

BOSMERE COMMUNITY PRIMARY SCHOOL

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Headteacher: Mrs E Green B.Ed (Hons)

Bursar: Mrs E Hill

Administration: Mrs N Broadhurst

Friday 10th January 2020

Dear Parents/Carers,

Following the **Pupil Voice Survey and Parent Questionnaire** we distributed last term, we have analysed the results and would like to share the outcomes with you. I apologise for the length of this letter, but hope you appreciate that I wanted to be able to give you a comprehensive analysis/response.

Parent Voice Survey-Autumn 2019

Outcomes from our Survey

49 parents responded, 17% of our parent/carer body.

<u>Our Website:</u>	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. The website is bright and vibrant.	100%				
2. The website is an improvement on the old website.	100%				
3. The website is clear and easy to navigate.	96%		2%		2%
4. The website contains useful content.	100%				
5. Any other comments.	*A refreshing change, much better *Great improvement but important to keep it up to date *Really easy to use *Easy to find key information, looks fantastic, especially on a mobile phone *Random updates would be useful				

<u>General Questionnaire</u>	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
6. My child is happy at school.	96%		4%	-	-	-
7. My child feels safe at school.	96%		4%	-	-	-
8. The school makes sure its pupils are well behaved.	81%		14%	-	-	-
9. If my child has been bullied, the school dealt with it quickly and effectively.	26%		14%	4%	-	55%
10. The school makes me aware of what my child will learn during the year.	94%		4%	-	2%	-
11. When I have raised concerns with the school they have been dealt with properly.	54%		10%	2%	4%	29%
7a) Does your child have a Learning Passport that supports a recognised SEND need? (please tick)	Yes:			No:		
7b) If yes to statement 7a: My child has SEND, and the school gives them the support they need to succeed.	100%		-	-	-	-
8. The school has high expectations for my child.	87%		6%	-	6%	-
9. My child does well at this school.	96%		4%	-	-	-

10. The school lets me know how my child is doing.	96%	4%	-	-	-
11. There is a good range of subjects available to my child at this school.	83%	15%	2%	-	-
12. My child can take part in clubs and activities at this school.	78%	13%	7%	2%	-
13. The school supports my child's wider personal development.	82%	11%	2%	5%	-
14. I would recommend this school to another parent (yes or no).	81%	14%	2%	2%	-
Bosmere gets the following absolutely right... *Couldn't ask for more supportive people/staff *Class teachers are excellent *Instilling a love of learning *Pastoral care... supports mental health and well-being *Share sessions *Strength in Early Years *Dealing with problems Bosmere would be even better if... *Better rewarding 'always' children *Disruptive children impacting on learning *Wider variety of clubs-not just sports *Better, clearer communication *Listening to parents					

Overall Summary

Our website is clearly a hit, which is fantastic. We agree that this will only remain the case if the site is updated in a timely fashion, which to date I am pleased to confirm processes we have in place to ensure this takes happens are working!

It is also lovely to read of the high percentage of parents who have shared that:

- ✓ Their child is happy at school
- ✓ Their child feels safe at school
- ✓ They are made aware of what their child will be learning
- ✓ We provide their children who have SEND needs with the support they need to succeed
- ✓ We have high expectations for their child
- ✓ Their child does well at school
- ✓ We let them know how their child is doing

Responding to your thoughts and what you have shared is so important, something we have met as a staff to discuss and action. We have considered, for example, what some parents have shared about lines of communication and hope that the **Communication Pathway** attached will help to clarify how best to make contact with us at school and who best to talk to/email at what time.

We have looked again at what our records are showing and telling us about pupil behaviour, although I do not want to dismiss any concerns shared, I would like to show the success of our Behaviour Pathway a year on. What follows is a slide from an up and coming assembly I will be sharing with the children across the school.



