



HALTON LODGE PRIMARY SCHOOL

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NEWSLETTER 04

24th September 2021

Individual School Photographs

We are aware that some people have struggled to access the website to view their child's photograph. We have contacted the photographer and have been assured that this problem has now been resolved.



SCHOOL COUNCIL REPRESENTATIVES

- David M & Rosie W (Year 6)
- Evie D & James T (Year 5)
- Amelia B & Harry C (Year 4)
- Leighton C & Hannah H (Year 3)
- Olbie B & Sophie Z (Year 2)

Pupils in Reception and Year 1 will be invited to school council meetings later in the school year



Family Learning – FUN WITH FORCES

If you have a child in Year 3, Year 4, Year 5 or Year 6 and wish to join them to take part in the Fun With Forces Science Workshop on Thursday 7th October (from 1:30pm to 3:00pm), please send us a message – via Studybugs – with FUN WITH FORCES as the 'subject' of the message. The message needs to include the name of the parent(s)/carer(s) who will be attending – along with name of the KS2 children who will be taking part in the session with them.



Parent Questionnaire 2021

Towards the end of the Summer Term (in July) we asked you to complete a questionnaire to help us decide on our whole school priorities and areas for further improvement. We felt that it was important to share the results of this survey, based on the 39 responses that we received, with you.

Thank you to everybody who took the time to give us such valuable feedback.

School Elections

Throughout the school, the children have been voting for their class representatives for the School Council (who meet with Mrs Williams every fortnight) and our Year 6 pupils have been considering whether they would like to take on the responsibility of being a House Captain or Head Boy/Girl.



While those children who wished to be elected as their class's school council representative gave a speech to the other children in their class before the class election took place, the Year 6 children recorded their election speeches so these could be played in each class before the children throughout the school decided who they wished to captain their 'house' and take on the role of Head Boy/Girl.

Today the successful candidates were announced and we would like to congratulate:

HEAD BOY = Dylan P & HEAD GIRL = Penny-Lillie W
DEPUTY = Jack M



BRIDGE

Skye Q (Captain) & Jack M (Vice-Captain)

CASTLE

Kendal G (Captain) & Rosie W (Vice-Captain)



MERSEY

Danny W (Captain) & Jazmin M (Vice-Captain)



PRIORY

Lola R (Captain) & Kaya L-A (Vice-Captain)



Question 1: Our school is seeking additional funding that would enable us to better support the families who have children at our school. If successful, which of the following would have a positive impact on your child?

You said:

- A free educational visit for every child requiring no financial contribution from any parent/carers.....56.4%
 - A reduction of at least 50% for any residential visits....43.6%
 - A greater selection of reading books in school that families could borrow to read at home.....38.5%
 - No charge for any after school club.....33.3%
 - Other.....7.7%
- (The 'other' suggestions were: (i) more after school clubs, (ii) more parent/carers workshops with or without children present and (iii) more opportunities for parents to come into school).*

Response:

This week we discovered that we have been awarded £20,000 through the INEOS Forgotten Forty project – which we are extremely grateful for. This money is to provide enrichment opportunities for our pupils and to support our families.

This grant has already allowed us to reduce the cost of the Year 6 residential visit by £110 (reducing the cost to parents/carers from £210 to £100) – saving our Year 6 families almost £3000 in total - and it is now our intention to utilise the money for all four of these initiatives!

A number of after school clubs have already started – with clubs taking place almost every night of the week. We are looking at ways to encourage more of our pupils to take part – and will utilise this grant to fund as many of these as possible.

Furthermore, the first parent/carer workshop has been scheduled to take place next month – and we have already invited our new Reception parents and carers into school for a ‘Play and Stay’ session and for a lunch with their child (or grandchild). We will share new dates for further opportunities in due course. However, at the moment, while Covid-19 cases are rising, the school is expected to temporarily cease large gatherings that bring staff and pupils from different classes together; and restrict visitors to the school. We will, therefore, continue to add to our family engagement programme when it is safe to do so, throughout the year.

Question 2: Last week you should have received your child’s End of Year Report. We are currently evaluating the format that we use. Was the report...

You said:

Too detailed and contains too much information.....7.9%
 About right.....76.3%
 Not containing enough detail.....15.8%

Response:

It is reassuring that the vast majority of parents and carers feel that End of Year Reports contain the right amount of information. However, a number of very useful suggestions were made in response to the question, ‘If we were to change anything about the report what would you suggest?’

I can assure you that all of these comments will be revisited during the Spring Term, prior to us agreeing any changes to the End of Year Reports. The comments and suggestions will be shared with our teaching staff and school governors too.

Question 3: We are always looking at ways to improve our school. What makes our school great (something that you would not want to change)?

You said:

“Community school”
 “Reading books they are great for the children”
 “Assembly. Absolutely love them when it’s safe to return.”
 “The way Year 3 addressed puberty and changes to their bodies, I personally felt very comfortable, relieved and happy this happened.”
 “The support the children receive.”
 “Location and staff”
 “The teachers (no supply) routine and learning are all brilliant.”
 “Family assembly every Friday.”
 “The teachers are friendly and easy to talk to listen to any concerns and make me feel happy that I am leaving my son in safe hands.”
 “Everything about the school is great!”
 “The fawns class.”
 “The teachers are all very approachable and supportive to my children and myself if there are any concerns.”
 “Quality of teaching, lunches are fab, outdoor environment is amazing.”

