

## **YOU SAID, WE DID. April 2024 -September 2024**

Firstly, thank you for your positive and constructive feedback back in April. We received around 70 responses (about a third of our school community/families).

Since receiving these comments, consideration, sharing with staff and governors has taken place, discussions, re-imagining, and refreshing systems, to enhance the school offer for our children have been actioned. Hence, the few months taken to respond to and action a handful of your suggestions.

*‘Together in Achievement’*

**YOU SAID** Parent comments – April 2024

**WE DID** Response/Actions – September 2024

Response sub-headings: safeguarding, teaching & learning, communication & staffing, parking, playtime, church links, secondary school & transition, pupil involvement, swimming, class sizes, extra-curricular offer, bullying, behaviour

### **SAFEGUARDING**

When it's morning have the gate open and let pupils play in the ground instead of near a dangerous road

**The school day:** The School gates are opened from 8.30am. Before this time, all teaching staff are in school preparing lessons and awaiting your child to take the register, therefore staff are unavailable for playground duty before school officially starts at 8.35am. Parents are responsible for their child outside of school including outside of the school gates. Parents should remain with their child until the bell goes at 8.35am. As a school, we are unable to have children unsupervised on the playground. Wraparound care is available from 7.30am every morning during term time.

Can the children have access to field at lunchtime play.

**This is purely a safety and staffing (and toilet) logistic.** The field is public open space, usually with dogs running around. We would be unable to safely staff a public field with multiple exits every lunchtime. We do however have use of the field for PE lessons during curriculum time. In addition, for Sports day and enrichment activities such as Race for Life.

Open the playground at collection so parents can wait inside.

**This comes down to the priority of safeguarding your children.** We have a duty of care to ensure ALL children go home with an appropriate adult. This time of day has to be managed in the best way possible. Reducing our three main school exits to one pick-up area makes for a safer and reassuring end of day experience for the children, with both external gates/exits being monitored. We have considered releasing our Preschool and Reception children via the old building exits, however, the Infants would have to be released via the one blue gate (almost 80 children) this

could take a long time each day. In addition, releasing over 150 juniors onto the playground via the entrance gate and side section of school onto the playground would be chaotic for the children. Then there is the consideration of the bus children, siblings in different year groups and after school activities. As it stands, the way we dismiss children appears to be the safest and most manageable way for them, even if a little inconvenient for adults waiting outside. We have no plans to change this current end of day dismissal.

## **TEACHING & LEARNING**

To include a wider range of academic topics and provide more challenges by doing assessments/ games/ competitions.

**Our broad and balanced curriculum offer follows the National Curriculum. Teachers set relevant assessments around units of work. Our New Pupil Parliament / Pupil Voice will be heard and where appropriate be actioned to enhance and make school experience even more positive.**

**Less emphasis on SATS practice in Yr6.**

With regard to Government statutory SATS in Year 6, we currently offer nine Friday morning booster sessions in the lead up to SATS with the emphasis on English and Maths revision with the main aim being building self-confidence, resilience and positive mind-set. Overall, we feel the Year 6 children benefit from pre-sats engagement in preparation for sats in May. Over previous years we have adapted our emphasis on sats according to the children's requirements. The children now receive several booklets to 'revise & practice' sats questions because they have said this has helped them prepare better.

Keep evolving lessons on developing children's social/emotional intelligence. Especially needed for ks2 - covid effects.

**Our PSHE (Personal Social Health Economic) Education curriculum addresses children's social and emotional aspects of learning. We currently use [www.1decision.co.uk](http://www.1decision.co.uk)**

**Furthermore, we are working closely with Notts Mental Health agency to signpost and offer support for children/families where this is identified.**

**More online content available.**

The children use **Purple Mash** online platform which covers and goes beyond the computing curriculum. This website offers cross-curricular learning too. Work completed in school can be accessed at home and vice versa. As you can imagine there is a vast selection of online content. Our IT providers also offer support for staff in the delivery of the computing curriculum. <https://www.eastbridgfordstpeters.co.uk/purplemash-1/> Children have told us they 'love' Purple Mash.

Previous online content was used by very few children, eg Mathletics, statistics showed this. We also listen to advice from our IT providers regarding online resources both free and paid for, and trial these out with the children eg code.org

Currently, the children have access to Digimaps (online geography content), Wordshark (support with spelling and English), Purple Mash and of course Office. In addition, various websites offer lessons in Code and websites we are signposted to us which are linked to topics.

