



Saltford
CofE Primary School

Saltford CofE Primary School
Claverton Road, Saltford, Bristol BS31 3DW
T: 01225 872185 E: contactus@saltfordschool.org.uk
W: www.saltfordschool.org.uk [@SaltfordPrimary](https://twitter.com/SaltfordPrimary)

Headteacher: Dawn Sage

Co-Chairs of Governors: Megan Jackson and Richard Rowland

November 2020

Dear Parents/Carers

Thank you so much to those of you who returned your annual questionnaires last term. We had 103 responses to this alongside over three hundred responses to the well-being questionnaire we sent out to supplement this in August. This information, along with informal feedback we receive and further reflections as a whole staff, will help us constantly improve what we can offer to the children and our community.

There are always areas we can improve and we are committed to doing so. However, it is important we also recognise and celebrate our achievements after what has been a very challenging academic year. There were so many positive and constructive comments made – thank you for that and for all you do to support us. Positive comments and themes included:

Fun, happy, warm, caring place to be. Family atmosphere. Staff work to an exceptional standard and go above and beyond.

Exceptional enrichment opportunities. Encourages inclusivity.

Broad range of extra-curricular activities and strong PTA.

Teachers and reception staff are friendly, helpful and knowledgeable.

Excellent teaching and leadership.

Strive to find the best in every child.

Understands the importance of reading.

Fair and equal opportunities for all.

School promotes healthy living (food and exercise).

Strong sense of community.

Promotes kindness and good values

Opportunities for parents to be involved in their child's education.

Sets a high standard of behaviour.

Good balance of academic, creative and active activities.

Makes arts an important focus.

Areas which had very positive responses and no 'disagree' response at all included questions around my child is:

Happy, safe, makes good progress, is well looked after, works hard and does their best. We were also very proud of the way we stepped up during last term to support other schools and the additional work we did to support our families in the community with food parcels. As well as the strengths, there were areas where parents/carers felt the school needs to consider further improvements.

The areas raised overall were:

AREAS TO DEVELOP	MAIN ACTIONS SO FAR...
<p>Homework / Home learning</p> <p>My child receives appropriate homework for their age:</p> <p>Results: Agree: 88 Disagree: 6 Neither agree nor disagree: 8 No answer: 1</p>	<p>Thank you for all the positive messages around the way we managed the transition from the physical / hard copy work over to Tapestry and Seesaw software in Term Five. We have had many comments around the benefits of working in a virtual way. We believe this is a more sustainable way of supporting children learning from home during these exceptional times.</p> <p>In the last term especially we developed a significant amount of online information about aspects of our curriculum. We believe Homework / Home learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. Some of the actions we have taken so far include:</p> <p>The class letters received at the start of term and the class page on the website outlined homework expectations, and each year group will ensure this is clear for parents. We also have a dedicated section on our news page that gives an overall summary of our blended learning offer should children need to self-isolate.</p> <p>The curriculum review was carried out in May 2020 and revisited again on the INSET day in November 2020. Our curriculum is based on a creative and thematic approach to learning and has had input from secondary colleagues within the Trust. Each topic provides a rich menu of exciting and motivating learning activities that make links between all aspects of our children's learning. Some of our homework tasks are linked to these topics.</p> <p>Children who carry out great homework are celebrated and we regularly share their work in celebration assemblies.</p> <p>We pay for children to access TT Rock Stars / Numbots so that they can practise their times tables and number bonds and we introduced Doodle English to complement Doodle Maths in the summer term. We have had very positive feedback from parents with regard to the Doodle software and how supportive they found this during lockdown.</p> <p>We will continue to review the effectiveness of our approaches and further develop work in this area.</p>

Behaviour and Anti-Bullying approach

The school ensures that children are well behaved:

Results:

Agree: 100

Disagree: 1

Neither agree nor disagree: 2

The school deals effectively with bullying:

Results:

Agree: 34

Disagree: 2

Neither agree nor disagree: 26

No answer: 41

We have worked very hard on our positive behaviour strategies and the consistent approach we follow so we are really pleased so many of you acknowledge how well our pupils behave.

The Positive Behaviour Policy can be found [here](#). All staff and children will ensure this is implemented consistently. The levels of behaviour poster [here](#) will support consistency across the school. The school uses a piece of software called CPOMs which logs all behaviour classed as Levels 3 to 5 and records next steps to aid communication. We have clarified at which point within our levels of behaviour parents are informed and always ensure this is on the day an incident happens.

Please avoid listening to hearsay. If you have any concerns always contact the class teacher or Headteacher. We keep a detailed behaviour log and are always happy to talk this through with you.

Some of our children require extra support in managing their behaviour – we are a fully inclusive school and we work hard to ensure that all our children receive the support they need.

Our Anti-Bullying Policy can be found [here](#). All staff and children ensure this is implemented consistently. Children discuss and sign as a class the new Anti-Bullying Promise (page six of the Policy) at the start of each academic year, pledging as individuals to work together to show respect and kindness to others. In Key Stage Two our two posters can be found in their planners.

