

Parent Partnership October 2021

Reception

1. *“Could the children have more than one PE lesson a week?”*

The EYFS physical development aspect of the curriculum covers both fine motor (e.g. working with your smaller muscle movements) and gross motor skills (e.g. core muscle skills like throwing, jumping etc.) Both of these key areas are covered daily both indoors and outdoors. Currently, the pupils have a lesson on Thursdays where they physically change for PE – where age appropriate skills are taught. It should be noted this is not the only physical activity they have.

2. *“Will the PE lessons focus on particular sports like football etc?”*

The focus in Physical Development is on developing control, strength, agility, coordination and poise in line with the Early Years Foundation Stage Curriculum. A team game, such as football, is not explicitly taught as the pupils are not at this stage in their development.

3. *“If not, are there afterschool clubs for the reception age group? Specifically team sports”*

The pupils are too young to participate in such clubs at present. During the year, as they progress in their key skills, there may be the possibility of doing so. We currently do not have a provider able to deliver this to this age group.

4. *“Do they have music lessons/ access to instrument specific music lessons at this age?”*

Music is a part of the EYFS curriculum. The key skills are covered weekly. Each week’s coverage is included on the weekly overview which can be found in the memo section within Tapestry each Friday. Individual instrument tuition is available via Barnet Education Arts Trust (BEAT) These lessons take place in school during the school day. Please look at their website for further details <https://beatrust.org.uk/>

5. *“Can we get photos of their weekly activities?”*

All of the activities detailing the children’s learning is available on Tapestry. Photographs are taken daily and included as part of their observations on Tapestry. We encourage parents to make comments and upload their weekend/holiday activities onto Tapestry as part of their extended learning.

6. *“Can we get a brief summary in their weekly report of what their next week’s plan may look like?”*

We like the parents to see their child’s learning retrospectively so that they can consolidate and celebrate their child’s achievements that week. It is not possible to

provide a future weekly summary in the time frame we have for updating Tapestry as an ongoing record of pupils' achievements.

7. *"What exactly does the outdoor refurbishment includes, how much will it cost in total and how much does school still need to raise?"*

Please see later answer in the Year 2 section.

8. *"What about team sports like football/basketball etc? Is school having any space for these somewhere?"*

Please see earlier answer.

9. *"Can we know in advance any school admin days?"*

INSET dates are planned more than a year in advance. These dates are available on the website calendar and also within the parents' section of the website, which has a document called Term Dates which parents can refer to. On the school website, please go to Parents, select Useful Information, then select Term Dates 2021-2022

10. *"What's school policy against bullying and how can it be prevented in early years?"*

We have an Anti-bullying policy which is available to read on our website. Please see Y1 answer for further details of what we encourage.

11. *"The school uniform asks for dark jackets to be worn by children. Can this rule be relaxed to allow the children to have more brightly coloured jackets so that they are more visible particularly when walking to and from school during the day? Allowing this relaxation would be an easy way to improve the safety of the children."*

The school uniform has been set to ensure that all pupils are equal. Uniform is also set to create a sense of unity so that pupils understand they are part of a common whole. We do not allow multi coloured items to be worn; as not only would this not represent the school, but it ensures that parents do not send in highly expensive coats which may get damaged/lost, may not protect from the varying elements or demonstrate any form of socioeconomic differences between pupils.

12. *"Also because of the environmental impact is it possible to have a natural fibres alternative to the manmade fibres mix offered? (School branded items)"*

This is not possible at present as it would require greater financial costs which would make some items too expensive for families, particularly for those with more than one pupil at the school. This is why we keep the number of school branded items to a minimum so that parents can make their own choices regarding the fabrics used for the other items on our uniform list. We can make enquires with our school branded uniform supplier but in order to make it financially and economically viable, it may not be feasible with the small number of orders from a school of our size. We will let you

know if our uniform supplier indicates this is a viable option. *In the parent partnership meeting, another class rep suggested that some of the items which are available to purchase via Braggs may be fully cotton, instead of the mix of fabrics from the ones available directly from the school.

Year 1

1 *“Why do school not publish at school their Year 6 KS2 Results (when SATS are taken)?”*

Our school results are available on our website under key information. The last year that SATS were taken was 2019. These the most update results available. There were no SATS tests taken in 2020 or 2021, hence why no data is published.