Can parents know clearly what lessons for each day, any timetable for parent? Stretch children that are high achievers rather than just working to bring everyone above a certain threshold.

Every class teacher plans and prepares for curriculum delivery continually; lessons are adapted and adjusted on a regular basis to meet the needs of the children, whatever their ability. Curriculum overviews and what is being taught is communicated to parents via the website, class pages and Newsletters.

In addition, Meet and Greet, parents evenings, annual report and Open Afternoon offers parents a good insight into their child's education.

The teachers' approach of top-down planning, aims high and challenges children. Through differentiation, lessons are adapted to support and challenge. As a staff we have long term subject plans (overviews) which are shared on our website. Medium and short-term plans are the teachers own planning for their class which supports their style in meeting the needs of the children in their class on a day-to-day, week-by-week basis.

As a parent, I wish I could help my child more at home. A more detailed curriculum with resources used at school would be good.

Purple Mash has a wealth of cross-curricular learning opportunities to support your child at home. BBC Bitesize is a great learning tool which can be accessed at home. Oak National Academy website offers a wealth of learning resources for pupils.

**How is modern foreign languages (MfL) taught?**

As a school, we teach Spanish as our Modern Foreign language. This is taught by each class teacher using Language Angels website. As a school, we would be open (again) to a MfL club for the children. We are currently exploring this possibility. Spanish is taught because our feeder school (Toot Hill) chooses Spanish as their main MfL. The Toot Hill MfL teacher (and students) come to St Peter's in the summer term to deliver Spanish lessons to our Year 5 & 6 pupils.

When my child is missing school due to illness, I never get materials to cover what was missed, despite asking the school office.

When a child is off due to illness, they should rest and recover. When the child returns fit and well the class teacher will support any lost learning.

## COMMUNICATION & STAFFING

Greater focus on diversity in terms of events, educating staff more & attempting to diversify the staffing group. Representation for children is vital whereas the staff are, on the whole, white females.

East Bridgford St Peter's ALL job adverts state, 'The school welcomes applications from all, irrespective of gender, marital status, disability, race, age or sexual orientation. Currently, our school children demographic is 87% white British. In addition, children learn about diversity in assemblies and using [www.1decision.co.uk](http://www.1decision.co.uk) .

Rev Ruth delivers assemblies weekly based on a variety of different faiths, themes and festivals.

I struggle to keep up with all communication platforms is there a way to consolidate it? More advance notice of events.

Communication from school is currently via email/text messages/Newsletters or we call you directly. MS forms enable a more streamline approach to clubs, ticketing and other school enrichment events and opportunities. Advance notice is via the Week at a Glance Newsletter and our online calendar.

The website could be a little more user friendly.

Our website offers a comprehensive insight into what the school offers, all statutory website requirements are covered. We are aiming that within the next year our website will be updated as we migrate to a new website provider.

Your Smart phone can be synchronised to our school calendar too.

<https://www.eastbridfordstpeters.co.uk/diary/grid/2024/08/>

If you are not receiving communications via text/email, please contact of school office to check we have an accurate and update email for you.

Clearer communication around trips and what is or not required

We now have in place an educational Visits policy sanctioned by Governors to clarify everything around school trips. Communication prior to trips should explain all you need to know. If the pre-trip letter communication does not answer your questions, please contact the school office beforehand.

## PARKING

Parking situation is terrible

We do agree and sympathize. Parking outside of the school is restricted and unfortunately comes down to consideration by others.

Please can we remind all those parking to respect East Bridgford residents and to not double park on Kneeton Road. The village car park can be used to park and walk the rest of the way to school. Some of our staff do this and even walk to work.

Linked to our climate plan, we are looking at ways to reduce the current '45% travel to school by car' statistic. Please get in touch with your ideas or volunteer to lead a walk to school initiative. We do work closely with our local traffic enforcement agency.

## PLAYTIME

More outdoor activities and playground equipment. Is in desperate need of better outdoor space, lunchtime and break time play is far too limited.

