



SLT / Parents Meet and Greet

19/09/19, 9:30am, 2:15pm, 5:30pm

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Aims:



To share:

Believe You Can

- The school vision;
- Feedback from parents' surveys (June 2019);
- Plans for the academic year 2019-2020
- Information on Relationships and Sex Education

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Vision:

‘Believe You Can’



translates into...**EVERY** child reaches their
FULLEST potential through the learning
opportunities provided. **Simple!**

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Plans for 2019 to 2020

Our priorities for this year are:



- **Priority 1:** Continue to focus on developing pupils' language skills, including a wide vocabulary, across the curriculum.
- **Priority 2:** Embed fully the school's recent initiatives to promote the further development of reading skills.
- **Priority 3:** Implement plans to develop middle leadership, including subject leadership.
- **Priority 4:** Increase further the contribution of governors in driving school improvement.
- **Priority 5:** Develop provision for the Early Years so that children gain maximum benefit from the available resources and learning opportunities presented.

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Plans for 2019 to 2020



We will also focus on:

- Reviewing the curriculum and assessment so all pupils make strong progress;
- Improving children's mathematical reasoning skills;
- Improving attendance and punctuality (including collection of children at the end of the day!);
- Strengthening provision for pupils with Special Educational Needs and Disabilities (SEND).

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Feedback from parents' surveys

Total number of responses = 170!

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Parent Survey June 2019

Statement	Agree/Strongly agree	Disagree	Strongly disagree	Don't know
My child is happy at this school	97.6%	1.8%	0.6%	0
My child feels safe at this school	98.2%	1.8%	0	0
My child makes good progress at this school	95.3%	4.7%	0	0
My child is well looked after at this school	97%	1.2%	1.2%	0.6%
My child is taught well at this school	97.6%	2.4%	0	0
My child receives appropriate homework for their age	82.9%	12.4%	1.2%	3.5%
The school makes sure its pupils are well behaved	92.4%	3.5%	1.2%	2.9%
This school deals effectively with bullying	74.6%	2.4%	1.8%	17.1%
This school is well led and managed	84.1%	6.5%	1.8%	7.6%
This school responds well to any concerns I have	87.6%	4.7%	1.2%	6.5%
I receive valuable information from the school about my child's progress	90.7%	5.2%	0.6%	3.5%
I would recommend this school to another parent	85.2%	5.9%	2.4%	6.5%

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Things parents like about the school:

- Communication methods
- Teaching, Learning and Curriculum
- Approachable, caring staff
- Learning Environment and Ethos
- Inclusive school that caters for the whole community
- Leadership and Management of the school
- Behaviour of pupils
- Attendance and punctuality expectations

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Parents' suggestions to improve the school:

- Improved communication
- Teaching, Learning and Curriculum
- Homework
- Celebration Assemblies
- Parking
- Behaviour of pupils
- Use of technology/iPads

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Parents' suggestions to improve the school:

Improved communication:

- Review all methods of communication currently used and simplify;
- Develop a clear communications policy.

Teaching, Learning and Curriculum:

- Review the curriculum - including its content and delivery to ensure all year groups have the same level of urgency and importance (expectations) as Year 6 (SATs).
- Initial focus on strengthening reading, maths (reasoning), science and computing. (Other subjects will follow in due course.)

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Parents' suggestions to improve the school (continued):

Homework:

- Provide homework to strengthen basic skills: reading, spelling, multiplication tables and key knowledge that children need to make **strong progress**.

Assemblies/Values:

- Updated structure for daily assemblies with a focus on the school's core values.
- The recitation of the Qur'an at the start (with translation), dua for leaving a gathering at the end.
- Designated weekly assembly to practise singing (nasheeds).

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Parents' suggestions to improve the school (continued):

Parking:

- Limited influence of the school over this - collective responsibility! School ensures adequate supervision.

Behaviour :

- Clear behavioural procedure in place (with clear consequences).
- Simplified reward system linked to House teams (Dojos).
- Purchase of playground equipment.
- Increased lunchtime supervision.

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Parents' suggestions to improve the school (continued):

Use of technology/iPads...let's just be clear...this school was founded Upon a number of principles, the use of technology being one of them!

Personalised learning with a high level of educational technology availability will be a crucial element of curriculum delivery. Information from the Early Years Foundation Stage assessment and year 6 reading assessment will provide a basis for the individualised assessment, recording and reporting process that will track the learning of every individual pupil as they progress through the school. This tracking process will be particularly detailed in recording each child's learning gains in the core subjects including learning gains that are achieved through thematic delivery. Thus weaker areas of the child's understanding may be identified and subject to focussed intervention programmes and support.

