

# St. Lawrence Church of England Primary School

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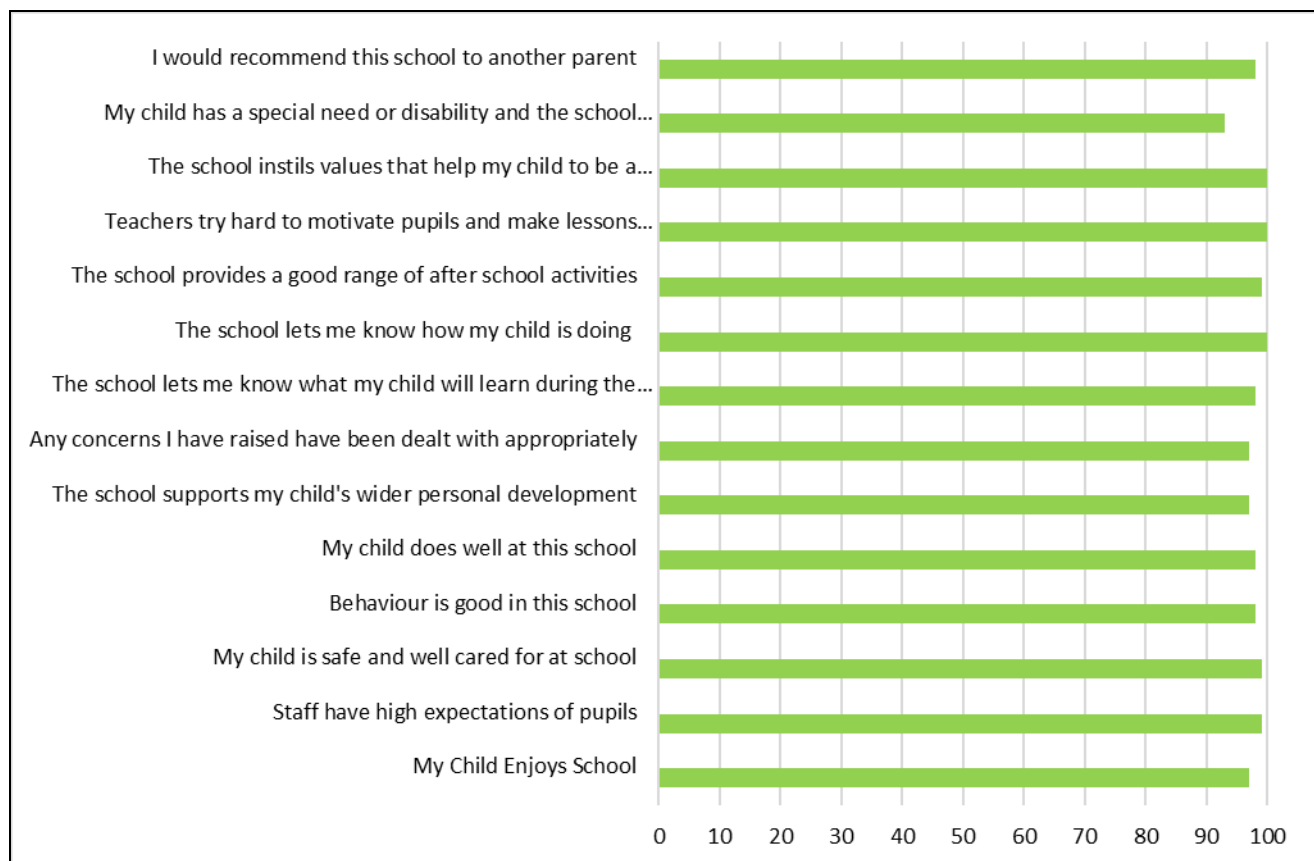


8<sup>th</sup> March 2023

Dear Parents

Thank you for taking the time and trouble to complete the questionnaires we sent home prior to the half term break. We had 121 returns. The information will inform our future development of the school. We are delighted with the overwhelmingly positive response we received and the excellent commendations included in the additional comments section. It is pleasing to know that parents share the pride we have in our school and appreciate the work of the school staff. A full breakdown of the results is available on the school website.

## PARENT QUESTIONNAIRE – PERCENTAGE OF POSITIVE RESPONSES



As you can see from the chart above, the vast majority of parents are extremely happy with all counts of school life and this is wonderful news. The questionnaire returned very few “disagrees” with four or fewer in any category. We do understand, however, that there is always room for improvement and comments about areas for development help us to make adjustments and improvements to the provision we offer. More importantly, these responses help us to tailor our curriculum and wider school life to the requirements of our pupils and their families. As the questionnaire was anonymous, we have not been able to approach individuals for further information but we have made general enquiries amongst parents wherever a return has raised questions or concerns. This has been incredibly helpful so thank you to those parents too. We have also been able to gain additional information from the comments section.

