hope it is shared with the teachers.

CG: Positive feedback is always shared with the teachers. The feedback is also recorded on the governor's minutes when we document compliments and complaints.

### 3. Communication

3.1. Several Comments across Year R - Would appreciate more communication on what is covered in class so parents can best support at home. There were materials shared on phonics / rhymes / letter formations etc earlier in the term but it's not consistent.

CG: Curriculum letter goes out every half term to share the topic and wider curriculum. Weekly comms has additional commentary on English and Maths that staff add on there. Furthermore, the full year's curriculum is covered in the curriculum workshop. This year only 20 parents attended.

CG: Once the children have learnt their sounds from phase 3 - the next set of flash cards will be sent out for parents to support at home.

The school is in the process of updating the website and moving to a new provider - but the Year R curriculum page has lots of information on how to support children at home.

CG: There is a lot of information available to parents and there isn't more than what's already being shared.

CG: Appreciated that it can be difficult for parents to adjust from preschool feedback, but the ratio of teacher to children is higher at school.

CG: Expressed working with Year R reps if they feel it needs to be looked at, but ideally attendance at the workshops will be most beneficial.

CC: Expressed the timings can be difficult for working parents to attend.

CG: Acknowledged this however moving the time is not practical. It was trialled at 6pm, teachers were having to stay late and attendees were not more in volume. There have been persistent technical issues (due to the internet and age of building) with the virtual workshops. So it may be best to roll out Pre-recorded sessions which can be watched later.

CG acknowledged that this will remove the live Q&A.

RM: A lot of parents would appreciate pre-recorded as it's more convenient and questions can be asked via email or later on the school gate to follow up.

CG: Is conscious not to lose the personal contact within the workshop, but

also wants to factor in that it needs to be a viable solution.

**ACTION for reps:** Get a consensus from the class rep group on prerecorded sessions with the options to submit questions.

### 3.2. Delayed Communications:

- 3.2.1. Sibling photos - process changed this year not all parents were aware of appointments and the 'drop in' was only arranged on the day.

CG: The office has apologised, a member of staff left over the holidays and the handover wasn't sufficient.

- 3.2.2. Parents evening (Badgers) was cancelled due to sickness. In circumstances where immediate comms might be needed can the school consider reaching out via phone rather than emails so parents are made aware sooner.

CG: Will speak to the office to see if in these instances a phone call can be made. In this instance, only 15 parents need to be contacted so would have been manageable. Only one parent hadn't seen the email, all others were made aware via the email from the class whatsapp group.

## 4. Technology

- 4.1. Several Comments - The Year 1 Curriculum had some technology issues and content was missed. Could it be redone or a new recording sent out to also cover those who couldn't make the workshop.

CG: Trial will be done and feedback reported. This will coincide with resolution for 3.1.

- 4.2. Could the school provide more information on the rewards & recognition systems (Dojo points, stamps, Star of the Week) so we can explain to the children what they are being recognised for.

CG: the handbook contains a page detailing this on how the school uses this.

VK: The dojo class was new and we didn't have a handbook.

CG: A separate letter was sent to explain everything.

VK: Expressed confusion after that the parents and children were not aware.

MV: the transition to Year 1 was a different rewards system, there was some comms on rewarding each value and then there is also a points value. It's difficult for parents to understand how rewards are given out.

CG: The only change is the dojo points. This was shared during the curriculum evening but has been missed due to technology issues.

**ACTION:** CG to double check if shared.

- 4.3. Google Classroom & Numbots log in have been shared but no context or instruction given (Squirrels).

CG: A full letter went out about Google Classroom and the information about Numbots was sent out on weekly comms for a few weeks before the numbots letters came out explaining what was happening and why the delay between the two.

Using Numbots is optional.

Google classroom to be used only if remote learning is needed and to share the xmas nativity recording.

- 4.4. Can MCAS be used to add contacts for children? If so can the process be clarified or a guide provided?

CG: Office had emailed out on the Friday during half term that the office will need to action. The functionality will not be available for parents to add but the office is more than happy to add contacts for parents if they wish.

## 5. Reading Books

- 5.1. Could children receive reading books for the holidays? The children get into a good routine reading and then find the break can set them back. The parents have already spoken to the class teacher who said it's not possible so they are raising here to ask the reasoning or appealing if possible.

CG: The reason is too many are lost. They are very short books to hold it for two or three weeks would have limited benefit. And increases the risk of losing them. We still want to push the love of reading and encourage them to go to the library and read at home. Sometimes it's good to learn tricky words.

- 5.2. Year 2 - Process for changing reading books is slower as the children are doing it on their own. If possible can extra support be arranged or a control check to make sure books are changed? May also recommend making parents aware of the new changes at the start of Year 2.

