



*'Excellence, Enjoyment and achievement together in a nurturing Christian Community'  
'They will soar on wings like Eagles – Isaiah 40:31'*



### **Parent/ Carer's Survey Reflections and Next Steps: Parent / Carers overview: July 2024**

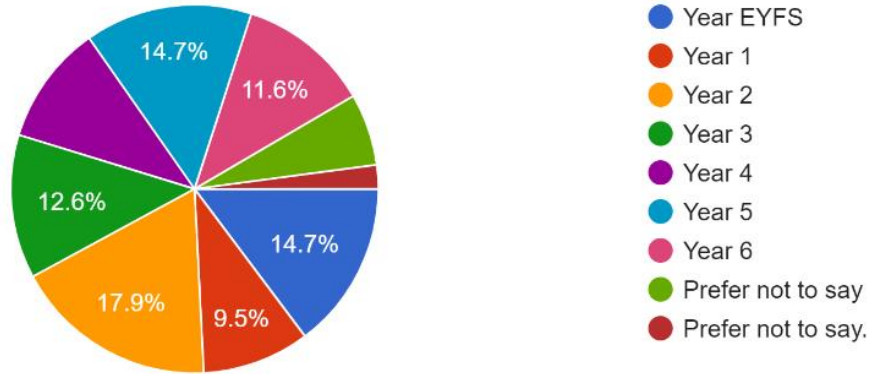
A fantastic 95 responses were given this year, this is significantly more than the previous surveys. In 2023, 82 responses were received and in 2019, 56 parents responded to the survey that was sent out. This is really appreciated as it gives us an understanding of your thoughts and feelings about school life and helps us measure the progress we are making. Once again thank you for your support in taking the time to complete this- it is really appreciated.

In this document you will find the responses to several of the closed questions, before we share some of the positive areas outlined and some of the developmental points made by parents/ carers in the free comments. Like previous years we have published the developmental comments made by parents/ carers, but please note some of the developmental points have been redacted slightly and names taken out due to the potential to identify any individuals. If you feel that your free comment is not shown and would like a further conversation about it, please do not hesitate to contact the school office to speak to any member of the Senior Leadership Team. (SLT)

Please note that the results show the overall % and the number of parent's / carers (p/c) who made the responses.

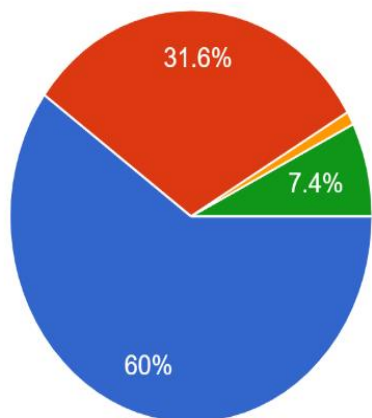
We are really pleased with the results, and they are very consistent with previous years surveys. Where there has been a very small decline in %s on one question, we have taken significant time as an SLT to consider what we can do to improve further in the next academic year.

Thank you for your continued support.

Responses:	Development and next steps:																				
<p data-bbox="246 327 638 359">My child is in Year Group...</p> <p data-bbox="246 375 403 399">95 responses</p>  <table border="1" data-bbox="504 462 1377 837"> <caption>Data for 'My child is in Year Group...' pie chart</caption> <thead> <tr> <th>Year Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Year EYFS</td> <td>14.7%</td> </tr> <tr> <td>Year 1</td> <td>9.5%</td> </tr> <tr> <td>Year 2</td> <td>17.9%</td> </tr> <tr> <td>Year 3</td> <td>12.6%</td> </tr> <tr> <td>Year 4</td> <td>14.7%</td> </tr> <tr> <td>Year 5</td> <td>14.7%</td> </tr> <tr> <td>Year 6</td> <td>11.6%</td> </tr> <tr> <td>Prefer not to say</td> <td>12.6%</td> </tr> <tr> <td>Prefer not to say</td> <td>1.6%</td> </tr> </tbody> </table>	Year Group	Percentage	Year EYFS	14.7%	Year 1	9.5%	Year 2	17.9%	Year 3	12.6%	Year 4	14.7%	Year 5	14.7%	Year 6	11.6%	Prefer not to say	12.6%	Prefer not to say	1.6%	<p data-bbox="1724 279 2072 351">Good spread of responses from across the school.</p> <p data-bbox="1724 399 2072 510">8 parents / carers (p/c) did not want to say and remained anonymous.</p>
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## 2. My child is happy at this school.

95 responses



- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

91.6% = 87 p/c agreed and strongly agreed.

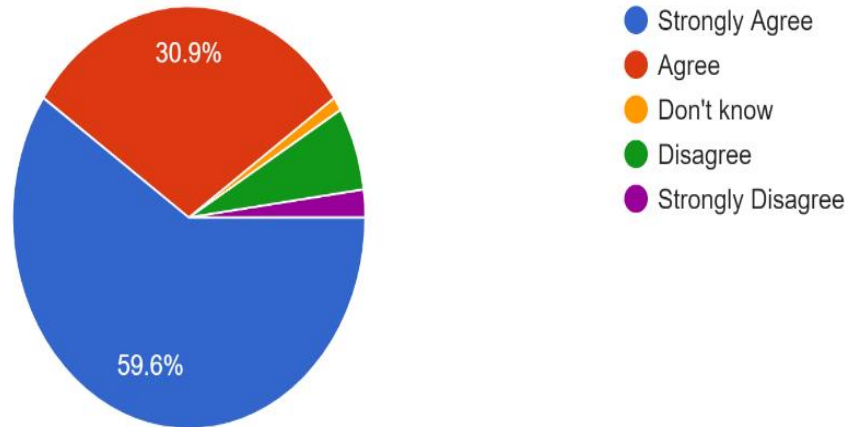
7.4 % = 7 p/c disagreed/strongly disagreed.

1.1 % = 1 p/c doesn't know.

% agreeing /strongly agreeing, is like previous years. Please remember if you have any concerns over your child's happiness at school, to speak to your child's class teacher at the earliest opportunity or contact the school office to make an appointment with a member of SLT. (Senior Leadership Team) Then we can explore any issues together.

