

## Summer 2022 Parent/Carer Feedback Poll – Ofsted Questions

Thank you for sharing your feedback. We recognise that school can only be it's best when we all work in collaboration to make it happen.

122 families responded to the survey

1. My child is happy at this school. (0 point)

[More Details](#)

[Insights](#)

<span style="color: blue;">●</span> Strongly agree	61
<span style="color: orange;">●</span> Agree	53
<span style="color: green;">●</span> Disagree	4
<span style="color: red;">●</span> Strongly disagree	3
<span style="color: purple;">●</span> Don't know	1



### What does the school do to support pupil wellbeing and happiness?

We are pleased that so many parents/carers feel their children are happy at school. We have prioritised wellbeing in the last 3 years, through the pandemic and in settling back into usual school life. Teachers assess pupil 'Wellbeing and Engagement' using Leuven Scales\*<sup>1</sup> each term and these feed into our termly Pupil Progress meetings, where the academic, social and emotional progress of all children is discussed with barriers and strategies to support identified. This enables us to put support in place for all children.

Teachers and Support Staff have all received a range of training to support pupils with emotional health and wellbeing, including, TeachHappy\*<sup>2</sup> and the Restorative Foundation\*<sup>3</sup>.

We have a Pastoral Worker, Mrs McMahon, who works closely with a number of children individually and in small groups to address issues that can be addressed at school level. Mrs Parker as Inclusion Lead works closely with staff and families to refer more complex needs to the Family Work Team, YOUnted, The Emotional Health and Wellbeing Team or CAMH.

Mrs Parker is the school's named Senior Mental Health Lead. The school recently submitted evidence to the Carnegie School of Education and were awarded a Silver Mental Health Award, recognising this area as a strength for the school.

### What can I do if I am worried that my child is not happy at school?

Any parents who feel their children are not happy are welcome to contact their class teacher to see what additional support is available or talk through any concerns. Our Inclusion Lead, Mrs Parker has appointments available at Home/School meetings and is always happy to arrange an appointment or phone call to discuss any concerns. Mrs Parker can be emailed at [mparker@hemingfordgrey.cambs.sch.uk](mailto:mparker@hemingfordgrey.cambs.sch.uk)

### Further information:

If you would like further information about any of the items starred above please see these links:

\*1- [The Leuven Scale - Emotionally Healthy Schools](#)

\*2 - [Teaching happiness in schools | Teachappy](#)

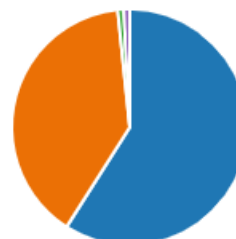
\*3 - [The Restorative Foundation - a charity dedicated to promoting constructive and respectful relationships in schools, families and communities](#)

## 2. My child feels safe at this school. (0 point)

[More Details](#)

[Insights](#)

Strongly agree	72
Agree	48
Disagree	1
Strongly disagree	0
Don't know	1



### What does the school do to support pupils to both be safe and feel safe at school?

The school follows the Cambridgeshire PSHE Scheme of work to deliver a range of topics relevant to children developing understanding of their own lives. Please see here for the Curriculum Roadmap - [Hemingford Grey Primary School](#). PSHE is woven into all aspects of school life including assemblies and groups like Digital Leaders (online safety) Eco-Committee and Champions of Change. The curriculum is supplemented with visits and experiences like the Life Bus to teach about healthy choices and lifestyles.

We explicitly teach online safety through both PSHE, the Computing Curriculum and across other subjects when applicable.

The Health and Safety committee with Mrs Marriott, Mr Birkin (Site Manager), Mrs Allen (named Health and Safety Governor) and Mrs Coulter (Office Manager) meet termly to review all aspects of health and safety in the school and minutes from these meetings are fed back to the Resources Committee of the Governing Body.

The staff, governors and volunteers are all trained in Safeguarding so are vigilant to risks and incidents that may warrant a response under our safeguarding policy. Mrs Marriott as named Designated Safeguarding Lead (DSL) meets with the school's nominated Safeguarding Lead termly and minutes from the meetings are fed back to the Full Governing Body. The named Safeguarding Governor is Danielle Saunders. Along with Mrs Marriott, there are a team of Deputy Designated Safeguarding Leads – Miss Jones, Mrs Parker and Mrs Coulter.

Miss Jones collects pupil voice on a termly basis from a cross section of pupils to ask questions like, 'Where do you feel most safe at school?/Least Safe?/ Is there bullying at the school?/ Do you understand how to keep safe online?'