CG: There was a previous discussion for a handover sheet in Year 2 as there is an increase of independence. The staff do check but it is about the growth of independence. On Friday pick up if you notice the book has not been changed. We are very happy for the child to change it there and then.

## 6. Lost Property

- 6.1. Several comments - It is very difficult to look for things that have been lost as it is now in the classroom, parents don't have access to check for lost items. It does take longer to be reunited with lost items.

CG: Completely understand its difficult to implement a right way to return lost property. However it does not work with keeping in front office as it was too much which is why named lost property is returned back to classes. Anything unnamed will be moved to the uniform shop to be found there.

## 7. Other:

- 7.1. Celebration events across SIS & SJS. The recent celebration events occurred after the two inset days which made taking extra days off challenging. If possible, could there be collaboration to ensure that working parents can attend celebration events across both schools?

CG: Can be taken into consideration, however celebration events will always be at the end of term as it's celebrating that particular piece of work. The school does try their best to be mindful - and try their hardest. The school does not control the inset days its set by the Hamwick Trust and JEP set them across the partnership so that schools in the local area can align the inset days so that parents who have children in multiple schools can have the same inset day.

- 7.2. Wrap-around childcare options. Could there be information for new parents listed on the website? Information is very limited.

CG: Risk assessments are only completed on providers that operate on School property (i.e. Team Spirit). Therefore the school can not make recommendations or promote on their website for any provider that does not operate on school property.

The school does have leaflets of off-site providers available in the lobby.

RO: Is there any information on the clubs that are run by school?

CG: These are run by team spirit, they usually send out a newsletter. If it has not come out CG to follow up.

VD: The link was on one of the comms, can follow it that way.

VK: In the past there were more after school clubs e.g Gardening club, will will more be offered soon?

CG: Would love to do that but would need to give staff time back. It's difficult CG has been told to stop so can not bring it back right now. Very keen to give the children have more opportunities for enrichment via clubs.

## 8. Home learning award.

RM: Great Idea. How would this be made accessible online, or paper copies sent home? Paper is easier for some families. If it's all online it can be difficult for some to access technology. Or access to printers. Concerned with paper not being eco conscious.

CB: Completely up to the parent groups on their preference. Shared screen showing the concept. 1st one could be paper - see level of engagement, copies could be sent home and available in the office. Those who are tech savvy can use the online form.

Year R can start on paper, so they are used to the process by Year 1 & 2.

Challenges are set for each age group & colour coded for each year group. For example, Curiosity - noticing 5 new things. (Yr R).

Independence - I can make breakfast and clean up 5 times. (Yr2)

RM: Concern on printing costs, but it's more visual than remembering to do something online. Maybe something we can launch on google classroom to alleviate printing costs.

RM 2: With online it can remove the independent element that we are trying to encourage, something physical book/paper would bring it to life.

CG: I know some families may not feel it is something they want to engage in and some families are always asking for extra activities to do at home. We don't want it to be seen as homework but to encourage them to do something from school alongside what they are already doing. This focus would be from the governors - and we are keen for the children to have this reward from them so keen on the initiative. Maybe more time is needed on the design / rollout.

RO: Option for printed black & white and children colour in would be more economical.

MA: A previous challenge that was set was a very simple grid and the concept was exciting. Every child is different, but it may not be enough, and we can look at designs. Do we want to stagger the roll out to see what works.

CG: We want this to be something different from the governors , let's stall a week and then send it out.

MA: If there's any additional feedback from the group we can collate this week and feedback.

CG will add a comment on the comms that this will be delayed a week while we think about the roll out.

RM: Perfect before the release before a half term.

CB: Potentially Feb half term would be perfect as Christmas may be close.

**Action:** Class reps to review / give additional feedback this week.

## 9. AOB

CC: Paultons Park is running a competition for any school to enter with the chance to win 70 kids to go to Paultons.

**Action:** Carly to email Cate the details via the office FAO Mrs Gregory.

### Outstanding Actions from April 25 Meeting

Item No.	Action	Responsible	Comments	Complete
8.4	Create a plan to show the entry/exit route that could be shared in comms / Facebook	HB	Ongoing from April meeting	Ongoing
3	Look into the recording of the hospital activity being uploaded. to Google classroom	CG	CG to follow up with staff  UPDATE: Year R reps queried if Year R parents were aware of Google Classroom. CG to follow up with staff.	Ongoing

### Outstanding Actions from June 25 Meeting

3	Look into the recording of the hospital activity being uploaded. to Google classroom	CG	CG to follow up with staff  UPDATE: Year R reps queried if Year R parents were aware of Google Classroom. CG to follow up with staff.	Ongoing
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