

**ROCKMOUNT PRIMARY SCHOOL**  
**MINUTES OF THE PARENT/CARER FORUM MEETING 9<sup>th</sup> February 2024 at 9am**

**Attendees:**

Parent/Carers: Karen (Co-Chair / Turquoise), David (Co-Chair / Ruby & Crystal), Corinne (Pearl), Carolina (Silver), Helen (Coral), Rachele (Onyx), Ana (Tanzanite), Sally (Sapphire)

Absent Parent/Carers: Eloise (Moonstone), Clare (Opal), Mbabazi (Onyx) (but Rachele present for this class), Olivia (Topaz), Lesley (Quartz), Sonia (Quartz), Hattie (Coral)

School: Helen (Headteacher), Amber (Deputy Head), Jennie (Business Mgr), Donna / Amy (presenting on phonics)

Item	
1.	<p><b><u>Introduction</u></b></p> <p>Welcome and a note from Chairs on the ongoing ambitions for the Parent Forum going forward. There is a target to improve some of the parent-school meetings and interactions in the following ways:</p> <ul style="list-style-type: none"><li>● Development of Forum FAQ's to be accessible on the website to ensure new parents can easily access previously discussed content and class reps can signpost this content easily. These to be developed as live documents that are reviewed periodically with the Parent Forum.</li><li>● <b><i>ACTION: David will create google sheet to start this FAQ document</i></b></li><li>● Shorter and more accessible minutes</li><li>● Meetings planned in advance for the rest of the year and to be held prior to Governors meetings to aid communication to Governors.</li></ul> <p>Introduction to new school Business Manager – Jennie Gilbertson who takes over from Dorothy – welcome Jennie!</p>
2.	<p><b><u>Presentation from Amy Carvall and Donna Rankine – Phonics and RML</u></b></p> <p><i>Please refer to the 'Presentations and Workshops' section on the website under the 'Parents' tab.</i></p> <p>Rockmount School was an early adopter of the Ruth Miskin Literacy (RML) system (teachers originally having been taught by Ruth Miskin herself!).</p> <p>The RML system gives all children beginning school a systematic approach to literacy. At reception and year 1, they are exposed to letters and the simple sounds with the phonics system, using creative representation of letters to start writing.</p> <p>Blending sounds and letter flashcards builds a child's confidence to read simple words. As they progress they read and blend more complex sounds, write simple sentences and use punctuation.</p> <p>Each child's journey is designed to cater to their individual needs and teachers employ focus strategies to help underpin lesson content for individuals.</p>

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	<p>Rockmount has secured additional funding this year for extra 'book-bag' books for Key Stage 1, which are available alongside their reading books and any 'free-choice' books they may select. The funding has also been available for teachers to access new training materials with an online Read-Write portal which has already had much positive feedback from teaching staff.</p> <p>At year 1 the phonics screening progress tests show Rockmount is well above the national average.</p> <p>Whole-class reading at Key Stage 2 uses 'Steps to Read' system – childrens progress is assessed every 6 weeks and any learning gaps addressed. Teachers model reading by reading to the class and the children practice the skills and apply their skills on their class theme – e.g. 'Vikings'.</p> <p>Reading for pleasure is also encouraged and teachers read to their class. Book reviews, scrapbooks, reading assemblies and peer reading recommendations all create a reading for pleasure environment. Older 'reading ambassadors' have a mentoring and 'buddy' role reading with the lower school pupils.</p> <p>School well above average in READING versus rest of country as seen on publicly available data here <a href="https://www.compare-school-performance.service.gov.uk/school/101783/rockmount-primary-school/primary">https://www.compare-school-performance.service.gov.uk/school/101783/rockmount-primary-school/primary</a></p>
3	<p><b>Homework - Can homework and spellings be updated and published at the start of the term?</b></p> <p>Yes – Google classroom will be updated so consistent for the spellings etc for each year</p>
4	<p><b>Communications – point made on accessibility of fonts and whether pertinent information can be picked out at the top of the letter (date/time/class/cost etc)</b></p> <p>Font on most school correspondence is Arial, but those that are more 'creative' like the recycling initiative prior to half term or newsletters may use other fonts.</p> <p><b>ACTION:</b> The templates for trip letters can be amended so information is easily read at the top</p> <p><b>Communication – amount/timing of communication and format used queried.</b></p> <p>Confirmation that emails with attachments are the main/preferred system, but texts are used when something is time critical (reminders) or perhaps year-sensitive where they mention the year involved. These should always be signed off by Head before sending, but <b>ACTION:</b> Helen and staff will review communication policy and send out to set expectations on what is communicated, how and when so clear for all.</p>
5	<p><b>Science provision query</b></p> <p>New science lead for the school – Hannah Thompson (year 6) who joined last term. The school has a variety of funding initiatives in place to support science – Delight Charity fund 'STEM in a Box' which gives teacher training and kit for science practicals. Next half term there will be a STEM Fair for parents to attend to see the science that the children have been working on.</p>

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	Any parents that have tie-ins that can support this are welcome to speak to Helen – Book Day will have a DT jewellery making tie in for instance.
6	<p><b>Rockmount Breakfast and After School Club – provision and accessibility</b> Helen confirmed current space and child numbers were at capacity.</p> <p>Offers of volunteering had been received from parents, but Helen confirmed this would not increase the availability of places for children to be catered for due to safeguarding requirements, but would be lovely for enrichment purposes if parents felt able to provide.</p> <p>All After School and Breakfast Club staff need to be on school payroll and safeguarding provision. The issue of spaces and availability was also discussed last meeting (see previous minutes), but Helen and the team will review the policy again in Summer 1.</p> <p>Note for parents – this is different than the after school activity clubs offered that run every half term</p>
7	<p><b>Activity Clubs – provision and booking</b> Downsview school club booking system was investigated following the query at the last meeting and Helen reported back on the strategy they employ. Downsview have a larger school with more teachers and all teachers are requested to provide a club for half a term in the year.</p> <p>At Rockmount there is less space and classrooms are used by teachers at the end of the day and for meetings etc. However, there are additional clubs this half term, including new parent-run provision. If any parent is interested in running a club please speak to Helen.</p> <p>Rockmount Pupil Premium, FSM children and vulnerable children are targeted by teaching leaders to offer opportunities and are funded differently.</p>
8	<p><b>Note for parents – Pupil Premium forms</b> Pupil Premium are provided on the website and sent out annually. Any parent thinking they may qualify for Pupil Premium is encouraged to fill in the form and return it to the office as the school receives additional funding to support these pupils.</p>
	<p><b>David to send test rep emails by sending TEST email</b></p> <p><b>NEXT MEETINGS</b></p> <ul style="list-style-type: none"> <li>• 1st March (Helen meeting 23rd so ask for parent on 16th) <b>SPRING 2</b></li> <li>• Next meeting will focus on a Safeguarding update. There will also be an update on sports provision.</li> <li>• <b>STEM Fair – 20<sup>th</sup> March 2024</b></li> <li>• <b>SUMMER 1 - 19 April (meet with Helen on 12th / ask for parent feedback 5<sup>th</sup>)</b></li> </ul>

Item	
	<ul style="list-style-type: none"> <li><b>SUMMER 2 - 21 June (meet with Helen on 14th / ask for parent feedback 8<sup>th</sup>)</b></li> </ul>