The Bosmere Behaviour Pathway is working

Relating

Sept 2019-Dec2019

	3: Severe	2: High-Level Disruption	-1: Low-Level Disruption	No Negative Behaviour
Average Behaviour	5 1.8%	21 7.5%	14 5%	241 85.8%
Num. Incidents/Events	27 events	16 events	61 events	

Reminders (yellow and orange) have increased but stopped there

Sept 2018-Dec2018

	3: Severe	2: High-Level Disruption	-1: Low-Level Disruption	No Negative Behaviour
Average Behaviour	11 3.9%	39 13.0%	2 0.7%	229 81.5%
Num. Incidents/Events	37 events	92 events	23 events	

From the above statistics, it is clear that the implementation of the Bosmere Behaviour Pathway has had a positive impact on the behaviour management within the school. Both children and adults are aware of the expectations and use the Bosmere Behaviour Pathway to good effect to achieve better outcomes.

The behaviours averages for both September 2018 and 2019 timescales provide a clear understanding that behaviour related incidents are far less in numbers. There is also a clear indication and higher number/% of children receiving a low-level reminder (Orange Light Reflection). It is clear from these statistics that the children following an adult reminder are able to process, reflect and improve on their behaviours enabling them to make the right choices with supportive adults around them. Therefore, these behaviours do not escalate to a significant level. As a result high level and severe behaviours are far less.

I am genuinely saddened to read that some parents feel that they are not listened to and would urge those individuals to make contact and come and speak with their child's Class Teacher, Phase Leader or myself, depending on their concern. I repeat this invite for parents who have shared that they do not feel we have dealt with incidents of bullying quickly or effectively enough. I would also suggest that another vehicle for you to be able to have your voice heard is through our Parent Forum-the next meeting of which is on **Thursday 16th January at 9am**. Parent Forum have been, for example, instrumental in the school shaping the programme of parents coming into school to see Mastery Maths teaching (at their request) 'live', alongside their children-all of whom have found this tremendously interesting and supportive. This programme is set to continue in Year 3 and 4 and Years 1 and 2 later this year.

Regarding a wider variety of clubs being offered, our programme does currently include alternatives to sporting activities such as Choir and German Club, but do understand that it would be exciting for the children to have other opportunities. As a staff we will discuss this further although I will say that the commitment given by our staff is such that I would only ever invite staff to run a club and not 'expect' it. I am also pleased, however, to lead a school that has such a high number of enriching experiences as part of daily life at school and so hope your child's learning is enhanced by those too.

A small number of parents shared that they feel the 'always' children may not receive the recognition they deserve for their efforts in learning and life at school. Our Behaviour Policy (on our website) has been designed to have positive processes such as postcards home and 'Golden High 5s', alongside the Dojo system of rewards running through it. As ever, I would always acknowledge that regular review of such policies is vital and the Senior Leadership Team are due to discuss and review this policy later this month, where I will ensure we give due consideration to the concerns raised here.

Pupil Voice Survey-Autumn 2019

Outcomes from our Survey

The following questions were discussed and independently completed by our KS2 children and KS1 and EYFS children discussed and answered them as individuals as part of their class.

Question	Always/Mostly	Sometimes	Never
Are you happy in school?	73%	23%	3%
Do you find out new things in lessons?	89%	12%	-
Are your lessons interesting and fun?	76%	23%	2%
Do you get help when you are stuck?	96%	12%	1%
Do you have to work your hardest at all times?	91%	8%	-
Do teachers show you how to make your learning better?	92%	7%	3%
Do other children behave well?	79%	27%	4%
Are other children friendly?	82%	17%	2%
Is there an adult you would go to if you were worried at school?	92%		8%
Are teachers fair to you?	85%	13%	2%
Do teachers listen to your ideas?	88%	12%	1%
Are you trusted to do things on your own?	82%	14%	4%
Do you have fun in school?	77%	19%	4%

Always/Mostly	Sometimes	Never
above 85%	Above 20%	Above 5%
above 75%, but below 84%	Above 15%	
below 74%		

Summary of Findings

It is pleasing to read of the high percentage of children who have shared that:

- ✓ They find out new things in lessons
- ✓ See teachers listening to their ideas
- ✓ They get help when they are stuck
- ✓ They have to work their hardest at all times
- ✓ Teachers show them how to make their learning better
- ✓ There are adults that the children would go to if they were worried at school
- ✓ Teachers are fair
- ✓ Teachers listen to their ideas