2 *“Why do school not publish at school or on website the Year 6 Leavers destinations?”*

We are not required to publish this information and secondary school destinations are a matter for the pupils and their families.

3 *“Does the school have a Bullying & Harassment Policy and what steps / procedures are in place to deal with bullying & harassment that occurs at school?”*

The school has an anti-bullying policy which is available on our website in the Key Information section, followed by selecting Policies. Within this policy, it states

Prevention is better than cure and the School uses a variety of methods for helping children to prevent bullying and to establish a climate of trust and respect for all. Through the curriculum, especially in PSHE and in Assembly time, we compliment and reward good behaviour and set our expectations regarding bullying, whether in lessons, at play or on-line. We use a range of activities to help pupils understand the feelings of children who suffer bullying and strategies to practise the restraint required to avoid lapsing into bullying behaviour. Some examples of this are:

- Praise, rewards and celebration of good behaviour
- Agreeing classroom rules and behaviour contracts
- Reading and writing stories, poems, plays about bullying and discussing
- Using drama and role play, circle time or use visiting theatre groups to raise issues
- Participating in activities like Anti-Bullying week, Black History month and Christian Aid

4 *“Please can you assure us that behaviour management strategies are in place in Y1 to deal with any disruptive behaviour in class as we do not want our children’s education impeded by bullying and harassment behaviour in the classroom and playground?”*

Please see previous answer.

5. *“Please can you assure us as parents that any additional support or referral required by a child in this year group would be put in place at speed to ensure all members of the class can learn and not be disrupted on a daily basis?”*

When evaluating the progress of pupils be it academic, social or behavioural, it is imperative that we allow time for our class behaviour management strategies to be embedded and reviewed. Where we judge that a pupil may benefit from support that is over and above what is 'ordinarily available' we work with families to support their child. Where outside agencies involvement is included, while a referral may be actioned swiftly, families and pupils may have to wait approximately 16 weeks for a case to proceed.

6 *"Can more thoughts and consideration be given to ensure more consistent communication with parents regarding, e.g., updates on Covid, clubs, organisation of the school day?"*

The school has found updates from public health and the local authority extremely challenging. We really appreciate everyone's patience regarding this. We know there were a number of confusing and conflicting letters from various club leaders and will pass on your comments to our outside club providers regarding any communication issues. We appreciate parents continued support with this. It can be very challenging to manage communications sent out by club leaders when we are not included.

7 *"How effectively are learning needs identified in school and how are families supported in exploring any potential underlying learning/medical needs that their child might have? How proactive is the school about it, considering that some behaviour needs seem to be affecting other children's learning on regular basis since the beginning of Reception? What are the next steps that the school takes if no strategies put in place to tackle disruptive behaviour work?"*

The school is very committed to supporting all various needs of the pupils. The global pandemic has been catastrophic for some of our youngest learners. There are many additional needs from many of the pupils as a result. As educational professionals we put the needs of the pupils first and foremost every day. A variety of accepted strategies are used to promote good behaviours for independent learning which are age appropriate.

Year 2

1) *"I'd just like to check / confirm that the school have up today's DBS certificates for all external teachers? Such as drama club teachers, music teachers and language club teachers?"*

Safeguarding is the number one priority for schools even before their education needs. Schools are required by law to keep extensive and rigorous records from regulatory boards. No adult is allowed any access to working with children unless these checks have been completed on individuals. These procedures are regularly reviewed by the safeguarding governor.

2) *"I'd also like to ask if the school are asking external teachers to do regular lateral flow tests, like internal teachers are doing? (Such as drama club teachers, music teachers and language club teachers?)*

If not, what's their risk covid risk assessment with reference to external teachers?"

COVID testing is voluntary. We recommend to external teachers that lateral flow testing is prudent. However, it is not enforceable. If parents have a concern then we advise that they speak to a specific club leader.

3) *“Is there going to be a nativity play this year? Since there is no real measures/restrictions in place re COVID, we should try and have one.”*

We will, hopefully, be able to perform an EYFS/Year 1/Year 2 Nativity. Further details will follow. In the event that Covid restrictions are in place at the time of performance, we may have to make adjustments or record it without an audience. We would request that parents follow whatever guidance is sent out regarding performances nearer the time.

