

Parental feedback from June 2024

Stars (the things you really like about St. George's Central CE Primary School and Nursery)

'Similar' responses have been grouped together

Many thanks for all your 'stars'. It is great to receive feedback on things you feel are going well. It is also encouraging to hear that amendments we make in school are having a positive impact on the children and yourselves.

Parental star – Provision/Ethos/Facilities

- *The extra-curricular activities offered to the students and the holiday club provisions are a great addition to a brilliant school.
- *They are for the families, you can go to staff with any issues, they have time for you even when you can see they are busy, a lot of trips, opportunities, people going in school, staff outside to greet you, headteacher etc. If you needed a chat, can always get someone. Children always seem happy here.
- *Make the children feel welcome. Understanding needs.
- *Brill with supporting the children.
- *I like the focus that is put into the pupils as individuals. There is emphasis on their personal interests and talents and this is used as a way to enhance their learning and keep their interest on focus.
- *School is outstanding and my daughter is really happy in her class.
- *I like the fact that St. George's Central are well-organised with events and trips.
- *Monitors bullying and makes all children feel incredibly welcome.
- *The school's playground facilities are brilliant. So much choice for children to play with.
- *Looks after its children well!
- *Personal security is good.
- *Christian background.
- *The range of after school clubs.
- *PE.
- *Brilliant opportunities for pupils across the school year.
- *I like the great choice in school day trips and the yearly trips for the different years at Low Bank Ground, London etc. I think it gives the children great opportunities and memories by doing this.
- *Community feel it has.
- *Very creative school. Goes above and beyond to help our children to develop not just through educational learning but life skills to promote confidence.
- *I like the welcome and guidance given to new parents.
- *The new additions to the school i.e. forest school and the continual improvement of the school year-on-year.
- *The frequent stay and play sessions to see how your child is settling.
- *Helping people through tough times.
- *All the trips they go on.
- *Love that there is always a wide range of after school activities.
- *Encouragement – If a student is showing promise or potential they will encourage them to practise more, try harder and push themselves to get better. Similarly, if they aren't doing so well in an area, they are encouraged to find different ways to progress.
- *I like that physical activity is an important value to the school. The opportunities for children to get involved are second to none.
- *School dinner choices are very good.
- *Opportunities for physical activities.
- *They involve parents as much as possible and welcome us into school which enables us to see their progression.
- *Gives students more responsibility for things especially in Year 5 and Year 6.
- *The values of the school. I love how they'll encourage the children to do their best in whatever task.
- *The events for children and the atmosphere.
- *The opportunities that St. George's Central offer, for example: swimming, trips, sports etc.
- *Forest School. It's nice to see something different for children to learn as opposed to the same old curriculum.
- *The life experiences that the school offers the children (trips, sleepovers at school etc). I like how this promotes independence in the children in an age appropriate manner.
- *Provides great opportunities and experiences for children.
- *After school activities seem well-organised.
- *Stay and plays.
- *I have had a long association with this school through my grandchildren who have all attended. The oldest is 16 now just leaving school and this school set him up in my opinion to be the best he can. My other children go to this school and have been through a lot of trauma prior to going. As a grandmother not in tune with schools for over 25 years I have to say this school has not only been excellent in supporting my grandchildren and identifying changes in their needs and getting them the counselling needed at the right time. They have supported us as grandparents to work closely with them.
- *There's always something fun planned for the children.
- *I like the school planner and guidance notes given to understand school procedures.
- *Always been warm and welcoming.
- *School environment is kept clean and tidy.
- *That all play areas at both Lancaster Avenue and Darlington Street are both safe and kids love them.
- *Achievements – St George's Central regularly acknowledge and give achievement awards to children.

- *I value that the school is 'moving with the times'. For example, with the green room, photography/camera skills, e-book reading etc. Children will be able to progress in many areas whilst other schools are unable to provide this opportunity.
- *Breakfast club is very flexible, especially when parents need to book children in last minute.
- *School trips and residencies starting from young.
- *Lots of extra curricular activities.
- *St George's Central always upgrade their equipment like the new garden and golf course - kids always come first.
- *Has plenty of after school activities for all children.
- *The nursery setting and outdoors space/resources are great.
- *Tries their best for each child as an individual.
- *The opportunities to come into school to see my child's work (stay and plays, class worships and performances).
- *The atmosphere of the school is lovely.
- *Good variety of learning opportunities with topics being interesting.
- *Going into school for the stay and play days getting to see what your children are doing in school.
- *The activities they have out of school, camping, dance, football...it goes on and on. The teachers see their role as more than a job. I've just come home from sports day and just wow how they involve the children's families. Just an amazing bunch.
- *I like the classroom activities and field trips organised for children and the letters/messages sent to home with instructions.
- *Very nearby our house.
- *How the children seem very happy attending school.
- *My granddaughter's development has come on so well.
- *My child has come on a lot and loves the topics they are learning about.
- *Children enjoy coming to school.