Understanding what children feel about school and their learning is so important and if they share anything of concern, clearly we would want to understand and respond. Each class teacher has met with their class since the survey and had a session discussing the findings and most particularly the pink outcomes. For example, the 'happy at school' statement. Some children simply shared that they preferred to be at home and not that it was necessarily that they were unhappy with school. Further discussion also led to over half the children reconsidering their thinking regarding 'sometimes' being happy at school, having further discussed it with their teachers and peers. We were particularly pleased to hear this but also want to respond to any child who may share that they are only 'sometimes' happy at school. The same can be said for the 'interesting and fun' statement and the 'behaviour' related statement. If the animated discussion I recently had with Year 6 girls about their Victorian topic is anything to go by, they are hooked and are finding it tremendously interesting and fun! Furthermore, our analysis of behaviour incidents across school has also shown a significant reduction in issues from the same period of time last year-with the embedding of the Behaviour Pathway and its evident success-see above.

Nevertheless we want to ensure we understand the thinking and feeling behind all children's responses. Our PSHE lessons and weekly assemblies are gatherings that have been perfect to address and consider what the children have shared, alongside turning to our School and Learning Councillors to be a team of supportive children. Last half term our focus for assemblies was on 'Giving' (as part of or B.G.R.E.A.T. focus this year) with this half term focusing on 'Relating'. During last term, we introduced, for example, our Mind Health First Aiders as a team of trained adults here to support children who may have worries or concerns and teachers, through the post survey discussions with their classes, have been able to respond more personally to children who may have shared that they have not got an adult to whom they would turn if they had a worry. Up and coming events such as our Well Being Week will also be great vehicles to continue to support here. We have also introduced 'Time to Talk' boxes in each classroom, a process by which children are able to privately share thoughts and possible requests that can be further explored with/by adults at school.

Our School and Learning Councillors are meeting next week to consider how they can regularly check in with the children in their class to see how they are feeling in relation to the pink statements and will be feeding back to staff so that we are able to respond accordingly.

Finally, I would like to reinforce how important our partnership with you as parents is to us at Bosmere and how a positive three-way partnership between your child, you and us regularly shows me how each then ensures the most important young person at the centre-your child-is enabled to achieve best they possibly can in life and learning at our school.

Yours sincerely,

Mrs Green

Communication Pathway



Bosmere Primary School's Communication Flowchart is designed to support every child's success.

LEVEL ONE: Class Teacher		
<u>Communication 1a</u> ◇ Phone Call/email from parent to Class Teacher ◇ Initial response within 24 hours		<u>Communication 1b</u> ◇ Meeting required, actions agreed, noted and signed ◇ Follow up meeting, within 2 weeks
If further communication or follow up is required, move to Level 2		
LEVEL TWO: Phase Leader		
<u>Communication 2a</u> ◇ Phone Call/email from parent to Phase Leader ◇ Initial response within 24 hours		<u>Communication 2b</u> ◇ Meeting required, actions agreed, noted and signed ◇ Follow up meeting, within 2 weeks
If further communication or follow up is required, move to Level 3		
LEVEL THREE: Pupil Support Officer, SENCo or Deputy Headteacher		
The route at Level 3 is dependent on the nature of the communication and work so far.		
<u>Communication 3a</u> ◇ Phone Call/email from parent to PSO, SENCo or D'Head ◇ Initial school response within 24 hours		<u>Communication 3b</u> ◇ Meeting required, actions agreed, noted and signed ◇ Follow up meeting, within 2 weeks
If further communication or follow up is required, move to Level 4		
LEVEL FOUR: Headteacher		
<u>Communication 4a</u> ◇ Phone Call/email from parent to Headteacher ◇ Initial school response within 24 hours		<u>Communication 4b</u> ◇ Meeting required, actions agreed, noted and signed ◇ Follow up meeting, within 2 weeks
If further communication or follow up is required, move to Level 5		
LEVEL FIVE: Governing Body		
<u>Communication 5a</u> ◇ Parent written communication to Chair of Governors ◇ Initial Chair of Governors response within 24 hours ◇ Further written response, if appropriate		<u>Communication 5b</u> ◇ Further written communication from parent ◇ More in-depth response and written response from Chair of Governors