



ST BEDE COFE
PRIMARY ACADEMY

PARENTAL QUESTIONNAIRE FEEDBACK
SPRING 2022
RESULTS

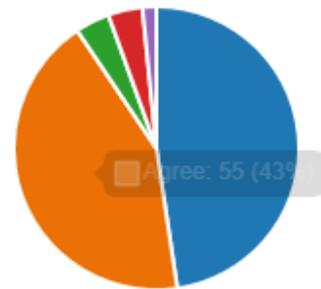
126 responses received

2. My child is happy at school

[More Details](#)

[Insights](#)

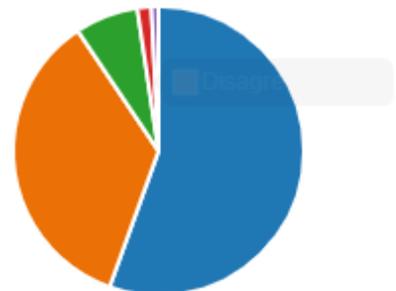
Strongly Agree	61
Agree	55
Don't Know	5
Disagree	5
Strongly Disagree	2



4. My child feels safe at school

[More Details](#)

Strongly Agree	71
Agree	45
Don't Know	9
Disagree	2
Strongly Disagree	1



6. My child makes good progress at school

[More Details](#)

Strongly Agree	60
Agree	50
Don't Know	6
Disagree	11
Strongly Disagree	1



8. My child is well looked after at school

[More Details](#)

Strongly Agree	68
Agree	50
Don't Know	6
Disagree	3
Strongly Disagree	1

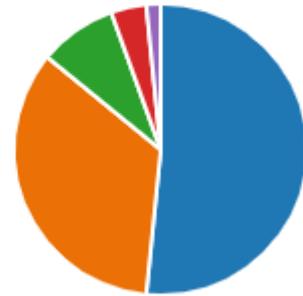


10. My child is taught well at school

[More Details](#)

[Insights](#)

Strongly Agree	66
Agree	44
Don't Know	11
Disagree	5
Strongly Disagree	2



12. My child receives appropriate homework for their age

[More Details](#)

[Insights](#)

Strongly Agree	40
Agree	58
Don't Know	16
Disagree	10
Strongly Disagree	4



14. The school consults me if my child needs extra help

[More Details](#)

Strongly Agree	41
Agree	42
Don't Know	32
Disagree	9
Strongly Disagree	4



16. The school makes sure its pupils are well behaved

[More Details](#)

Strongly Agree	44
Agree	55
Don't Know	23
Disagree	5
Strongly Disagree	1



18. The school deals effectively with behaviour and bullying and I am aware of the school's behaviour policy

[More Details](#)

[Insights](#)

Strongly Agree	33
Agree	54
Don't Know	33
Disagree	5
Strongly Disagree	3



20. The school is well led and managed

[More Details](#)

Strongly Agree	52
Agree	57
Don't Know	13
Disagree	4
Strongly Disagree	2



22. The school responds well to any concerns I raise

[More Details](#)

[Insights](#)

Strongly Agree	47
Agree	50
Don't Know	20
Disagree	8
Strongly Disagree	3



24. I receive information from the school about my child's progress

[More Details](#)

[Insights](#)

Strongly Agree	42
Agree	54
Don't Know	5
Disagree	23
Strongly Disagree	4



26. The school is open to two-way communication about my child's learning

[More Details](#)

[Insights](#)

● Strongly Agree	43
● Agree	60
● Don't Know	17
● Disagree	7
● Strongly Disagree	1



28. I would recommend this school to another parent

[More Details](#)

[Insights](#)

● Strongly Agree	61
● Agree	45
● Don't Know	14
● Disagree	5
● Strongly Disagree	3



30. During COVID, the school has communicated well with parents/carers

[More Details](#)

● Strongly Agree	57
● Agree	52
● Don't Know	13
● Disagree	5
● Strongly Disagree	1



32. During COVID, if my child has had to isolate, the school has provided effective remote learning, and there has been good communication with the class teacher