4) *“Are there any ventilation measures in place for COVID (and other airborne viruses)? Do they keep windows open?”*

Windows are open and will remain so.

5) *“It would also be interesting to know how the classrooms and dining area is being cleaned (and how often).”*

A thorough cleaning of the school occurs daily.

6) *“An update on the perimeter fence?”*

We are aware of the poor condition of the school playground surface; it is very old and long overdue a proper refurbishment. Parents and carers will know that, uniquely and unfortunately, the school does not own the playground. It in fact sits on common land and is the property of the Totteridge Manor Association (TMA). St Andrew’s has been in dialogue with the TMA for many years seeking their permission to resurface the play area, repair the damaged drainage pipes under it and erect a permanent fence along the eastern end. We have even offered, with the help of contributions from parents and carers to the Friends Fund and grant funding, to pay for those improvements. Discussions have proved slow going and frustrating. However, we are hopeful that agreement has now been reached for the school to lease the playground from the TMA. The lease terms are very close to being signed, enabling - we hope - the fence to be erected and repair works to begin on the playground during the current school year. We understand everybody’s frustration, our own included, with the condition of the playground and we ask for your patience while we navigate the final steps of what has been a very difficult dialogue for the school. However, we are increasingly confident that the improvements works will be underway soon. We and the School Governors will keep parents and carers updated via Letters and Newsletters.

7) *“Will there be a lunch time club or after school club for French again?”*

This term we are unable to offer a French club. This may change should a provider be available in the future.

8) *"The flu season is coming and to further prevent infections, how about having the children disinfect their hands (using a sanitizer) at the entrance every morning."*

Children already wash hands and sanitise when they arrive each morning, before and after play and lunchtimes.

9) *"Could we ask about lunches.. there has been at least 3 occasions where we have had the wrong lunch option despite choosing something different on parentpay. Is there an easier way to ensure this doesn't happen again. Thankfully we don't suffer from any allergies but we do not eat beef and have been given beef once. Also do the children have the opportunity to ask for a bit more lunch? He comes home starving everyday. I do give snacks too but just wanted to find out. Not sure about other parents and if there children feel the same. Past few weeks has been more difficult due to me going into work now so he ends up snacking on rubbish until dinner is ready."*

The school is bitterly disappointed at the service provided by AiP caterers, particularly this term. There have been numerous meetings, telephone calls, emails and face to face discussions between school staff and AiP management.

In essence, the caterers have been unable to secure a stable staff team this term. This has led on several occasions to school staff having to perform a variety of catering tasks including: preparing, cooking and serving lunches as well as washing up. We have been forced into this position not only to fill gaps in staffing, but also to ensure pupils receive the correct meal, particularly as we have spotted this was an issue for some of our pupils and their dietary needs.

The school admin team work hard each day to ensure that each child has a booked lunch and is allocated the correct colour band which matches to the meal choice ordered.

These bands are then given to the pupils before they go into lunch. On many occasions, it has transpired that the serving team have not registered the colour band and have, for whatever reason, served an alternative choice. This has not only led to some pupils being given items they would not ordinarily eat but also older children, who are served later, being given a different choice because the option they have pre-ordered has been given to somebody else. There is absolutely no excuse for this to happen and we have had numerous discussions with AiP regarding this. We are pleased to note these incidents have ceased.

In addition to the above, school have been alarmed by some of the portion sizes being given, particularly to older pupils in the school. This is something that has been complained about on a regular basis by the school and we are now getting to a stage where a more consistent amount is being served.

However, in addition, we would appreciate parents ongoing encouragement to their child to take the full offer, including salad, vegetables and bread, when it is offered to them to ensure they are receiving a nutritious and filling meal each day.

Further developments regarding school catering will be shared with parents in due course.

10) *"Can the children do more cultural activities please that could involve a class trip? Museum trips, theatre trips & being in London getting authors to come to school and do*

workshops with the kids. My brother in law said the school would need to contact the writer's agent....but we live in London and we do nothing as a school to reflect all the possibilities there are to expose kids too."