National Anti-Bullying week is held during the week beginning 16th November and this year will promote the message ‘united against bullying’ and celebrate our school community.

Children are regularly invited to discuss and reflect on the theme of difference and to view this as a positive aspect of life through assemblies, PSHE lessons and class circle times. Our school equalities team support this area also.

All incidents of reported bullying are investigated and actions put in place to ensure that situations are dealt with promptly and effectively. The school uses a piece of software called CPOMs to enable effective logging and sharing information with regards to any alleged bullying incidents.

We need to work on a shared understanding of what constitutes bullying with both parents and children. To achieve this with extra clarity, the new STOP poster (see page 5 of the policy) has been introduced to children this year. This is what STOP means:

*Several Times On Purpose
Start Telling Other People
Stand up to the Bully/ Take appropriate action/ Open Up/ Protect yourself and help others.*

<p>Responding to concerns raised: Results: Agree: 87 Disagree: 0 Neither agree nor disagree: 10 No answer: 6</p>	<p>The most important message is always to let us know if you are concerned that a child is being bullied. If we don't know about it we can't act on it. Always bring your concerns to the class teacher or the Headteacher.</p> <p>Parents overall do feel we respond well to any concerns raised and recognise that the leadership team, teachers and other staff try to be as flexible as possible to meet parents. If you do ever feel you haven't been listened to or that the outcome of a meeting is not what you were hoping for please do talk to us and we can revisit any discussions again. The office staff have access to my diary and, unless I am out of school that day, my aim would always be to get back to you the same day to either meet up or plan a meeting.</p>
<p>Communication and supporting your child.</p> <p>The school keeps parents/carers well informed about what is happening in school, including how and what my child is taught?</p> <p>Results: Agree: 94 Disagree: 1 Neither agree or disagree: 8</p> <p>I feel welcome when I come into school</p> <p>Results: Agree: 94 Disagree: 4 Neither agree nor disagree: 6 No answer: 1</p>	<p>We are really pleased that the responses recognised how hard we work on our communications – including during the period when we had to close the school to some of our children.</p> <p>We continue to communicate in a range of different ways so that you can hear as much as possible about the life and activities of Saltford School. See our Communication Summary here. We share information in a range of different ways including school gateway, email, the website, Twitter and hard copy. Nevertheless, we aim to streamline and to monitor this to ensure we are consistent. We also work hard on our electronic parent diary (via the website), website content and news items to ensure you are fully up to date.</p> <p>Thank you also to the parents who responded to consultations where we have sought your voice about various matters – for example last term questionnaires around Seesaw and also IT linked home learning provision.</p> <p>Please can you also make sure that our school office has your preferred first contact on record. We appreciate both parents are fully involved in school life but work patterns may mean one of you is best placed to pick up in case of illness. If this is the case, then let us know and we will mark that up on our system.</p> <p>We aim to respond to queries as quickly as possible and the Headteacher will always make herself available should her advice / support be needed. We restructured the office roles and responsibilities so that Mrs Rich has the opportunity to focus on her role on the front desk and address queries as quickly as possible, albeit at the moment this is mainly by phone. Please be mindful though that we are a large school. Encouraging your children to build their independence by remembering to bring their kit etc on the correct day is very helpful and takes pressure off the school office. We have offered a range of workshops, meetings and other events for parents throughout the year which are detailed a year in advance – see diary dates for parents.</p>

	<p>We have an online system for booking consultation evenings to ensure you can book a slot with the teacher and enabled parents to have more time looking at their children's work and discussing their child's progress.</p> <p>Information about progress, attainment and attendance is shared with parents/ carers on consultation evenings as well as on the annual report.</p>
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IN THE SURVEY YOU SAID... (number of parents who said it below.)	WE DID...
<p>School dinners are of a good standard for taste and nutrition.</p> <p>Results: Agree: 70 Disagree: 10 Neither agree nor disagree: 15 No answer: 8</p>	<p>We are now in the third year of working with the catering company called Zest – click here to read their approach to our menu and the menu itself.</p> <p>Zest is open to suggestions and we have raised with them comments from parents about the sugar content in the meals and possible next steps which they have responded to in their new menu. The School Council will be continuing their work on the “Sugar Smart” project also. We will keep working to improve this area and the quality of school dinners.</p>
<p>The school keeps parents/carers informed about what is happening in school, including how and what my child is taught.</p> <p>Results: Agree: 94 Disagree: 1 Neither agree nor disagree: 8</p>	<p>We were really pleased that 100% of parents/carers feel that their child makes good progress and is well looked after at school and that 98% felt that children are well taught at school.</p> <p>Every year group holds either wow workshops or access mornings twice a year (dates are on the school diary) so you can visit the classrooms during the school day and look through work with your child. Appointments with the class teacher can be made to do this outside the school day if you are working.</p> <p>We offer a range of workshops, meetings and other events for parents throughout the year which are detailed a year in advance – see diary dates for parents.</p> <p>In addition sessions were pre-recorded and shared and are planned again this academic in year groups to provide ongoing information about how we teach basic skills: EYFS Literacy and Maths workshops, welcome to Key Stage Two meeting etc.</p> <p>We have held meetings about end of key stage assessments (Y2 & Y6 SATs) as well as the Y1 phonics workshops. We will run these again and broaden the content to include more general information to help you support your child. We will pre-record these to share with you if we are unable to meet face to face.</p>

