



**THE BROMFORDS SCHOOL**  
ACHIEVE ENRICH PREPARE

**Minutes of the Parent Voice Meeting – 18<sup>th</sup> January 2023, 5.30pm**

**Led by:** Lorraine Briffaut (Assistant Headteacher)

**Staff present:** Holly Williamson (Assistant Headteacher), Laura Tutty (Assistant Headteacher – SENCO), Liz Rainey (School Lead for Wellbeing and Mental Health)

**Parents present:** AB, JD, LM, CF, LN, JC, VB, AM, KW, AM, HM, MS, LD, KF, LS, EB, LM, KR, OO, AB, JS, JM, AD, DP

Agenda item	Discussion	Actions
<p><b>Welcome</b></p>	<p>Holly Williamson ( HW) welcomed all parents and thanked them for attending. HW shared the purpose of Parent Voice and explained how the meetings run for the benefit of the many new attendees:</p> <ul style="list-style-type: none"> <li>- A strategic meeting to obtain parent views on key initiatives and areas of school development</li> <li>- Opportunities for parents to request agenda items</li> </ul>	<p>Minutes to be published on the school website</p>
<p><b>Wellbeing and Mental Health</b></p>	<p>Liz Rainey presented some of the key ways in which the school currently provides a provision for wellbeing and mental health.</p> <div data-bbox="272 1249 1219 1787" style="border: 1px solid #ccc; padding: 10px;"> </div> <p>Parents were posed some questions and asked to respond following group discussions:</p> <p><b>Do you feel comfortable talking to the school about your child’s emotional wellbeing? Who would you talk to?</b></p> <p>Responses indicate that all parents contributing to this question feel comfortable talking to the school, with most referring to the tutor or head of year specifically. Many indicate that responses from tutors and Heads of Year are prompt.</p>	<p>HW to share all feedback with SLT and Governors</p>

	<p>A third of comments mentioned follow up communication being positive too (updates and check-ins).</p> <p><b>Do you feel that the school values good emotional wellbeing and mental health?</b></p> <p>Half of the responses agree that the school does value emotional wellbeing and mental health. Many of these responses cite the support given by tutors and class teachers their children feel comfortable with.</p> <p>Parents would like:</p> <ul style="list-style-type: none"> <li>• Greater support for anxious students in exam years (<i>HW explained what is currently offered</i>)</li> <li>• Improved communication lines</li> <li>• Access to toilets and perception of gender-neutral toilets (<i>HW explained to some parents that students with medical conditions are permitted access to the bathrooms as they have a toilet pass and that others are asked to use them at break and lunch so that they don't miss learning time. The toilets are designed for all students to feel comfortable and to dissuade groups from gathering</i>)</li> </ul> <p><b>What could we do more of?</b></p> <ul style="list-style-type: none"> <li>• Consistency of sanctions</li> <li>• Build in opportunities to explore and show consequences of social media trends as they occur</li> <li>• Add capacity</li> <li>• Communication</li> <li>• Provide an email/Teams facility for students to disclose issues</li> </ul>	<p>Views to be shared with AHTs for KS4 and KS5</p> <p>Andrew Tate training for staff on 8.2.23. Assemblies for students</p> <p>Review of communication with SLT</p> <p>Review of call out procedure by AHTs for KS3/4</p> <p>IT team to explore logistics</p>
<p><b>Marking and feedback</b></p>	<p>HW asked parents what is currently understood of the school marking policy.</p> <ul style="list-style-type: none"> <li>• Different colours are used (<i>HW clarified that green=good and pink=areas for development – “think for pink”</i>)</li> <li>• There is a DIRT process (<i>HW clarified for some that this stands for ‘dedicated improvement and reflection time’</i>)</li> <li>• Sometimes students will self or peer mark</li> </ul> <p>Some questions were raised over the following:</p>	

- Lack of awareness of the marking policy – HW shared this:

- Some felt that they didn't see much evidence of marking in books
- Some felt that there was not enough feedback for students to improve

HW posed a series of questions:

**How often do you look at your child(ren)'s books?**

Generally, parents stated that they didn't look at their children's books. HW advised that students can bring these home in most cases, so parents can look at these.

**When you do, what are you looking for?**

Most parents shared that they looked at the presentation and the volume of work completed when they looked at work.

**What are your impressions?**

- **Of your child's work**
- **the feedback they receive**
- **How they interact with this**

HW and Laura Tutty explained that work may take many forms. Some questioned why students didn't get feedback tasks linked to every error in work. HW and LT explained that this is common practice in education; limiting the improvement feedback supports students to prioritise next steps and prevents them from being overwhelmed or overly disheartened.

**Suggested future agenda items**

- Rewards – achievement points and how positive feedback is given
- The behaviour policy and how the pastoral system works
- What we do to prevent and tackle child on child intolerance
- Communication
- Lunch arrangements
- Staffing