Since January 2024, children from Year 4,5,6 were given the opportunity to become Sports / Play Leaders. This will continue from September 2024. All children who put themselves forward were given this opportunity and trained-up. Every lunchtime, children lead others in how to play fun and inclusive fun games.

After listening to Pupil Voice, a hoop and skipping rope zone has been introduced at lunchtime.

Reading/Calm club happens four lunchtimes a week, this has been running for a year. Mindfulness Playground takes place every lunchtime running for several years now. We offer a variety of lunchtime activities from recorders to chess to sport.

Our outdoor space is restricted but we try to utilise it as much as possible eg the daisy garden for lunchtime multi-sports and our annual Potted Sports event.

We would love to develop our garden and greenhouse space into a more sustainable outdoor space for children. We would need a regular commitment to develop and maintain this area. Suggestions have been to evolve this space into a wildflower garden with space for reflection and reading. Without full support and regular commitment, this redevelopment won't happen. Please get in touch if you are willing and able to offer either one-off support or you are a keen regular gardener (access could be given over the weekend).

Using our outdoor space is limited. We have the playground where PE and playtimes take place. The other side of the school is where classes can learn outside, Mindfulness playground each day and of course outdoor space on the field (for PE lessons) and the local tennis and bowls club too.

## CHURCH LINKS

**I'd like to see closer links with the church**

Rev Ruth Colby delivers a weekly assembly in school. An overview plan is now in place to offer all children stronger links with the church. Eg Experience Easter, Experience After Easter, Experience Advent, Experience The Lord's Prayer, and other events linked to The Trinity, Communion, etc. We enjoy our annual visits for Harvest, Christmas, Welcome and Leavers services.

<https://www.eastbridfordstpeters.co.uk/church-school/>

## SECONDARY SCHOOL AND TRANSITION

**Looking ahead to secondary education transition support and moving to what will be likely very different environment to St Peters. I'm interested how St Peters bridges that whilst holding to its values and ethos.**

St Peter's have strong links with local secondary schools. We are part of the Toot Hill family of schools who meet three times a year to discuss things such as secondary school transition. As part of our commitment, we sign a joint values charter (this is displayed in our entrance hall).

We hold transition meetings with Toot Hill (and other secondary schools) about special needs, safeguarding, academic and other considerations in preparation for a smoother transition for children.

Toot Hill (our feeder school) offer opportunities to visit the Toot Hill site and present to parents here at St Peter's.

The Head of Year 7 visits the Year 6 children in the summer term to answer questions and prepare the children for life at Toot Hill.

## PUPIL INVOLVEMENT

Celebrate the successes of all students who excel outside of school not just those who do the preferred school activities

Our weekly Newsletter offers the opportunity to celebrate ALL out of school success, just email in [Newsletter@st-peters.notts.sch.uk](mailto:Newsletter@st-peters.notts.sch.uk) In addition, to celebrate success we encourage children to bring in their medals/certificates to show in our Friday afternoon Achievement assembly.

Different children for things such as House Captain, Sports Leaders, Pupil voice - seems to always be the same children.

From 2024-2025 we will be introducing a Pupil Parliament alongside TAKE CARE Leaders – a change from House Captains. This is to expand Pupil Voice and empower ALL children to take more ownership of school life and beyond. Mrs Gibbens and Miss Walton will be leading on this.

Sports Leaders opportunity was given to ALL children in Year 4,5,6 – all those children who expressed an interest were trained up. This will continue from September 2024.

## SWIMMING

Swimming lessons available to all, regardless of ability, at some point during their time at school would be good.

Swimming is an end of Key Stage 2 PE requirement. Currently, we focus on the children near the end of KS2 who do not meet the requirement of being able to swim 25m using a range of strokes. A focus on these children also aims to encourage and ignite their enjoyment for out of school swimming.

As it stands, the cost of Swimming with Notts CC is close to £2k for up to 30 children for five swimming sessions of 45 minutes each. This would be a total cost of close to £10k to offer all junior children five 45minute swimming sessions. For every junior child to have five swimming lessons a year would cost around £65 per child.

This is due to transport costs and Notts CC swimming instructors. For a 45 minute swimming session, this takes an entire afternoon, leaving at 1pm and returning at 3pm and requiring at least two staff members. Currently, we do request parents contribute towards this cost. We use Sports Premium money to fund towards swimming, bringing the overall contribution down, however, the Sports Premium funding can only be used towards those children to help support them to meet the end of KS2 swimming requirement in Year 6 only.