Parental star – Staff

- *My Granddaughter has been attending the nursery since January 2023, I have noticed that she really enjoys going and actually asks on a Saturday if she is going to nursery, the staff are so friendly.
- *All reception staff are truly amazing. My son has come on so much this year with confidence especially with his reading and writing they have made learning fun and enjoyable. They have also supported him and myself through personal issues which could have impacted on his education but didn't because of the support he was given in school.
- *I love the amount of care all the staff show towards the children and for all their hard work they put into everything. Superb school I always recommend to others.
- *Great teacher attitudes.
- *Staff members always go above and beyond for the children both in and out of school.
- *How welcoming everyone is. My son is new here, and all the staff have made sure he's settled in so well, and have been so lovely.
- *I love the professionalism of the teachers and all the staff. I am happy with what my daughter learns every day. The staff are kind.
- *The teachers and TAs knowledge and understanding of education, and how professional and great they are with pupils – they were from day one.
- *Follow up on pupil. Example: My son couldn't come to school because my car was not starting that day. Called school to report absence and they called me later to know if car has been fixed. That's caring ♥
- *The staff are all friendly and approachable. I feel they genuinely care about my child's development.
- *Friendly teachers and school's inviting atmosphere.
- *I feel the staff are really approachable.
- *Everyone is friendly and approachable. My son is settled there and has made great relationships with the children and teachers.
- *Brilliant staff.
- *The teachers are nice always and school admins do help a lot.
- *They treat each child as an individual and give them the time and encouragement to develop.
- *They help me fill in letters if I don't understand.
- *Send cards home for the kids, if they are joining school or writing an exam. Teacher's responses to messages in planners is very good.
- *Have nice teachers and staff.
- *Variety of activities and teaching to keep children engaged.
- *Great with all children.
- *Supportive of my child.
- *Presence of staff at the start and end of the school day.
- *Staff always have time for you.
- *Mrs Davies, Miss Davies and Miss Jones are fabulous in pre-school – genuinely feel safe leaving my child with them.
- *Teachers are approachable and helpful.
- *The school spirit. It's lovely to see the staff so enthusiastic with the children and making sure they're happy in the learning environment.
- *Amazing teaching assistants, they don't get enough credit but these members of staff are brilliant and know my child so well. She feels comfortable approaching them.
- *The staff.
- *Presence of headteacher and availability to raise concerns if required.
- *How all staff are approachable.

Parental star – Communication

*Being so welcoming and updating with pictures!

*The newsletter is updated very frequently and mobile texts are sent in a timely way, this gives up-to date and fast information to parents and makes us understand more of the school.

*Very good at keeping us informed/up-to-date with new dates, emails, activities going on within school.

*Communication – St George's Central has multiple communication outlets to reach out to parents. It makes life a lot easier!

*Updates on twitter regarding what the children are doing as my daughter doesn't really want to talk about her day sometimes so it's nice to know what she has been up to.

*Communication.

*They keep parents informed of how the child is doing both academically but also emotionally and give parents support in how to help them learn and develop at home also.

Wishes (ways that you think we could improve St. George's Central CE Primary School and Nursery)
'Similar' responses have been grouped together