The Olive Tree primary school will be the first of its kind to create a 1:1 learning environment where all pupils use learning devices to create a personalised learning experience. Pupils will be able to access learning resources from anywhere in the school as well home. The school will have a strong ethos of, continuing learning beyond school' and parents, as stakeholders, will play a vital role in supporting this. Technology implemented by the school will be exemplary and a virtual community of learners will be

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Parents' suggestions to improve the school (continued):

Use of technology/iPads:

- Emphasis on **basic skills** through 'traditional' methods including taught handwriting (with a pen/pencil), regular spellings and timetables, reading from books (not iPads!).
- **Purposeful** use of technology, with **clear guidelines** for teachers to ensure and monitor effective use.
- Opportunities for parents to visit classes and experience their children's learning. **(Come and see it for yourself!)**
- Enhanced control systems to enable teachers and parents to **monitor** pupils' use of iPads.

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Relationships & Sex Education (RSE)

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The ‘guidance’:

About this guidance

This document contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Unless otherwise specified, ‘school’ means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

Note the word ‘Statutory’!



Department
for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers



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The ‘compulsory’ nature of Relationship Education:

3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

No right to withdraw from Relationship Education:

50. If a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Sex education is not compulsory and parents can withdraw.

Flexibility of age and content at Primary...



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37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

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Consideration of faith...

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.



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Education not promotion...with flexibility for Primary...

Q: Will these subjects promote LGBT relationships?

A: No, these subjects don't 'promote' anything, they educate.

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years - we expect secondary schools to include LGBT content. Primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so, but there is no specific requirement for this. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.



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Parental consultation:

Q: Will my child's school have to consult with me before teaching these subjects?

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parent's views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.



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Next steps:

- Await response of AMSUK / DfE pilot;
- Consult with parents about the content and age appropriateness (date to be confirmed);
- Develop a policy in conjunction with parents / Trustees;
- Formalise policy;
- Develop teaching materials;
- Start teaching Relationship Education from Sept 2020;
- Invite parents to see materials / sessions being taught.



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Links:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-a-regulations-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)



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Your Questions

In order for us to capture your questions and answer them properly, please take a question slip and write your questions down. Once we have captured questions from today's sessions, we will create a document with all your questions on - with answers - and circulate these for your attention. We will also communicate a date for the RSE consultation.



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Thank you for your time!

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Parental Feedback: June 2019

The following slides contain unedited responses from parents about what they like about the school and what they feel needs to be improved.
(Collated from parental surveys completed in June 2019.)

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I like the following things about this school:

- Communication. Concerns are dealt with well.
 - The recent change regarding the way parents evening is conducted is welcome. The report format change is excellent. The friendly atmosphere,
 - Good communication through ClassDojo
 - Give parents chances to give lots of feedback and teachers are approachable.
 - Teachers are approachable and communicate well with parents.
 - The new Head seems very willing to engage with parents. I hope and believe he has the best interest of our children at heart
 - The School is well led and managed,
 - Stable management system.
 - Pupils are well behaved
 - I like that we can communicate through ClassDojo with the class teacher. I like the school uses Twitter to update parents.
 - Ramadhan Club
 - Punctuality, well organised and clean and like the attendance report
 - I like that the school is now very strict about timing and punctuality
 - Flexi times in Ramadan
 - Quality lunch facilities, e.g. catering to all backgrounds.
 - We are please with our son's report and are proud of him working hard. Keep up the excellent work!
- We would like to take this opportunity to thank Teachers and TA's for their continuous help throughout the year.

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I like the following things about this school (continued):

- Staff are friendly and approachable. Children are encouraged to do well and their progress appears to be monitored well.
- Teachers have an active interest in our children.
- Teaching is of high quality, friendly staff and welcoming.
- I like that we have an amazing Principal, Mr Asghar, who always greets us and makes us feel welcome at the school.
- The location, welfare staff and Islamic ethos.
- I like the curriculum, teachers and organisation
- Variety of clubs and trips provided
- Provide a system to push low ability children more.
- The education at this school is very well and my children are both doing well.
- The environment and teachers are really good and satisfactory.
- The family atmosphere
- Everything. Nasheeds, duas and Islamic ethos. Teachers are very nice.
- Friendship between students and teachers and the Islamic environment.
- Inclusive of all people, backgrounds.
- Engagement, inclusion and caring.
- Our child has progressed really well in his year thanks to the teachers. He's been well looked after by the school, Jazakallah.
- Thank you for the fantastic report! We are thrilled to hear of our child's progress and achievement. This would not have been possible without you teachers and team