Pre COVID the school provided a wide variety of trips and visitors to enhance our curriculum. During the last 18 months, (as a result of the global pandemic) visits and visitors could not occur as we would have liked. Where teachers judge a trip/visitor would be educationally beneficial as well as cost effective, these will be arranged and booked.

11) *"It comes up that many children complained about school toilets. Could you please ask if there is any school toilet refurbishment planned to be done?"*

The toilets are thoroughly cleaned and disinfected every day, We remind the children to treat the toilets with respect and care and to flush and wash their hands after every visit. We really appreciate parents supporting us with reminding their children of the correct etiquette.

Year 3

1) *"what leverage does the school have to persuade Totteridge Association to sort out the great big pot hole in the playground? If either of my children break their legs or ankle I will sue the Association - so i also want to know with whom does the accident/liability/insurance lie - is it with the school or the Association"*

Please see the answer provided in the Year 2 questions

2) *"As a whole, are children in Y3 delayed compared to a usual Y3 at this time of year due to the Covid lockdowns they have experienced? If yes, in what specific areas? And are there any plans to help pupils bridge the gap they have developed?"*

This is a very pertinent question. As part of our ongoing assessments and evaluations of our pupils, we can see that there are some gaps in their skills and knowledge. The gaps are not the same for all pupils. Some are academic, some are emotional and a significant amount of pupils are experiencing 'speech for language and communication' difficulties. In school, during each and every lesson, staff are addressing these issues through a bespoke and differentiated curriculum. This is not just a St Andrew's concern, but is a local and national matter. Staff have been deployed to provide in-class additional support, rapid catch up sessions where needed and applicable, emotional support and external agency involvement if required.

3) *"Will parents' evenings take place online this year? Unfortunately it didn't turn out to be such a positive experience last year & it's our only opportunity to discuss our children's feedback, so hopefully we can go back to face-to-face meetings (with a mask if necessary)?"*

Parents evenings will take place once again via video call after half term. The overwhelming majority of the feedback we received last year, was in support of this

system. As more parents are having to be flexible in their working arrangements, this system allows parents the convenience of being able to attend without it encroaching on their working day, childcare arrangements and/or commuting issues. By using video messaging, it also ensured appointments didn't over-run and this was an additional large part of the praise parents had as they had previously found booking later appointments meant that they were often delayed by up to an hour!

4) *"In Reception, the teachers put together an Amazon list of items they needed. Would it be a good idea to do this for Y3 for any stationery items / arts and crafts / books they might need - so that parents (those who want to) have the option to donate directly / purchase the items that are essential to their learning on a day-to-day basis?"*

If parents are happy to do this, we are more than happy to accept parental donations. Please speak with your child's class teacher if you would like an Amazon wishlist made.

5) *"Could the PTA team and governors confirm the total amount of PTA funds that have been accumulated? And if there are any plans to use them towards doing up the playground which is inadequate and a health & safety issue for pupils? Could we find out the status on the plans in this area?"*

The PTA are happy to provide all of this information for parents, however they have been waiting for the school to identify their plans for spending the funds. The last 18 months of a mixture of school and home learning meant that the school curriculum development plans had to be adapted for home learning objectives. The school and PTA representatives are now working on priorities for the year and future years ahead. With the update to our new curriculum, teaching staff are having to make purchases of a variety of resources to enhance the pupils' learning experiences. With school funding so low, the PTA is ready and willing to provide the necessary funds for these items, which will be purchased throughout the year ahead. Further meetings between the PTA and School Governors will allow the PTA to know how much of a donation they can make to the school playground works to benefit all of the pupils in the school.

6) *"Is there a plan to come off google classrooms? Giving the homework online is ok, but we are still printing off loose sheets for the kids and there isn't a way to go back and look through their progress cumulatively, like we could when they had their books. For this reason I've asked my child to start using their own book, but it still feels like the school is outsourcing the printing to parents!"*

Google classroom continues to be used for setting homework for the foreseeable future. With the amount of work put into establishing and learning how to use it, it would be a shame for pupils, parents and staff to lose the ability to utilise all that it can do. In the event that (heaven forbid) we go into another lockdown, pupils need to maintain their experience with this. Having spoken with classroom teachers, they wish to reiterate that the printing of sheets is an optional task for parents as the homework can be completed online and submitted electronically. For parents wishing to 'look back' over previous submissions online, this can be done by logging in, clicking on the classwork tab, click on 'view your work' and there you can see all assigned tasks, returned work and

missing/incomplete tasks.