[More Details](#)

● Strongly Agree	46
● Agree	43
● Don't Know	27
● Disagree	8
● Strongly Disagree	4

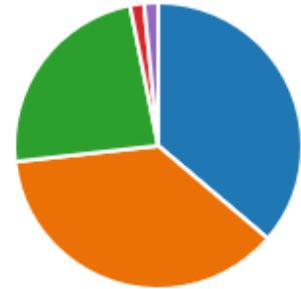


34. The school supports my child's emotional health and well-being?

[More Details](#)

 Insights

 Strongly Agree	46
 Agree	47
 Don't Know	30
 Disagree	2
 Strongly Disagree	2



What is your understanding of the support school can offer children and families for emotional well-being and mental health?

- I know there is a dedicated 'mentor' member of staff to assist where appropriate;
- We're currently seeing someone outside the school that teachers have arranged;
- Recent visitors into school to talk about mental health;
- No idea, had no information;
- Open forum - talking when upset down etc.
- Head teachers are very easily approachable if I have any issue with my child's well-being;
- Letting children talk and express themselves without judgement;
- My son had a behaviour issue with a student in his class which affected his mental health and demanded he didn't want to go to school because of this. Support from class teacher improved this;
- Be in touch with the parents and be honest if a child is behind as this can have an impacts on their mental health;
- I have received help and advice from the learning mentors and teachers who have been amazing over the years; communication has been brilliant, and after care;
- Talking to the children via staff for any concerns; speaking to parents if any issues at home affect school, child specialist staff to deal with SEN issues, approachable staff;
- My child currently sees Mrs Hobson on a regular basis, however I do feel she also could do with an extra pair of hands;
- Mindfulness appears to be embedded into the daily/weekly routine;
- The teachers are great with the children, are always very understanding and have great communication with parents if they raise any concerns;
- I don't know what opportunity children get for a regular 1-1 chat with a pastoral care lead / year group leader / teacher?;
- Pastoral Care. I feel like my child's teacher takes time to ask how her and her fellow pupils is feeling and doing on a weekly basis
- My child has a very difficult condition which makes it harder to do the same things as other children like running around and writing but the teacher has always supported us with this she knows when he needs to take a break and rest;
- Not sure what checks are made;
- No understanding not been told anything
- Pastoral care is offered but the teacher assigned to my child appears to be less available than they were previously;
- Pastoral support; additional tuition; referral to CAMHS or other agencies; support in the classroom with learning styles;
- School can organise more awareness about mental health;
- Strategies and work around emotional coaching for both students and parents;
- The children can be given space in a different environment with a specialist teacher when required;
- You can speak to a member of staff with confidence;

What do you think are the school's strengths?

- Supportive teachers and extra support provided when needed;
- After school club & breakfast club; lots of out of school clubs; dojo system so able to communicate with teacher and see work from child;
- Teaching, learning and progress;
- Good values, good uniform, good teachers;
- Everyone feels welcome and the staff are very friendly; lovely classrooms;
- Seriousness of punctuality and Locking the gates @ 8:55am;
- Caring and attentive, but not when it comes to learning;
- Respect and children's well being
- Diversity and inclusion
- My child has a good friendship circle; healthy eating policy is good;
- Good communication with parents and teachers and fantastic learning opportunities for the children;
- The staff and team create a family atmosphere; I have two children in and every teacher or member of staff I have come into contact with have been exemplary; special mention to Mrs Rostron as a culture like this cascades down from the top;
- The affection with which they treat children;
- The school is so caring and mindful and it seems sometimes that school as a whole can't do enough to help and support children and parents;
- Approachable staff and effectively handling concerns/queries raised;
- Aspirational targets for children and the staff; strong community links;
- Keeping standards high i.e. uniform/behaviour;
- Don't know, there was a time when I rated this school for its teaching and the way children were progressing, with years I can see this has changed a lot; what my eldest child got is not what my youngest is now getting;
- The Nursery staff all seem very friendly and work together. I know my child is cared for by how well she talks about her teachers and her enjoyment of going to school;
- Lends itself to its environment and demographics quite well;
- Strong leadership who lead by example, e.g. Mrs Rostron at the school gates enforcing masks and also asking parents to park up rather than let their kids walk in themselves. Leading by example like this shows other teachers can follow the same steps;
- Good resources; varied lessons such as music and French lessons;
- Nurturing environment, emphasis on progress, engaging learning opportunities;
- Working together as a community and involving parents in decision making;
- Encouraging students to work above their level, even though it's not the line of the rest of the class;
- Tapestry feedback is amazing;
- I think through COVID the school dealt with it pretty well, allowing pupils to stay in as long as possible
- Well run back office activity, correspondence and social media;
- Lovely building: safe and well maintained
- Lots of things to engage pupils: variety
- Excellent leadership that is assertive but approachable; it's lovely to see the faces of the management team around the school grounds at drop off and pick-ups.

