

## **School Parent Council Meeting: Overton Church of England Primary School**

**Wednesday 15 April 2026**

### **Attendees**

| <b>Name</b>      | <b>Role</b>                       | <b>Abbr as</b> |
|------------------|-----------------------------------|----------------|
| Fiona Wyeth      | Head                              | FW             |
| Rob Zealey       | Governor                          | RZ             |
| John Mitchell    | Governor                          | JM             |
| Oli Rodi         | Parent-governor and meeting chair | OR             |
| Catriona Clarke  | Class 1                           | CC             |
| Claire Brady     | Class 3                           | CB             |
| Hannah Smith     | Class 4                           | HS             |
| Rosie Oglethorpe | Class 5                           | RO             |
| Sarah Lambert    | Class 6                           | SL             |
| Liz Chapman      | Class 9                           | LC             |
| Emma Daniel      | Class 11                          | ED             |
| Laura Harrison   | Class 12                          | LH             |

### **Minutes**

#### **1. Actions from the previous meeting:**

- a. *Gaps in representation:* We are still missing parent reps from classes 2, 7, 8, 10, 13 and 14 – push for recruitment to be left until September and the arrival of the new Head.
- b. *Inter School Sports:* Mr Butler to organise an inter school sports session in the Summer Term – no update.
- c. *After School Club (ASC):* Previously suggested that further resources were needed – FW confirmed that some craft supplies have been ordered for use at ASC and a new table football game has been donated. FW noted that in the Summer Term the children mostly play outside during ASC.
- d. *ASC and other club details on school website:* FW to action and ensure that the details displayed reflect the current term's offering.
- e. *Wet Play Boxes:* FW said they were well stocked and did not need any additional resources, remarking that Jenga was popular and that Bluey on TV was a popular choice with the children. FW to review TV use at wet break in light of earlier concerns voiced at PC by parents about the over use of TV during wet play.
- f. *Marking dress up days as such in the online school calendar:* This has been achieved.

## **2. The School's Approach to Reading**

CB raised concerns from parents of inconsistencies in the frequency of 1:1 reading with children in KS1 and queried whether there is really a culture at school of encouraging a genuine love of reading. Are children really reading to the best of their ability (i.e. at the highest ORT level they can – as verified by qualified teachers hearing them read i.e. with the power to move them up reading levels) and indeed being encouraged to read for pleasure?

Reps in KS2 remarked that children are broadly “free readers” by this stage and that no comments (positive or negative) had been received about reading. Reps remarked that experiences of learning phonics in Year R seemed positive and that the phonics curriculum seems well embedded. Reps remarked (in light of feedback from parents) that encouragement for reading seemed inconsistent in Years 1 and 2.

OR said that the Reading data is very high and consistently above national which indicates that all of our children achieve well in Reading and FW shared that she sees children engrossed in reading books during their class library times. She also explained that our English curriculum is lead with high quality texts that are read in class

FW reiterated the point made in an earlier PC meeting that 1:1 reading (i.e. with a teacher) should be happening twice a week (one session of which may be reading in a group). In Year 2, Reps remarked that this was not currently the case based on evidence in Link Books/accounts from children and that they would like to see 1:1 reading in accordance with the twice weekly expectation; a view supported by parental feedback. FW commented that it takes time for a teacher/LSA to read 1:1 with children. Concern about the impact of staff being deployed to teach in other year groups such as Forest School was raised. FW explained that staff are replaced and supported by the other teacher within a year group and work is planned by the class teacher. FW explained that the children all receive 32.5 hours a week delivered within the school week including the 2-hour earlier finish on Fridays as this was a statutory requirement and entitlement.

Reps in Years 1 and 2 shared their responses from parents regarding reading. Some parents whose children required additional support confirmed that they were pleased their children had received that. However, the overwhelming message in Year 2 seemed to be that 1:1 reading was not happening twice a week. In Year 1, parents shared feedback (around 9/10 responses from parents) that they felt children who are strong readers were not necessarily being stretched or encouraged to read at a higher level by teachers; strong reliance on the children reading at home. Not much encouragement for mastering the other elements of reading e.g. comprehension, inference. The books coming home from school for those readers do not necessarily reflect the complexity of book children read at home - some children are left to plateau

when it comes to reading support from school leaving parents to challenge them at home when parents feel this challenge should really be coming from the school.