Parental wish: PE kits	School response															
<p>The white PE T-shirts. Having the children wear PE kit on PE days is brilliant and a great improvement however the T-shirts being white is not, they are a nightmare to keep clean, pen, food, paint just gets all over them. I purchased the official PE tops at the start of the year and by October they were ruined, then bought again in November, also with them having blue sleeves they can't be bleached and ruined not long after. I now buy cheap plain white t-shirts every other month and I don't think they look as smart.</p> <p>PE kit white t-shirts always look dirty/stained compared to the smart outdoor PE kit would be great if they were navy with white sleeves instead.</p> <p>The white PE tops should be navy.</p> <p>The PE tops I think would be better all dark as it's near impossible to keep that style of t-shirt white so they begin to look scruffy. I have tried to bleach them and they just look awful.</p>	<p><i>On Monday 16th April 2024, I sent the following email to all parents/carers:</i></p> <p>Good morning everyone, I hope you have had an enjoyable Easter. During March, we had some children 'trial' a different PE T-Shirt. We are now providing you with an opportunity to provide us with feedback to support our decision making with regards to this for September 2024. Please note: this consultation is for the PE T-Shirt only, no other element of the school PE kit is being consulted on. The attached documents provide you with images of the two options for consideration. Click the link to access the PE T-Shirt online survey where you can vote for your preferred option: https://www.smartsurvey.co.uk/s/PET-shirt/ This parents/carers survey will close on Friday 26th April 2024. As well as taking into account the information from this survey, we will also be asking the children, staff and governors to provide feedback. We will provide you with the results of this consultation before we break for the May half-term.</p> <p><i>On Tuesday 7th May, an email was sent out with a document attached which outlined the results for the PE T-Shirt online survey. Within this document was the following information:</i></p> <p>Dear parents/carers,</p> <p>Thank you to everyone who responded to the PE T-shirt consultation. We received 109 responses via the parent/carer online survey. As well as this, the children, school staff and governors also provided feedback. The results can be seen below:</p> <table border="1" data-bbox="507 1055 1522 1384"> <thead> <tr> <th></th> <th>Parents/ carers</th> <th>Children</th> <th>Staff</th> <th>Governors</th> </tr> </thead> <tbody> <tr> <td>*Option 1: the current white PE T-shirt remains in place for children in Reception – Year 6 <i>(priced at £8.50 up to size 32" and £9.50 for sizes above from Icon Embroidery).</i></td> <td align="center">14.7%</td> <td align="center">14.3%</td> <td align="center">7.7%</td> <td align="center">0%</td> </tr> <tr> <td>*Option 2: a new blue PE T-shirt is in place for children in Reception – Year 6, like the one that our staff wear <i>(priced at £9.50 up to 13/14 years and £12.50 for sizes above from Icon Embroidery).</i></td> <td align="center">86.2%</td> <td align="center">85.7%</td> <td align="center">92.3%</td> <td align="center">100%</td> </tr> </tbody> </table> <p>After taking all the feedback above in into consideration, from September 2024, our PE T-shirt will change to the new blue design:</p> <div data-bbox="718 1456 1268 1937" data-label="Image"> </div> <p align="center">Please note: no other element of the school PE kit will be changing.</p> <p>Therefore, as outlined in the email communications above, <u>the PE T-shirt for September 2024 will be a new blue T-shirt</u> for all children in Reception – Year 6.</p>		Parents/ carers	Children	Staff	Governors	*Option 1: the current white PE T-shirt remains in place for children in Reception – Year 6 <i>(priced at £8.50 up to size 32" and £9.50 for sizes above from Icon Embroidery).</i>	14.7%	14.3%	7.7%	0%	*Option 2: a new blue PE T-shirt is in place for children in Reception – Year 6, like the one that our staff wear <i>(priced at £9.50 up to 13/14 years and £12.50 for sizes above from Icon Embroidery).</i>	86.2%	85.7%	92.3%	100%
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Parental wish: Residential food	School response												
<p>Food options on the residential trips. Not enough choice for the Year 3 children who went in March 2024. My child said she didn't eat all weekend as she didn't like the two options available. She won't be going again in Year 4.</p>	<p><i>The meal options for the children who attended the Year 3 residential in March 2024 were:</i></p> <table border="1"> <thead> <tr> <th data-bbox="523 210 1503 241">Friday lunch</th> </tr> </thead> <tbody> <tr> <td data-bbox="523 241 1503 273"><i>*Own packed lunch from home</i></td> </tr> <tr> <th data-bbox="523 273 1503 304">Friday evening meal</th> </tr> <tr> <td data-bbox="523 304 1503 716"> <ul style="list-style-type: none"> <i>*Macaroni and cheese, garlic bread, salad and coleslaw</i> <i>*Macaroni and cheese</i> <i>*Garlic bread</i> <i>*Salad and coleslaw</i> <i>*Vegetarian option (pre-chosen)</i> <i>*Halal option (pre-chosen)</i> <i>*Cheese sandwich</i> <i>*Ham sandwich</i> <i>*Tuna sandwich</i> <i>*Egg sandwich</i> <i>*Bread and butter</i> <i>*Chocolate brownie and ice-cream</i> <i>*Chocolate brownie</i> <i>*Ice-cream</i> </td> </tr> <tr> <th data-bbox="523 716 1503 748">Saturday breakfast</th> </tr> <tr> <td data-bbox="523 748 1503 1016"> <ul style="list-style-type: none"> <i>*Various breakfast cereals</i> <i>*Bacon and scrambled eggs with toast</i> <i>*Bacon</i> <i>*Scrambled eggs</i> <i>*Toast</i> <i>*Vegetarian option of hot breakfast (pre-chosen)</i> <i>*Halal option of hot breakfast (pre-chosen)</i> <i>*Fruit</i> <i>*Yoghurts</i> </td> </tr> <tr> <th data-bbox="523 1016 1503 1048">Saturday lunch</th> </tr> <tr> <td data-bbox="523 1048 1503 1375"> <ul style="list-style-type: none"> <i>*Cheese sandwich</i> <i>*Ham sandwich</i> <i>*Tuna sandwich</i> <i>*Egg sandwich</i> <i>*Bread and butter</i> <i>*Salt and vinegar crisps</i> <i>*Cheese and onion crisps</i> <i>*Ready Salted crisps</i> <i>*Flap jacks</i> <i>*Cookies</i> <i>*Selection of fruit</i> </td> </tr> <tr> <th data-bbox="523 1375 1503 1406">Saturday evening meal</th> </tr> <tr> <td data-bbox="523 1406 1503 1787"> <ul style="list-style-type: none"> <i>*Chilli and rice with salad and coleslaw</i> <i>*Chilli</i> <i>*Salad and coleslaw</i> <i>*Vegetarian option (pre-chosen)</i> <i>*Halal option (pre-chosen)</i> <i>*Cheese sandwich</i> <i>*Ham sandwich</i> <i>*Tuna sandwich</i> <i>*Egg sandwich</i> <i>*Bread and butter</i> <i>*Apple pie and custard</i> <i>*Apple pie</i> <i>*Custard</i> </td> </tr> <tr> <th data-bbox="523 1787 1503 1818">Sunday breakfast</th> </tr> <tr> <td data-bbox="523 1818 1503 2065"> <ul style="list-style-type: none"> <i>*Various breakfast cereals</i> <i>*Pancakes and syrup</i> <i>*Pancakes</i> <i>*Toast</i> <i>*Vegetarian option of hot breakfast (pre-chosen)</i> <i>*Halal option of hot breakfast (pre-chosen)</i> <i>*Fruit</i> <i>*Yoghurts</i> </td> </tr> </tbody> </table>	Friday lunch	<i>*Own packed lunch from home</i>	Friday evening meal	<ul style="list-style-type: none"> <i>*Macaroni and cheese, garlic bread, salad and coleslaw</i> <i>*Macaroni and cheese</i> <i>*Garlic bread</i> <i>*Salad and coleslaw</i> <i>*Vegetarian option (pre-chosen)</i> <i>*Halal option (pre-chosen)</i> <i>*Cheese sandwich</i> <i>*Ham sandwich</i> <i>*Tuna sandwich</i> <i>*Egg sandwich</i> <i>*Bread and butter</i> <i>*Chocolate brownie and ice-cream</i> <i>*Chocolate brownie</i> <i>*Ice-cream</i> 	Saturday breakfast	<ul style="list-style-type: none"> <i>*Various breakfast cereals</i> <i>*Bacon and scrambled eggs with toast</i> <i>*Bacon</i> <i>*Scrambled eggs</i> <i>*Toast</i> <i>*Vegetarian option of hot breakfast (pre-chosen)</i> <i>*Halal option of hot breakfast (pre-chosen)</i> <i>*Fruit</i> <i>*Yoghurts</i> 	Saturday lunch	<ul style="list-style-type: none"> <i>*Cheese sandwich</i> <i>*Ham sandwich</i> <i>*Tuna sandwich</i> <i>*Egg sandwich</i> <i>*Bread and butter</i> <i>*Salt and vinegar crisps</i> <i>*Cheese and onion crisps</i> <i>*Ready Salted crisps</i> <i>*Flap jacks</i> <i>*Cookies</i> <i>*Selection of fruit</i> 	Saturday evening meal	<ul style="list-style-type: none"> <i>*Chilli and rice with salad and coleslaw</i> <i>*Chilli</i> <i>*Salad and coleslaw</i> <i>*Vegetarian option (pre-chosen)</i> <i>*Halal option (pre-chosen)</i> <i>*Cheese sandwich</i> <i>*Ham sandwich</i> <i>*Tuna sandwich</i> <i>*Egg sandwich</i> <i>*Bread and butter</i> <i>*Apple pie and custard</i> <i>*Apple pie</i> <i>*Custard</i> 	Sunday breakfast	<ul style="list-style-type: none"> <i>*Various breakfast cereals</i> <i>*Pancakes and syrup</i> <i>*Pancakes</i> <i>*Toast</i> <i>*Vegetarian option of hot breakfast (pre-chosen)</i> <i>*Halal option of hot breakfast (pre-chosen)</i> <i>*Fruit</i> <i>*Yoghurts</i>
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Parental wish: Residential food <i>continued</i>	School response <i>continued</i>
	<p><i>I am sure you can all see how a wide range of food options were available over the course of the weekend. Like me, the chef at Low Bank Ground is always open to feedback and so please feel free to contact me with any suggestions that I can pass on to him.</i></p> <p><i>It is sometimes difficult for us in school, as food habits are already established before children start at school. Time away from school is a great opportunity for children to try different foods.</i></p> <p><i>With this particular ‘wish’ it is a shame that your child will not now have the opportunity to spend time away from home undertaking outdoor and adventurous activities.</i></p>
Parental wish: After school club (wrap around care)	School response
<p>Nothing really, after school club would be good.</p> <p>An on-site after school club would be appreciated I am sure by many.</p> <p>After school provision – we would have sent our child to the school if it had better after school provision, even though our other child goes to another school.</p>	<p><i>One of the strengths of our school is the amount of extra – curricular clubs our staff lead after school, for free, on a weekly basis. The clubs on offer for your children are reviewed each half term.</i></p> <p><i>We currently have no ‘regular’ after school provision in place at our school. With the staffing levels needed to meet the basic ratios for this, the financial implications are what I consider ‘very high’. However, over recent months, in a drive to promote people to return fully to work, the government is keen to provide the resources needed for all schools to provide their own wrap-around care. Therefore, I am currently looking into how we can make this work at St. George’s Central so that we could have something in place which would work in conjunction with all the extra-curricular clubs we offer. I will keep you all updated as things progress.</i></p>
Parental wish: PE	School response
<p>Is there a way to increase PE sessions?</p>	<p><i>As a school, we provide a balanced offer, providing children with a taste of all curriculum areas, so that in the future, they can make their own informed decisions about which particular subjects they would like to go on and learn about at high school, college or 6th Form and university.</i></p> <p><i>The PE offer at our school is planned to meet the requirements of the National Curriculum (and in some areas, what we offer goes beyond these basic requirements). On average, 40% of our extra-curricular activities are sports-based with many in place to compliment our PE sessions. Within our community we are lucky that there are a plethora of sporting clubs so that your children can further extend their physical capabilities. Click the link to view these.</i></p> <p><i>I am currently looking to see if we could continue the Nursery and Reception swimming sessions into Year 1 and Year 2. This involves a fine balance of not only meeting the requirements of the PE National Curriculum but also the availability of sessions at The Pelican Centre, our school staffing levels and also funds within our school budget to meet this. I will keep you updated with any progress I make with this.</i></p>
Parental wish: Reading books	School response
<p>Better reading books on the reading scheme as some of them are very outdated and no longer capture pupils imaginations. Especially when they get further up the reading scheme it can be hard to get them reading the books as they are boring eg. A book about the spice girls and calligraphy.</p>	<p><i>The children take ownership of the choice of book within their book band. Children who have progressed beyond the reading scheme, have full access to all the books in our school library.</i></p> <p><i>We update our home school reading books on an annual basis so that we have ‘fresh’ books each year. I am currently allocating subject leaders across school with their annual budget for spending on each subject. In light of your feedback, I will ensure additional funds are provided to purchase some new reading books.</i></p>