I like the following things about this school (continued):

- The (children's) school report is clear and concise and the layout is vastly improved from previous years. Receiving it prior to parents evening is great as it allows you to discuss concerns.
- I think the report would be more beneficial by adding the progress over the course of the year in the key areas such as Math, Reading and Writing, otherwise the attainment just tell you where your child is at now.
- Happy and grateful to have such patient and compassionate people tutoring, teaching and guiding our daughter.
- Thanks for everything you have done for our child. He loves coming to school, you have helped him come out of his shell. Thanks for being such wonderful teachers.
- Easy to read, nice layout, to the point.The report is clear and concise and the layout is vastly improved from previous years. Receiving it prior to parents evening is great as it allows you to discuss concerns.
- I think the report would be more beneficial by adding the progress over the course of the year in the key areas such as Math, Reading and Writing, otherwise the attainment just tell you where your child is at now.
- We were so happy with our son's report and his performance, but the only concern is his Handwriting.
- I am happy about my son's report, he is actually progressing. Please, I don't really like how much iPad they use. Please could we have more books.

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I would like to suggest the following things to help improve the school:

- Better communication with parents. Better notice about events. School seems to have lost its values. Better systems for parents to raise concerns.
- Better communication via emails and app. Last minute dates and times sent out, so difficult for working parents to attend. School has very poor punctuality – hinders children who attend on time and disturbs class.
- The communication and management needed improving as things have changed dramatically over the past several months and has had an effect on how the school is run.
- Communication regarding homework could be improved.
- More written communication from teachers about our child's progress (every term).
- The communication between teachers and parents could be more about understanding than judgement and blame.
- Would be happy to see more Islamic Studies as a Muslim faith school. Also improve and concentrate on kids handwriting.
- More focus on PE.
- Keep the iPad in the school after use.
- Reception class iPads do not work and this hinders learning especially given that iPads are well used for learning.
- Less use of iPads. It's not helping with handwriting.
- Reception children get spellings on the iPad. If the spellings were sent out to us on ClassDojo or in a spelling book rather than putting on the iPad."

I would like to suggest the following things to help improve the school (continued):

- I request that RSE lessons shouldn't be accepted in school and if the school has no control, please give parents enough time to make a decision on what to do.
- Would appreciate booster classes for when pupils need help to progress towards their SATS.
- To give homework and check in timely manner. Inform parent of child's progress.
- Give more homework to the pupils.
- I would like to suggest that Math homework be sent out every weekend for children that are average and below.
- More homework bases on topics done at school, e.g. math.
- Assembly has too much information on attendance and stars of the week. It should be about morals and achievements, split assembly for KS1/KS2 with more appropriate topics.
- Teaching Arabic as a language. Arrange prayer facilities for everyone. "Minimal use of iPads – I do not believe it plays a drastic role in improving standards of learning and there are so many negatives of the iPads. The harm outweigh the benefits –parents should be invited to the school more often, e.g. for reading sessions or in Reception at the beginning of the day.
- Use iPads for specific tasks and an ancillary resource. It does not need to be incorporated into their general learning, i.e. homework, uploading work exercises on iPad. It feels like iPads are used for the sake of it.
- Thank you for the fantastic report! We are thrilled to hear of our child's progress and achievement. This would not have been possible without you teachers and team

I would like to suggest the following things to help improve the school (continued):

- Parking/road safety needs addressing by school. Zebra crossing possibly?
- Bullying should be dealt with.
- Taking care of children in the playground
- Dinnertime is a big issue – maybe more staff, dinner staff do not understand my children, I am concerned for their wellbeing when they are out.
- Need to improve behaviour of learners and behaviour management.
- Dinner time problems not being resolved.
- Try to reduce the use of iPads.
- The way the children go into school in the morning is very disorganised.
- Children in year 6 should be allowed to leave themselves instead of a parent having to be there. This will make it easier for them in high school.
- No contingency plan for sports day.
- The cost of breakfast club is too high at £1 per day. I will have 2 children from September; the fee will be too much. Please review this for us.
- Meals could be more healthy and children should be encouraged to eat more veggies. More clubs could be better.
- Consistency from all teachers.
- The lunch portion is not enough
- Change the caterer because many times children do not get the food they like and it's not warm enough.