



Inspiring everyone to **R.E.A.C.H** through  
**Faith, Hope & Love**

# Parent Forum: Agenda

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**Date and time: Wednesday 18<sup>th</sup> June 2025**

**Attendees:** Mrs Howells (Lead), Mrs Carr (Minutes), Mrs Wooldridge (Y2, 5 and 6), Mrs Hitchen (Y3 and 5), Mrs Hitchings (Y1 and 3), Mrs Timbrell (Y3), Mrs Tyler (R) and Mrs Dolphin (Y3) and Mrs Knight – Reading Lead.

## What to discuss

TOPIC TO DISCUSS	TIME
Reminder of Forum's terms of reference	5 minutes
Clubs	20 minutes
Reading at St Joseph's	20 minute
Suggestions for discussion at future forums	10 minutes.

## Minutes

Topic web and letters - feedback from parents who were present at the last meeting:

- Noticed that all of them were the same and were consistent
- Nothing needed to change and everything was good

Clubs:

We try and offer a wide range of clubs. C Howells shared what we shared in Autumn and why we don't offer clubs to EYFS until Easter. Clubs from Spring were shared also. Low number concerns were shared. Summer term clubs were shared. C Howells shared fee paying clubs.

- Feedback was cheerleading was every expensive and the extras were even more expensive. And there was lots of pressure to get the expensive t-shirts. Admissions to the show were charged as extra. C Howells wasn't aware that it was extra costs. Because one child isn't in the show, they aren't necessarily involved in the sessions now. C Howells asked should we offer it again - and parents said yes. But payments should be outlined from the get go so parents go in eyes open.
- Feedback for Ali Dixon- how much she has supported the school has been amazing. Mrs Hitchings pointed out that it was lower numbers because it was on the same night as the Ritchie club.
- Feedback for the Kids with Bricks - Mrs Timbrell said that her child didn't want to go again because of some other children spoil the designs and didn't want to work in a group. Mrs Wooldridge also shared that her children also wanted to work on their own.
- Mrs Hitchings raised the different finishing times. C Howells explained why we have different finishing times for concentration - but we will look at that.
- Ritchie Ball - The club is SO popular and it can ONLY be on a Wednesday – this will possibly create a reduction in clubs offered because staff meeting needs to move to a Tuesday next year.



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- Because of the Tuesday staff meeting now, this will have an impact on staff led clubs because of how popular Ritchie Ball is.
- C Howells - what would you like? Cooking for KS2. Chess. Old school playground games (potentially a lunchtime club).
- Praise for the range of clubs. We are lucky that staff have a wide range of interests too which is good. Children really love the clubs and parents are really happy about the lack of restrictions to national curriculum.

### **READING** (JK lead)

What does reading look like at St Jos: reading gives you wings is the motto we have. Children have daily reading sessions in class. Many children read one to one with adults and we are very lucky to have a team of volunteers (parents and governors) and support from local charities such as READ WITH ME and PETS AS THERAPY.

From the start:

ULS (Unlocking Letters and Sounds)

All schools had to choose an SSP (Systematic Synthetic Phonics)

ULS is fully resourced and DfE validated and approved SSP. We spent a lot of time debating which one to use and other schools were visited to see them in action. It was similar to what we were doing.

Resources totally matched to the program.

It starts from EYFS Day 1. Children take home 2 books - one matched to their phonological stage and one high quality text (parents read to them).

Children are asked to read their phonologically matched book 3 times. First time to decode, second time for fluency and third time for comprehension.

Once children have completed the phonics program (usually by Easter in Year 1), they will move onto our levelled Big Cat books.

1:1 interventions - these are run by specialist trained staff to fill gaps. Quick, regular and consistent.

New high quality texts bought with Scholastic rewards in May 2025. With budget restrictions, it is a challenge to keep a steady flow of high quality texts. We constantly try to keep it updated where money allows. Parents will have clear outs of books which are donated - this is really helpful too.

Big Cat reading scheme introduced in March 2022

It was brought in by pupil voice - the children told us what they wanted.