Parental wish: Communication/After school clubs	School response
<p>Communication with after school clubs. Twice I have received emails confirming my daughter was added to club lists yet she came home upset as she wasn't added to a list. Also meaning I did not get a text to pick her up earlier when club was cancelled. Receiving confirmation from Miss Renton regarding upcoming appointments yet being questioned when collecting your child as to why you were there and did I inform school.</p>	<p><i>Each extra-curricular clubs letter is sent out on the final Wednesday morning of each half-term with the cut-off date/time usually being 3:30pm on the Friday of the first week back at school (apart from Summer Term 2nd half). This means that for five of the six letters, we have provided you with sixteen days to discuss with your child which clubs they would like to take part in. This time is longer when letters are sent out before Christmas and Easter, but shorter for the final half-term. It is stated on each extra-curricular letter:</i></p> <p style="text-align: center;"><i>Please remember, if you hear no response from school, then your child <u>is included</u> in the extra-curricular club.</i></p> <p><i>Our school office is very busy with various mediums of communication throughout the day. Sometimes messages may be missed – this does happen and I apologise if this has caused any inconvenience.</i></p> <p><i>It was frustrating how attendance was picked up as one of our areas for development by Ofsted in June 2023, given the amount of work school staff have undertaken in this area. Although attendance has improved, it is not where we would like it to be and so we need to fully account for where each child is for each session of the day. Again, I apologise if you feel this approach has been 'over-zealous'. We sometimes have people come to our office who tell us they are going to appointments, but really they are going on holiday! Therefore, if staff are unsure, they will always just ask to check.</i></p>
Parental wish: School lunches	School response
<p>School lunch portions seem rather small.</p>	<p><i>Lunches provided by school are done so in accordance with strict guidelines. Mrs Culshaw will continue to ensure those guidelines are followed.</i></p>
Parental wish: Home Learning	School response
<p>I would prefer physical reading books and worksheets rather than having to use a tablet for homework.</p>	<p><i>As part of our Home Learning Policy, as well as undertaking online reading activities, all children should have a physical reading book to bring home and/or a physical 'reading for pleasure book'. Worksheets should be made available as an option for your child. It is usually your child's responsibility to ensure they have collected their own worksheet. Laptops are available to support with the completion of online reading programmes and home learning. We also have a responsibility to prepare children for an ever-advancing technological world.</i></p> <p><i>Children in Reception, Year 1 and some children in Year 2 are assigned an ebook either weekly or fortnightly to practise the application of phonics into reading, This is to be read for five/ten minutes a few times a week. These children are also free to take home a physical reading for pleasure book and can visit the library to do this. Children in Year 2 upwards take home a physical reading book as they are no longer directly practising the phonics element and are on the regular banded reading scheme.</i></p> <p><i>When you next see me outside school, please come and provide me with further information so that I can ensure that our policy is being consistently followed across school.</i></p>
Parental wish: SEND	School response
<p>SEND: more for SEND kids although mine has a different placement for September for SEND children this has led to him being separate from siblings. It would be a great opportunity for this school to look at resourced provision – I think the school could do it.</p>	<p><i>Thank you for the comment in the last part of your wish – it shows your confidence in our school to have this in place. 'Resourced Provision' is where a school is provided with extra funding and resources to cater for children from different schools in the area. The school may have additional classrooms to support children with more complex needs who wish to attend an inclusive mainstream school.</i></p> <p><i>We do not currently have the space to offer 'Resourced Provision'. We would require additional building work which I think would be too expensive. I believe that some schools in our locality do already have space as they are not at full capacity and so they would be considered first for this type of provision.</i></p>

