

**Parent Forum Meeting**  
**Minutes from 16/03/2021**

Attended: Kevin Dyke (KD), Jane Cooper (JLC), Jo H, Laura B, Lucy G, Grace J, Louise T

Apologies: Kirsty A

Agenda Item	Points Raised
Welcome & Introductions	<ul style="list-style-type: none"> <li>• Welcome from KD thanking all for participation.</li> <li>• Welcome from JLC and thanks for participating in the group</li> </ul>
Agreement to Terms of Reference	<ul style="list-style-type: none"> <li>• All understand and agree to the terms.</li> </ul>
Remote Learning	<ul style="list-style-type: none"> <li>• Most recent period of online learning was more cohesive than previous times. Positive response to on-line/face to face lessons. The live lessons helped to keep momentum.</li> <li>• The phased plan from the first lockdown was good as it built up slowly as pupils and parents were getting used to the situation.</li> <li>• Tutors have generally been able to support but those pupils who have had stand-in tutors due to staff not being in work have found this less so.</li> <li>• Class Charts To Do List became daunting for those students who missed lessons or started remote learning late. It would have been better if assignments had disappeared after a set amount of time.</li> <li>• The use of both Teams and Class Charts to post assignments was confusing as they had to look in two different places and were sometimes unsure where work should be uploaded.</li> <li>• It was felt that there was too much screen time but appreciated that school were expected to deliver this amount of content.</li> <li>• Some teachers had the expectation that work would be uploaded immediately at the end of the lesson which was unrealistic and did not give time for those who needed support to do this the opportunity. A more consistent approach to deadlines would have helped.</li> <li>• Idea: A dedicated area where lessons could be posted for those who wanted/needed to catch up segregated into different year groups and subjects.</li> </ul>
Communication Covid Response Related	<ul style="list-style-type: none"> <li>• The same information coming out in several different formats (email, announcements, text) can be difficult to keep track of which you have read.</li> </ul>

	<ul style="list-style-type: none"> <li>• Announcements on Class Charts are not in order, with the most recent at the top, which makes it tricky to keep track of. This is also true of the Homework set on Class Charts which still has all the remote learning assignments on it. It would be good to have all of this cleared to start anew.</li> <li>• IT support was excellent during lockdown with particular mention of Sam Pearse who was exceptional, often replying to queries late at night.</li> <li>• Coombe Dean have worked really hard and you can tell.</li> <li>• The school have been very quick with their responses to changing situations and have communicated these quickly. Particular mention to Stuart Khoeler-Lewis who was responding to the Parent Facebook page late at night.</li> <li>• The level of communication was not overwhelming.</li> </ul>
Communication General	<ul style="list-style-type: none"> <li>• Staff email addresses are difficult to find. Perhaps there could be a standardisation of staff names on Class Charts so that everyone has their first initial displayed.</li> <li>• No other communication difficulties mentioned and there is generally a good amount of contact from teachers.</li> <li>• One parent cited a time when Richard Woodland had written to their child to congratulate them on an achievement he had found out about that had occurred outside of school. This attention to the individual child for more than their academics is appreciated.</li> <li>• Parents do not have a clear understanding of the Year Team Leader roles. It is not clear if they are like Heads of Year and they were unaware that YTLs are non-teaching staff.</li> </ul>
Remote Parents' Evenings	<ul style="list-style-type: none"> <li>• These have been positively</li> <li>• The short format is ideal but specific issues may need more time. Suggestion that parents request follow up with teachers if more time is needed.</li> <li>• Would double appointments be possible for some pupils? This is particularly needed for pupils with SEN as there is often more to discuss than the time allows.</li> <li>• School reports are useful to aid with discussion but more clarity is needed within these. Some parents find the format confusing and more specific comments would help.</li> <li>• Overall feeling that these should continue online in the future but there should be other opportunities to come into the school</li> <li>• Suggestion of 'Expectations Evening' for each year group near the start of the year. This would help to explain what pupils will be doing and give parents a chance to meet each other and chat to Tutors. This would be helpful for all year groups but also particularly pupils in Tutor Groups who change tutor as parents often do not meet a child's tutor if they were not with them in Year 7.</li> </ul>
Year 6-7 Transition	<ul style="list-style-type: none"> <li>• Differences in transition from primary to secondary over years: Year 12: had at least 2 days in prior to starting which worked well</li> </ul>

	<p>Year 9: enhanced transition was good, but the first day was difficult because of buses and lack of support for the individual pupils in school.</p> <p>Year 9: Summer activities at Home Park worked really well as pupils knew each other before they started.</p> <p>Year 7: Year 7 &amp; 11 only on the first day worked well and meant that the first time on the buses was easier</p> <ul style="list-style-type: none"> <li>• SLT turning up at bus stops helps to manage behaviour and is appreciated.</li> </ul>
School Choices	<ul style="list-style-type: none"> <li>• Reasons given for choosing Coombe Dean:  Recommendation from Primary School  Good Open Day with lots for pupils to get involved with  Examples of pupils work around the school – the art department WOWED!  Previous involvement with aft clubs (Rounders Day &amp; Computer Club) made pupil feel comfortable here  Pupils wanted to go to different school than others in their class  Liked that the school is small. It is spread out and in a lovely setting.  It feels more like a Primary school than other secondaries do.  Time given by staff to talk to students and parents at open evenings was excellent. One pupil was remembered by a staff who had met them at a previous open evening.  Inclusion Unit is more welcoming than other schools. It feels like part of the school and not tagged on.  Very happy to have a second child at the school after positive experiences with the first.  Staff are very approachable.  6<sup>th</sup> Form: Feeling that the school look at the child as a whole. Teachers know them.  The school isn't defensive. Problems are dealt with quickly and positively.</li> </ul>
Next Meeting	<ul style="list-style-type: none"> <li>• We will have another meeting next term and JLC will invite some more parents to join. JLC will send out new meeting date via Teams.</li> </ul>