

Parent Forum Agenda and Actions

8th May 2026

Parent Feedback / Question	School Response	Outcome / Action
Young Voices Will Tunstall be taking part in Young Voices next year?	Choir has gone from strength to strength with nearly 60 children singing together on a Thursday afternoon. It is hope that staff will be able to continue this in September and that this will include Young Voices as is our tradition.	Happens every other year, probably won't be whole choir and Year 2 too young.
Car park usage and traffic flow: There are ongoing issues with drivers waiting for spaces in specific areas of the car park, even when other spaces are available. This often creates long queues—sometimes stretching as far as Woodstock Road—particularly in bad weather. Similarly, in the mornings, some drivers wait in the drop-off area for a space rather than using nearby available spaces, which blocks access for others. Could the school remind parents to use the nearest available space to help improve traffic flow and reduce congestion?	We will continue to reinforce respectful and safe driving/parking behaviours via Tunstall Times and in any other ways we can.	Should the cones be removed so people can park closer to the kerb and allow others to flow past?
PARKING. The parking situation on the roads outside the school. We are lucky that there is an abundance of parking on surrounding roads but recently it seems like a race to see who can park the closest, leading to cars parking with all four wheels on the pavement causing parents to have to walk children in the road,	We will continue to reinforce respectful and safe driving/parking behaviours via Tunstall Times and in any other ways we can.	

Parent Feedback / Question	School Response	Outcome / Action
people's driveways are being blocked on a daily basis and parents from the school using neighbouring houses drives to turn their cars around. Could we have weekly reminders in the Tunstall times regarding parking on the surrounding area or a way of liaising with the council for double yellows as if it continues it won't be long before a child is seriously injured.		
Home learning (Connect 4): Although home learning is optional, has participation decreased since rewards were reduced or removed? Some children still enjoy completing tasks but feel their efforts are not consistently recognised (e.g. "home learner of the week" not always being shared or rewards varying between classes). Could the school consider a more consistent and visible approach to recognising effort, so children who choose to participate remain motivated?	Home learning has tapered in upper classes but this was the trend we had seen prior to removing the incentive of connect 4. Staff do praise home learning via, verbal praise, stickers, stampers and Home Learner of the week. Parents voiced quite clearly in the trash, treasure and try initiative in September that they did not want homework to be incentivised. As a school we are open to equitable ideas to promote participation in home learning but remain adamant that home learning should be about the breadth of curriculum and developing wider skills not completing work sheets.	Staff feedback in books and verbally can vary. Less children want to do it now, because not many children are doing it.
Reading contact books: Are reading contact books still actively used in school? Some parents feel entries are not regularly checked or acknowledged, making it unclear how reading progress is monitored or how children are guided in selecting appropriate books. If they are no longer a key part of communication,	Reading records should not be used for communication between home and school but rather as a record of reading/books read etc. More of a tool for parents/children (KS2) to keep a check on where they are with a book and to see how much have read over a period of time. Communication should be either in person at the end of the day or via the office.	Staff hear children read during class time, in guided reading, ERIC, Discovery lessons etc. Pupil progress tracks reading practise and this is fed back to parents through

Parent Feedback / Question	School Response	Outcome / Action
could the school clarify expectations or consider a more consistent alternative across year groups?	Reading progress is monitored through our ongoing assessment in reading/English lessons and more formal assessments.	parents evenings and reports.
Staffing and SEN support: Will the school be recruiting a replacement for Miss Rogers? Given her important role, particularly in supporting children with SEN, reassurance about continuity and ongoing provision would be appreciated.	Inclusion is fundamental to our aim that every child flourishes. With inclusion rising up the county and national agenda, we've developed the Deputy Head role to lead this work so the school benefits from sustained expertise and a proactive, rigorous and forward-looking approach.	Letter was shared with parents last week. A full and comprehensive handover will take place.
Star badge scheme The star badge seems to be shown as a reward for when a child has done something outstanding once a year. How is it that they are handed out to children have not been abiding by the school values and not the children that behave, listen and do follow the rules. This is coming across to the other children that are not showing bad behaviour, that bad behaviour gets rewarded and takes the enjoyment of the star badge scheme. (The other week there was a child who was seen misbehaving in class by all the other children and then on the Friday this child was awarded their star badge, ahead of other children who are behaved and are still waiting on getting their star badge).	Our star badge celebrates children who have shown a value or a skill that we as a school promote and can be awarded for a single notable act or for sustained, quiet examples of those values. Fairness and clarity matter thus according to our Positive Relationships Policy children who have had a serious behaviour incident can not receive a badge that week.	We need to be equitable. Star badges are not all about behaviour and are based on the week before not the current week.