Parental wish: School planners	School response
<p>The school planners, pages fall out after a while and it's very difficult to hold them back in through the spirals, so they end up looking untidy.</p>	<p><i>The school planners do take a 'bit of a beating' over the course of the school year and I agree that they may not be as sturdy as in previous years. In receiving this response, you have actually made me question if there is still a need for these planners?</i></p> <p><i>*Almost all the information contained at the start is on our school website, which you can access quite easily online.</i></p> <p><i>*Rather than write in the planner, most parent/carers will communicate any messages via a phone call, email or through speaking with a class teacher at the classroom door.</i></p> <p><i>*As a school, we mainly communicate with you using the same methods as above.</i></p> <p><i>*There is the financial implication for school in providing planners.</i></p> <p><i>As I sit here and reflect, the main value I see from the planners is to record the amount of reading your child does at home (and in KS2 many children use Reading Plus and so all our staff are able to see online which children have been reading and for how long).</i></p> <p><i>Is there something else we could use to record the amount of reading children do at home?</i></p> <p><i>A lot of the 'personal' information we ask you to complete at the start of the planners is collected (or could be collected) in other ways.</i></p> <p><i>I will look further into this and with your support (maybe through an online survey we can come to a collective decision regarding the future use of planners at our school).</i></p>
Parental wish: School site	School response
<p>The school parking control, school security.</p>	<p><i>I think we received this same feedback last year, below is the full response provided at the time:</i></p> <p><i>In terms of school parking control, I am unsure which element is being referred to with this 'wish'? Is it the general traffic on Darlington Street or the 'Pavement signs' we have had in place since February 2023?</i></p> <p><i>In terms of the general traffic on Darlington Street, I have said many times over the years how with approximately 340 children all accessing our site in and around the same time, it is maybe best to avoid the street altogether. However, I do see the 'determination' with some drivers as they look to park as close as they can to school! Unfortunately, I am not going to change that approach with some people. I would just ask that when driving and parking near school that people are courteous to the residents of Darlington Street, who do 'look after' our school when we are not here.</i></p> <p><i>With regards to the 'Pavement signs', our School Council members undertook some 'research' outside school with an aim to make Darlington Street safer at 'dropping off' and 'collecting' time. A decision was therefore made to have the 'Pavement signs' in place. I have only received positive feedback from parents/carers about these, apart from people asking if we could have them in place on the pavement at the 'nursery end' of Darlington Street.</i></p> <p><i>We made the decision not to have these signs in place at the 'nursery end' of Darlington Street and only on the pavement where legally people should not park from 8am – 5pm. We could put the 'Pavement signs' in place in other areas of Darlington Street, but we have no legal right to do so. Therefore, people could legally move the signs and we would then have this scenario of people contacting me in school to say that the signs have been moved! Policing the parking of cars beyond the zig-zags is not currently part of my role. Can I just remind people that if you must park on Darlington Street, that you do so ensuring the safety of all people.</i></p> <p><i>In terms of school security, if you feel there are further things we could do to ensure our site is safe and secure for all staff and children, then please contact me in school to discuss.</i></p> <p><i>Therefore I would urge that whoever provided this feedback this year, contacts the school office to make an appointment to meet with me as I am keen to ensure that our school and the surroundings are safe for all our community.</i></p>