7) *"Is there a way that Amazon wish lists can be set up for each class so that parents can log in and check what kids need, it would hopefully be more useful than ad hoc requests from the teachers?"*

Please see earlier answer

8) *"Would the school consider investing in engaging online Maths programs such as Mathletics where the teachers can set interactive games, challenges and activities for the students?"*

This is certainly something that can be looked into and possibly bought, with the help of PTA funds, once our Maths Subject Lead has had the opportunity to investigate it fully.

9) *"In previous years way before Covid, the junior classes used to attend swimming lessons in the summer term. Will there be plans for this to recommence? If not, why would this be?"*

Last term, swimming pools were made available for use once again. In previous years, classes from Y3-Y5 attended weekly 15-minute swimming lessons during the summer term. The cost of this was quite substantial and parents were asked to make a contribution towards the costs of transporting the classes to and from the pool. As a result, several parents were not happy to pay this and this activity suffered an economic loss, which then impacted upon school funds. As a result, we decided to change this system to make it more beneficial for pupils while also being economically viable for parents. Since Summer 2021, it is only Y4 who now have swimming lessons for 45 minutes each session. The longer session means they have greater pool time to learn and refine their practice, thus making greater progress between each lesson. It also means parents are only asked to contribute to the transportation costs one year instead of three years.

10) *"Will school trips be resuming this academic year to coincide with their topics?"*

Please see earlier answers in Year 1

11) *"Can we find out how the PTA fundraising money is being spent as it would be lovely to see something tangible for the children (all years) to enjoy - such as a new playground - so it motivates us to take part? Window canopies were mentioned a few years ago but they have never appeared? Stationery is not very motivational albeit useful..."*

Please see earlier answer

Year 4

1)" *As parents who have been donating for a few years and the many before us we should be told more specifically where they are with the negotiations regarding the playground, it is no ok to keep giving us the same message. Last we heard (c. 2yrs ago) a possible resolution was being drawn up where the school was looking at a leasing agreement so where are we with it? It does not take this long to sort a lease if someone is pushing and*

both parties agree etc. If they're not agreeing tell us, can parents help push it through since it's for our children's benefit?"

Please see earlier Year 2 answer

2)" Can we also find out what happened to the awnings and extra play equipment for playground, that they were going to get as well pls. Thank you."

Please see earlier Year 2 answer

3)" Following on from this....if playground is not going to be sorted, could the money go to something else useful for the kids so we can see it used in our kids lifetimes at the school? E.g.use of the cricket club for sports, some school trips etc?"

Please see earlier Year 2 answer

4)" Please can we get a plan of how the current funds are planned to be spent. It feels as though we keep raising money and it just sits in a back account and our kids will not see the benefit."

Please see earlier Year 2 answer

5)" Please can we have regular updates from the PTA with regards to how monies are being spent. Many parents have raised funds for the school but their children don't always benefit from their hard work. We are still waiting for the awnings and the playground to be re surfaced. We appreciate that there is still issue with the fencing but this has been ongoing for many years so in the meantime can't we go ahead with these 2 projects? Thanks."

Please see earlier Year 2 answer

6) "Please ask if the following can be implemented in light of the rise of covid cases across school: this is an extract from a recent letter from another school, see section re daily lateral flow tests - not currently a requirement:

"It is also important that students do not attend school if they have Covid symptoms, however mild. They must isolate and take a PCR test. If a household member tests positive for Covid you must arrange a PCR test for your child and keep them at home until the result is received. If negative they can return to school but should then take Lateral Flow tests daily and report the result to school and the NHS. If positive the usual isolation rules must be followed."

It's good that measures can be implemented when cases rise above a certain number, but the above would benefit all the school to stop the spread."

The above extract from the letter are the same requirements here at St Andrew's school however we are not able to enforce daily Lateral Flow Testing of primary age pupils. We

are only able to make suggestions regarding whether parents should test their child or not when they hear of positive cases within the school. Perhaps other parents may read your question above and choose to do this. From conversations we have with parents, it seems this is already what parents are doing when in doubt.