Parents commented that reading support in Year R is good but falls off after that. In KS1 after Reception, they would like help from school about how to support children e.g. how to really bring reading on once the children move on from the basics of phonics. It would be useful to understand a little more of the technical elements of how reading is taught (especially if parents are not qualified teachers).

FW suggested a reading workshop which was met positively by PC Reps, provided plenty of notice about the date and time was given. FW shared that the Year R phonics presentation has been poorly attended by parents/carers in the past and asked what would be the best time for parents – Reps commented that childcare likely a factor. Reps asked if this KS1 (Year 1/2) workshop could be recorded for those unable to attend, FW suggested not as there would be children present.

Books coming home with children generally match the reading levels/phonics stages /colour code marked on them, however parents in Year 1 commented that some of the books coming home were rather tired, damaged, old (older than the children's parents) and sometimes reflected outdated themes (e.g. boys being better than girls) or cultural references. FW asked parents to hand in any such books to class teachers as the school are more than happy to dispose of them and welcomed their support.

Children enjoy their library visits according to parents and FW commented how lovely it was to see children reading in the library during these visits. However, parents comment that some library books are a bit odd/inappropriate. Equally, restricting children as to which books they can borrow from the school library was remarked upon by parents – FW confirmed that children in Year R for example are not allowed to borrow non-fiction books but encouraged to read story books as they develop children's vocabulary and language skills – CB highlighted that this possibly discourages children from picking books which interest them as she believes that a reluctant reader may for example take great interest in say, a non-fiction book about tractors which may be enjoyed at home with an adult reading it to them i.e. encouraging a love of reading. FW confirmed that the school does audit the book stock regularly and remove any books which are tatty, damaged or out of date. However, the school also receives donations and this supplements the stock

FW commented that her biggest overall concern about reading was about children who are not supported to read at home at all; 79 children (20%) across the school who are not supported at home (from teacher feedback including Link Book entries and talking to children). Reps commented that as well as those stats, there are lots of children who are well supported and able readers whose parents want them to become even better readers; support from school would be welcome for those children too. FW explained that children who are struggling with reading and children who are not

supported at home are prioritised as they are often the children who are not making the progress expected and with limited time and resources this will impact all children.

#### **Actions:**

- **FW to speak to Mrs Parry about the frequency of 1:1 reading with teachers in KS1.**
- **Response: Analysis found that not all Y1 and Y2 staff are clearly signing the Link Book (using a smiley face for example or just writing a comment) so parents are not aware that they are being heard read. This is now changed. Staff have been supported to ensure that all children are heard read twice a week as in our expectations and this is being monitored and will be revisited in September**
- **FW to look into organising reading workshops for parents/carers – 08:30 after drop off.**
- **Response: Organised and well attended – teachers chose a focus that would be of benefit to most children and the workshops are a starting point to be built upon next academic year**
- **FW to put Meet and Greet slides on website.**
- **Response: For new HT if she is in agreement (have suggested that the session are offered virtually as well but to encourage attendance where possible to meet the new class teacher**
- **FW to consider “cheat sheet” and some reading support resources for parents/carers.**
- **Response: All Key Stage 1 parents have been sent some support material**

### **3. Forest School Timetabling**

Linked to the above conversation CB and RO highlighted concern that one teacher is being removed from class every Tuesday afternoon to teach Forest School to other year groups and being replaced by an unqualified teacher – FW confirmed this is a trainee teacher and that non-core subjects i.e. Art and Religious Education are taught during this time. CB commented that these are nonetheless important subjects and that it was challenging for parents/carers to accept the loss of a teacher for a whole afternoon a week and asked FW to consider the impact on the children

**Action: FW to consider this timetabling point.**

**Response: FW confirmed that this has been minimised for next academic year 2026-2027 and data showed that children had made good progress across the curriculum**

#### **4. Loss of breaktime as a punishment for poor behaviour and in wet weather**

LH queried Year 5 losing breaktime as a punishment – FW said that the loss of playtime for a class is not used as a sanction – children might lose a few minutes of a playtime if they take too long to line up properly for example.

