

# Reassessment Report

School name:	The Olive Tree Primary
School address and postcode:	Adelaide Street, Bolton, BL3 3NY
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School website:	www.theolivetreeprimary.com
Headteacher:	Zainab Patel
Award coordinator:	Zainab Patel
Award verifier:	Leanne Doherty
Date of reassessment:	30/06/2025

## Commentary on the mini-portfolio of evidence

A presentation was given by the co-ordinator evidenced by documents in the mini portfolio. The school operates with an Islamic ethos and remains committed to embracing the cultural and linguistic diversity of its community.

The school has recently hosted its first summer fair since the onset of the COVID-19 pandemic, marking a significant step in rebuilding community connections. Strong relationships have been established with local organisations, including a nearby Hindu temple and the local councillor, highlighting the school's commitment to inclusive community engagement across faiths and cultures. As an Islamic ethos free school, the institution places a high value on serving the broader community while upholding its foundational principles. With a diverse population—26 languages spoken and 82% of pupils being English as an Additional Language (EAL) learners—the school is located in one of the 10% most deprived areas nationally.

The school has drawn upon research from the Education Endowment Foundation (EEF), particularly regarding parental engagement. The research suggests that strong parental involvement can lead to an additional four months of progress for pupils. In line with this evidence, the school has prioritised strategies to build and maintain robust parent-school links.

To break digital barriers and improve access to technology, the school has implemented a programme where children take home iPads equipped with phonics and learning tutorials. This supports continued learning at home and enhances parents' ability to assist their children, regardless of their own language proficiency or educational

background. Short, accessible videos have also been created to help parents recap learning content, further reinforcing the home-school learning partnership. Transition weeks are held to allow new parents to visit the school and become familiar with the environment. The Early Years Foundation Stage (EYFS) team conducts home and nursery visits to build early rapport and understanding. These efforts are designed to ensure a smooth transition into school for both pupils and their families.

The school's parental engagement strategy is built around the following key aims:

Tailored communication to meet families' needs and preferences.

Intensive support for families facing greater challenges.

Ongoing review and refinement of the school's parental engagement offer.

Due to the diverse needs and cultural backgrounds of the school community, collaboration with external agencies is integral to the support structure. A range of initiatives has been introduced to foster meaningful engagement with parents and carers:

Appointment of a Parent Liaison Officer

Regular Parent/Carer Forums discussing key topics such as policies and school transitions

Stay and Play sessions to support early childhood development and parent involvement

Ongoing surveys and feedback loops, including the integration of AI to streamline and analyse parent feedback

Chai Coffee Afternoons, offering informal opportunities for dialogue and relationship-building

A dedicated Parents' Area on the school website

The headteacher emphasises a balanced approach to engagement: fostering meaningful connections without overwhelming families or staff. Recent Ofsted and Section 48 inspections have both highlighted the school's strong parental engagement as a key strength. These findings reflect the positive impact of the school's inclusive, well-planned approach. Additionally, improvements in attendance figures have been noted, with strong parental communication identified as a contributing factor.

#### Commentary on the tour of the school

QR codes linking to surveys, the school website, and the prospectus are prominently displayed in the reception area, providing easy access to key information for visitors and parents. The reception area itself is welcoming, with staff demonstrating warm, professional interactions that reflect strong, familiar relationships with parents and carers.

All classrooms follow a consistent and functional layout, contributing to a cohesive learning environment across the school. Classrooms are spacious and well-organized, with wide corridors and clear signage that support smooth navigation and accessibility. The design of the school makes effective use of all available space, ensuring that both learning and communal areas are maximized for purpose and utility.

#### Commentary on discussions with stakeholders

A discussion was held with the Chair of Trustees regarding the Trust's approach to parental engagement. It was emphasised that parental engagement is a strategic priority and an integral part of the Trust's ethos. The school serves a diverse and socioeconomically disadvantaged community, where many families face complex challenges. The Trust recognises that fostering strong, respectful relationships with families is essential for promoting community cohesion. To this end, the Trust maintains regular oversight of how schools engage with parents and carers. Trustees conduct visits, review reports, and analyse parental feedback to monitor progress. Over time, data and statistics indicate a marked improvement in parental engagement, particularly since the last LPPA (Leading Parent Partnership Award) visit. The school has adopted an inclusive approach, offering workshops and informal "chai and coffee" events to embed parental training and strengthen relationships.