It uses a book band system of progression with even finer steps in KS2. It is structured and engaging to develop reading. Utilizes a dual-banded system and carefully levelled books to match both reading ability and age-appropriate interests. It also helps build reading fluency, stamina, and confidence while introducing a variety of text types and genres. PTA supported us with this scheme - it was very expensive.

KS2- still take home 2 books. One from our big cat reading scheme and a high quality text. Big cat book should be changed once a week/or when finished. Novel/other text can be changed when the child has finished it.

Reading rewards:

This has been sent out at the start of the year already.

Points are awarded for:

- 5 reads in 1 week
- If a child reads daily (7 times in a calendar week) points will be continued onto the second week (2)
- 1 read will be awarded per day for reading
- Reading points will be counted over school breaks except summer holiday
- Children from R to Y4 are expected to read school books!
- In 5/6 it is a parental/teacher discussion



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### Reading culture:

- We all have book corners, regular events (festivals, visiting authors, exposure to different genres), reading club, reading ambassadors, daily story time.
- Reading is a big part of our school.
- Regular pupil voice for books and what they would like.
- It is a cornerstone of our school's identity and a joy shared by our whole community.

### Questions:

Could we have an Amazon wishlist for the school so parents could contribute books?

Or if there is an event coming up - can we have a "donate a book" instead?

Multiple children - it is hard to fit it in especially if the ULS books aren't so good – *Maybe 2 high quality texts.*

My child doesn't always want to read the same book again - *some families have loads of books at home, so if you have read it once then choose a different text from home. We try and cater for all families. The one they must keep reading is the phonics matched book in KS1.*

Year 3 - they only want to read their books from home. Is it better to have read 2 chapters of a book from home or 2 pages of a school book just to get a reading point? *Sometimes the books they choose keeps them in a "rut" where our texts offer more range and are based on progression in terms of sentence structure, vocabulary and comprehension skills. We have to put into place a system for ALL not all children get the reading at home. That is why we have our reading scheme to ensure that the children progress through a really good structure to help them grow with their reading. This is closely monitored by teachers in school through group reading.*

It would be helpful to have recommendations - *this is on the website. JK showed reading page on the website. Parents weren't aware it was there so please scroll down to the bottom of the reading page of our websites. There are useful links here. Mrs Wooldridge suggested "fantasticfiction" website that you put in your favourite author and then other similar authors are suggested.*

Children aren't changing books KS2 - *Send them back in! They are responsible for changing them. We are aware that there are limited big cat books - but this is due to funds. We try to apply for grants but our context means that we aren't eligible for most grants.*

EYFS were missed off the World Book day communication - *Sorry!*

We buy into Stroud Literacy Festival - it is REALLY poorly supported by parents and we don't get enough to make it viable. Parents: it will be such a shame if we don't continue with it. Maybe people don't understand or appreciate what it is actually like for the children? Maybe it needs more promotion? "They are just looking at a screen so why pay money". *We can do a reel or make more of a "big thing" about it.*

Class reps - *Should we have class reps on the WhatsApp groups to raise things and promote things? We will look into this as it is a really good idea. We do want the group to be informal. A couple of parents put they were attending on the class Whatsapp and their thought were discussed. Perhaps this is something that could be done moving forward?*

Could the timing vary of these forums? - *Maybe we can do a selection of dates and times to help. Maybe a quarter past 2 just before pick up.*

## Agreed actions

ACTION	BY WHOM
Kids with Bricks – understand how the club runs and why there doesn't appear to be the option for children to work as an individual	CH for September – clarify club in Autumn term clubs letter
Traditional playground games – teach the children games – consider using as a lunchtime activity	CH/CP/TAs
KS1 and KS2 clubs ending at different times	CH to raise with staff running clubs for September



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ACTION	BY WHOM
Amazon wish list to be considered and communicated to parents	JK
Consider whether parents could donate a book when looking for a contribution towards an event	JK and teaching staff
Stroud Literacy Festival – consider how to ensure parents understand the value of this event so that it is better supported.	JK
Parents attending future parent forum post on class whatsapp group and collect other parents views to be shared at meeting	Parents attending future forum meetings
When setting the next date vary day and times of meetings.	CH

Next meeting agenda - TBC

Date of next meeting - TBC