

Parent Views – June 2025 Results

114 questionnaires were submitted which is a return of 23% of our families.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. My child is happy at Glebe.	<i>Number</i>	68	42	2		1
	<i>%</i>	60%	37%	2%		1%
	<i>Combined %</i>	97%		2%		1%
2. My child feels safe at Glebe.	<i>Number</i>	75	35	1		1
	<i>%</i>	66%	32%	1%		1%
	<i>Combined %</i>	98%		1%		1%
3. The school makes sure its pupils are well behaved.	<i>Number</i>	58	43	7		4
	<i>%</i>	51%	40%	6%		3%
	<i>Combined %</i>	91%		6%		3%
4. Has your child been bullied at Glebe?	<i>Number</i>	Yes	22	No	92	
	<i>%</i>	Yes	19%	No	81%	
If yes, was it dealt with quickly and effectively by the school?	<i>Number</i>	7	10	5		
	<i>%</i>	32%	45%	23%		
	<i>Combined %</i>	77%		23%		
5. The school makes me aware of what my child will learn during the year.	<i>Number</i>	49	50	12		3
	<i>%</i>	43%	44%	10%		3%
	<i>Combined %</i>	87%		10%		3%
6. When I have raised concerns with the school they have been dealt with properly.	<i>Number</i>	41	59	4	1	6
	<i>%</i>	37%	53%	4%	1%	5%
	<i>Combined %</i>	90%		5%		5%
7. Does your child have special educational needs and/or disabilities (SEND)?	<i>Number</i>	Yes	17	No	97	
	<i>%</i>	Yes	15%	No	85%	
If yes, how strongly do you agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.'	<i>Number</i>	6	10	1		
	<i>%</i>	35%	59%	6%		
	<i>Combined %</i>	94%		6%		
8. The school has high expectations for my child.	<i>Number</i>	35	58	12		8
	<i>%</i>	31%	51%	11%		7%
	<i>Combined %</i>	82%		11%		7%
9. My child does well at this school.	<i>Number</i>	51	58	1		3
	<i>%</i>	45%	52%	1%		2%
	<i>Combined %</i>	97%		1%		2%

10. The school lets me know how my child is doing.	<i>Number</i>	48	56	7	1	1
	<i>%</i>	42%	50%	6%	1%	1%
	<i>Combined %</i>	92%		7%		1%
11. There is a good range of subjects available to my child at this school.	<i>Number</i>	51	55		1	3
	<i>%</i>	46%	50%		1%	3%
	<i>Combined %</i>	96%			1%	3%
12. My child can take part in clubs and activities at this school.	<i>Number</i>	54	56	2	1	1
	<i>%</i>	47%	50%	2%	3%	1%
	<i>Combined %</i>	97%		3%		1%
13. The school supports my child's wider personal development.	<i>Number</i>	43	49	8	1	12
	<i>%</i>	38%	44%	7%	1%	10%
	<i>Combined %</i>	82%		8%		10%
14. I would recommend this school to another parent.	<i>Number</i>	Yes	113	No	1	
	<i>%</i>	Yes	99%	No	1%	

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Thank you to everyone who took the time to complete the questionnaire. Your feedback is very useful and elements of how we can improve will be incorporated into our School Development Plan for the next academic year. A couple of people raised the point about there not being an option to comment. We will take this recommendation on board and include a comment section next time. In terms of the format of the questionnaire, we use the one devised by Ofsted so we can directly compare internally against our previous results and directly compare with other schools.

Based on lower scoring questions, please see the following actions/updates:

Q3. The school makes sure its pupils are well behaved.

We pride ourselves on our inclusivity and there may be children who join us who struggle with self-regulation and behaviour as a result of trauma and/or additional needs. We work hard to support pupils with a range of needs and it takes time for these children to apply the strategies we are giving them to cope in this setting. Please be assured that we work closely with the children and their families to help them settle here and support them to meet our behaviour expectations.

Q5: The school makes me aware of what my child will learn during the year.

I would urge all parents to look at the *Our Learning* section of our website.

Within this section, you can find information on what all year groups will be learning by subject or by specific year group:

<https://www.glebe.hillingdon.sch.uk/page/?title=Our+Learning&pid=8>

**Our Learning**  
HOME » OUR LEARNING

Glebe Primary School

**Curriculum Intent**

**What are the curriculum goals?**

"We can and we will"

**School mission statement:**

At Glebe Primary School we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally. This holistic approach is also threaded through our curriculum.

**We aim:**

- To provide an engaging, knowledge-rich, adaptable curriculum taught by well-informed teachers who are confident and encouraged to take risks and find innovative ways to deliver our syllabus.
- For each child to reach their potential whilst having a broad, engaging curriculum and a wealth of experiences.
- For children to be able to apply knowledge, information and skills in different contexts.
- To provide pupils with the tools to learn independently.
- To provide opportunities for the children to experience/access a whole range of cultural, social, academic and sporting experiences beyond their everyday lives, including visitors, trips, participating in and spectating sporting events, music events and exploration of the arts.
- Focus on cross-curricular links to enhance learning and outcomes for all.
- Being conscious of the needs of each cohort and being flexible enough to adapt the curriculum to meet those needs.
- To provide opportunities for the children to showcase their talents and their learning across the school, on a class-level, year group level and beyond.