### 3. My child feels safe at this school.

94 responses



90.5 % - 85 p/c agreed / strongly agreed.

8.5% = 8 p/c disagree/ strongly disagree.

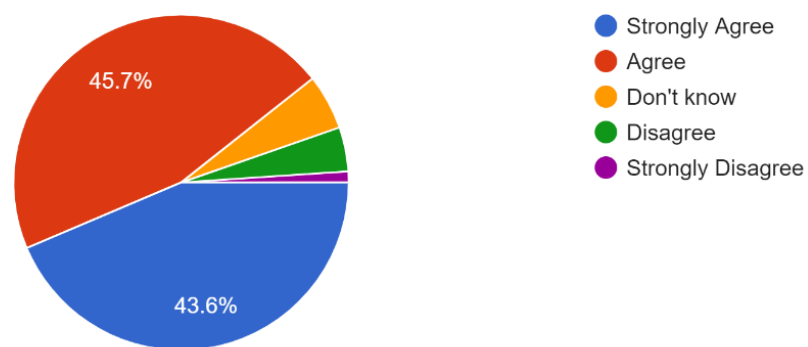
1.1 % = 1 p/c doesn't know.

We have several ways we keep your children safe, whether through curriculum lessons about anti-bullying, to reminders about being safe at playtime. This is also linked to our systems in school, where we can monitor any changes in behaviour in children and record any concerns that parents and staff may have around safeguarding. We understand that sometimes children may be on the end of physical behaviours, from other children but we always follow the school behaviour policy and

consequences are given which we believe are proportionate. If you are one of the eight p/c who disagreed that your children is safe- please contact your child's new class teacher in the new year so that we can work out together how we can improve the safety of your child.

#### 4. The school tries to make sure that its pupils are well behaved.

94 responses



89.3% = 84 p/c strongly agree / agree.

5.3% = 5 p/c don't know.

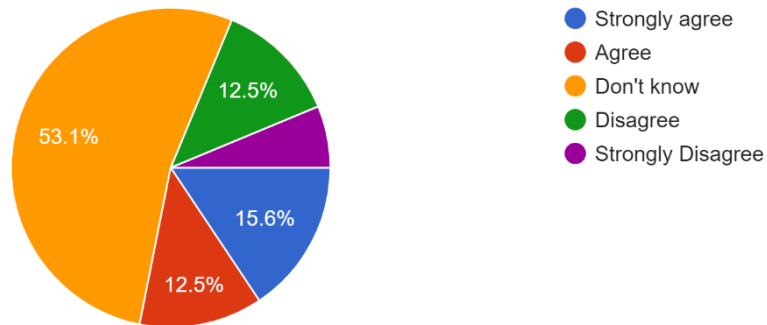
5.4% = 5 p/c disagree / strongly disagree.

Our high expectations of children have not changed over the years. We want all children to be Flying High and do their best and behave. When some children in school find behaviour more difficult than others, we support them through our

	<p>restorative Thrive practices. Behaviour is something that we have high expectations on- but every child has their own behaviour needs that we endeavour to meet as best as we can. In Heads visits the 'behaviour of our children in the classroom' is highlighted as strength. Although we are always looking on how we can improve.</p>
<p>5. My child has been bullied at school and we have followed the school's official anti-bullying procedures.* (*Please note this means that the sc...ppening, when we had only a few official cases. 93 responses</p>  <ul style="list-style-type: none"> <li>● No - My child has not experienced bullying and so I have not had to use the school's official anti-bullying policy. (Please go to question 7.)</li> <li>● Yes- I have followed the school's official anti-bullying policy as my child has experienced bullying. (Please see question 6a.)</li> </ul>	<p>92.5 % 86 p/c No – my child has not experienced bullying.</p> <p>86 p/c have stated that their child has not been bullied and have not needed to contact us around bullying, which is a very high number and is a credit to all the work that all staff members do on what is bullying. This is something that is reinforced with children</p>

6a. The school dealt with the bullying concerns quickly and effectively when we were following the school's policy. 2024:

32 responses



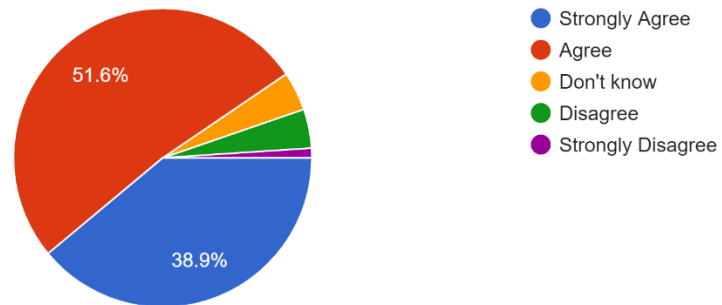
consistently. If you have concerns around this, please do not hesitate to contact your child's class teacher.

7.5 % = 7 p/c answered that their children have been bullied, which is slightly more than the number of cases that we have recorded.

Even though 7 p/c answered yes to concerns around bullying. 32 p/c answered this second question around the bullying policy and situations being resolved. This is something that we will clarify in the new academic year about the anti-bullying systems.

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

95 responses



90.5% = 86 p/c strongly agree / agree

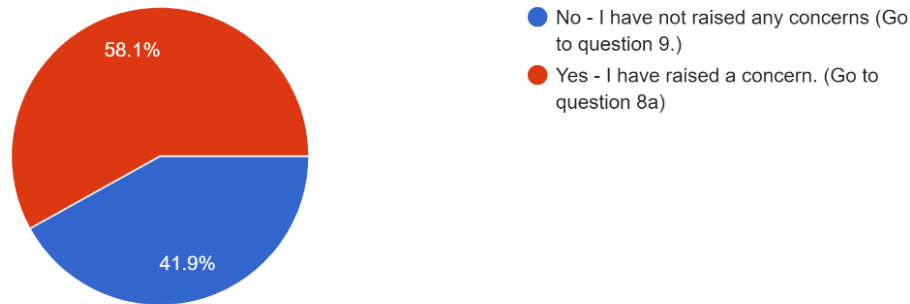
5.3 % 5 p/c disagree

Topic overviews given at the start of the term-are communicated and also placed on the website, but we will be considering further ways of communicating what children are doing via Class Dojo as we have done this year so that everyone is fully aware of what children will be covering. This is also the same with homework as we are developing our overviews of what is expected to make it clearer for you.



