

Parents & Carers Survey 2020

This year we have had an overwhelming response to our survey, with 94 responses– an all-time record! We very much appreciate the time that you spent and value all your views and feedback.

We are very pleased with the high level of confidence you feel in all aspects of the school.

Thank you also to those of you who included additional comments or suggestions. These have been noted for further discussion, as we want to continue improving. In the meantime, thank you for your support and partnership in our shared aim of giving your child a safe, happy and effective education.

What will we do in response to your feedback?

My child is happy at this school	Agree or Strongly agree	98% (97%)
<p>Some comments:</p> <ul style="list-style-type: none">• Since joining in Jan 2020 she's a different child - happy and confident• Both my children feel safe and secure at Meldreth Primary school• My daughter thoroughly enjoys school• My child is learning lots and seems to be flourishing in confidence.		
<p>Our response:</p> <p>We encourage all children to pursue their interests, with many more clubs running at lunchtimes, this year, to enable all children to access this provision. We are awaiting the analysis of our recent active classrooms research with Cambridge University but anecdotally; we saw the children's wellbeing increase and the need for adult intervention at playtime decrease. We regularly question children and staff about the meals we provide and we have recently taken action to improve the resources available to support children's outdoor experiences in school.</p>		

My child feels safe at school	Agree or Strongly agree	98% (96%)
<p>Some comments:</p> <ul style="list-style-type: none">• Risk assessments are carried out to see if activities are safe• My child mostly feels safe, on the odd occasion worried about the big playground with older peers being too physical.• My child talks about children and adults who he can go to if he has any problems.		
<p>Our response:</p> <p>Our monitoring of behaviour tracking shows consistent improvement because of our no blame culture, which forms the basis of our Good Behaviour Policy. We regularly train all staff to ensure that we are all using the same supportive language when talking to children about their behaviour. This year we have three newly trained mental health first aiders in school to support children's individual needs; where their voices are heard and taken seriously. We encourage children to discuss their concerns at mindful Friday sessions in the Key Stage 2 library with Mrs Taylor. Ofsted noted this, "You and your staff have secured a strong safeguarding culture to reduce the risk of harm to pupils."</p>		

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This schools makes sure it's pupils are well behaved	Agree or Strongly agree	96% (87%)
<p>Some comments:</p> <ul style="list-style-type: none"> • The vibes of the school are very friendly and feels like a big family. • Certain children seem to be able to get away with things continually that other children are told off for, which is noticed by the children who question why this is allowed. • It feels a better control of bad behaviour is needed • There are lots of strategies in place to ensure that all pupils know the expectations and are well behaved 		
<p>Our response:</p> <p>Your comments highlight the support given to pupils with additional needs. We make reasonable adjustments for children with special educational needs, as outlined in the SEN Code of Practice. This could look like an inconsistent approach to our policy, but please be assured that our aim is always to ensure the safety and happiness of all pupils and to create an environment conducive to learning,</p> <p>This year we are launching our new personal, health, social and emotional (PHSE) curriculum to ensure that further improvements are made in how we support our learners' social and emotional development. We will continue to promote our 'NO, GO, TELL' message, where children learn that better communication with their peers supports better behaviour especially when their play breaks down.</p> <p>Ofsted noted this in their recent report "<i>Pupils are polite and courteous as they move around the school. They enjoy learning and behave extremely well in lessons. Pupils are keen, enthusiastic and try their best.</i>"</p>		

The school deals effectively with bullying	Agree, strongly agree or have no experience of this	90% (88%)
<p>Some comments:</p> <ul style="list-style-type: none"> • The head teacher and staff have a zero tolerance policy to bullying. • Bullying at a low, consistent level is so difficult to recognise and deal with. What can any school do to completely get rid of it? • According to my two there currently is no one being bullied and if there was then they said they would help them • Parents texting each other about incidents. • All staff are very good at providing feedback to me about my child's school experiences. 		
<p>Our response:</p> <p>We are proud of the fact that bullying is a rare occurrence, and when it does occur, parents respond positively to the actions we take. Our Positive Behaviour and Anti-Bullying Policy has been reviewed by staff and will be reviewed by Governors later this term. Our policies are published on our school website so that you can be clear of our expectations, rewards and sanctions.</p> <p>We will continue to encourage children to share their concerns with older pupils or staff during the school day and not just at home. We ask that parents do contact school if you have concerns, not other parents, so that we are able to support individual children better. We will continue to train our pupils as peer mediators and work with our anti-bullying council to promote anti-bullying messages across our school community ensuring that pupils are involved in any restorative conversations.</p>		

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The school makes me aware of what my child will learn during the year	Agree or Strongly agree	91%
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Some comments:

- How would they do that? Parents evening? Not really.
- We have lot of newsletters and notices/leaflets letting us know what our children are learning about.
- Depends what class your child is in
- Lots of information provided via parent drop ins, information via emails, on tapestry and via the website.