7) *"Many schools are taking it into their own hands regarding the handling of covid in schools and for example have re-introduced bubbles for all year groups etc . Is/can St Andrews do this?"*

We know that there are reports in the media of schools doing so but these are primarily secondary schools dealing with huge numbers of pupils congregating in large areas or primary schools who have had an extremely high proportion of pupils test positive. When our school hits the number required to register as having an 'outbreak', temporary measures, including the reintroduction of bubbles, are used. The last 18 months of bubble systems has had a significant impact upon pupils wellbeing and is not something we wish to reintroduce unnecessarily.

8) *"Is this a suitable place to question portion sizes for school lunch? My children have complained quite a few times that the portions are too small - especially if having a jacket potato, but pasta was an issue today."*

Please see earlier Year 2 answer

9) *"Can the rules be adapted/updated in regard to some packed launchers sitting with other packed launchers... After a day not sitting with your best friend it would be nice not to be segregated from them at lunch also..."*

The tables are set out for lunch with cutlery and a drink. When a class is brought into the dining room to collect their lunch, those pupils eating a packed lunch are not required to join this queue and will sit down immediately to eat. This means they are often finished before their peers. The average time a Year 4 pupil spends in the Dining Room is 10-12 minutes before they run outside to play with friends.

10) *"Can a packed launcher (with zero food allergies) choose to sit by his or her best friend who has school dinners? As some packed launchers feel a sense of exclusion as a result."*

Please see above answer about the operational procedures during lunch service

11) *"Morning, please could you ask a question regarding the use of air purifier. We've had no communication from the school, nothing from the PTA and requests to raise money for one also ignored."*

There has been limited research into the effectiveness of air purifiers on the prevention of Covid. Any manufacturer selling these items are not allowed to make any claims relating to Covid prevention. The school and the PTA are currently researching other possible purchases to further improve air flow, particularly for the excessively hot summer months

ahead. The government have agreed to provide schools with Co2 monitors to measure the levels of Co2 in classes and ensure adequate air flow is secured.

12) *“Has there been a new school policy directive not to print homework off anymore across all years since the pandemic? Are we expected to print from now on and if so, how much money is the school saving and what will they be doing with the money instead?”*

There is not a direct school policy regarding this. We do not feel an investigation into any monetary savings is a good use of staff time as this was not a budget saving decision. Please see earlier Year 3 answer too.

13) *“I would like to ask why the children were not allowed to play during school break times on the green this summer after the Covid restrictions were lifted, and if this will be rectified next year, please?”*

During Summer term, despite some Covid restrictions being lifted, all classes remained in bubbles which meant they were not allowed to mix with other classes. In addition, the TMA were very late cutting the grass so it was not possible to play on it when it was so long. The pollen levels in the summer were incredibly high, as many pupils' hay fever flared up, making it impossible to take an entire class onto the Green, even once the grass had been cut back.

14) *“Any update as to when netball will be taught in school?”*

Netball is one of the team games due to be taught later this term for Year 5 pupils.

Year 5

1) *“ Will the Y5 homework become a bit more substantial as at the moment, writing menus and instructions seems a lot less than the work they were completing in Y4. It is nowhere near comparative to what other Y5 local state schools have set from what we have seen from their peers”*

Homework is always a contentious issue as some parents like more than others and wish it to be in a certain format. The homework set so far has been based upon the in-class learning and is appropriately challenging e.g. designing a menu for an astronaut required a deep level of thinking and research; it required the pupils to use the knowledge gained in class alongside additional research. We note that more detailed instructions on the homework may be more helpful to parents.

2) *“ How can we help kids achieve more? the lack of communication between parents and school is outstanding and most of us feel that we just need to countdown the time left for the kids to go into another school which is unfair”*

We always encourage parents to support their children at home. This is mainly through completion of homework and daily reading tasks. There are a variety of ways which parents can check in with their child's class teacher: daily collection at the end of the day where possible; class email address (please note, teachers are not checking this account

until after school as they are teaching during the day); school office by email, face to face or sending in a parent query form.