Parental wish: Darlington Street	School response																		
<p>It may not be classed as something school should be responsible for but some parents are standing outside of school and the surrounding areas and smoking weed in the mornings and afternoons around their own children as well as others.</p> <p>We sometimes have to walk through smoke on the road outside of the school. I think if SGC was to implement a non-smoking rule/recommendation for x amount of distance from the school gates, then this would be a good improvement to try to put in place. This will benefit the health of pupils, parents, staff and the environment.</p> <p>Parents smoking at the front of school at drop off and pick up.</p>	<p><i>I agree that no-one should have to experience walking through people smoking outside of our school. It is very difficult for me to be responsible for the social etiquette (or lack of it) with adults beyond the school gate.</i></p> <p><i>If you have evidence of people partaking in anything that constitutes a safeguarding concern then you can call the Multi-Agency Safeguarding Team for advice and make a referral (anonymously if you like) on the following numbers:</i></p> <table border="1" data-bbox="504 405 1525 607"> <thead> <tr> <th>Days</th> <th>Time</th> <th>Number to call</th> </tr> </thead> <tbody> <tr> <td>Monday – Friday</td> <td>8:45am – 5:00pm</td> <td>01942 828300</td> </tr> <tr> <td>Monday – Friday</td> <td>5:00pm – 8:00pm</td> <td>01942 828777</td> </tr> <tr> <td>Monday – Friday</td> <td>8:00pm – 8:45am</td> <td>0161 834 2436</td> </tr> <tr> <td>Saturday</td> <td>8:45am – 1:00pm</td> <td>01942 828777</td> </tr> <tr> <td>Saturday – Monday</td> <td>1:00pm – 8:45am</td> <td>0161 834 2436</td> </tr> </tbody> </table> <p><i>As a final comment to this response, I would like to remind all people to refrain from smoking in and around our school site, especially around main entrances/walk ways when there are other children and local residents using the same areas to access school/their homes and their vehicles.</i></p>	Days	Time	Number to call	Monday – Friday	8:45am – 5:00pm	01942 828300	Monday – Friday	5:00pm – 8:00pm	01942 828777	Monday – Friday	8:00pm – 8:45am	0161 834 2436	Saturday	8:45am – 1:00pm	01942 828777	Saturday – Monday	1:00pm – 8:45am	0161 834 2436
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Parental wish: Sports Day	School response																		
<p>Bring back more of a traditional sports day for KS2. Fun and exercise over athleticism.</p> <p>Sports day - bring the old fashioned races back and competitions - it's boring the one now.</p> <p>The sports day.</p> <p>My child's in Year 2, I think it's unnecessary to have all the different activities. Stick to the old school race, relay race, egg and spoon, bean bag balancing etc. If you split into their year groups and teams of ten on the race track it would work. Also there should be a winner. I'm saying that as a mother whose child isn't the fastest or the slowest. So he could win or lose but this is a lesson for life. This will make it quicker and support more parents being able to come. And better for the staff and the children as isn't dragged out as long. This year there was a rest station and that was a waste of time too. There wasn't one parent I spoke to who found the sports day to be enjoyable.</p>	<p><i>Our approach to sports day as children progress through school ensures that children have an opportunity to 'have a go' and master a variety of different sporting events (long jump, javelin, triple jump etc). There are many reasons why we approach our sports days in the way we do:</i></p> <ul style="list-style-type: none"> <i>*Children have an opportunity with a wider range of events;</i> <i>*Children are competing against 'national standards';</i> <i>*Children are 'competing' against themselves year on year (so it is based on individual merit);</i> <i>*It is more inclusive and our % uptake in our sports day is very high;</i> <i>*We feel that our events are more effective in preparing children for future sporting events, for example: we choose speed bounce as opposed to a sack race etc;</i> <p><i>Our nursery and reception sports days both include 'traditional' races as their main approach for these younger children. On our usual Year 3/4 and Year 5/6 Sports Day, we continue to include the optional 'good old fashioned running races' at the end so that children do have the opportunity to compete against others and there can be an atmosphere created as you cheer the children (and some parents and staff) on. We will ensure this happens in KS1 next year.</i></p> <p><i>There is plenty of healthy competition in our school and children are given an opportunity to shine, we just manage it in a different way. Some children who are not 'sporty' can feel demoralised if they see that they always come last with such a large audience watching. The way we do it, the children compete against the stopwatch (and themselves, year-on-year) as they aim to beat their previous time.</i></p> <p><i>We wouldn't demonstrate individual performance in any other subjects with such a large audience: For example: we wouldn't read out Maths test scores or Spelling test scores in class as this would demotivate children with low scores and 'turn them off' that particular subject. We are aiming to inspire healthy lifestyles and create a love of the subject area, no matter what the 'performance level' of the children and that is why we plan our inclusive sports day, the way we do.</i></p> <p><i>May I take this opportunity to remind people that if your child is absent from school on sports day, that they are not brought to school to watch! If your child is ill, they are ill and should remain at home to recover to be in school as soon as they are better.</i></p>																		

