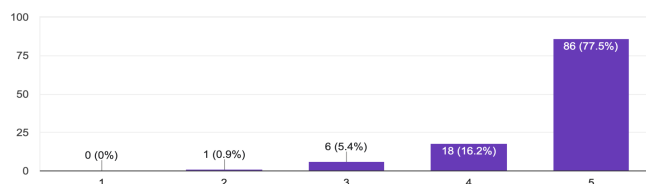


## Parental Questionnaire November 2022

Thank you to everyone who completed this year's questionnaire. We had 111 responses which is the biggest response since Covid lockdowns. It is really important to me to understand your experience of the school, and to understand areas which cause difficulties, and while many of these may only impact your family, I do look for trends in your responses which might inform changes in school.

1a) My Child is happy at St Martins Primary School.  
111 responses



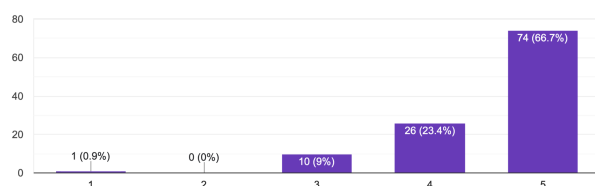
I am delighted to see that 93% of responses so positively reported their child's happiness at school. General comments reflected how warm and receptive staff were, and how their children were thriving. It was lovely to read that your children come home and talk enthusiastically about their day in school. It was also good to see

that despite initial wobbles for some as they moved to older year groups, children were now settled into different routines. I know for some parents who have moved their children from other schools that this change can be challenging, and I am pleased to see that the change of school for many has been a positive experience.

Inevitably, there is still more to be done to support individual children to thrive, and at St Martin's we aspire to treating each child as an individual, and understanding their unique needs.

We know, as a growing school, that class dynamics can always be impacted by changes in pupil numbers, and last year we saw several classes growing to maximum numbers, which inevitably requires some adjustment from those children already in class, as well as from the new children joining St Martin's. It is therefore even more pleasing to read that your children feel settled and nurtured, and you appreciate the growth mindset we encourage in all our learners.

2a) My child is doing well at school.  
111 responses



90% of respondents feel their child/ren is/are doing well in school.

A number of respondents commented on wanting to know more about what their child is doing in school, and also commented on the different quality of information which comes from different year groups.

We have worked hard to improve our website, which now is much faster and more accessible. Each year group has a class page, and you will find the curriculum information for each term on there, along with knowledge maps for the older year groups. The classes information can be accessed using this link

<https://www.stmartinscranbrook.devon.sch.uk/classes>

Teachers are just having their training on how to edit their own page, and they will soon be able to upload class information directly. You can see on the Forest School page that Mrs Whitten has already had her training.

A number of respondents commented on how we challenge more able learners. If you look at the curriculum pages you will find the curriculum maps for each subject. On these you will find examples of POP tasks. These are our 'Proof of Progress' tasks which we give to those children who are working at a more secure level in class; these tasks enable them to demonstrate their understanding at a much deeper level. Below is a link to the science and geography curriculum maps which provide you with an example, feel free to explore further.

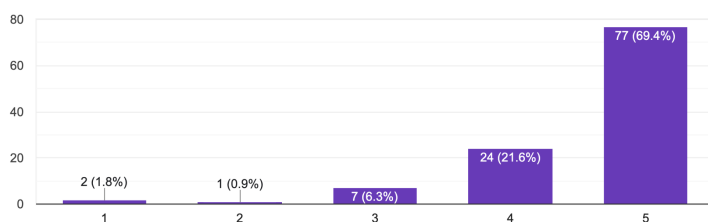
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[https://www.stmartinscranbrook.devon.sch.uk/serve\\_file/7644345](https://www.stmartinscranbrook.devon.sch.uk/serve_file/7644345)

Perhaps, for those of you keen to do more work at home with your child, the curriculum information will give you a greater idea of how to support your child. Classteachers will also be happy to point you in the direction of next steps for your child. Follow this link for further information about our homework policy.

[https://www.stmartinscranbrook.devon.sch.uk/serve\\_file/7453889](https://www.stmartinscranbrook.devon.sch.uk/serve_file/7453889)

3a) My child's needs are met at school  
111 responses



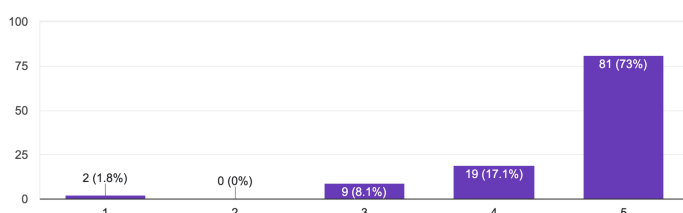
90% of respondents feel their child's needs are met at St Martins.

