



20th March 2025

World Book Day

Well done to all the children that created a design for World Book Day. Here is a tiny selection of them.



Parent Questionnaire

Thank you to everyone who took the time to complete the recent parent questionnaire. We received 120 responses and the outcomes are positive on the whole. Amongst the comments, there were some very nice compliments about the school and staff and there were no real themes or repeated concerns. I will attempt to cover some of the questions that occurred more than once here and provide some explanations about why and how things are.

Smartphones – Pupils are not allowed smartphones in the classroom. The very small number of pupils that do bring in a phone put them into a box and then that box is stored in the school office for the day. The phones are returned to the pupil when they leave.

World Book Day – Probably because the questionnaire coincided with WBD, we had a very small number of parents say they would have preferred it if we allowed the children to dress up. However, we did do dressing up for many years and the end result was just lots of football shirts, princess dresses and super hero costumes with very little connections to actual books (I'm not sure I consider the Match Attax folder as a book!). On the years that we tried to do theme dressing up days, such as a Roald Dahl theme, parents were more stressed about having to meet a criteria (the cost, costumes being delayed in the post etc.) and so we received complaints about that...as well as having children ignore the theme and come in wearing football shirts, princess dresses and super hero costumes anyway. In other years we have done the pajama



Yardley Primary School Newsletter March 2025



days and these have been easy to organize. We also do plenty of non-uniform days throughout the year where children can wear their own clothes.

Modern Foreign Language – Yardley has taught French as a MFL for around 20 years. As one of our ongoing curriculum reviews we looked at French a couple of years ago and identified it as an area that we could do differently mainly because feedback from pupils who had moved on to secondary school said that whatever level of French they had when leaving us, they all started at the basics again in Year 7. We made the decision to start French in Year 4 and for Reception to Year 3 to learn Makaton. We have seen a huge impact on the communication skills that Makaton has had for pupils both with and without additional needs. French has become more focused on giving the pupils a good level of the basics of what they will need in KS3 We are continuing to investigate the feasibility of teaching British Sign Language as an alternative to French.

Black History Month – It is worth explaining for newer parents that whilst the school acknowledges BHM each October, we took a view a few years ago that it could be perceived as tokenistic and as a result we reviewed our history units of work and added a BAME element to each of them so that it was embedded in all the whole curriculum. This includes such areas as the soldiers that came from the wider commonwealth during WW1, black members of the Tudor court and non-Europeans being brought to England by the Romans.

Pedestrianizing the area around the school – Traffic around the school, particularly the cars that cut up Hawkwood and on to Drysdale to avoid the traffic lights at the bottom of Kings Head Hill is a real issue as we all know. There a program called ‘School Streets’, which prevents cars being able to drive down certain streets during school drop off and pick up times. To be part of that scheme, the school first has to be in a controlled parking zone which currently we are not. From conversations I have had with Waltham Forest over the years, I think it is highly unlikely they would close Hawkwood Crescent and being part of a CPZ would actually create its own problems as staff, parents and visitors sometimes have to park outside the school and this would prevent that. We will continue to work with WF traffic team to ensure the streets are safe outside the school.

More books/clubs – The school spends thousands of pounds on books each year but because they are well used they will get worn over time. We will continue to replace and renew books as they reach their end of their usefulness. I would like to be able to provide more clubs but for a long time we have always provided our extra-curricular clubs at no cost to the parents so that they are available to all. Any additional clubs would have to be provided using external providers and the school budget will not allow for us to absorb those costs (we have also had some unsuccessful experiences of allowing third parties to use the school facilities). Additionally, we are hindered by only having one hall available for after school sporting activities. I will do a follow up consultation with parents to see what the appetite would be for additional clubs that would be chargeable.

Here are the full set of results from the questionnaire

	strongly agree	agree	disagree	strongly disagree	don't know
My child is happy at this school	73	45	1	1	
My child feels safe at this school	76	42	1		1



Yardley Primary School Newsletter March 2025



	strongly agree	agree	disagree	strongly disagree	don't know
This school ensures the pupils are well behaved	41	70	5		4
The school makes me aware of what my child will learn during the year	47	61	10	1	
When I have raised concerns with the school they have been dealt with properly	36	45	10	2	25
The school has high expectations for my child	61	46	4	2	6
The school lets me know how my child is doing	38	61	17	1	3
There is a good range of subjects available to my child at this school	47	63	3	1	6
My child can take part in clubs and activities at this school	47	48	11	3	11
The school supports my child's wider social development	35	56	7	3	19
I would recommend this school to another parent	YES 117	No 3			

With regards the question, 'The school lets me know how my child is doing' it is worth reiterating that whilst we have the 3 parents' evenings each year and the end of year report, parents can always request a meeting with their child's teacher if they want further updates on progress in between those dates.

“My child has special educational needs and/or disabilities (SEND), and the school gives them the support they need to succeed”

Of the 28 responses to this question which indicated that their child had SEND needs, 23 strongly agreed or agreed that their child's needs were being met whilst 5 strongly disagreed or disagreed. If you are one of those parents who does not feel their child's SEND needs are being met then I would encourage you to arrange a meeting with Mrs Odysseas, our SENCo, to explore the reasons why and how they could be.

“My child has been bullied and the school dealt with the bullying quickly and effectively”

24 responses replied that their child had been bullied. 14 strongly agreed/agreed that it had been dealt with quickly and effectively and 10 strongly disagreed/disagreed. These figures are confusing as in the last 18 months only 4 parents have come to me to report that their child is being bullied so the numbers do not reflect what we see in the school. It is possible that some of the incidents being referred to are from some time ago so it may be that we need to be more specific with that question in future.



The school's definition of bullying was taken from Anti-Bullying Alliance and is included in our behaviour policy describes bullying as "the repetitive, intentional hurting of one person or group, either verbally, emotionally or physically, by another person or group, where the relationship involves an imbalance of power." What we wouldn't consider bullying are one off incidents of rudeness, social disagreements, children falling out with each other, saying unkind things, physical altercations or accidental harm.

Most importantly, the school can only deal with things if we know about them. Teachers all know that any concerns about bullying are to be referred to me or a member of the leadership team. I will then investigate, including talking to all parties involved to establish if it does meet our criteria of bullying and deal with it accordingly. If your child does report to you that they are being bullied it is crucial that you report it to the school, either directly to me or through their teacher.

Some of the comments or questions were very specific so if you'd like your comment followed up on, please email the school office with the question or comment and we will be able to respond. Again, thank you again to those that replied to the questionnaire. It does help us reflect on what we are doing well and what we could make better so we can continue to provide the best education and school experience for your children.

Staying after school

The school has a long-standing tradition of leaving the school grounds open to parents and pupils to stay as it is a nice, safe environment and it helps foster a strong sense of school community. As the weather is getting nicer and more people are staying, the usual polite reminders:

- Supervision of the children after school is the parents or carer's responsibility and not the school's.
- Children will be reminded that we expect the same level of good behavior after school as we do during the school hours and any children not adhering to this may not be able to stay and play.
- Please make sure children are not playing near any sports clubs that may be taking place.
- Leather footballs to only be used on the field and not on the playground and if possible, size 4 or 5 balls.
- On days where the weather is nice, we will leave the KS2 pupil entrance open so pupils can have access to the toilets. We will lock the internal doors so there is no access to main school. These toilets are for children only and must not be used by the adults. Unfortunately, we are unable to provide adult toilet facilities after school.
- Finally, if we could ask parents to leave the school grounds by 5pm please. This is so that the after-school club can use the outside space.

Regards
Mr Evans
Headteacher