## WHAT HAS THE QUESTIONNAIRE TOLD US AND WHAT HAVE WE DONE ABOUT IT?

The question around special needs and disabilities would appear to have had a lower response than other areas. This is because we had only fifteen returns from parents of pupils with additional needs, so the percentage return per pupil is higher in this instance. One parent felt that the school could do more to support his or her child, giving a return of 93%. I hope that we are already working with that family to ensure that we can better support the child in question and would urge the parent to get in touch if that is not the case.

Comments around SEND provision were largely very positive but some comments indicated that parents may not always be informed early enough when a child is in danger of falling behind. This did concern us, as we pride ourselves on our regular progress reports and communication with parents. One parent had included additional information: *In general, we think it is a fantastic school and are very happy with our child's progress. Over time, we do wonder if she is being encouraged or challenged enough though and that she might be losing some of her enthusiasm as a result. It can sometimes feel that children who are doing well are taken for granted slightly and receive less encouragement, which is understandable in a busy school but also a concern.* This is a very valid point and I do know that parents do sometimes worry that their child may not be challenged enough. I would like to reassure parents that this is not the case. The progress of every child in school is tracked and monitored throughout the year and support is put in place for any child who is in danger of falling behind his or her personal target. This happens even if a child is the brightest in the class but the teacher feels that he or she is "coasting". The only time additional academic support would not be implemented is if we felt that the child was not in a good place emotionally and it would be counter-productive to put additional learning in place at that time. I would like to encourage anyone who believes a child is underachieving to get in touch with the class teacher who will be able to explain what he or she is doing to move learning forward. Another parent commented: *Great school, lovely teachers and lovely ethos. I feel we would benefit from more updates about our child / not a report but updates with photos as often children forget or don't mention.* We do try to put photographs on social media and also on class dojo but I do agree that we do not always enthuse enough about the wonderful activities that are taking place in school. The classrooms are extremely busy places and staff are constantly teaching and supporting pupils. We also need to ensure pupils whose parents have requested that their photos are not shared, are not included in the images. This all takes time. However, we will look for ways to make this more manageable so that we can celebrate successes together.

Four responses indicated that we could do more in terms of pupils' wider personal development. The work around school values received extremely positive comments from a significant number of parents, as did our extra-curricular provision. Areas identified for improvement include:

- *Additional opportunities for EYFS and Year 1; only one activity per day is open to the younger pupils.*  
We will try to get some of our volunteers and coaches to extend the age range of their activities and will also look for additional opportunities for this younger end.
- *Extended sporting activities such as Yoga or Archery.*  
We have arranged for a yoga and mindfulness day to take place in all year groups in May. If enough pupils enjoy this, we will source some after school yoga provision. We have also introduced a running club.
- *After school clubs tend to be sport heavy*  
With the help of parents and volunteers, we have included Board Games, Minecraft and Spanish this term and hope to extend our range of non-sporting activities next term.
- *Opportunities for every child to be given a role or responsibility in school. Some children always seem to get asked to help.*  
I can see how this may sometimes seem unfair. Some of our children volunteer to take on roles or responsibilities when they identify a need and we welcome and celebrate their involvement. We do also ask that they choose a friend to work alongside them. Some pupils are given a before school "job" to do if we find that they struggle to come into school in a morning. Generally, the key roles and responsibilities in school are reserved for Year 6 pupils and we try to ensure every child who wants one, is allocated a role or responsibility before they leave.
- *I think it would be useful to know topics the children will be studying as this could be supported at home with extra reading/relevant days out etc. Also, we do not know what they*

*have been learning about in History/Geography/PSHE etc and would be interested to know this.*

At the start of each new topic, information about what is being taught in each subject is shared with parents through school spider and added to the “files” section at the bottom of each class page on the website.

Our greatest concern was around bullying. Clearly, the best outcome from the questionnaire would have been that there were no issues whatsoever; however, we would be very naïve to think that there is never any bullying when 195 children come together, hence the reason why we do so much anti-bullying work in school. That said, we do think that instances of bullying are rare at St Lawrence’s and this has (thankfully!) been reflected in the questionnaire.