### What can I do if I am worried that my child is not safe at school?

If you are worried that your child or any other child is not safe at school, please contact a DSL. If you are worried about an incident outside of school, please follow the guidance and contacts on the school website. [Hemingford Grey Primary School](#)

If you would like more information about the curriculum, please ask the class teacher. There is useful information on our website about various aspects of safeguarding [Hemingford Grey Primary School](#) and we will be holding Online Safety information sessions for parents/carers in the autumn term 2022.

### Further information:

Please see the school's policies section [Hemingford Grey Primary School](#) for the Safeguarding policy, Health and Safety Policy, Online Safety Policy, First Aid Policy, Supporting Children with Medical Needs Policy, Administration of Medication Policy, PSHE Policy, Relationship Education Policy, Children not collected at the end of the day Policy, Attendance Policy, Safe Touch Policy, Data Protection Policy, Physical Intervention Policy and Reporting and Recording Prejudice Incidents Policy.

### 3. The school makes sure its pupils are well behaved. (0 point)

[More Details](#)

[Insights](#)

<span style="color: blue;">●</span> Strongly agree	31
<span style="color: orange;">●</span> Agree	64
<span style="color: green;">●</span> Disagree	12
<span style="color: red;">●</span> Strongly disagree	4
<span style="color: purple;">●</span> Don't know	11



#### What does the school do to support pupils to behave well at school?

We follow the restorative behaviour approach recommended by the Local Authority called Step On. Mrs Parker is trained as a Step On Trainer, so can deliver this training across the school and all staff have received this training. Miss Jones has worked closely with The Restorative Foundation on Restorative Behaviour approaches, so has vast knowledge and skills on how this looks in practice and along with Mrs Parker leads on behaviour from a senior level.

Our Positive Behaviour Management Policy reflects this approach and is personalised for our school. Mrs Parker and Miss Jones have delivered a recent 'Come to Understand' on the school's approach for our families in March 2022.

We support positive choices with House Points and verbal praise and reinforcement linked to the 7R's where applicable: Resourcefulness, Respect, Responsibility, Relationships, Risk Taking, Resilience and being Reflective.

Our consequences are always educational and protective where necessary.

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better"

#### What can I do if I am worried about my child or another child's behaviour at school?

Please do get in touch with any worries. As outlined in the school's Communication document on the school's website [Hemingford Grey Primary School](#), contact the class teacher in the first instance. If there are concerns which persist, the escalation process is phase leader, then Mrs Parker or Miss Jones as Senior Behaviour Leads.

#### Further information:

The school's Positive Behaviour Policy can be found in the policies section on the school website. [Hemingford Grey Primary School](#)

Also: [The Restorative Foundation - a charity dedicated to promoting constructive and respectful relationships in schools, families and communities](#)

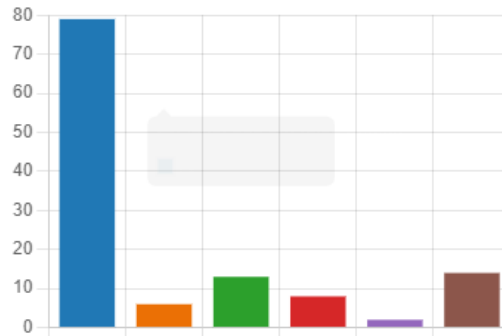
[All behaviour is communication | Herts for Learning](#)

4. My child has been bullied and the school dealt with the bullying quickly and effectively. (0 point)

[More Details](#)

[Insights](#)

● My child has not been bullied.	79
● Strongly Agree	6
● Agree	13
● Disagree	8
● Strongly disagree	2
● Don't know	14



What does the school do to support children to understand what bullying is and what to do if they feel they are being bullied?

In the school's Anti-Bullying Policy, bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The school's Anti-bullying policy is reviewed annually by the governing body and the governing body receive termly data on any incidents which are raised and followed up under the definition stated in the policy. This year there has been 1 incident of bullying recorded.

We recognise Anti-bullying week each autumn term within assemblies, work in class and with 'Odd Socks Day'. Each year is themed. Across the year, we explore bullying with circle-time and PSHE lessons. Each term pupil voice on bullying is collected from a cross section of pupils in school and any concerns addressed.

The Anti-bullying alliance states that:

*Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that schools and other settings have a shared definition of bullying. This should be understood by the whole school or setting including parents, young people and all staff.*

What can I do if I am worried that my child is being bullied?

