

You said. We did.

The power of working together.

It has been nearly a year since we embarked on our journey to improve the partnership between home and school through our commitment to achieving the **Leading Parent Partnership** award.

This process has been really valuable and has seen many **developments** and **improvements** in this relatively short period.

I wanted to share these with you so you can see how **working together** - parents, carers and school staff – can **improve the education and wellbeing** of all children at Great Bradfords Junior School.

You said: We would like more support with the **transition** from the Infant to the Junior school.

We did:

- Transition activities and support had been limited during academic years 2020-21 and 2021-22 due to the global pandemic with schools and households having to abide by strict social distancing rules. During this difficult time, we were restricted with what we could offer.
- Since then, we have not only provided an **all-inclusive transition programme** which spans the Summer term of Year 2 and into the first 2 weeks of Year 3, we have produced a comprehensive **Parent Handbook** which outlines every aspect of junior school life, from uniform to curriculum and much more. This handbook was handed out at the **Year 2 Welcome afternoon** hosted by the headteacher, Mr. Wrench, to those who attended, with the remaining ones given to the infant school for distribution to those who could not attend. We also sent an electronic copy to all of our current parents who could receive a hard copy upon request. It is also available for reference all year long on our website.
- **New** for this year's transition are **parent/carer workshops** to support their children in using the digital platforms we require for homework, such as **Times Table Rock Stars and Century**.

You said: 6% of parents and carers felt that the school could improve the way in which we let them know **how well their child is doing at school**. (Qu. 10 on the Parent/Carer feedback questionnaire, 'The school lets me know how my child is doing.')

We did:

- In response to this, a **new PiXL 'postcard'** with results of their child's recent assessments was shared at the next Parent/Child Consultations in Autumn 2022 and Spring 2023. Teachers have been able to use these data sheets ('postcards') to frame conversations about children's progress and next steps, ensuring parents/carers understand exactly how well their child is doing, how they have progressed and what their next steps should be.
- Alongside the 'postcards', parents/carers were given **a reference sheet** to help them understand the **PiXL language of assessment (B2, B1, E2, E1, A2, A1)** after the meetings and in the end of year written reports.
- Our **end of year written reports have been updated**, too, and now feature more comprehensive information regarding children's general progress in all subjects, their end of year assessment grades, their effort grades in reading, writing and maths, their reading age, as well as their attendance for the year.

You said: 10% of parents and carers felt that the school could improve the way in which we let them know **what their child is learning at school** during the year. (Qu. 5 on the Parent/Carer feedback questionnaire, 'The school makes me aware of what my child will learn during the year.')

We did:

New this year:

- Year group **Parent Curriculum Meetings** occurred in the first two weeks of the academic year. Parents/carers were invited to meet their year child's group teachers and find out about the whole year's curriculum for their child.
- At this meeting, teachers shared **curriculum overviews of year** group learning. These are not new and have been available for many years but many parent/carers were not aware of their existence so have now been informed.
- Teachers directed parents/carers as to where to **locate these documents** which can be found on our **website (soon to be launched)**.
- **Project posters** informing parents/carers of their child's next half-termly project, which also includes the core subject content for the half term, have been created and are issued each half term for every year group.

You said: 7% of parents and carers felt that the school could improve the way in which **we deal with reported bullying**. (Qu. 4 on the Parent/Carer feedback questionnaire, 'My child has been bullied and the school dealt with it quickly and effectively.')

We did:

- We now have **Anti-bullying Ambassadors** to support children at lunch and break times with their concerns or worries.
- A **'worry' postbox** has been placed in the library for those children who may not feel comfortable speaking to an adult or Anti-bullying Ambassador; they can write a worry and post it in there which is checked daily and followed up.
- A new **Anti-bullying leaflet** has been shared with children and staff to help eradicate and deal with bullying: STOP (Start Telling Other People and Several Times On Purpose).
- Pupil Voice questionnaire shows a 96% positive response when asked about bullying and how well it is dealt with at GBJs.

You said: There is a lack of **creative after-school clubs** on offer.

We did:

Added **new** after-school clubs:

- Reading club
- Art/drawing club
- Sewing and craft club
- Construction club
- Rocksteady after-school club
- Recorder club
- Keyboard
- Gardening

You said: 100% **attendance certificates** are not fair and do not incentivise children to attend regularly, particularly if they have had a single day off to attend an appointment or for sickness.

We did:

We now recognise **'good' attendance as 98%** min per term with a certificate and **'outstanding' attendance with 100%** certificate too. This allows for those children who have missed one authorised absence per term to still be recognised for their attendance.

You said: School lunch menus should contain **allergen information** to make it easier for those parents with children who have allergies or intolerances to choose a safe meal.

We did:

- We have **added V (Vegan) and VE (Vegetarian) to our menus** and have now made available **the allergens of all food on our menus** on our website should parents/carers require more information.
- However, we would always advise that any parent concerned about allergens in foods **contact the school kitchen first** and make them aware as we have systems in place to keep children safe.

You said: School should put the responsibility for ensuring their children are **kind, safe and responsible online** back to the parents.

We did:

The school sourced and funded a **'Parenting in the Digital World' workshop** for parents and carers to support them. This was available to join from the comfort of home via Zoom and during the evening when, hopefully, more parents and carers could be available. For those who could not attend the live workshop, a recording was also made available upon request and resources emailed out subsequently.

You said: Various comments regarding **homework** (quantity, use, understanding technology, sanctions linked to missed deadlines.)

We did:

- We **listened to concerns and opinions** regarding our homework policy.
- **Drafted a new policy** bearing in mind these comments.
- **Consulted** with teachers, parents/carers and children.
- Agreed the **new policy** with the governors.
- New homework policy to **start from the Autumn term of 2023**. More details will follow in the summer term.

You said: Please consider the 'cost of living' crisis for all families.

We did:

- We have **not increased our school meal prices** – even when our overheads have increased substantially.
- Sourced **after-school 'wraparound' care** at a much **lower cost** than local providers.
- We have **eliminated the requirement to attend swimming** lessons for those children who can already prove they can swim 25m saving parents/carer unnecessary spending.
- We have found **cost-effective ways to save money**, e.g. solar panels and LED lighting which enables us to spend more of our budget on education not utilities.
- Ensured you can **pay in instalments** for larger payments, such as, residential visits.
- Provided **free places in after-school clubs** for low-income families.