3) "I often feel that I'm not aware of what goes on in class. How do we make sure that we are weekly updated on what are the kids working on and what will the kids be working on? We need to assume it from the homework given or try catch the teacher in the playground which is unfair for full time working parents that use nannies"

Curriculum information can be found on the Year 5 class page which gives the overview of which topics the pupils are learning each half term. In addition, there are knowledge organisers which give key facts about the topics being covered. These can be used as discussion points for parents to have with their children as they progress through a topic. The homework set each week in Maths and English will usually be based upon that week's learning to enable parents to know what their child is doing in class.

4) "Girls are going through body change; how do we make sure that the transition is smooth for them and what is the procedure in case they get their periods as this is not communicated to the kids or parents? We are aware that one of the kids got her period as this was openly discussed in class in front of some of the kids that heard and spread the rumour. Where has the privacy gone?"

Both girls and boys will be going through puberty. These lessons are taught within our Science and Relationships & Sex Education curriculum. Within these lessons, pupils may share individual experiences and the school supports them throughout with anything they may wish to share with either us or their peers. Children will often share their experiences with one another which is perfectly acceptable, such is the culture of trust that they feel secure in sharing this with their peers. There is no shame or stigma attached to the topic of menstruation. If a pupil starts their period unexpectedly, the school has supplies of many sanitary products to use. All staff can support a pupil with this, pupils may choose which member of staff they wish to ask for help if required. There are sanitary bins in the Junior girls' toilets.

5) "Why aren't parents informed about the interventions done during class time? or results of tests done in school so that we can work with the kids to get better results? We are aware that this school is used to have most kids with private tutors, but we still expect the school to communicate with us and keep us constantly updated, not only during the very few and short parents evening and by getting an unwelcomed surprise with the end of the year results?"

School interventions take a variety of forms. They can be on a one to one basis, or in small groups. Some are quick catch ups and others longer measureable programmes. Where a pupil needs a short term intervention within lesson time, teachers will not necessarily inform parents. Where pupils are following a programme such as Reading Recovery or the Plus 1 Maths programme, parents are informed. Sometimes there is the opportunity for pupils' misconceptions to be addressed in a small group when required. If a teacher has a concern about a pupil's progress, they would make contact with the

parents to discuss further. Please speak with your child's teacher if you have any further questions.

6)*"Many children / staff members left the school in the past years which is a pity, considering the size of the school. this was even before covid... Why the school didn't ask the parents for feedback on why were they leaving?"*

All pupils who leave St Andrew's give us their reasons for leaving. It should be noted that all schools have experienced a large amount of movement of pupil numbers, particularly as many families have relocated due to flexible working conditions meant jobs were no longer restricted to living within commuting distance to London. The difference between St Andrew's and some other schools is that we have a waiting list and are able to fill these spaces promptly. Some other local schools are not in such a fortunate position.

In the 2020-2021 school year, 21 pupils left St Andrew's. Of these, 67% relocated to other parts of the UK or overseas/back to home countries; 29% left to attend independent schools (some of these were age 7+ transfers); 4% moved to a school closer to their home.

In the 2019-2020 academic year, 6 pupils left St Andrew's. Of these, 33% returned to their home country; 33% attended independent schools, 17% attended a different faith school, 17% attended a school closer to their home.

In the 2018-2019 academic year, 10 pupils left St Andrew's. Of these, 40% returned to their home country; 20% attended independent schools; 20% moved to schools closer to home; 20% (siblings) relocated to another part of London.

There are a variety of reasons why staff members leave St Andrew's. It is a staff member's right to leave whenever they wish to. Over the last three years, the reasons for staff leaving has been varied and include retirements; end of fixed term contracts; promotions in other establishments; changes in family circumstances.

7)*"Is the school going to help with the transition to the new schools? Lots of parents are foreigners and don't know what to do now and when. it's very confusing, what is the school doing to help us?"*

Later on during the academic year, in the Summer term, Year 5 parents will be given information regarding the Secondary school admissions process. This information will be the most up to date available and is provided by the Admissions department in Barnet. We cannot give this to parents any earlier. Year 5 parents who are worried about this next step for their children are always welcome to approach any member of staff to clarify any information. We regularly discuss this with parents at the beginning and end of the school day. We can only offer advice or information as ultimately parents will need to visit schools and do their own research to discover if a school is suitable for their child. At all times, we advise parents to make their own choices and not be swayed by the opinions of other parents as only you will know your child better than other parents.