We recognise that there can be incidents when children are unkind, rude or hurtful and all these incidents should be followed up to prevent any escalation and help children to understand how to make better choices and manage their behaviour towards others. It is important that children and adults all understand the definition of bullying, so that incidents of bullying can be addressed using the school's Anti-bullying Policy. If you are concerned that your child is being bullied, please speak to your child's class teacher who will escalate and involve the appropriate staff to support.

Further information:

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found in the Policies section on the school website. [Hemingford Grey Primary School](#)

- [Anti-Bullying Week 2022: Reach Out \(anti-bullyingalliance.org.uk\)](#)

5. The school makes me aware of what my child will learn during the year. (0 point)

[More Details](#)

[Insights](#)

Strongly agree	19
Agree	60
Disagree	32
Strongly disagree	4
Don't know	7

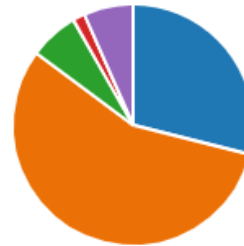


12. There is a good range of subjects available to my child at this school. (0 point)

[More Details](#)

[Insights](#)

Strongly agree	35
Agree	68
Disagree	8
Strongly disagree	2
Don't know	8



### What does the school do to help parents and carers understand what children are learning at school?

With parents and carers now being able to come into school again, we will resume many of the sessions which we know support you to understand what children learn at school. This will start with 'Meet the Teachers' early in the autumn term. We will also resume termly 'Come to Learn' sessions with a focus on different aspects of learning at school, parent sessions on how to support at home with phonics and reading for EYFS and KS1 in the autumn and information sessions will run to explain the key assessments which take place for example, Phonics in Year 1, SATs in Year 2 and Year 6. We will give information on the dates and focus of these sessions at the start of the school year.

### What can I do if I would like more information about what my child will learn through the year?

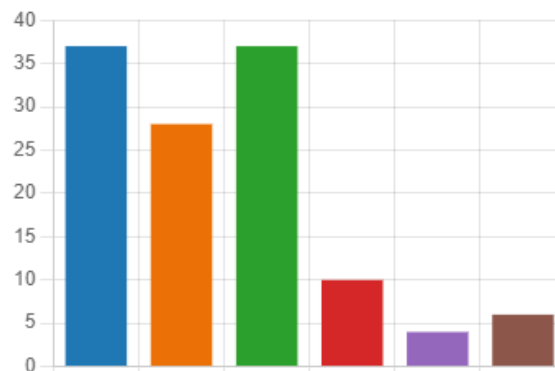
In the Key Information section on the school website there is a Curriculum section which details learning for each phase [Hemingford Grey Primary School](#). The Curriculum section of the website will be updated in the autumn term 2022. We will let you know what is updated through the weekly newsletter, Seesaw and Showbie.

6. When I have raised concerns with the school they have been dealt with properly. (0 point)

[More Details](#)

[Insights](#)

<span style="color: blue;">●</span> I have not raised any concerns.	37
<span style="color: orange;">●</span> Strongly agree	28
<span style="color: green;">●</span> Agree	37
<span style="color: red;">●</span> Disagree	10
<span style="color: purple;">●</span> Strongly disagree	4
<span style="color: brown;">●</span> Don't know	6



15. I would recommend this school to another parent. (0 point)

[More Details](#)

[Insights](#)

<span style="color: blue;">●</span> Strongly agree	51
<span style="color: orange;">●</span> Agree	55
<span style="color: green;">●</span> Disagree	4
<span style="color: red;">●</span> Strongly disagree	3
<span style="color: purple;">●</span> Don't know	9



What does the school do to help parents and carers understand the procedure for raising concerns?

In the Parents/Carers section on the website, there are 3 useful tabs:

1. Get in Touch which details our Communication approach.
2. Parent Views where you can read about the feedback you give us.
3. Raising a Concern which details how to raise a concern and if required file a complaint. The Complaints Policy can be found in the Policy Section.




What can I do if I would like more information about how to raise a concern?

The above information on the website is useful, but please just come to chat to us. The best person to talk to in the first instance is always the class teacher. You can contact them through Seesaw and Showbie – just ask for a call and they will be in touch. A member of the Senior Leadership Team (Mrs Marriott as Headteacher, Miss Jones as Deputy Head and Mrs Parker as Inclusion Lead) is usually on the Playground each morning.

8. My child has SEND, and the school gives them the support they need to succeed. (0 point)

[More Details](#)

 Insights

 Yes	9
 No	3
 I answered no to Q7.	108



What does the school do to help parents and carers understand their child's SEND support?