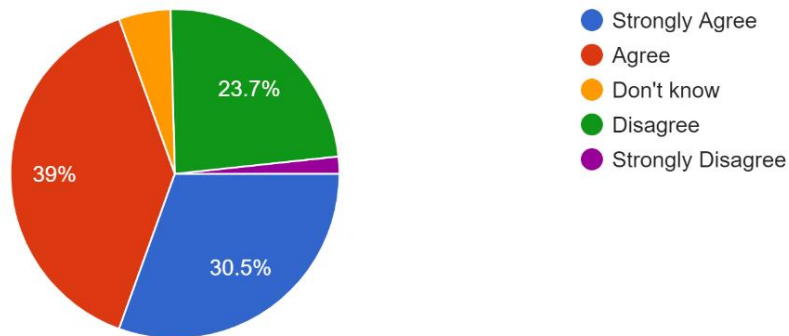
8. When I have raised concerns with school they have been dealt with properly.

93 responses



8a. When I raised a concern the school dealt with it quickly and effectively. 2024:

59 responses




41.9% = 39 p/c have not raised a concern.

58.1% = 54 p/c have raised a concern.

This question is very open, and a concern could be an issue with lunches, a question to a teacher, or a conversation on the playground, so to have most parents saying that a concern has been resolved is very pleasing 69.5%

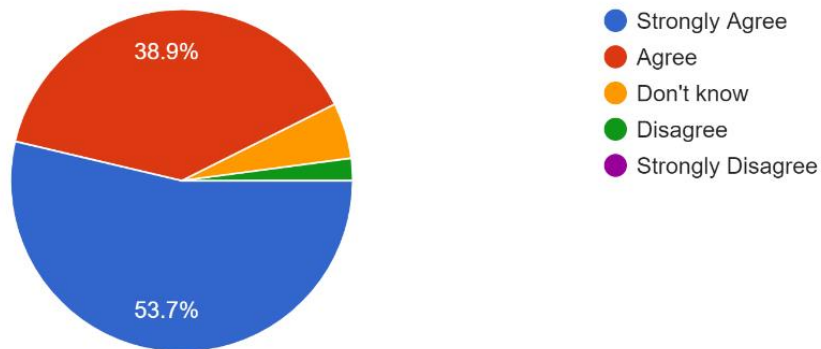
23.7% of 59 p/c disagreed that things have not been resolved. (13 p/c)

As stated earlier please remember that no concern is too small and if you have a question or concern, to have a face to face conversation with your child's class teacher if you have a question that you would like to find out more about and feel things have

	not been resolved successfully.																
<p>9. My child has SEND (Special Educational Needs and Disabilities) and the school gives them the support that they need to succeed.</p> <p>92 responses</p>  <table border="1" data-bbox="1064 534 1489 869"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Not applicable - my child does not have SEND.</td> <td>78</td> </tr> <tr> <td>Strongly Agree</td> <td>3</td> </tr> <tr> <td>Agree</td> <td>2</td> </tr> <tr> <td>Don't know</td> <td>4</td> </tr> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Strongly Disagree</td> <td>0</td> </tr> <tr> <td>Not applicable my child does not have SEND.</td> <td>4</td> </tr> </tbody> </table>	Response	Count	Not applicable - my child does not have SEND.	78	Strongly Agree	3	Agree	2	Don't know	4	Disagree	1	Strongly Disagree	0	Not applicable my child does not have SEND.	4	<p>Of the number of p/c who said their children had SEND. (13 p/c) The vast majority agreed and strongly agreed that their children got the support they needed.</p> <p>8 p/c agreed/ strongly agreed that their children get the support that they need.</p> <p>1 p/c disagreed</p> <p>4 p/c did not know.</p>
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Strongly Disagree	0																
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10. The school has high expectations for my child.

95 responses



92.6 % = 88 p/c strongly agree / agreed.

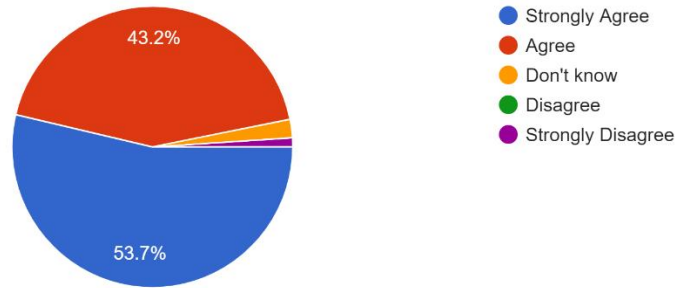
5.3 % = 5 p/c Don't know

2.1 % = 2 p/c disagree.

This is a very high number, which we are pleased about. Having high expectations is important to us as school, whether it is about the values we follow, the neatness of children's work, or the behaviours we expect. We want all our children to be Flying High.

11. My child does well at this school.

95 responses



96.9 % = 92 p/c strongly agreed /agreed.

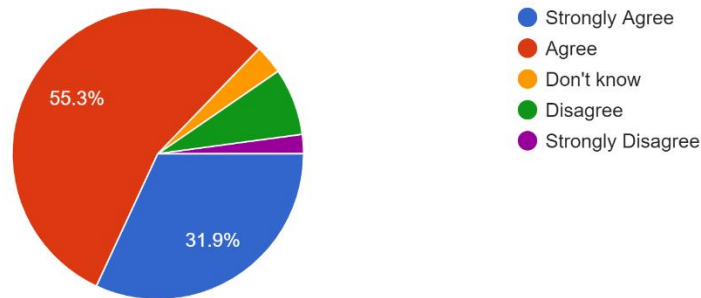
2.1 % = 2 p/c did not know.