We do ensure ALL Year 5 and 6 children are given 'Water Safety' lessons in school. In addition, we have water safety assemblies either delivered in-house or by external providers (or both) to ALL children in school.

At this time, we do not intend to offer swimming for all KS2 children.

## CLASS SIZES

The overall intake into the school needs to be reduced as this is causing enormous problems for the village and children.

In June 2024 we sent home a letter to parents and guardians prior to allocated classes being released in July. Please see <https://www.eastbridgfordstpeters.co.uk/latest-news-documents/>

This letter clarifies the school population, cohort sizes and logistics, staffing and financial implications, school budget, mixed year groups and class sizes. Immediate feedback from this letter was overall very positive and appreciative for the detail of information given.

Our current cohort (year group) sizes vary from 26 to 45 children. Our PAN (pupil admission number) stands at 42 children per year group, meaning we are over and under PAN in the various cohorts eg, due to demographic and birth rate. Historically, over the last decade the numbers of pupils on roll have varied between 207 to 273. Currently, we are at 253 children plus our Preschool children. Our school capacity is just over 300 children (linked to our Local Authority PAN and size of school). As it stands, the local authority will not support a reduction in our PAN due to the bigger picture of pupil place planning locally.

Currently, this 2024/2025 academic year, our Reception and Infants class sizes are all below 30 children. Junior class sizes are between 29 and 32 children per the five classes.

## EXTRA CURRICULAR OFFER

The extra-curricular opportunities run by the school like handball are brilliant! We need more stuff like this. It's great for the children to learn a sport/skill, plus it's much cheaper than the official after school club.

We are very proud of the variety of enrichment activities at St Peter's. Having key people to run these activities is essential. We are constantly striving to offer opportunities for ALL our children. We do strive to 'put out' an expression of interest if these opportunities come along. Some activities do make it through, others have less or little take up so we don't go ahead.

We also appreciate some activities are free, minimal cost or more if an outside provider delivers the opportunity.

We average around twenty (20) extra-curricular opportunities per term.

Please let us know if you have any extra-curricular opportunities you would like us to explore.

## BULLYING

Acting upon bullying quicker and more effectively.

This year, we have refreshed our anti-bullying policy and child-led anti-bullying document to include: personal development, what does bullying look like? How our school will respond to reports of bullying, strategies and useful website links. Our 2024 annual parent survey received eight responses to the question 'Yes my child has been bullied', with an average rating of 3.5 out of 5 for the school dealing with it satisfactorily. Eight is still too many, one is still too many.

We strongly encourage any child to tell a trusted adult if they feel bullied in any way, straight away. We encourage all children to 'speak out to stay safe' (NSPCC message), and to say, 'Stop it! I don't like that / that makes me feel sad.' But always to tell a trusted adult. Messages such as these are talked about openly in assemblies, special visitors to school eg NSPCC

Engagement with parents is crucial in these instances, no parent wishes to be on either side if their child is perceived to be bullying or is felt they are being bullied. Working together for instant resolution and recognition should lead to long-term positivity and long-term resolution.

Greater awareness of how children are forming friendships, fitting in, struggling.

By working together in achievement for all children, a two-way trusted relationship between home and school is essential in ensuring your child is happy in school. Don't let issues grow, if we don't know we can't address these.

Teachers can put in place a friend/buddy network, and encourage children to learn social skills eg through social stories. Communication is key to enable all children to form friendships. Our Take Care ethos is strong and inclusive for all children.

## BEHAVIOUR

Overall, children are well behaved. However, I am sometimes concerned about the behaviours of some children with suspected special needs and the protection given to other children who are hurt by the former. I sometimes feel concerned that the focus is more the child with SEN and less on the child who is hurt.

We are an inclusive school. We do not wish to see any child hurt by another. We want every child to feel cared for equally and loved in a secure and safe environment. Some children do require and receive a carefully structured plan to help support their learning, behaviour and social needs. Staff receive training and regular CPD eg autism, de-escalation strategies, personal social health economic education. For children who may require de-escalation strategies, this type of intervention will happen away from other children to protect and prevent harm to any child or adult wherever possible.

Ultimately, care and understanding is required for everyone.