The school holds a register of pupils with SEND. Children on the SEND register are identified for specific support to support them at school. Children identified on this register will fall into one or more of these categories: Communication and Interaction, Cognition and Learning, SEMH or Physical and Sensory. Some children with a significant need may have an Education, Health Care Plan (EHCP). All children on the SEND register have a Pupil Passport which is shared with parents/carers and pupils on a termly basis by the class teacher to keep track of progress being made.

Some pupils receive targeted support for a period of time whilst in school to support their learning. Not all of these pupils are on the SEND register but they too hold a Pupil Profile which is shared with parents/carers and pupils on a termly basis by the class teacher to keep track of progress being made with specific interventions.

What can I do if I would like more information about SEND support at Hemingford Grey Primary School?

In the Key Information section on the school website there is a SEND section [Hemingford Grey Primary School](#) A Provision Map detailing: Universal Support (available in needed to all pupils), Enhanced Provision (on offer to pupils with a specific need who can be supported by school strategies) and Specialised Provision (on offer to pupils on the SEND register) can be found in this section.

Please talk to your child's class teacher about any concerns you have. Mrs Parker as Inclusion Lead can be contacted via email [mparker@hemingforgrey.cambs.sch.uk](mailto:mparker@hemingforgrey.cambs.sch.uk) and appointments can be booked to at Home School Meetings.

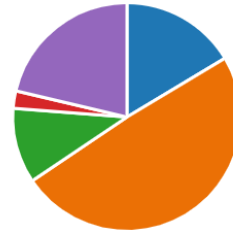
The following questions all relate to pupil attainment and progress, so are grouped together.

9. The school has high expectations for my child. (0 point)

[More Details](#)

[Insights](#)

Strongly agree	20
Agree	60
Disagree	13
Strongly disagree	3
Don't know	26

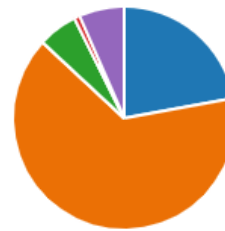


10. My child does well at this school. (0 point)

[More Details](#)

[Insights](#)

Strongly agree	27
Agree	79
Disagree	7
Strongly disagree	1
Don't know	8



11. The school lets me know how my child is doing. (0 point)

[More Details](#)

[Insights](#)

Strongly Agree	24
Agree	66
Disagree	25
Strongly disagree	1
Don't know	5



### What does the school do to help parents and carers understand their child's progress?

The school holds a Home/School meeting in the autumn and spring terms. The autumn term meeting gives you an opportunity to find out how your child is settling into the year and the spring term meeting takes place after the key assessments have been made so that we can update you on your child's current attainment. You will receive a written report in the summer term with details of your child's strengths and areas to develop.

### What can I do if I would like to know more about how my child is doing at school?

If at any time you are worried or would like to know more about how your child is doing in school, whether academic or related to another matter e.g. friendships, please get in touch with your child's class teacher.

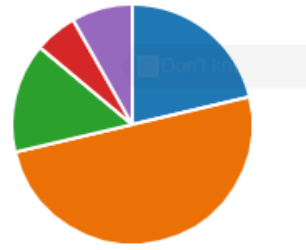


13. My child can take part in clubs and activities at this school. (0 point)

[More Details](#)

[Insights](#)

Strongly agree	26
Agree	61
Disagree	18
Strongly disagree	7
Don't know	10



What clubs and activities are available for my child to access?

Lunchtime activities: Our lunchtimes have developed over the year and children can access a range of activities during their free time including: gardening in the allotments, disco dancing, ball games, craze of the week, football and quiet zone. There is a timetable in each class/phase of the different activities. The activities are changed throughout the year to offer different experiences.

Wider school activities and opportunities: The school has a school council, known as Champions of Change, an Eco-committee and Digital Leaders. Children have opportunities to put themselves forwards to represent these groups and children vote on the representative. In Y5/6 Play Leader, Lunchtime Monitor and Healthy Hero training will take place in the autumn and children will be able to apply for a position if they would like to help at lunchtimes. Music lessons are provided by peripatetic teachers in piano, drums and guitar at a charge to parents/carers.

After-school clubs: We work with Hunts School Partnership who deliver a range of sports over the year including dance, tag rugby and football. There are also third party providers who offer clubs. Next year this will include art and forest school. These clubs are chargeable to parents/carers.

School activities which are at cost to parents can be supported for families who meet eligibility criteria for support. Please do make confidential contact with the office if you would like further information.

Thank you for sharing your feedback. We recognise that school can only be it's best when we all work in collaboration to make it happen.