1.1 % 1 p/c strongly disagreed

This is really pleasing, and a very high number of p/c agreed and strongly agreed that your child is doing well at St Helen's.

12. The school lets me know how my child is doing.

94 responses



87.2 % = 82 p/c strongly agreed/ agreed.

9.5 % = 9 p/c disagree / strongly disagree

2 p/c did not know.

This is lower than in previous years so we will consider how we improve this next year.

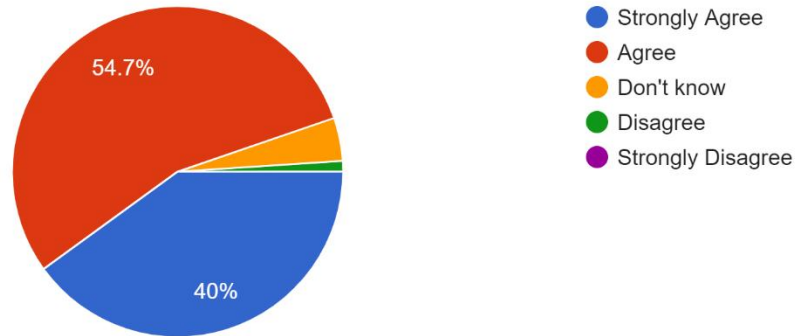
With curriculum showcases, parents evening etc this is when information is generally communicated, although

individual conversations also occur throughout the year. Again we need to emphasise our 'open door' policy and having regular contact with parents/ carers. If you want to know how your child is doing – please do not hesitate to ask. Likewise staff will also be quick to inform you- when things are going well and what things may need improving. This is where we need the support of parents/ carers to help follow through any recommendations eg to be reading every day at home.

Staff will endeavour to provide other information about how children are getting on, but sometimes timings and the general business of school means it is sometimes not possible to get immediate feedback.

13. There is a good range of subjects available to my child.

95 responses



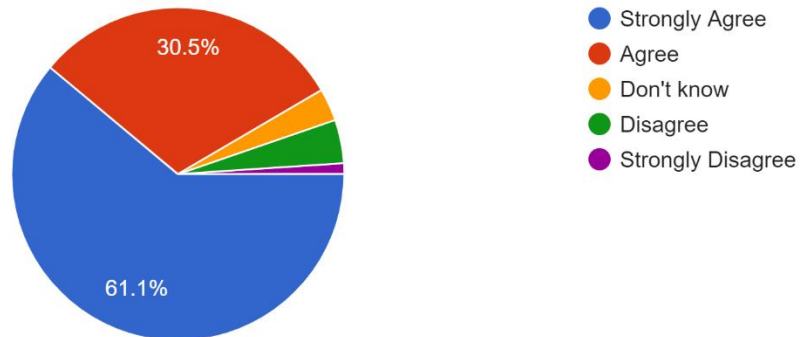
94.7 % = 90 p/c Very high number of p/c strongly agreed and agreed.

1 p/ c disagreed.

All National Curriculum subjects are covered, and we will consider how we can further highlight on the website and Class Dojo, children's work in all the different subjects not just the core subjects. For example our provision in PE, Music and Art. This is where curriculum showcases are important and gives you an opportunity to see the range of provisions.

14. My child can take part in extra-curricular clubs and activities at lunchtime and after school.

95 responses



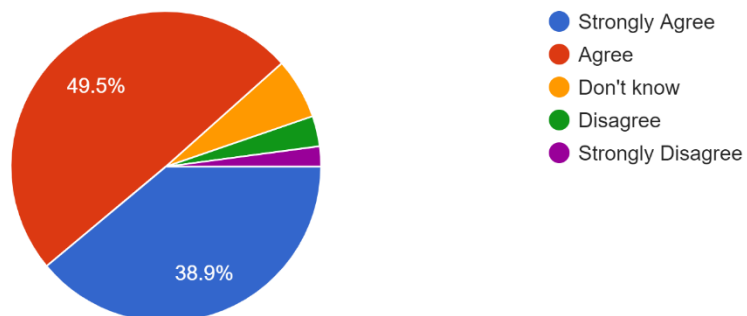
91.6% agree / strongly agree- 87 p/c

This is high and very pleasing as we have made a huge effort to improve the number of children doing clubs. Regularly we have over 100 children a week doing different clubs.

Please note EYFS children don't do clubs until Term 5.

15. The school supports my child's wider personal development.\* \*Please note this can be wide ranging: from attending clubs to collective worship,...ting our school values, to knowing British Values.

95 responses



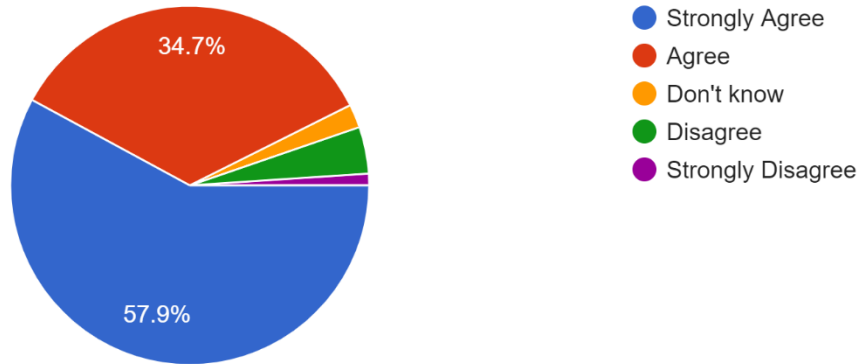
88.4% - 84 p/c strongly agree/ agree.

6.3% = Don't know: 6 p/c

5.3% = 5 p/c Disagree / Strongly disagree.

16. The school's values and vision statement: 'excellence, enjoyment, and achievement together' are demonstrated clearly and adhered to a...uestion to consider our distinct ethos and vision.