	<p>We publicise information about the curriculum on our website and regularly celebrate learning on our Twitter feed, newsletter and school website.</p>
<p>Academisation and joining the Wellsway Multi Academy Trust (WMAT) has strengthened the school. Results: Agree: 31 Disagree: 8 Neither agree nor disagree: 46 No answer: 18</p>	<p>At Saltford we aim to understand and welcome change because change is learning and learning is our main focus. We feel that it is important to be an outward looking school – this is why we are very involved with Bath Spa University teacher training for example. The opportunities for our staff to work outside the school to develop their expertise is an advantage because staff continue to develop and learn and bring new ideas to the school. These opportunities for professional development will ensure we retain our staff because they have the opportunity to continue to develop whilst maintaining their role in the classroom.</p> <p>Joining a Multi Academy Trust has been a huge learning curve for the school. Now we are four years in we will make sure we regularly share the benefits of working in a larger team so you have continued greater awareness. The WMAT parent bulletin shares the work and news of all the schools in the team. The regular WMAT competitions for children were well received and we will continue to offer these moving forwards.</p> <p>We regularly flag up the opportunities we have had because we are part of the Trust in the newsletters. We have had significant investment financially from the trust into our buildings – an example of this is new lighting throughout the school and a new heating system in the main block. Both are projects we could not have funded as an individual school.</p> <p>We have also had access to support and specialisms from other schools in the trust. We also have a number of projects planned with our partner schools moving forward.</p> <p>We had an isolated comment about the speed with which our Trust responded to the pandemic. However, I believe we received timely and appropriate support and advice which – as a group of schools spanning secondary, special and primary – we made as a team to ensure consistency. Rather than thinking only of ourselves, we also made sure we looked after each other, using our Saltford site to support other schools. At one point we had seven schools operating on our site. We made sure that our staff were trained to use the virtual learning system we set up and that it was one that would take us into the future and not a quick fix solution.</p>

<p>I would like to have more or different ways of interacting with the Governing Body.</p> <p>Results: Agree: 9 Disagree: 26 Neither agree nor disagree: 48 No answer: 19</p>	<p>The Governor section of the website is fully up to date – click here for pen portraits about our Governors. The weekly newsletter carries details of how to contact the Governing Body. Our new termly launch letter also has a Governor news section to keep you up to date.</p> <p>The Governor-run parents' forum has offered a great opportunity for parents to gather together, share views and generate ideas to develop our school further. The format for this is going to be reviewed to make it more accessible to all in the form of a parent voice group.</p> <p>We will continue to work on raising the profile of the work of our Governors using all our communication systems.</p>
<p>Within the responses received there were some key areas that we picked out where we think there is some further work to do. These included, but are not limited to, the following areas:</p>	
<p>Curriculum</p> <p>Inclusion, diversity and equality</p> <p>(three parents gave suggestions in this area)</p>	<p>We are pleased that parents have recognised that we have a broad curriculum with a range of opportunities for the children. We had very positive feedback around focus/matters/theme weeks and the cross curricular nature of these.</p> <p>We have been working with staff from across all WMAT schools to develop our curriculum further. A number of parents mentioned their support for developing the curriculum.</p> <p>As part of the curriculum review mentioned earlier we are focusing on increasing awareness of local Black history – not just for Black History Month but for all year round and throughout the whole curriculum. B&NES council is supporting schools with a Race Equality task force and is very supportive in encouraging schools to share good practice on promoting race equality. Our work with SARI (Stand Against Racism & Equality) will support staff training and assemblies for the children.</p>
<p>Importance of play and developing this</p>	<p>The importance of play is recognised at Saltford Primary School and makes a valuable contribution to our inclusive ethos. We know that play assists learning and development and that it can be both planned and spontaneous. In the past the PTA have support our play pod, Huff and Puff games shop and our active zone.</p> <p>During Covid and now we have returned to school we feel we are making far greater use of the school grounds than previously and this has been commented on positively in the questionnaire – at breaks and lunchtimes. This isn't without its challenges however, as this needs to be staffed. However, moving forwards, we will be exploring the role of our play leaders and the use of different resources, materials and challenges in a safe environment.</p>

The above table is only a summary of how your views are listened to and acted upon. We have read all the comments and suggestions which have been made and will take this into consideration moving forwards. Our aim is to listen to your views and do our very best to accommodate when we can.

Parent voice group: Following a low turnout for the last couple of parents' forums, we have reviewed this initiative and are going to relaunch it as a parent voice group. Please look out for a letter about this and how it might work.

Please remember that you do not need to wait for a questionnaire; you are always welcome to email or call in with your views and suggestions. The office staff have access to my diary also should you wish to make an appointment to see me.

Mrs D Sage, Headteacher