**CURRICULUM OVERVIEW**

ENGLISH  
MATHS  
SCIENCE  
COMPUTING  
P.E.  
HISTORY  
GEOGRAPHY  
PERSONAL, SOCIAL & HEALTH EDUCATION  
RELIGIOUS EDUCATION  
ART  
DESIGN & TECHNOLOGY  
MODERN FOREIGN LANGUAGES  
NURSERY  
RECEPTION  
YEAR 1  
YEAR 2  
YEAR 3  
YEAR 4  
YEAR 5  
YEAR 6  
KS2 SATS  
INTERVENTIONS  
MUSIC



Within the relevant year group section, the curriculum maps outline what your child will learn termly, e.g.

We will resume emailing the curriculum maps termly to help parents stay informed of what their children will be learning each term.

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| <p><b>English:</b><br/><b>Class Readers</b><br/>Percy Jackson and the Lightning Thief</p> <p><b>Balanced Arguments</b><br/>Children explore whether Dalek's should be allowed on Earth or not and use this to write balanced arguments.</p> <p><b>Script Writing: Percy Jackson</b><br/>Children create a dramatic play script of a scene from the book "The lightning thief!". Children will learn about how stage direction can create a tense and dramatic atmosphere &amp; will have the chance to recreate these dramatic scenes.</p> <p><b>Advertisements</b><br/>Children create a piece of informative writing that is aimed at persuading you to take a trip to Greece for your summer vacation. Children draw upon their understanding of Ancient Greece and its history to produce a compelling piece of writing.</p> | <p><b>PE:</b><br/>Athletics/Handball</p>                                                                                                                                                                                                                                                                 | <p><b>ICT:</b><br/><b>Quizzes:</b><br/>Children will be creating their own quizzes using coding.</p> <p>VR: Ancient Greece!<br/>Children will be exploring the life of the Ancient Greeks</p>  | <p><b>Maths</b><br/><b>Number and Place Value:</b><br/>Understand negative numbers and being able to count through zero in multiples.</p> <p><b>Addition and Subtraction:</b><br/>Adding and subtracting decimal numbers. Solving decimal sequences.</p> <p><b>Multiplication and division:</b><br/>Multiplying a one-four digit number by a two digit number. Short division, dividing with remainders and efficient division.</p> <p><b>Fractions:</b><br/>Identify equivalent fractions up to thousandths &amp; multiply mixed and proper fractions by whole numbers.</p> <p><b>Measurement:</b><br/>Converting between a variety of units such as kg-g, ml and metric – imperial. Estimating volume.</p> <p><b>Geometry:</b><br/>Classifying and calculating angles. Reading, plotting and translating coordinates.</p> |
| <p><b>History:</b><br/><b>The Greeks</b><br/>Exploring the rise and fall of the Ancient Greek civilization, including:</p> <ul style="list-style-type: none"> <li>Alexander the Great's conquest</li> <li>Life in Ancient Greece</li> <li>The Battle of Marathon</li> <li>The first Olympics</li> <li>The rivalry of the Greeks and the Spartans.</li> <li>The Greek Gods and their influence on European culture.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Year 5 Curriculum Map</b><br/><b>Summer</b><br/><b>"Who were the Ancient Greeks?"</b></p>                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                     | <p><b>Science:</b><br/><b>Space:</b><br/><b>Planet Earth:</b><br/>We focus on our planet and what is so special about it. We explore its structure and the importance of the atmosphere. Finally, we look at how our ancestors used the stars and Moon to help them survive.</p> <p><b>Beyond the Stars:</b><br/>During this topic, we will explore our solar system and the star that we orbit. Children will learn all about the pioneers of humanity first steps out into space.</p>                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Music:</b><br/>Charanga – sharing musical experiences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>RE:</b><br/><b>Faith in the Arts</b><br/>Children learn all about historical figures who dedicated their lives to specific causes in the face of great adversity.</p>                                                                                                                            | <p><b>DT:</b><br/><b>Mars Rovers</b><br/>Using a variety of building techniques and CAD tools, Children will work together to build a fully functional mars rover.</p>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>PSHE: -</b><br/><b>Democracy:</b> Children learn about Democracy and how it significantly influences their lives.<br/><b>Keeping safe in the Digital world:</b> Children learn about how to stay safe and manage issues that arise from technology.</p> <p><b>SRE (Statutory Relationship Education)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>French:</b><br/>Children develop an understanding about summer holidays and the language related to travel. They will learn how to pronounce key words, phrases and terms.</p> <p><b>Art:</b><br/>Greek Pottery Children explore, design and make their own Greek pots. Look at Kate Malone</p>  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Q10. The school lets me know how my child is doing.