95 responses



92.6% = 88 p /c

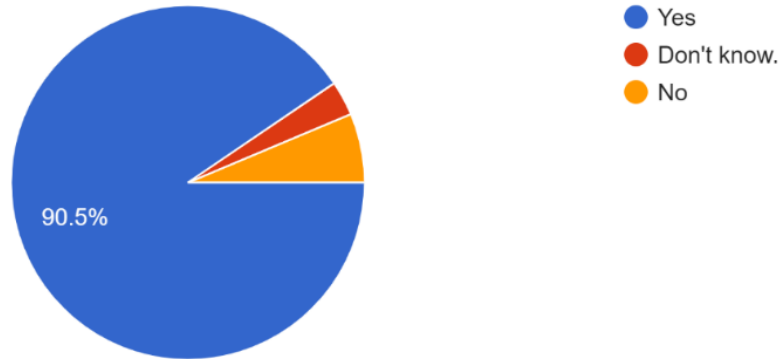
5.5% = 5 strongly disagree / disagree.

This is really pleasing as our vision is very important to us. Our Christian ethos for all our children is something that we work hard everyday to instil in all our children. For the very tiny number of parents/ carers (5) who strongly disagreed and agreed, we would love to have a follow up conversation to see if there are any thoughts on what else we can do around our Christian Ethos.



17. I would recommend this school to another parent.

95 responses



90.5 % = 86 p/ c Yes  
6.3% = 6 p /c No  
3.2 % = Don't know- 3 p/c

This is high, but we would love to see this even higher next year. We are always very open in communication, newsletters, meetings etc- that we do not get everything right, we hope in the next year that the very small number of p/c (6) who would not recommend are able to make themselves known to us, so that we can work through any of the issues that maybe stopping you from recommending us. This maybe about other children's behaviour impacting your child, lack of information around children's work and progress, etc Whatever the issue please let us know so that we can try to resolve. We might not be able to,

to get to a satisfactory resolution but we will try.

As you know, we also had opportunity to leave 'free comments' 39 parents / carers left comments some which were very positive and a number that leave us to consider the next steps. There were also several comments that parents made about the strengths of the school which we wanted to share with the wider community

**Please note: Names of children or staff have been anonymised to avoid identification. Thank you for all the positive comments – staff loved seeing them all!**

**Strengths:**

- Very clear ethos and vision for the children.
- St Helens is a lovely school and provides high learning standard.
- Big fan of St Helen's, I think the school is superb and feel lucky to live so close.
- To keep it in context though, the above is just a bit of polish on an already very shiney gem of a school! Keep doing what you are doing as you do it so well.
- It's a wonderful school we love the values. Thank you for all the teacher's efforts
- Overall we are very pleased with St Helens
- We love that she loves school.
- You are wonderful teachers. You deserve outstanding!
- We feel very lucky that our child attends St Helen's. He loves attending school and is so happy here. We continue to be impressed by his teachers, the support he gets and the progress he has made. It's an excellent school.
- "I can't wait to go back to school after the holidays" what more needs said?
- Really nice school since my child joined.
- The range of clubs this year has been great and my child has really enjoyed this especially all the external opportunities. In terms of PE kit we would like to see more consistency in children who forgot their kit being allowed to do it.
- Our children love school and all the opportunities that it gives. Whilst they do talk about difficult behaviours that they see with a very tiny minority of children, we have full confidence that the school are doing as much as they can to support all children in school in very difficult times with reduced funding etc. The vision is very strong and our children talk about Flying High a lot- thank you.

- It would be great to utilise the woods / pond area more, for learning outdoors or quiet time. On communication, it's great that almost always after a message comes out on dojo it's already been told to the children eg re TTRS competition. It means we're reinforcing at home, not trying to start something 'new'.
- Great to see the plane open! We really appreciate the opportunities for children to take part in a variety of clubs. At school our children enjoy playing with children from other groups and they enjoy playing with the loose parts and new toys at break times. Our children like the new school meals provider and prefer the food. Parents evenings have been very helpful. We really appreciate how hard all the teachers and staff at the school work, they are doing a brilliant job!
- As well as the standard curriculum, there are lots of other things on offer through clubs, the plane library experience, reflection spaces and links with the church and much more. Staff work very hard to offer these things. Thank you
- After a transfer from a neighbouring school my son was welcomed supported and settled in to St Helens primary for the last 2 years, he continues to thrive and enjoy his education at this school. Can't praise the school enough for the SEN support he has given
- Thank you everyone at St Helens
- The school is great. We love seeing what the children are doing on Dojo.
- My daughter really enjoys coming to the school. She feels part of a team and thankfully we haven't ever had any issues to face. But I have confidence that the school teachers have the skills and knowledge to deal with any issues appropriately. We are always grateful to the teachers for their support and going above and beyond.

**Areas for further development:** As a leadership team we've looked at all of these comments. We're always keen to listen to parent feedback so as in previous years survey's, we've included the comments below and we've written a response to each of them outlining our approach and potentially some further plans.

From some of the free comments we have grouped some common themes together to answer the questions:

**Parent / Carer Comment- Behaviour in school.**

- *Only issue letting it down is the amount of incidents that happen in class from children screaming or hitting others.*
- *My child says that other children in the class are aggressive and have been physically violent, and even by XXXXXXXX it doesn't seem to be stopping or reducing. It feels like this behaviour is tolerated rather than being addressed properly and prevented. My child questions the fairness, and says that other children get away with things because of their anger issues. My child says there are some children who don't get into trouble and they get nicer activities and the rules in games are bent in their favour to prevent an outburst of anger. From what my child says it seems the rules don't apply to some children in class. the rest of the class are watching and learning that it is ok for*

*certain children to behave like that. My child feels a great injustice about it. I appreciate that different children do need a different approach, but my child is at the age where fair means the same for all and my child struggles to accept the situation.*