We are always running professional development which covers not only teaching and learning issues but also covers the range of additional needs and social and emotional issues.

We annually remind staff of our principles and ethos at St Martins, which is underpinned by an understanding that behaviour is communication, and that children's early life experiences can impact on their ability to regulate within school. We believe that in order for children to be ready to learn they have to feel safe in their environment, and for some children, who have had adverse early life experiences we recognise that their inner sense of security may be fragile.

Our relational response is part of what makes us such a warm and welcoming school; it also means that on occasions, we have a number of children who may be struggling to manage. We are aware of the impact on other children of challenging behaviour, and we work hard to minimise this impact, working closely with Devon's Inclusion Officers. I am pleased that many of the responses recognised that as a school we go 'above and beyond' to support all children.

4a) The school manages any concerns promptly.  
111 responses



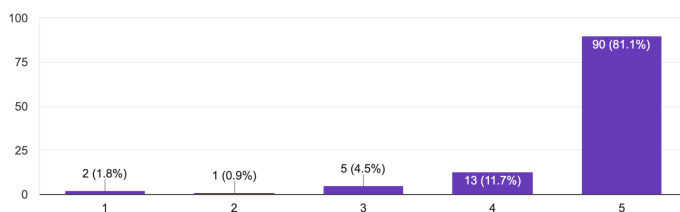
90% of respondents feel we respond to concerns promptly, and dojo is certainly an accessible communication system.

It is clear from responses that we have improved our communication with home, but there is still room for improvement.

Thank you to those respondents who recognised that staff go above and beyond answering in the evening and at weekends - this isn't to be relied upon, as we all have busy lives, but I know when staff can reply they will aim to.

Previously we have understood that there can be an overwhelm for parents receiving too many dojo messages and so we are using the website more for latest updates and calendar notifications which can always be checked. We are also exploring a more integrated communication system which would enable messaging and emails to be sent simultaneously so that you can access the latest messages on a platform that works for you. We are hoping that this new system will also integrate payments, and enable easier booking of parent appointments - inline with systems that secondary schools use. However, we will not swap from dojo until we are convinced an alternative system will further improve communication between school and home.

5a) I feel able to approach the school about any concerns I have.  
111 responses

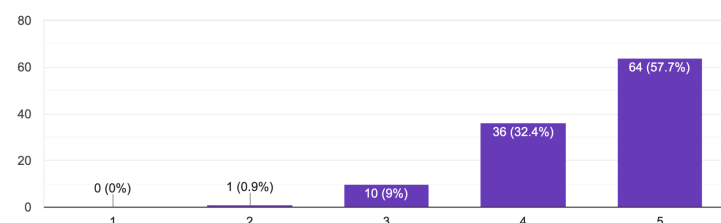


It is good to see that 92% of you feel that we are approachable, and again the dojo is clearly an app which supports this.

We will continue to work hard to iron out some of the continued issues individuals experience, and I have already contacted those parents who identified on their

form that they would like to be contacted.

6a) The children behave well at school.  
111 responses



I am appreciative of your responses around behaviour. We know that recently there have been some significant concerns, and yet the majority of respondents still agree that children behave well in school. Certainly, our recent SIAMS inspection and visitors to the school always remark on the

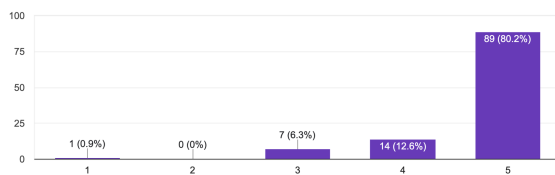
calm and purposeful atmosphere, and as new parents visiting the school, you will also have experienced this.

A few respondents mentioned play and lunchtimes. Lunchtimes have been adjusted recently to increase the older children's independence, but we retain the 30 minutes remaining at the table so that children do not feel they need to rush to finish their meal. We do not expect silence during lunchtimes, except when giving instructions and directing them back to their classrooms; in fact some lunchtimes end with a member of the senior leadership team holding a quiz or challenging the children to solve puzzles.

We would love to be able to have the older children playing with the younger children, and have previously tried this, however the older children felt they missed out on playing with

their peers. We also appreciate that longer playtimes would be desirable, but for this to happen we would have to lengthen the school day, as the teaching hours are prescribed.

7a) St Martins is an inclusive school.  
111 responses



92% have found St Martins to be an inclusive school.