“Love the friendly staff and the support they give.”

“The decent staff”

“Regular communication – newsletters, studybugs, etc.”

“I think the headteacher actually takes things seriously which is great as I see children in other schools and their behaviour is terrible. I think a good headteacher / teachers in our school are making the kids a pleasure. You don’t hear of severe bullying from our school as I do others.”

“Great access to resources within the school and out on the playground.”

“The enthusiasm and kindness of the teachers.”

“The staff, the teachers all activities.”

“The staff... always helpful.”

“Always looking for ways to improve and provide children with fantastic experiences.”

“House unity and inter house competitions.”

“Support from fawns teachers and Mrs Ellis. We also really appreciate Charlie crossing the road to come and leave, always greets the children with a smile.”

“Very good system. The principal and teachers are trying to find solutions with families for any problem the children face.”

Response:

It’s overwhelming to hear such positivity and appreciation of the staff who work at our school. I genuinely feel that I am so incredibly blessed to work alongside such skilled, dedicated, professional and caring teachers, teaching assistants and support staff. I have always felt that the kitchen staff and Charlie (until he retired) are great assets to our school too – and it is vital that we continue to have such strong relationships with all of our pupils and each and every one of our families.

We are hoping to invite Charlie back to our school – to wish him the very best for his retirement and to thank him for all that he has done for the children and families. He was very much loved by all of the staff too – and we wanted to wait until the parents and carers could join us for a special assembly before we planned this in. Hopefully we will not have to wait too long!

Question 4: What would make our school even better?

You said:

“Don’t know.”
 “Hopefully due to restrictions lifting, family assemblies returned and more informative newsletter EVERY week, like we use to have. Also go back to boys and girls toilets instead of unisex.”
 “N/A”
 “It’s hard because of covid so very limiting at the moment maybe show and tell.”
 “If the fawns class went up to and including Year 6.”
 “Swimming in class four. Own clothes day on birthdays.”
 “Some sort of cooler storage for packed lunches, maybe one between two classes.”

"More content on seesaw of what our children are studying such as topic for those children who do not express at home or parents who do not experience the school run each day."

"When allowed more family events or family visits to school."

"A greater selection of after school clubs that are not only sports based, to further enrich the curriculum. For example, crafts club, computer club."

"Not as much homework expected daily after they've just spent a whole day in school."

"Having a nursery attached to the school."

"Better support for struggling kids."

"Personalised interventions."

"Communication has been lacking between teachers and parents. Not sure if this has been due to covid. We haven't got to know the teacher who is teaching our child."

"More communication and involvement for parents."

"Reintegrating school years. More effective strategy to move fawns to mainstream at earlier opportunity."

Response:

The extra demand on schools and the restrictions that had to be imposed during the pandemic have undoubtedly contributed to some of these issues; but listening to your greatest concerns and understanding how you feel will help us to prioritise what we need to focus on and reinstate first.

I hope that you will recognise that some of these points have already been addressed – such as improved communication, greater use of seesaw and a return to weekly newsletters. However, in addition to focusing on supporting all of our children to achieve the highest possible standards (with regards to their personal development as well as academically) and continuing to improve the standard of behaviour (and the children's attitudes towards their work and school life), we will be taking steps to ensure that the pupils at Halton Lodge Primary School with Special Educational Needs and Disabilities also achieve exceptionally well.

The school governors – along with the senior leaders in school – will consider each of these points and see what more we can do to make our school even better.

Question 5: For a number of years we have heavily invested in ensuring that we have extra teachers within each phase – so that your child is always taught by a fully qualified teacher who knows the school, your child and our expectations. This has helped my child to make good progress.

You said:

Strongly agree.....64.1%

Agree.....25.6%

Neither agree or disagree.....10.3%

Disagree.....0%

Strongly disagree.....0%

Response:

The only reason why we can afford to employ so many teachers is due to the extra money that our school receives

through the pupil premium funding – and we strongly believe that this approach allows us to cater for the needs of children of all abilities. This is why we are so keen for every family who is eligible to claim for free school meals does, as this triggers extra funding that allows our school to employ three extra teachers, an extra teaching assistant and a specialist reading teacher.

Further details about how our school invests the extra funding is available in the 'Key policies and documents' section on our school website – under PUPIL PREMIUM.

Question 6: In school my child is happy...

You said:

All of the time.....53.8%

Most of the time.....41.0%

Some of the time.....2.6%

Almost never.....2.6%

Never.....0%

Response:

The greatest thing about our school are the truly amazing children that we have. They never fail to impress us and make us smile. It is vital that the children are happy and if there is anything that we can do improve their well-being and happiness, we will!