- Q.4 not sure enough is done, or perhaps what more teachers can do. Lack of consequences can cause problems and have knock on effects through the rest of the school and cause problems later.*
- Q.5/6. How is it defined when repetitive behaviors from some are done in a class and gang behaviour results. It is hard for parents to encourage their child to go to school when they don't feel safe or like the behaviour that is happening, and they feel gaslit by staff when they have tried to raise concerns. If a child is brave enough to communicate something that happened at school, then a parent can try and support the child, but if the child doesn't feel able to talk about it to a parent, has been threatened to stay silent or comply, or staff haven't handled it so well, how is a parent to know and provide support. If children don't know good healthy boundaries or haven't had support, it can lead to them not knowing how to handle assault or abuse later in life because they have previously been dismissed or shut down, teaching them not to trust their instincts or be able to say no and defend themselves, and that some people are just allowed to do these things and they can get away with it. We have eventually worked out how to get help from some staff with incidents we have felt able to report this school year, which we haven't felt able fit in the school's bullying policy.*
- My child is sharing a number of incidents in class of inappropriate behaviour. Whilst they aren't involved, the number of episodes is concerning and I am worried about what they are being exposed to.*
- I feel that the school has an ineffective way of dealing with bad behaviour from its pupils. On more than XXXXX occasions the child who has bullied or attacked my child has received a reward for good behaviour within two weeks of the incident. I feel they need to review how they deal with incidents as the aggressor is not dealt with effectively and continues the behaviour. XXXXXXXX is not officially diagnosed with SEN however it is recognised there is an issue, this is not taken into account with social issues and struggles experienced so my child feels not listened to and recognised teachers getting frustrated at him rather than adapting their approach. He was not properly supported XXXXXXXX and bullying occurred very quickly from the start.*

As a school we have very high expectations for all our children. Many of you agreed with this, with nearly 93% of you acknowledging that we have high expectations, however as you can see from above -6 comments were made about the different behaviours that we see in school. When you have over 200 children with all different needs in a school environment, sometimes the behaviour is not what we would want to see or expect and this can sometimes involve children who may or may not have identified SEND (Special Educational Needs and Disability) We have a behaviour policy that all staff follow, and we have staff trained in Thrive Restorative practices that support all children when things go wrong. The important thing is that we try to help all our children and ensure that they are all Flying High and when behaviour is tricky, whether it is physical outbursts to other children or disrespectful behaviour to staff, that we would never want to see, the reality is that we deal with it with

what we feel is proportionate consequences and speak to all the relevant parents/ carers. A lot of hard work goes on behind to scenes to make sure children have the right amount of support and when behaviour instances occur as a senior leadership team and staff, we deal with it as best as we can, within the policies that we have in school and the local authority. We would encourage all parents/ carers to speak to us in the new academic year if you have any concerns around behaviour at St.Helen's.

**Parent / Carer Comment- Issues not resolved and cliques with some parents.**

- *Issues are not taken seriously unless you are a high need parent. There is very little support when needed for those who just get on with it and children that are quiet and well behaved. It is the same children and parents who are given the resources and time which the rest of us don't seem to be able to access to the same degree when needed. It appears if you aren't in a particular "clique" or fly under the radar when you genuinely need support or help from the school You are pretty swiftly dismissed or forgotten about.*

Like we do with all children, we try to support all parents/ carers in our lovely school. This support can manifest itself in face-to-face conversations, telephone calls, or even support from other people in school like Vicky Borel, our behaviour and emotional mentor, who has worked successfully with high numbers of our parents/ carers over the last year. We also work with a lot of outside agencies and get external support for children and families when they need it. If you feel that your voice is not heard, we apologise for this, and our looking at different ways that people can reach out to us next year such as, developing coffee mornings for parents/ carers to share any thoughts and developing open sessions with members of the SLT. It is our aim to help and support all parents and carers just like we try to do with all children.

**Parent / Carer Comment- Communication**

- *Little communication between certain teachers and parents about how children are doing. Wish there was a better platform for sharing child progress including areas that require attention. Worryingly actively discouraged to communicate with teachers by the executive head. School is not supportive of at home extra curricular reading due to strict adherence to reading program. Little non-screen (tablet, laptop) based at home resources.*

In terms of communication- can we reiterate that if you have any concerns, questions or worries, face to face contact with the class teacher is the best way forward. If you need to speak to the teacher and cannot get to school, please contact the school office and this message will be passed on. Through the day, **Dojo messages are not** checked by class teachers, as they are teaching so if there are any urgent messages please

contact the school office. It is also worth remembering that like a lot of busy people, staff are also mindful of their own work / life balance and should not be expected to answer any messages which may come in at different times before or after the school day has elapsed. Having face to face contact about any concerns is very important especially if there are concerns about friendships or academic work. In terms of knowing how key subjects are taught we are reviewing our back-to-school night and whether throughout the year we have more drop-in sessions so that staff can demonstrate how key things are taught in subjects such as Maths and Early reading. This is something that we will look to implement in the next academic year. Progress of the children and things to work on – will be communicated at the right times of the year and hopefully with daily reading and number work at home, it helps support your child's learning.

#### **Parent / Carer Comment- Spellings and Homework**

- *Spellings - I find the new spelling arrangement confusing and difficult to keep up with especially as my child does not always remember their spelling book. With the previous spelling approach every weeks spellings were clearly visible weeks in advance so we could learn them over multiple weeks instead of trying to cram in the 2 days between my child remembering their spelling book and the spelling test. I know the new system is designed to be more tailored to individual needs but I think if the core set that are common to all in the class were made available at the start of term showing which week they would be tested in that would really help-*
- *I think most of the questions could have been a yes or no at different parts of the year. I do think that homework needs some improvement. As we are starting to think about secondary, the expectations are not being raised in terms of homework and I know this can be a shock when kids start secondary. We have only had 1 homework beyond times tables, spelling and reading. Some of that is circumstances but the kids will struggle if the expectations aren't raised*

As part of our homework policy we will be sending out in September explicit overviews of what is expected for homework in Reading, Maths and Spelling. Mr Adams will be providing a further explanation of the sequence of spellings overview that we hope will enable children to make progress with spellings. Homework is always much more difficult to 'enforce' in primary school rather than secondary school, but we hope by concentrating on the basics of reading, spelling and number it will help children. We also do not want to lose children's enthusiasm for the wider curriculum and still offer opportunities to share what they have done for Topic learning.