Significant bilingual support is provided to ensure accessibility, and communication channels have been enhanced through the use of translation tools, ClassDojo, and regular updates via the school website. There is a strong emphasis on empowering parents to support learning at home. Parental engagement is a key focus within the School Development Plan (SDP) and is subject to regular review through headteacher reports. The Trust continues to evaluate strategies to further support and improve parental engagement across its schools.

Pupils shared positive views regarding how the school engages with families. They highlighted that communication with parents is maintained through platforms such as ClassDojo and email, particularly for sharing information about school trips and events. Recent activities, such as the Saturday summer fair, were mentioned as opportunities for parental involvement. Pupils noted that parents are able to track their child's progress and rewards through the ClassDojo app. Where possible, parents are also invited to attend school trips, further promoting their involvement in school life. Regular "Chai and Coffee" afternoons were cited as meaningful opportunities for parents to speak with teachers in an informal setting. Pupils mentioned that these sessions have included speeches by students, encouraging pupil voice and parent-school interaction. Parents also attend formal events such as parents' evenings, where they can view children's workbooks and speak directly with teachers.

There is a clear pathway for communication, with parents able to contact the class teacher or the school office if they have any questions. Pupils reported that families are generally happy with how the school communicates. Annual events such as Sports Day provide further opportunities for engagement, with parents invited to participate in

activities and races. Pupils also spoke positively about parental attendance at award assemblies and end-of-year performances. One pupil shared a personal insight into language barriers, noting that while their family sometimes struggles with English, translation support on their iPad helps them engage with peers and better understand school communications.

A range of staff were consulted regarding the school's approach to parental engagement. Staff highlighted the ongoing challenges related to language and cultural barriers faced by many families. Despite this, a strong culture of communication and partnership with parents has been established and continues to evolve. Staff reported frequent parental interactions, particularly during extended transition periods and through a wide range of communication channels. These include face-to-face meetings, ClassDojo (the main platform for daily communication), newsletters, email, and meet-and-greet sessions at the school gates. Parents are encouraged to book appointments to meet with staff when needed, and parent evenings are consistently well attended. The use of ClassDojo's translation feature is extensive and has significantly improved accessibility for families who speak English as an additional language.

Coffee mornings are a valued forum for engagement and are regularly well attended. The school also supports parents during periods of remote learning. For instance, one pupil with medical needs has access to continued remote education. Teachers create instructional videos, and families are offered translated tutorial materials to support home learning. Video content is also being explored for delivery through AI, enhancing accessibility and personalisation. Staff noted that they receive induction and ongoing training on ClassDojo and parental engagement strategies. Expectations are clearly outlined in the staff handbook, and support is readily available. All formal meetings are minuted, and a 48-hour response window is maintained for addressing concerns or complaints, ensuring timely and transparent communication. Parental involvement is encouraged across a variety of school activities. Workshops are delivered in dual time slots (morning and afternoon) to maximise accessibility. Parents are also invited to "stay and play" sessions, curriculum workshops (e.g., how to use reading records or educational technology), and annual reviews where joint planning and support for both children and parents are discussed. Curriculum development is shared with the parent forum, who have recently provided input into the RSHE and PE curricula. Parents regularly participate in class trips, volunteer for sports day, and engage in home learning activities. The school has also begun to involve parents from STEM-related professions in careers events. Recent initiatives have included testing the school menu with parents and pupils, and hosting intergenerational events to support curriculum themes such as life cycles. Staff collectively agreed that parental engagement has increased significantly, with more parents now participating in both learning and school events. A strong, consistent focus remains on keeping parents informed, involved, and empowered in their child's educational journey.