I am aware of the need for greater diversity in our library, and we did invest money last year to develop this; unfortunately within the Little Wandle reading scheme which we use to develop children's early reading we are limited to prescribed texts, however I will

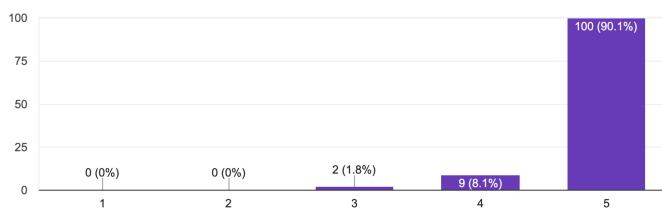
provide Little Wandle with this feedback too.

I am also very aware that the attendance rewards can feel exclusive, but we do make adjustments for those children who have specific reasons why their attendance might not be so high eg because they have medical needs or perhaps they are children of our travelling community. Ms Hardinge will be contacting those parents of children with significant medical needs to explain how their attendance is adjusted to accommodate their child's medical needs. Promoting attendance at school is something we have always done, and this is now a national priority post Covid lockdowns. We have prescribed letters from County which we have to send out, which have a very clear explanation of the legal aspect of attendance, and we have tried to incentivise attending regularly a family target.

I am particularly proud of the diverse conversations we encourage the children to engage with through our Picture News assemblies, which can be found on our website.

<https://www.stmartinscranbrook.devon.sch.uk/page/picture-news/126145>

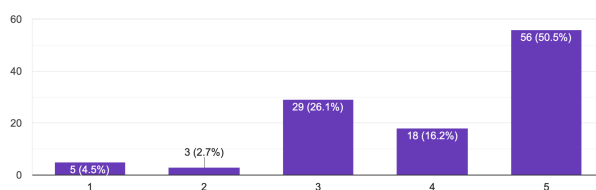
8a) Children at St Martins are encouraged to be good citizens.  
111 responses



Through our ethos, and development of Picture News, as well as our curriculum, we believe children at St Martin's have a good understanding of being a good citizen, and I am pleased to see that almost 100% agree.

Developing citizens of the future who care for our planet and our communities near and far is a high priority for us, and from the day we opened we have always supported children to see life through another person's perspective.

9a) There is a good range of after school clubs at St Martins.  
111 responses



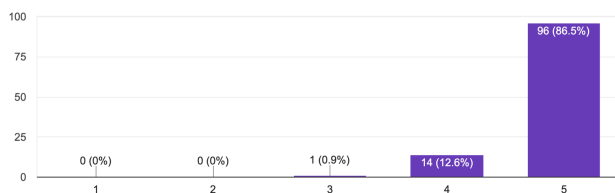
This year, we have provided a greater range of clubs than ever before. This does rely heavily on staff capacity, which inevitably means that there isn't always the range for the younger children as supervision of younger children's clubs require more than one adult, which then limits the number of clubs we can offer.

I know that we have offered clubs to every child who requested one, though they didn't all get their first choice, and it was unfortunate that ballet couldn't happen this term.

We understand that it would be nice to be able to offer more trips, discos and other activities after school. As we struggle to recruit parents to run a PTFA, these extra activities also fall to existing staff which they support as volunteers in addition to their daily responsibilities. I think schools are unique places where the expectations on those who work within them is that they will provide endless extras as volunteers - I can not think of many other vocations where there is an expectation that you will do more for nothing, I therefore am mindful of not asking my staff to over commit and compromise their own wellbeing and family time.

We also struggle to offer clubs where poor weather would require an indoor space. While FISH use the hall, we are unable to use it after school, and so outdoor clubs, during the Autumn and Winter months have to be limited.

10a) Children are always encouraged to 'be the best they can be'.  
111 responses



Almost all respondents commented that their children understood our ethos of 'being the best we can be' - this is a mantra that will be heard across the school alongside the language of choice. This derives from John 10:10 where Jesus came so that we might live

life in all its fullness. As a Church of England School our curriculum has a clear Christian focus, which can be viewed on the link below. We also have always been a school for those of any faith and no faith, and this is part of our inclusivity.

[https://www.stmartinscranbrook.devon.sch.uk/serve\\_file/7678365](https://www.stmartinscranbrook.devon.sch.uk/serve_file/7678365)

I understand that there are children who are always consistently good, who may feel they haven't been recognised - we have in the past tried to address this through our 'always' children certificates. Now, half termly, teachers are invited to select the child in their class who is 'always' being the best they can be, and parents are invited in to celebrate this with their children in a special assembly. In class, teachers have their individual class rewards, which may be dojos, or golden tickets; if a child has done something really noteworthy then they come to myself or Ms Hardinge for a Star Postcard, and then their name appears on the Wheel of Fortune, which gives them a chance to win a book from the book vending machine. Further rewards are given for reading and maths.

We would love to be able to have more parents in for assemblies, but we literally do not have the room, which is why we have moved to parent workshops for individual year groups, and parent feedback has been very positive about these events.