#### **Parent / Carer Comment- Honesty and Open feedback**

- *Promoting honest feedback - I would encourage teachers not to be afraid to have tough conversations. Last parents evening I was delighted to hear there had been a complete change in the level of attention and effort my child was putting in at school. This is great news. However the previous parents evenings (where presumably they weren't trying very hard) this wasn't said to us so we couldn't support the school by having a conversation with our child and more strongly encouraging the right behaviours. I know it's tough to tackle and maybe not all parents will be open to this sort of conversation but we are keen to hear because if we don't know we can't help, the school or our child.*
- *My child has always had good reports, and never been told there is any cause for concern. It was only at the very end of year XXXXX after probing the teacher that we realised my child was borderline with her maths. We wish we had known this sooner so that we could've helped her more and earlier.*
- *I completely understand that 30 children's for parents evening is a lot to get through but it always runs so late and feels so brief and rushed and they say contact us through dojo but have now also said not out of on dojo, but this doesn't actually leave working parents time to communicate. Parents don't expect an immediate response but I felt this communication sends mixed messages. I believe more discussion time at parents evening would reduce the out of hours communication and allow parents to feel they get a well rounded feedback without too much rush..*

This is something that I really value at St.Helen's. I always talk about our open-door policy and this must be a two way process. We sometimes must have tough and honest conversations with you as parents/ carers around things such as work, effort, behaviour. Likewise this should be the same with you. If you feel you need more information about your children – see your child's teacher and we can try to work out a convenient time. We can't always do things immediately (just think if 30 parents/ carers all wanted a meeting on one specific day) but we do try to be honest with what needs to be improved. Parents / Carers evenings we always do try to keep to time, but we know that these can over run, the important bit is to have face to face communication throughout the year- after school etc to enquire about your child's progress and to consider next steps. When I was in the classroom, I always had the mantra ' that everyday was parents/ carers evening' and if you wanted to see your child's books please contact your child's teacher.

#### **Parent / Carer Comment- Environment**

- *We are disappointed in the lack of "woods" time that the children receive, this was a huge draw for us when choosing St Helens as we were told that every single year group gets time in the woods which isn't happening in year 1*

The woods and the pond are important to us. When I was first shown around the school nearly 10 years ago- I was so impressed by some of the un-used areas such as the woods. Over the years we have used the woods consistently however this year we have had difficulty with some trees

being identified as a health and safety risk. Apologies for not communicating this sooner so that you were fully aware of the situation with the woods. There is work going on in the summer in the woods so we are hopeful to have it up and running after the summer holidays.

**Parent / Carer Comment - Non school based concerns: Parking incidents.**

- *Unrelated to the actual schooling; parking and safety around drop off times really needs looking at. I have seen 3 parents on a mobile phone whilst driving since coming back after Easter. People stop in the middle of the road to drop off children from the older years. Speeding and parking wherever they like is becoming more and more prevalent.*

This is something we as a staff are totally in agreement with. Please consider parking further away and walking children into school from a further distance than dropping children off. This can be dangerous for our own children and we would never want to experience any accidents. Please show you care and park elsewhere. If in the incidents someone parent/ staff member asks you not to park or stop in the middle of the road- please do not be offended by this. This is our school community working together to keep everyone safe.

**Parent / Carer Comment- Friendship Issues**

- *I disagreed that the school lets me know how my child is doing as I feel that the child's report at the end of the year is the first opportunity to be given any tangible information about their actual attainment. I feel that 'doing well' children (not top, not struggling) don't get much feedback shared about them over the school year and parents evenings don't necessarily share depth of information- they are more of a 'no concerns' conversation. I also feel there is a lack of celebration of out of school activities, I have sent information to class teachers on dojo and it does not get looked at- maybe it could go somewhere to a central/ published email address so that children's interests and achievements can be brought into school life more. I am aware teachers are busy! In answer to the 'sorting out problems quickly' I feel this is achieved the majority of the time, but when it isn't it can be very damaging. This is particularly around friendship issues that are recurrent- not bullying but unhealthy behaviours never the less. I believe the school needs to consider how this is communicated and worked on to prevent escalation and recurrent issues.*
- *We don't wholly agree with how friendship issues are dealt with. I understand it's difficult dealing with children and their constantly changing friendships, but when they aren't getting along - for whatever reason - saying that they have to play together because "everyone is friends" is unfair. None of us adults would want to spend time with people we don't get on with or like, wouldn't it be best to just suggest they give each other some space? I also don't understand the policy of if an adult didn't see an incident happen then there isn't any action taken, isn't it almost calling the child a liar? Saying whatever they said didn't happen as an adult didn't see it? I understand children aren't always the most reliable sources of information when things happen, but it just seems like you could find out*



*from other children if they say the same or just a different way of handling it. Overall we're happy with the school and believe our child is too and gets along well enough. We just don't really understand these couple of policies.*

Friendship as you know is one of our important values but is one of the hardest to try and keep all children happy. We know that some children have very secure friendships but that sometimes disagreements can happen. When this happens, we do try to help and support every child involved and we never 'force children to play with each other' as we know this is not always possible. When children fall out, and when it upsets a child, we try to work with all children around the values of friendship and try and support them with their playtimes. Many children will say they have strong friendships and the fact that a very high number of parents/ carers said that things do not spill over into bullying is testament to the hard work of staff. In September we are hoping to do some work with the children in drawing up a 'friendship charter' where they design what they can do – if/ when they fall out with each other, so that it does not escalate and become a bigger issue.

