

## **Parent Forum Minutes – Wednesday 10<sup>th</sup> June 2026**

### **Clubs**

#### **Query:**

*Will the Chelsea Soccer Schools Club still be offered next year?*

Yes, we absolutely plan to continue this club next year and, as long as there are enough children signed up, they will continue to run it on Wednesdays after school.

### **Other**

#### **Query:**

*Could dental hygiene be taught to the children in school?*

Dental hygiene is indeed part of our curriculum – in Year 1 the children look at dental hygiene as part of their PSHE lessons. These lessons include: Understanding the importance of effective teeth cleaning and good dental hygiene; Learning how to take care of teeth beyond simply brushing; and understanding healthy eating and its link to dental health and wellbeing.

In Year 4 the children then also learn about teeth and their functions as part of their Science curriculum and teeth hygiene – including how to care for teeth and prevent decay - is taught alongside this.

The nursing team always used to run a session with our Reception children on how to brush their teeth properly but this is no longer offered to schools so is certainly something we could ask any of our 'dentist parents' to perhaps do with Reception

#### **Query:**

*If my child's house has not won house of the year for the whole time they have been in school, can they join the house of the year party anyway? How can I keep my child motivated if their house hasn't won?*

The House of the Year celebration is specifically intended to recognise the house that has accumulated the most points across the year, so only members of the winning house attend. While I appreciate that this can be disappointing for children whose house has not won, learning to cope with disappointment and continue striving towards a goal, as well as celebrating others' successes, is an important part of the children's personal development. Our house system is designed to encourage teamwork, commitment, perseverance and resilience. In life, we do not always achieve the outcome we hope for first time, but it is important that children learn the value of continuing to contribute positively, work hard and support their house regardless of the result. These are valuable skills that will serve them well both in school and beyond.

We also make sure that the efforts of all children are recognised. Therefore, during the house of the year party, we always arrange something enjoyable for the other children in recognition of their hard work and commitment throughout the year. For example, last year all children in the non-winning houses enjoyed additional playtime and an ice-lolly.

Over time, it is likely that each house will have opportunities to experience success, although, as with any competition, there may be periods where particular houses perform especially strongly. This is a natural part of a competitive system and helps children understand both success and disappointment in a supportive environment. As always, we encourage all children to continue earning points for their house, supporting one another and taking pride in their contributions, regardless of the final outcome.

#### **Query:**

*Is there a possibility of looking into the school's admission criteria to consider potentially introducing the girl priority criterion when the number of girls falls below 50% of the class to ensure a balance intake as the school is a mixed school catering for both boys and girls.*

As a state-funded primary school, we are required to follow national admissions legislation and the School Admissions Code. This means that we cannot introduce an admissions criterion that gives priority to children on the basis of their sex, such as prioritising girls when their numbers fall below a particular percentage within a year group.

Whilst we are unable to influence the gender balance of admissions through our admissions criteria, we do monitor the composition of classes and cohorts carefully and consider whether any adaptations or additional support may be appropriate to ensure that all children are able to thrive both academically and socially.

Our focus is always on creating an inclusive environment in which every child feels valued, supported and able to succeed, in order to ensure that the needs of all pupils are met and that all children benefit from a broad, engaging and supportive education.