What do you think the school could do better and how could they achieve this? Below are answers to your comments:

Teacher/Parent Communication

- We follow our statutory duties in respect of reporting progress to parents i.e. two parents evening (Autumn & Spring) and a written end of year report;
- We endeavour to send copies of children's report to both parents, if this is requested;
- Parents are encouraged to attend parents evening together, wherever possible; alternative arrangements can be made if requested on a case by case basis;
- COVID has prevented other teacher/parent meetings face-to-face (i.e. Meet the Teacher). Going forward we will look to reintroduce 'Meet the Teacher' meetings, face-to-face with a recorded option, and also look at other possible teacher/parent events;
- If you wish to discuss your child's progress at any time during the academic year, email parents@stbedeacademy to arrange an appointment with your child's class teacher;
- We are currently looking and developing more communication as a whole, including social media, class dojo, MCAS etc. and a working group has been set up for this;
- The weekly school menu will now be communicated on Facebook and Twitter, as well as published on our website. Please note menus can be subject to change, occasionally;
- We are currently looking at developing a calendar on our website to publicise all school events so parents have plenty of notice to prepare for these;
- We can assure you that our office staff answer all incoming calls promptly, when they can; however if they are on another call, away from their desk or dealing with a visitor then incoming calls will go to our answerphone service. These messages are then dealt with as soon as possible.

School Trips

- Unfortunately, due to COVID, we have not been able to organise school trips, however now restrictions have been lifted have started up again.

Teaching/Learning/Curriculum

- As a Church of England school we are required to follow the understanding Christianity and Questful R.E. syllabus. This can be found on our website under the Curriculum section. In collective worship we also explore other religions, visit other places of worship and celebrate these;
- Children have two P.E. sessions scheduled each week (though they only come to school in their P.E. kit for one of those sessions). P.E. is currently under review and we will communicate further changes in due course.
- The uniqueness of people, including disabilities and pastoral matters, are covered under PSHRE which is part of our curriculum. Details of this can be found on our school website. Each class has a 'worry box' and children are encouraged to use this to share their worries and concerns. This is looked at each day by the class teacher and issues are addressed either individually or within a circle time/PHSRE activity.
- The pastoral team offer a 'wave' system of support for pupils in need. Wave one: pastoral intervention by teacher/Teaching Assistant; Wave two: pastoral intervention by learning/behaviour mentor; Wave three: pastoral intervention by external agency;
- If you feel your child needs more support with their learning, please make an appointment to speak to your child's class teacher or discuss at a parents evening.

Outdoor Area

- Children can now mix on the yard at morning and afternoon break-times, however they do remain in their class bubbles at lunchtimes for health & safety reasons, and to manage behaviour more effectively. We are now looking at refreshing the playground markings when the external stairs are completed.
- Our application for the Greenfield site (field opposite the school) is still ongoing.
- We were so lucky PGL Pipelines supported us in renovating our allotment so the children have another outdoor space for learning.

Behaviour

- Our Behaviour Management Policy, including rewards and sanctions, is available to view on our website.