Twenty-five parents said that their child had been a victim of bullying **at some point during his or her entire time at school** (i.e. within the last seven years). We did receive some very positive comments about how the incidents were handled but four returns said that they were not satisfied. I spent quite a bit of time on this one going through the bullying log and contacting the parents of any child who had been involved in a bullying incident as either a victim or a perpetrator, to find out how the complaint was handled and whether any lessons can be learned. The evidence gathered would indicate that communication is a key issue here. One parent felt that the complaint had not been taken seriously and that “nothing was really done but the bullying stopped”. The incident log contained information about a number of things that had been put in place and about follow up work with the bully and the victim, none of which had been shared with the parent who said that she would have felt happier about the whole situation if she had been privy to this information at the time. Comments from other parents and from the additional information section of the questionnaire indicated similar situations. During my discussions with parents, I also came across incidents that the parent now spoke of as bullying that had originally been logged as behaviour issues when there had been a falling out between two pupils. The exercise, whilst lengthy has proved to be enormously helpful and we have tightened up our anti-bullying procedure as follows:

1. Any parent who brings a falling out to the attention of a member of staff will be asked whether they believe the incident to be bullying. All bullying incidents will be directed to me or Mr Crook immediately.
2. The incident will be logged and the parents of all pupils involved will be notified.
3. Every member of staff will be made aware of the incident so that a close eye can be kept on the situation
4. The issue will be dealt with in accordance with our [anti-bullying policy](#), a copy of which is available on the policies section of the school website and parents will be informed of the process
5. Follow-up meetings, either in person or by phone, will be set up with parents of all pupils involved to see how things are progressing.

One parent said that she was disappointed the bully had not been excluded from school and another was concerned that the bully had not been disciplined. Exclusions are very rare here, as we believe in educating the whole child. Just as some children need help with academic ability, others need help with managing their feelings and behaviour. Please be assured that, in line with the Behaviour for Learning and Anti-Bullying Policies, sanctions are always put in place and the child will always receive additional help and support - but we will never share that information with anyone other than that child’s parents.

#### **ADDITIONAL COMMENTS**

Comments included in the additional comments section were overwhelmingly positive (and very much appreciated!):

- Barton St Lawrence works with both children and their families to help the individual child flourish as an individual and a member of the community.
- Best primary school in Preston. I’m so happy with how my son feels about his school and can’t wait for my daughter to start school this September
- Excellent school, [my daughter] loves it and that is what is important to us. She is happy and settled and it is clear the staff and leadership team care deeply for the school and the children.
- Fantastic school and I regularly tell others about the amazing opportunities that [my child] is experiencing at Barton.
- Fantastic school. Fabulous staff. Lovely children. Thank you to everyone that plays a part in

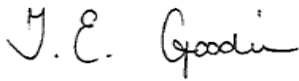
making it such a special school.

- [My child] loves school. He especially loves learning and has come on so much this year with his maths and handwriting. There have been a few incidents with other pupils in the class which have left him upset and worried about school but this was dealt with promptly by the teacher.
- I can't recommend this school enough. My child had some confidence issues at the beginning. The teachers helped him a lot to grow his confidence and self-esteem. He loves the various after school activities. He thoroughly enjoy the lessons in his class. He has fun and learns something new every day
- I feel extremely fortunate that my children have and do attend this school
- My child has settled very well into reception, Mrs Lonsdale is very approachable and warm with the children. Communication between teacher and parent is very good and I feel reassured that my young child is in very good hands
- Our child is progressing better than we expected. This is due to the fantastic planning, teaching and expectations by the teachers and TA's in her class. Our child is thriving at school. Thank you to everyone for all of your hard work. It certainly doesn't go unnoticed.
- Our son loves going to school, he enjoys school lessons, after school activities of which there is a very good variety and choice for different ages. He also enjoys breakfast club and stay and play. He has friends in years below and above, all the children look out for each other across all the age groups. This gives the school a lovely feeling of community.
- We have a wonderful school, with fantastic leadership and a wholesome ethos - the school stands head and shoulders above others.
- We are very happy with all aspects of our son's school life and are particularly impressed with the vast range of extra-curricular opportunities available. Thank you to all the staff involved.
- We feel so lucky to be able to send our child to this school. It's a privilege. He gets so much from it and we are well informed of his progress.

My favourite comment is, "If school was open over the weekend she would be there through choice. She absolutely loves school. It's one of her happy places". There surely is no better accolade than that!

As always, if you have any questions, my door is always open, please do come and see me.

Yours sincerely



Julie Goodwin

*Learning* **TOGETHER**, *Rooted in* **GOD**. John 15:5