FW confirmed that whether children go out at playtime in poor weather (e.g. with coats on) depends on the individual teacher (not all parents/carers send children in with coats) unless there was significant H&S issue in which case all classes are told to remain inside.

**Action: FW to speak to Year 5 teachers.**

**Response: All year groups confirm that whole class sanctions such as losing breaktimes do not occur but classes may lose a few minutes when the majority are not following an age-appropriate instruction. FW has discussed what to do when it is small minority causing the issue – the children can then be sent out with the other class so they don't miss out due to a few children's behaviour**

#### **5. Playtime trolleys**

Reps commented that seemingly these are only used by KS1 but not KS2.

**Action: FW to ask teachers re. KS2 and confirm.**

**Response: Play equipment now being used by both Key Stages and Sports Ambassadors have been trained to support. Positive feedback from the children**

#### **6. Nursery and Use of the Nursery Space**

Will the 60 roll be active for September? FW confirmed “no” – 20 enrolled for September (16-18 currently) therefore there is currently a “spare” nursery room because there has been insufficient intake at the school nursery to occupy this.

FW confirmed the school often lets out rooms and this is not an uncommon approach - all necessary safeguarding checks are in place e.g. locks on doors so no mixing of visitors and nursery children. The school is looking to let out the unused nursery room on a long-term basis.

52 children are being offered places for Year R for Sept 2026 (Year R is not therefore at full capacity) – going forward, children in the school nursery will be given priority for Year R entry through the Admissions Policy

**Update: We have let out the spare nursery classroom on a long-term lease to an alternative provider (offers therapeutic THRIVE sessions for small groups of children)**

## 7. Screen Time

Comments re. Spelling Shed and Times Table Rock Stars (TTRS) – clarity sought on the school's attitude to screen time. Lots of parents do not like their children being on screens excessively and lots of parents don't like the use of Spelling Shed for example to teach spelling (which also discourages writing with a pencil and paper). HS highlighted that there are a number of alternative approaches to learning and teaching spelling which do not require screens. HS also gave some thought-provoking evidence of her professional experience of working in adolescent mental health services and the risks associated with encouraging reliance on screens. FW highlighted that different children learn in different ways and apps/online learning tools can be helpful; Reps sought clarity from FW/teachers on what screen usage is compulsory and what is optional.

**Action: School to clarify which elements/apps are optional and what is compulsory for homework as well as confirming when a non-screen approach (e.g. worksheet rather than screen) is permitted.**

**Response: Spellings are available on paper or through Spelling Shed and Google Classrooms as are multiplication practice (please let teachers know if you would prefer this). This will be included on the Meet and Greet slides too for all parents**

## 8. AOB

- ED shared some very positive feedback from Year 5 parents/carers about the recent Shakespeare workshop.
- CB highlighted the recent government consultation on school food standards aiming to improve nutrition, reduce sugar and fat, and ensure healthier meals for all children – FW confirmed a link would be included in the Friday Update.
- Safety issue – a report from one family in Year 2 of their child being dropped off but being allowed to then leave the classroom (seemingly unnoticed by the teacher) and return to the melee of drop off in the mornings. FW confirmed a teacher should always be present in the classroom and suggested that the family raise this with the individual class teacher.
- Meeting the new Head – FW trying to find a time for the new Head to come in and meet the children and staff post her appointment (the children met her as part of the interview process) but there will not be an opportunity for parents to meet her before September except for new Year R parents who will see her at the Year R open evening.
- Staff recruitment/leavers update (raised by LH) – FW confirmed there remain adverts out for various roles

## 9. Agenda items for next meeting and date

*Next meeting pencilled in for 24 June 2026.*