Collections & Drop-offs

- Staff endeavour to be outside the school gates and surrounding areas each morning and evening and have been for some time now. We have also appealed to parents to contact Bolton Council regarding parking restrictions and one-way systems, using the following link [Contacting the Highways department – Bolton Council](#) ;
- The nursery opening/closing times are 9:00am – 3:00pm, which is different to the school opening/closing times; this is to enable parents to access the 30-hour funding. If you find these times challenging, we do have an Out of School Club who can provide wrap around care.

Extra-curricular activities

- Due to COVID, we were restricted with offering extra-curricular activities, however now restrictions have been lifted these have started up again and a list can be found on our website. If any parents would like to be involved in helping to run an extra-curricular club, please contact the school.

Homework

- We have taken your feedback on board and we are reviewing homework as a whole for the next academic year. We will offer a combination of online and paper based activities.

School Premises

- Class sizes are a maximum of 30 per class as agreed by the Department for Education. Where we can we try to create smaller intervention groups to support children's learning and we offer one to one tuition through our school led tutoring programme.
- A lot of work is currently being done to improve our school environment; we have many different working groups and have a rolling maintenance programme for both inside and outside the school i.e. new blinds and shutters in the hall; new outdoor stairs; Year 1 outdoor area; allotment; new flooring and decoration; Reception environment; new toilets etc.

Finance

- We are looking at ways to make all payments easier for parents using our online systems.

Staffing

- There have been a number of staffing changes within this academic year. We are delighted that two members of staff achieved promotion at other schools, and still stay in contact, and two members of staff welcomed new addition to their families and are currently on maternity leave.
- Unfortunately, due to the pandemic we have experienced a higher rate of staff absence due to isolation guidelines which has resulted in staff having to cover and not complete their regular roles.
- We have experienced unavoidable long-term staff absence and the senior leadership team made decisions with the children and staff's best interests at heart.

What do you think is the one unique selling point of the school? *(Constructive comments, not listed below, will be forwarded to the Governors)*

- Student progress.
- The school are willing to put in extra time for children struggling with certain subjects.
- Communication is brilliant and the MCAS App really helps.
- Breakfast and After School Club.
- Good teachers.
- Learning and progress.
- Good values.
- Friendly, approachable and lovely staff.
- Kindness; Inclusion; Open and Honest.
- St. Bede is more than a school, it's a family.
- Well organised.
- The standard of education.
- Multi-faith/multi-cultural diverse environment.
- Brilliant teachers and great communication if parents have any concerns; keeping parents in the loop of children's development at school.
- The level of support given to the children was obvious during lockdown.
- Curriculum activities; how long some staff have been a part of the school; very heart felt.
- The environment seems very effective to teaching, children and staff all seem happy and cheerful.
- Embedded well into the community, great staff and Head teacher.
- Outstanding school
- The clubs provided to support my kid which gives them extra help.
- The number of support staff such as assistants and the quality of them.
- Teachers pay attention to each and every student.
- It seems to me that everything the school does is underpinned by visible values: they care! It's hard to pin point one thing but they put a lot of effort into forming and maintaining strong relationships with all involved – students, families and the community. In short - you can tell they care; it's refreshing.
- St. Bede is a great school, I attended and now my daughter attends.

Are there any other comments you would like to make to the Governors? *(Constructive comments, not listed below, will be forwarded to the Governors)*

- Great school, my daughter loves going to school and has lots of opportunities to learn different things such instruments and attend out of school clubs.
- I don't really know the Governors or what role they have. Maybe they could introduce themselves or let us know what they do/are doing.
- Very happy with the school; my child continues to make progress and feels happy and safe. I feel like my child is an individual and his immediate teachers know him well, which is so important.
- St. Bede Academy is a superb school; the teachers, Head teachers and Governors should be very proud of how well they have made the school over the years.
- Just like the way children get used to their friends, similarly children find a connection and bond to teachers.
- The teachers and assisting staff are doing a fabulous job, please give credit where it is due!
- Whatever your strategy is, it's working. The leadership is clearly successful and has a great balance between strategy and front line. It's a pupil focussed school and not at the expense of educational targets. All I see is people going above and beyond.
- Please make sure the teachers and staff are a looked after as they are doing a great job!