Parental wish: Respect	School response
<p>Students should be given guidance regarding understanding and respect of other cultures. Respect the differences of other students coming from different countries. Training sessions of practical situations such as pollution, respecting others, helping others.</p>	<p><i>Throughout the school year we do an extensive amount of work on developing children's understanding of and respect towards other cultures.</i></p> <p><i>This is an intrinsic part of our curriculum, for example our Early Years children look at our local communities and the different cultures that can be seen within these. This year KS1 have studied India and its diverse culture within their geography lessons and our KS2 classes have studied North America and the Islamic civilization of around AD900. Further opportunities to study other cultures are planned for next year.</i></p> <p><i>Our PSHE curriculum has respecting others and developing understanding of other cultures and people at its heart and through the course of school children cover a variety of issues and situations including but not limited to pollution, ecology, being safe online, how to navigate news and the media (including social media), first aid and managing money. Additionally, all major world faiths are learnt about within our RE curriculum.</i></p> <p><i>In addition to the 'regular' curriculum offer we also mark various days and special events, both locally, nationally and internationally throughout the school year. These help to promote children's respect and understanding of other people and cultures. This year these special occasions have included but are not limited to European Day of Languages, Black History Month, Remembrance Sunday, Heart Health awareness month, Lunar New Year, Neurodiversity Celebration Week, Sign Language Week and Pride Month.</i></p> <p><i>Further examples of the wide range of cultural opportunities available for our children can be seen on the school website under the School Events tab.</i></p> <p><i>Please let me know if you feel there is anything else we could cover within this area.</i></p>
Parental wish: Seesaw	School response
<p>More updates on Seesaw so that parents can see what their children are learning in school. If parents are aware of what their children learn in school, we can assist them to learn outside of the classroom as well. More photos on seesaw when they are participating in events would be great.</p>	<p><i>At the start of the year, there is a 'Meet the Teacher' meeting where teaching staff will go through your child's curriculum overview for the year. These provide all the information you need to know about what your child is learning in school at all points of the school year. Although I will be updating these soon for next year, you can view our current overviews here.</i></p> <p><i>A great (and underrated) way of finding out what your child is learning at school is by actually asking them. I say this is underrated as we seem to becoming more and more comfortable with children not talking to us as adults. Sometimes, we need to persist with children and provide opportunities for them to not only talk about what they are learning, but how they are feeling. Car journeys, long walks and meal times are great times to reflect upon the school day and life in general with your child.</i></p> <p><i>Class teachers are available each morning and after school to speak to you regarding any aspect of school life that will support your child. This time is obviously limited and so further time for this can be arranged between you and the class teacher. We also have regular open afternoons and stay and plays through the school year so that you can come into school to see for yourselves what is happening in class.</i></p> <p><i>Nursery and Reception classes do make more use of Seesaw as their curriculum and learning lends itself more to being documented in this way. Its use does change slightly as children move into Y1 but there are many other ways for you to see what children have been up to in school as outlined here.</i></p> <p><i>I ask our class teachers to update their class 'X' account at least once a week. I have currently made no such demand in terms of Seesaw. The primary aim of our teachers role is to teach your children and so we have to be careful with the demands we place on school staff.</i></p> <p><i>The monthly newsletter also provides a snap shot of what has been happening across school and can be used to discuss events/opportunities your children have been involved in.</i></p>