**Parent / Carer Comment- Reading records/ Meet The Teacher evening/ Communication.**

- *The introduction to classes and overviews on the year at the beginning of the year did not work well. There was no where for me to put my child so I was unable to concentrate on what was being said and had to leave. Due to the timing of the event I couldn't take them home or arrange childcare first. I don't have huge preferences around school uniform but is frustrating when you have adhered to the policy eg. Buying plain black trainers for pe days to then see many children wearing colourful ones. It is very difficult to know what my child is learning about in class on a week by week basis. No communication has been sent on topics or personalised learning goals. The only detailed feedback I received about my child's progress was at parents evening. Whenever I have asked the teacher for detail around learning I have had to wait more than a week and have been given general information without any clear progress or goals to work towards. No one from school has written in my child's reading record all year and I have no feedback on any of the comments I have made. I don't think anyone is even checking it. I would like to know the contents and results of end of topic / exit assessments so I can track my child's progress at school. I have enjoyed attending the curriculum showcases. My child hasn't had any postcards home all year, it's a shame that no personalised positive communication is ever shared. Wearing pe uniform on pe days is a brilliant idea, please can this continue throughout the school. I appreciate the school newsletter. The addition of key dates is very useful. My child isn't always clear on who is teaching them and there has been a lack of consistency in this throughout the year. Communication is sent out but does not reflect who is in the classroom. I would like to know who the planned teacher is for my child during the day.*

We have tried to consider staff's well being and have moved more meetings earlier in the day. We appreciate this is not ideal for some parents / carers which is why we always follow up with information shared on Dojo / Website / Newsletter etc. In terms of children coming to the meeting, that will be the responsibility of parents/ carers to ensure children are supervised during the Back to School Meeting. Individual learning goals will come from individual meetings with class teachers. Uniform is something we have talked about all year, and we do have high expectations on this but a very tiny minority of parents/ carers still flout this despite conversations and letters sent home. In terms of communicating staff- where absence occurs sometimes it is not possible to share who is teaching and we thank our children for being so adaptable.

**Parent / Carer Comment- Clubs development for the start of the year**

- *The communication with regards to the school run after school clubs let's you down. Either you apply for a place and never hear back or the extra clubs (like craft club) are announced after the term has started so there is no opportunity to sign up if you've already gone for the Bristol sports option (but would have chosen craft over the sport had that been a known option). The problem with not knowing about the school clubs is knowing whether to book the Bristol sports option or in the case of book club, not knowing what time to pick your child up. Such an easy thing to get right but massively increases frustration as a parent.*

We are extremely pleased that our numbers of children doing clubs is at it's highest ever! Next year we want to get this even higher! We will be sending out in advance Bristol Sport and School clubs at the same time, so decisions can be made on what club you may want your child to attend.

**Parent / Carer Comment- Breakfast club and timings of different meetings:**

- *Please can breakfast club start earlier. 7.30 would be ideal and I'd happily pay extra for it. It would make a massive difference to us as working parents. Also since we are not allowed to message on dojo out of work hours I feel more disconnected from the teachers. We work full time and use both breakfast and after school club so we are rarely on the gates. I work in a school and don't have my phone on me from 8am til 4pm. Any parenting admin happens early in the morning or on the evening. A couple of times I have needed to get a message to the teacher and so as it is out of work hours I emailed reception asking them to pass it on . I'm not sure this has happened from what my daughter has said and I had no acknowledgement of what I emailed. I appreciate teachers need a work life balance - I know we do . But to manage that I choose not to have work emails or work notifications on my phone and to be selective on when I log into school systems etc*
- *Earlier start to breakfast club would be great*

- *It would be good if the school remember that for working parents it's not easy to participate to school life. For example, why curriculum showcase days can't be open at 8,45 until 9am and then from 3,30 onwards? -*

Unfortunately, at this present moment in time, we do not have the capacity to start breakfast club any earlier. Curriculum showcase take a lot to organise but the reality the best time to do is after school. We have been really pleased by the attendance of parents/ carers at these showcases and they have been very high.

**Parent / Carer Comment : Uniform reminders:**

- *I do feel that school uniform needs to be addressed with some parents/children. The majority seem to follow the rules but there are a few who don't.*

See above- we want all our children to wear the correct uniform. From September children can come into school on their PE day wearing PE kit but it must be the correct kit. Staff will continue to provide spare correct uniform for those children who do not wear the correct uniform. Once again we rely on parents/ carers to support us with this.

**Parent / Carer Comment : Intra and Unter House Sports: All children are able to take part in clubs.**

- *The school doesn't give my child the opportunity to play in the school football team despite going to training. This had a detrimental impact on him at the time as he was left out along with another member of the class. Speaking with other parents from other schools their sports team are inclusive no matter what level they consider to child to be at. The school seems to be more preoccupied with winning rather than following their own values. When groups of children are intentionally leaving my child out, the school tends to put the onus on the child being left out and asks them to play elsewhere. This is not inclusivity.*

With some of the sporting clubs that we do- we do enter a range of competitive competitions against other schools. As you can imagine if you have a squad of 20 children playing football, it is impossible to keep everyone happy, as we can only select 7 for the match! It is made clear at the start of the year to children that some events will be selected on sporting aptitude.

**Parent / Carer Comment: Range of concerns.**

- *This would have been helpful to have a positive role model higher up the school The phonics programme is great and my child is enjoying learning. Changing into pe kit at school didn't work well and my child lost a lot of clothes despite them being labelled. Please can they come into school in their pe kit for pe days all the time? What programme do children follow for maths and how can we support them at home? The amount of notes home about lice, worms and contagious illnesses seems very high. What extra infection control processes do school put in place to stop children continually catching and passing them around? My child has come home with visible bumps and bruises but no one has informed me what has happened and there hasn't been a note. There has been very little interaction with the children at school, for example no class assemblies or shows, XXXXXXXX didn't even have a special song. We have not been invited in to play or interact with our children. I don't feel very included in the class community element of school.*

We hope that all our older children are role models but we will look into providing direct role models for younger children with the buddy system in and outside of the classroom. In terms of the programme we follow for Maths- everything we do is following the Maths National Curriculum. We use a variety of schemes to support our Mastery approach to Maths for example White Rose Maths, Nrich Problem solving, NCTEM. In terms of catching, lice etc, unfortunately this is something that occurs in all schools and as much as we try to limit infections, bugs and illnesses through our processes we cannot always put a stop to illnesses although we work with the realms of public health guidelines. Any serious head bumps where a child has needed first aid – a head bump note should be sent home so is important to check any book bags. Class assemblies we do not do specifically, but try to bring other ways for parent/ carer interactions. The coming in to play alongside a child is not something we have done in the past except from the beginning transition period, but is something we would love to consider for example having parents' work alongside their child in a Maths lesson /English etc so that you can experience what this looks like. This is something that we are trying to consider for next year.