Mixing Year groups Would it be beneficial to increase the opportunities for year groups to mix through teamwork or project-based activities. With the recent changes to Indigo and Violet classes, it feels like collaborative work across classes could help strengthen relationships and ease transitions if similar changes were ever needed again.	We do seek to have a variety of mixes across the school either in more structured ways in upper school – groups for maths, writing, spelling etc - or in a more informal manner for Rock band, shared reading, creative activities. Classes mix across phases for key celebrations such as Easter and Christmas and for weekly Worship which includes drama and music opportunities. We enjoy our Creative days in Hook week where children mix as Year groups and across Phases or the Whole school. These are common practice and something that will continue.	
Safety on trips One of the parents raised that their child had said, when returning to school from the safety in action visit, they walked up the alley by UK paper and crossed on the corner by the junction with Bradley Drive. The parent was concerned that they'd not used the dedicated pedestrian crossing outside the oaks. They felt this wasn't setting a good example, particularly after the safety event they were walking back from. That corner is a bit of a blind spot when walking towards school from town. They appreciate there would have been many adults there and people would have been stood in the road to wave down on coming cars. However, by not using the pedestrian crossing they increased the risk when it wasn't needed and wasn't leading by example.	As teachers, we fully acknowledge that on this occasion we should have used the zebra crossing and that, by not doing so, we did not set the best possible example for the children—particularly given the context of returning from a safety-focused event. We understand your concern about the visibility at that junction and the importance of reinforcing safe road-crossing habits at all times. As mentioned, we ensured members of staff with hi-vis jackets were in the road and had ensured the traffic was stopped before any of the children stepped foot in the road. All children were also wearing hi-vis jackets. Please be assured that we have reflected on this and will ensure that, in future, all staff and pupils use designated pedestrian crossings where available, especially on planned routes such as this. We are committed to modelling safe and responsible behaviour consistently. Thank you again for bringing this to our attention. Your feedback is valued and helps us to maintain the highest standards of care and safety for all pupil	

Important to maintain stability for the children. Already been through some instability/changes. Obviously have some concerns about the impact on children and would like communication to be clear and honest to parents		
SEN Transition Planning: With the departure of Miss Rogers, could the school outline the transition strategy to ensure that "reasonable adjustments" and specific clinical strategies for children with ADHD and physical disabilities remain consistently implemented?	The school is committed to ensuring continuity of support following Miss Rogers' departure. Detailed transition planning is in preparation, including thorough handovers, updated pupil support documentation, and ongoing staff collaboration with external professionals where appropriate, so that all reasonable adjustments and clinically recommended strategies for children with ADHD and physical disabilities will continue to be implemented consistently.	
Communication Platforms: Could the school clarify if there is an official Code of Conduct for class-related WhatsApp groups? Additionally, what is the school's policy regarding the monitoring of these external platforms?	The school has no ownership or control over these platforms, they are set up by parents for parents.	
Powerful Parent Positives Thank you so much for allocating funds for the work on the wheel track and the improvements to the trim trail. These facilities make such a difference to the children's day, and the track in particular has been greatly missed. Our daughter is genuinely excited to see it back in action		
Any other business: We have reviewed the impact of mixing classes and are pleased that it has delivered the improvements we sought in teaching, learning and the overall learning environment. For the coming academic year, we do not plan to mix year groups, although a decision is still outstanding regarding the Red classes. If mixing the Reds is considered necessary, it will be done solely to maximise teaching and learning opportunities for all children and will take into careful account existing friendships and social wellbeing. Thank you from the school to all parents who have contributed ideas and opinions towards the building of our new website: It is well underway and we are hoping to launch it by September at the latest		

Next meeting: Monday 6th July

Any other business:

- When new teachers are announced please can a photo be added so that parents know who the person is. Yes this can be done.
- Parents have been told children have to wear long sleeves and long trousers but class teachers are contradicting this – please can we have clarification as children are going home saying they don't have to and parents are trying to enforce. The clarification is that yes this is recommended.
- Football has come back and it is twice a month to allow every class the opportunity. Unfortunately year 6 have not been interested in training younger years.
- We have a school football team that trains on a Wednesday lunchtime (year 5 and 6). George (Kickstart) who runs the team is setting up some matches for after half term.
- New mud kitchen is causing concern with dirt on clothes coming home – can the children wear aprons? PTA or donations.
- With the raising of the threat in the UK how safe are our children? We are a thorough lockdown process which is called 'get down and read'.
-