Parental wish: Staff	School response
<p>Trying to maintain staff. Not have staff leave during the school year. Also have the staff be full time if they are to be the main teacher of a class.</p> <p>More diversity in staff.</p>	<p><i>Through working closely with all our staff via our appraisal process, I was aware that this year some staff would leave our school. This was something that I could not control, as individual staff members made decisions based on their own unique personal circumstances.</i></p> <p><i>There are certain deadline dates throughout the school year that teaching staff can hand in their 'notice' and in some situations, the timing of me receiving such letters has meant that appointing a new teacher to a position straight away has not always been possible and temporary arrangements have been required.</i></p> <p><i>In terms of maintaining staff in general, during every recruitment process I have led at school, I have given each candidate the same message that I give to your children – that I want them to go on and achieve the very best they can! This ultimately may mean that people may have to look for opportunities to further their careers in other settings. Ensuring that all class teachers are full-time is desirable, yet not always possible and so we have to provide the best that we can, given the human resources we have available.</i></p> <p><i>In May 2024, we appointed four new teachers to our school and I am highly positive as we move forward into the future. I go into each recruitment process I lead with the same mindset in that I look to appoint the person who I think will do the best for your children and our school.</i></p>
Parental wish: Communication/SEND	School response
<p>Communication with parents of children with SEN/EHCP. These children can't always explain their day to us, what they've learnt, ate, if they've had any issues with peers etc. I feel like I get very little to zero communication from class teacher as to how my child is doing other than that at parents' evening. 2 or 3 parents evenings aren't enough for these children and have more issues arise. Also looking at how class work/homework can be adapted for these children, my child comes home with the same homework as their peers but struggles with this said work, it needs to be something more fine-tuned to their ability. Same within class, my child tells me they struggle in class but has nobody to help them? For the funding they are receiving they should be getting help and or work that is adapted to suit their needs.</p>	<p><i>For me, to be successful in any area of life, there needs to be effective communication. This can be seen on many levels in a school, where effective communication is needed in classrooms, staff meetings and when working with parents/carers and the wider community. This is more so important at our school as there is so much happening on a day-to-day basis that not only impacts at classroom level, but community level too. As there is so much to consider, as the Headteacher, I aim to provide timely communication using various methods so that all stakeholders are ready and prepared for any upcoming events. In taking this approach, I aim to 'set the example' for how I want staff across school to communicate as part of their own roles and within their own networks. I am sorry if you feel that our levels of communication have fallen short with you and your child.</i></p> <p><i>With situations like this, in order to prevent frustrations building, I always ask people who provide this feedback if they have communicated their feelings to the class teacher (or me) directly? Communication is a 'two-way' street and disappointment can be further enhanced whilst waiting for any formal feedback methods (parents' evenings, annual feedback surveys). It is sometimes more effective to deal with things 'in the moment' so that things can be looked at sooner.</i></p> <p><i>I do acknowledge that on occasions, our class teachers (and some teaching assistants) may not be present at the end of each school day in some classes. There are also the many extra-curricular clubs that sometimes draw staff away from providing this feedback at the end of the day. Your feedback has provided me with an opportunity to reflect upon our approaches and I do have an idea how we could amend things to ensure that communication in this area is improved. It would be good if you could meet with me in school to contribute to our new way of working. Please contact the office and let me know when you can meet so that we can develop further formal opportunities for this communication.</i></p> <p><i>Home Learning is provided with a view to giving an extra opportunity to practise key things such as times tables, number bonds, spellings of key words and reading. We do not use it as an opportunity to embed something new, simply to practise key knowledge associated with the child's key stage so it does not especially lend itself to being overly personalised as it mainly focuses on points all children need to work on relevant to their key stage. However, if your child is struggling excessively with their home learning please let their teacher know and we can look at further personalising this.</i></p>

Parental wish: Communication/SEND <i>continued</i>	School response <i>continued</i>
	<p><i>We employ a variety of approaches to ensure adaptive teaching. These might include work that is similar to that of other children and somewhat challenging but with support provided from an adult (and/or equipment such as manipulatives) children are able to complete it and make progress. Alternatively, children may be given work that they may find less challenging which then presents an opportunity to promote their independence by tackling it without initial direct adult support. We also make use of group work and provide children with the opportunities, where appropriate, to record their learning in different ways, for example using technology or adults scribing children's responses. Approaches used will change daily depending on children's individual needs.</i></p> <p><i>There are teaching assistants in all of our classes to support your children with their learning and so, unless there is a staff absence, there will also always be someone present to support your child. As children progress through school, the level of direct support (even for those who are in receipt of funding) will withdraw ever so slightly. This is to support your child to develop into an independent learner. There will come a point (at the end of Year 6) when that personalised support will be formally transferred to another adult in another setting and so in using this approach, we feel we are also preparing your child for that moment in time.</i></p>
Parental wish: Positives	School response
<p>The school is always looking to improve and move with the times and needs of the children. I really can't say they need to change anything they are doing as they do more than any other school I know within the area.</p> <p>The fact they have morals like never settle for less than your best which I tell my kids daily.</p> <p>Nothing.</p>	<p><i>Thank you very much for your positive comments. Our school is always open to and ready to embrace change so that we can evolve to meet the ongoing needs of the children and our community. As the Headteacher, I may hold certain views about elements of school life at a given time, however, I am continually reflecting on our approaches and I am always open to considering an alternative perspective. During my twelve years as headteacher at St. George's Central CE Primary School and Nursery, I am always looking to change things to seek improvement and I will continue to do this so that your children receive what we consider to be the very best offer.</i></p> <p><i>The one thing I have not yet changed over the last few years is this final comment that I always leave in this section of the feedback, when I look at all the 'stars and the wishes' as I say:</i></p> <p><i>"We do our best, but when you have over 300 sets of parents/carers who are different ages, come from different backgrounds, with different life experiences, it is sometimes difficult to please everyone. At the forefront of our mind, when we do anything at school, is the children and their long term benefit. That is why we are here! Without them, we would have a building with no life or soul. We will continue to work hard and ensure that the mantra of 'NEVER SETTLE FOR LESS THAN YOUR BEST' is something that every staff member carries out and every child leaves our school knowing and living."</i></p>



Mr M Grogan, Headteacher
Friday 5th July 2024