DfE guidance states that primary schools are required to provide parents with a formal, written report on their child's progress at least once per year, typically by the end of the summer term. Additionally, schools should offer parents opportunities to discuss their child's progress at least once per year, which can be in the form of parent-teacher consultations.

We have two in-person parent consultations per year. As part of this meeting, your child's class teacher prepares a mini written report, outlining how your child is doing within the English and maths curriculum and general areas as well the progress they have made. These mini reports also include next steps to support you in knowing what your child needs to work on next. For example:



### Parents Consultation Evening

What is going well

What is going very well

What needs improvement

Pupil Name:

Class: 5|

| Discussion points<br>What is going well? What needs further improvement? |                                                                              |                                                                                             |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| English                                                                  | Maths                                                                        | General                                                                                     |
| Spelling                                                                 | Times tables facts – both ways                                               | Effort & behaviour for learning                                                             |
| Punctuation – basic                                                      | Mental methods of calculations                                               | Consistent handwriting                                                                      |
| Ambitious punctuation and sentence structure                             | Word problems and reasoning skills                                           | Neat presentation                                                                           |
| Grammar features                                                         |                                                                              | Correcting work & responding to feedback                                                    |
| Technical structure e.g. paragraphs                                      | Place value inc rounding, negative numbers, prime, squared and cubed numbers | Completing homework<br><b>inc reading, spelling practice, 11 rockstars and doodle maths</b> |
| Imaginative & creative ideas                                             | Addition and subtraction                                                     | Attendance and punctuality                                                                  |
| Reading comprehension and skills                                         | Multiplication and division                                                  | Independence                                                                                |
|                                                                          | Fractions                                                                    | Friendships                                                                                 |
| Reading for pleasure                                                     | Measurement<br><i>inc area, perimeter and converting</i>                     | General behaviour and playtimes                                                             |

#### Next Steps:

To be able to discuss and compare issues and characters within a book.

To accurately use words from the Y5/6 statutory spelling list.

To develop an understanding of equivalent fractions, decimals and percentages.

At the end of the school year, you are given a formal written report which includes how your child has performed against the end of year expectations. This year, the annual written report will be sent to parents on Friday 18<sup>th</sup> July.

We also keep parents updated, if relevant, through informal means such as through Dojo, phone calls and at pick up and drop off times. We pride ourselves on our open door policy so there is an opportunity each morning to speak to key staff and members of SLT.

### Q13. The school supports my child's wider personal development.

At Glebe, we are always striving to improve our provision and we wanted to reach out for details around the responses for parents who disagreed with the above statement. We requested suggestions for how this area could be improved for all the children. We are hoping to include all viable and reasonable suggestions in our School Development Plan for next academic year.

A couple of parents took the time to respond and made the following suggestions:

- Pupil leadership opportunities.

This is something we do offer but perhaps we need to communicate and promote this better with parents.

- Class/School Council  
Currently all pupils from year 2 onwards take part in class council sessions with two children from each class from year 2 onwards being elected to represent their class in the wider School Council.
- Eco Committee  
Each class nominates and votes for a class mate to become an Eco Warrior and represent the class on the Eco Committee
- Monitors  
Children are selected as monitors of their class to support the teacher with tasks.
- Leaders of the Future  
In year 6, many leadership opportunities are available to the children, including Head Girl/Head Boy, prefects, house captains and play leaders.

- More involvement for prefects including more roles and responsibilities

Obviously we need to balance this with the children's school work and it is about finding meaningful roles and responsibilities, whilst also ensuring there are enough roles to develop leadership skills in pupils who are not prefects.

- Specific guidance for play leaders etc. to help to facilitate a happier environment in the playground

With the introduction and phased implementation of OPAL, further opportunities and training will be offered for children who are appointed as OPAL Play Detectives and Play Consultants.

- Have a better process for awarding certificates including setting realistic goals for the children to achieve

I assume this is in relation to attendance and we cannot reduce the expectation as it is a Government drive to improve pupil attendance at schools. If this is in relation to wider achievement certificates, again, we don't want to reduce our expectations as we want the children to strive to achieve high standards.

- Provide more learning opportunities for all children including going to the library or gardening, or lunchtime clubs and have a choir.

Additional clubs (including choir) relies on staff volunteering their time. We have had a very successful choir up until recently but staff have to feel confident in leading this.

Gardening club is always very oversubscribed and again, we need to ensure safe staffing ratios for clubs to go ahead.

In terms of the library, it's about finding time in the curriculum and finding a time that the library is open to groups of children.

We are hoping that OPAL will mean that all of the children have access to activities they are interested in during lunchtimes.

Other suggestions that we will consider for inclusion in our School Development Plan for 2025-26.

- Career options - Aware some parents come in to talk about their job as part of a particular activity promoted at school, which is great for the children.
- Building confidence levels.
- Taking part in debates.
- Offer more musical instrument lessons not just guitar

Thank you again to everyone who took the time to complete the survey. We are so pleased with the overall responses and I hope I've been able to give context around some of the areas where we scored lower. I will share with you the initiatives we will put in place around the development points suggested and our progress towards addressing them.

M. Penney

June 2025