Feedback from a parent highlighted a high level of satisfaction with the school's communication, support, and overall approach to parental engagement. The parent reported consistently positive experiences with teachers and staff, noting that communication is clear, responsive, and facilitated effectively through the ClassDojo app. Queries are answered promptly, and all key information, including event dates, is shared well in advance, enabling families to plan accordingly. The parent's child, who has

medical needs, has been able to access remote learning from hospital, with school staff maintaining contact and even attending the hospital when appropriate. The parent also expressed appreciation for the additional support provided to their other children during this time. As a recently transferred family new to the country, the parent highlighted the warm, respectful welcome received from staff and leadership. Their children have settled in well, received support with English language development, and enjoy the school environment. The parent described the school as inclusive and culturally aware.

Participation in school events has been frequent and valued. The parent noted that the summer fair was a particularly meaningful experience, bringing the school community together. They also highlighted the usefulness of extra workshops, which provide insight into what the children are learning and how it is linked to resources on the school website, allowing parents to support learning at home. The parent confirmed regular attendance at parents' meetings and spoke positively about the school's provision of clear learning schedules and targets, which support understanding of their children's progress. The school's open and respectful approach to engaging with families was praised, with leadership described as visible and approachable. Overall, the parent expressed that the support and opportunities offered by the school have exceeded expectations.

#### Strengths identified during reassessment

##### **1. Bilingual Support and Translation Services**

Efforts have been made to ensure accessibility through the provision of bilingual support and translation services. This initiative continues to play a critical role in enabling effective communication and engagement with diverse community members, ensuring inclusivity and equal access to services and information.

##### **2. Promoting Community Cohesion Across All Faiths**

Activities and initiatives aimed at fostering community cohesion have been successfully implemented, with a particular focus on embracing and respecting all faiths. These efforts contribute to a more inclusive, harmonious, and understanding community environment.

##### **3. Socio-Economic Support Through Digital Inclusion**

The organisation has taken proactive steps to address socio-economic disparities by working to break down digital barriers. These efforts include improving digital access and literacy, which in turn support families in navigating online resources, accessing education, and enhancing their overall quality of life.

##### **4. Signposting to External Services**

Strong and consistent signposting to external services has been observed, particularly through newsletters, coffee mornings, and community forums. These platforms effectively connect families with key resources in education, healthcare, and social care, enhancing their ability to access necessary support and services.

## Impact

1. The provision of bilingual support and translation services has significantly increased engagement and understanding among non-English speaking families. This has led to improved parental involvement in school activities, better access to critical information, and enhanced trust between families and the organisation. As a result, families feel more included and empowered to support their children's education.
2. Efforts to promote community cohesion across diverse faiths have fostered a more inclusive and respectful school environment. This has reduced cultural and religious barriers, enhanced mutual understanding, and strengthened relationships among families from different backgrounds. Consequently, the school community exhibits greater harmony and collective participation.
3. By addressing digital exclusion, families facing socio-economic challenges have improved access to educational resources and online services. This has enabled children to engage more fully with remote learning opportunities and parents to better support home learning. The digital inclusion efforts have contributed to narrowing educational gaps and promoting equity within the community.
4. Effective signposting to external support services has increased families' awareness and utilisation of available resources in education, health, and social care. This holistic support framework has improved family wellbeing, reduced barriers to accessing help, and strengthened the overall support network available to children and their families.

## Areas for development

Plans are underway to engage parents with STEM backgrounds as guest speakers in school events and career days. This initiative aims to inspire pupils by showcasing real-world STEM careers and to strengthen parental involvement through their professional expertise.

Efforts will continue to increase parental participation in a wide range of school activities. Strategies will focus on improving accessibility, communication, and inclusivity to ensure a growing number of families feel welcomed and motivated to engage.

The school intends to broaden the scope and frequency of parental workshops. These workshops will cover diverse topics related to supporting children's learning and wellbeing, providing parents with practical tools and knowledge to enhance their involvement.

Collaboration with Bolton College will be strengthened to promote English language courses and adult education opportunities for parents. This will support families in overcoming language barriers and empower parents through lifelong learning.



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Verifier recommendation
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<p>From the evidence provided and through stakeholder discussions, It Is clear that the school have maintained a focus and priority on parental engagement and Involvement In the daily life of the school. It Is my recommendation that the school be re-awarded the Leading Parent Partnership Award as recognition of their achievements.</p>
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Headteacher comments
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