Our response:

Over the past three years, we have been refining our curriculum to ensure that there is clear progression of learning. Our [website curriculum pages](#) outline what your child will learn and how they will learn in each year group. The learning expectations for the year are published on [your child's class webpages](#) and in addition, we have recently introduced knowledge grids to add to our parent learning overviews for each theme the children are studying.

We will continue to provide opportunities including 'drop-ins' for you to fully understand the ways in which we support our learners in school.

When I have raised concerns with the school they have been dealt with properly	Agree, strongly agree or have not raised any concerns	90% (93%)
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Some comments:

- Sometimes. Not always fully
- Depends on the teacher
- Any issue I've had this year has been dealt with quickly and efficiently with follow up meetings which was very much appreciated

Our response:

We hope that you feel that staff have been more proactive this year in seeking to better understand your concerns and, when escalated to school leaders, in following up your concerns with a written record of any outcomes. We certainly have been working hard to ensure that our new MCAS payment system supports your needs better – all feedback is welcome as we work to refine the system and we will continue to seek informal feedback as an important part of our continued school development.

If you have a concern, please see our website here for more information on how to raise this in school.

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My child does well at this school and school has high expectations for my child	Agree or Strongly agree	96%
<p>Some comments:</p> <ul style="list-style-type: none"> • Since Jan 2020 my child has gone up to third level on her reading • Both my children are involved in intervention groups which have helped no end • I haven't been told of the expectations for my children • I would like to see more variation of reading books as we seem to get the same ones a lot, but that may be child's choice • We have been amazed how much our child has progressed since September, particularly in his phonic knowledge and reading skills. Social and Emotional skills development has also been clearly a focus with high expectations shared with my child. • Our child is in Reception, so we've had one parents evening so far, but it seems our child is doing well. 		
<p>Our response</p> <p>Parent 'open doors' meetings are held in September and further information is shared at parent consultation meetings, parent drop in's (including our bedtime story event with free childcare) and regularly uploaded to class webpages. In addition to our parent meetings, 'drop ins' and termly reports, if you feel you would like more information on how your child is progressing, please do speak to your child's class teacher who will be happy to give you more information.</p> <p>Ofsted agreed '<i>Teachers have high expectations of what pupils can achieve.</i>'</p>		

The school lets me know how my child is doing	Agree or Strongly agree	93% (87%)
<p>Some comments:</p> <ul style="list-style-type: none"> • Only at parents evenings twice a year. • But I have to prompt to see if there is a problem. • Lots of information shared via Tapestry. This is such a fantastic resource to be able to see what my child has done and to spark conversation about his learning. He has been really proud to share this. • Parents evenings twice a year are more than enough however their teachers go above and beyond that and have often let me know of any other concerns and achievements 		
<p>Our response</p> <p>We have an open door policy where all staff are happy to speak to you at any other time with a little notice - just contact us and ask.</p> <p>School leaders and Key Stage 2 class teachers are regularly available at the school gate, we provide many informal, and two formal opportunities for you to meet class teachers with a termly progress report. A comprehensive annual report in the summer term provides feedback against the expectations for your child's year group in each subject area.</p> <p>The way we assess pupils is explained on our website and can be accessed here. Puffin class families can access our observations through Tapestry and can contribute to assessment too.</p>		

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The school supports my child's wider personal development (confidence, resilience and independence)	Agree or Strongly agree	91%
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Some comments:

- Chose disagree because option of not applicable available.
- We have been so impressed with his start to school life, the exciting learning activities he has completed and the progress he has made already. There is a very strong sense of community within the school and we really appreciate the interactions between different year groups.
- Haven't seen any evidence

Our response

We provide opportunities for all children to experience their local community and wider world; giving our older children residential opportunities to develop their confidence, resilience and independence. Our youngest children also get this opportunity in our trainer swimming pool. All children get an opportunity to perform to and for their school through concerts, performances, sports competitions and visits to the local community. Children regularly present in assemblies and our school leaders and Junior Travel Ambassadors have presented to Governors, Local Councillors and our Member of Parliament. We always get positive responses from the public and other schools and businesses when our children have been to visit.

I would recommend this school to another parent	Agree or Strongly agree	96% (97%)
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Finally, we would always welcome any further feedback you have about any aspect of school life. We are always very keen to hear from parents with suggestions for improvements in the way we are operating. Please feel free to catch us at school, to email us or to call if you have something to contribute.