8)*"Many kids are left behind with the curriculum due to lockdown and because the school didn't do anything for months, before kicking in with google classroom and providing us with 10 minutes call a day and hours of homework that full time parents had to do to cover the full paid salaries of the teachers. Apart from us having to work hard with the*

kids and having to pay tutors, why isn't the school planning after hours sessions for the kids that are left behind?"

Please see the earlier answer to Year 3 question regarding loss of learning due to government enforced lock down of schools during the global pandemic. In addition, parents may have heard via various media outlets that money is now available for catch up interventions. The government appointed their own 'Education Tsar' who would oversee this rolled out into schools. Parents may recall reading how the Tsar challenged the government's funding of this and resigned from the post immediately. Schools are still waiting for this additional funding to be decided upon and distributed to schools.

9)"When you send homework, why the instructions aren't sent to parents. especially as I don't know how to explain this to my son, and I don't have resources to have a tutor like the rest of the class? no instructions for us and no explanation for us either. you could do a call a week or every 2 for the parents that need support."

Thank you for letting us know. We have spoken to all class teachers and reminded them to include some instructions which will help the pupils remember the week's learning and will assist parents in supporting their children.

10)" I find extremely hard to follow up on the kids as communications are given to a parent at time. what if parents are separated? Once you send a leaflet in the school bag and goes to a parent, the second parent is completely unaware. Is it difficult to communicate everything to both parents digitally? considering the volumes of emails you send, one extra email to inform both parents on everything should be a must. I was completely unaware of the class rep the kids had voted last week and I was unable to support my child with this."

The majority of school communication to parents is done electronically via Parentpay. Whilst it is not perfect, we do believe it is the best way of keeping parents informed. We would ask parents to just delete any information they do not feel is relevant to them. Occasionally, we will send out a paper copy of something like a clubs' flyer. This is because the way the school has received them from the club leader. With regard to the announcement of the School Council representatives, this information was celebrated in the Newsletter both on 8th and 15th October.

11)" Most parents are no longer happy of the kids changing in the same room, boys and girls. Why not asking them to change in the toilet? Last week my son told me that one of the girls didn't have a top on and he saw her breasts. not acceptable. I know this was previously raised in class from other parents and nothing was done"

Thank you for your question. The necessary adjustments have been made.

12)" Can you please make us aware of the milestone and how far my child is from their targets? Why should I wait for the 10 minutes speed dating of the parents evening? not enough"

We recommend that this is a conversation you can have with your child's class teacher.

13) *"Jst to find out about infection control in the school, what they have put in place When they have cases in class of kids that are Positive to quickly communicate with the Parents with updated emails for parents to be more aware."*

Our latest Covid Risk Assessment can be found on our school website under Key Information, followed by clicking on Covid-19. Information regarding positive cases is shared as soon as possible and only when we receive news of a confirmed case. We do not inform parents of Lateral Flow Test results. We are also aware that often, parents know before us due to this information being shared on the whatsapp groups.

14) *"When should they declare an outbreak in the school (seems to have had few cases we here even from other classes)"*

Any decision to declare an outbreak is made in conjunction with Public Health Barnet and Public Health England, the Local Authority, and the London Coronavirus Response Centre. All of these agencies work with schools to support them in creating additional measures to control a possible spread.

15) *"Can the school introduce Mandatory Weekly Testing @Home & inform the school of the results (as Parents) to help the school and this will be work Less work for them. This is important as it will help to control a quick spread of the infection. So, if a child has a Positive PCR or LFT Test, automatically that child to be Isolated & Not go in school before they can expose other children.*

Hope this will be more clear for us, once brought to their light 🙌& Proper answers given."

The school is not able to enforce mandatory weekly testing at home. We rely upon the goodwill and vigilance of our parents which is much appreciated. When we are informed that a child has tested positive on a LFT, we do ask for them to remain at home until the PCR result is received.

Year 6

1) *"Will there be a Year 6 production?"*

At present we are not sure. Any production that may take place will be decided upon much nearer the time.

2) *"Please can the portions of food (including salads, desserts) served during lunch time be increased. Currently, the portions are not filling enough. Children come home very hungry."*

See earlier answers regarding school lunches.