You may be aware that there will be two newly formed Mental Health Support Teams in Halton – one based in Runcorn and one in Widnes – and our school has offered to house the Runcorn based team; as we feel that this will offer many great benefits to our staff, children and families.

We understand that we have a large number of children who face adversity and encounter many challenges during their primary years. However, we are determined to help them and hope that every child feels confident to share any concerns or worries with an adult they trust in school.

If your child is ever unhappy about anything that has happened in school, it is vital that you raise this with their class teacher (or the headteacher), so we can look to resolve the matter as quickly as possible.

Question 7: If my child ever felt unsafe or unhappy in school they know that they could speak to...

(Please select all that apply)

You said:

Teacher.....84.6%

Teaching Assistant.....76.9%

A member of the office staff.....30.8%

A midday supervisor (or sports coach).....53.8%

Any other adult.....38.5%

A child in their class.....25.6%

My child would not feel comfortable to share.....5.1%

Response:

It is important that every child feels that they can share any concerns or worries with an adult in school – as well as with

the adults they trust at home. We frequently remind the children of this – such as in the Speak Out. Stay Safe NSPCC assemblies that the children will take part in over the next few days.

There are also posters around school to remind the children of the importance of sharing anything that makes them feel unsafe or unhappy – and to support their friends to do the same. However, as stated earlier, if your child is ever unhappy about anything that has happened in school, it is vital that you raise this with their class teacher (or the headteacher), so we can look to resolve the matter as quickly as possible.

Question 8: Do you feel that bullying is a problem at our school?

You said:

It doesn't happen.....43.2%
 It happens and my child's class teacher is really good at resolving it.....27.0%
 It happens and my child's class teacher is good at resolving it.....21.6%
 It happens and my child's class teacher is not good at resolving it.....8.1%
 It happens and my child's class teacher does nothing about it.....0%

Response:

As outlined in our Behaviour Management Policy, any form of bullying – including sexual harassment, racist, sexist, homophobic or discriminatory behaviour - is listed as a serious misbehaviour and, as such, the stepped consequences detailed in the policy should start at Stage Two – as any form of bullying is unacceptable and needs to be addressed swiftly.

Bullying is defined as the repetitive, intentional harming of one person, or group, by another person (or group) where the relationship involves an imbalance of power.

Bullying is, therefore, deliberately hurtful, repeated (often over a period of time) and difficult to defend against. It can include:

- Emotional – Being unfriendly, excluding, tormenting;
- Physical – Hitting, kicking, pushing, taking another's belongings, any use of violence;
- Racial – Racial taunts, graffiti, gestures;
- Sexual – Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching;
- Direct or Indirect Verbal – Name-calling, sarcasm, spreading rumours, teasing;
- Cyber-bullying – Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

It is, therefore, important that when we use the word 'bullying' that we are all clear about what bullying is and what bullying isn't.

Our teaching staff work incredibly hard to ensure that the children in our school understand the impact that bullying can

have on the lives of children and adults – and to speak out if they ever encounter it. We aim to spot any imbalance of power very early, to prevent bullying arising. Equally, we are aware that there are many reasons why some children begin to exhibit bullying behaviour but we will ensure that is stopped as soon as we are made aware of an issue.

Bullying is one of the few reasons the school would consider a suspension (or exclusion) for a pupil who was unwilling to modify their behaviour – following the support and intervention that we have put in place.

If you ever have any concerns that your child is being bullied – or is bullying others – please speak with your child's class teacher (or the headteacher) immediately so that we can address it without delay.



School Complaints Procedure

As outlined in our Complaints Procedure, our school is always welcome of any feedback - and all parents/carers are warmly encouraged to voice any concerns straightaway (preferably directly to the person concerned). We hope that nobody would feel that they needed to wait until a parent survey is sent out to raise any concerns that they may have.

It is always our intention to allay concerns raised at this level. However, should it be deemed necessary to conduct an investigation – due to the nature of the concern raised or because the person concerned does not feel the answers given so far have been acceptable or adequate – then, as headteacher (and complaints coordinator), I will hear the complaint personally or, if deemed more appropriate, appoint another member of staff to re-examine the issues raised. This is stage one of the formal procedure that the school governors have agreed to.

Only if the school complaints procedure has been followed can the complaint be escalated and, if necessary, taken to the governing body's complaints appeal panel. Furthermore, complaints made directly to the local authority, Department for Education or Ofsted cannot be investigated unless the school's complaint's procedure has been exhausted. This is because the Secretary of State for Education (through the DfE) only has the power to intervene if the governing body of the school has acted "as no reasonable governing body would act" and Ofsted will only consider whole school issues; and would only waive the requirement for the complainant to have exhausted the school's complaints procedure in extreme circumstances.

We always take any concerns or formal complaints seriously and look to use these to further improve the quality of education and overall standards at our school.

The School Complaints Procedure is available on the school website and a copy can be requested at any time.

Please remember, if you child has any of the recognised symptoms associated with Covid-19 they should stay at home and self-isolate immediately. You should arrange for them to have a PCR test as soon as possible and they must not go to school (or a public area) until they have had a negative test result (or their isolation period has ended).