



Thank you to the 94 parents who responded to our end of Year Questionnaire back in July. We were overwhelmed by the positive comments and had some really great feedback as to where you think we could make improvements. We always strive to do better so your suggestions are greatly appreciated and will help inform our overall school development plan.

Here is a summary of the responses.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know what my child is learning most of the time	41%	45%	7%	7%	0
My child is taught well	56%	37%	5%	1%	1%
My child is sufficiently challenged in lessons	38%	46%	11%	4%	1%
There is a good range of subjects taught at the school.	45%	45%	6%	4%	0
School trips/excursions are relevant to my child's learning.	44%	44%	7%	7%	0
My child's home learning/ homework is age-appropriate, challenging and enjoyable.	30%	51%	10%	6%	3%
The school lets me know how my child is doing.	35%	45%	9%	11%	2%
My child is making the progress I expect	44%	42%	4%	7%	3%
The school has high expectations of my child	38%	40%	13%	3%	6%



My child is happy at school.	56%	37%	4%	3%	0
My child feels safe at school.	59%	33%	4%	4%	0
The school makes sure that pupils are behaving well.	46%	40%	10%	3%	1%
When I have raised concerns with the school, my concerns have been dealt with quickly and effectively. <i>(17% N/A)</i>	41%	29%	5%	6%	2%
Any incidents of bullying are handled effectively <i>(34% N/A)</i>	26%	19%	14%	3%	4%
The school is well-led and managed.	41%	44%	8%	1%	5%
The school encourages my child to be healthy.	36%	51%	7%	4%	1%
My child is well-treated at school.	57%	38%	3%	1%	0
The school helps my child to do their best.	52%	37%	5%	2%	3%
My child can take part in clubs and activities at school	41%	49%	5%	1%	3%



The school supports my child's wider personal development	39%	45%	11%	3%	2%
I would recommend the school to other parents.	52%	31%	9%	2%	5%

Summary of strengths of the school as stated by parents.

(The following points were mentioned numerous times in our questionnaire)

- Teaching staff - standard of teaching and commitment
 - OPAL
- Improvement in range of sports activities this year.
 - Improvement in communication
 - Great relationships
 - School discipline/ behaviour policy
- The feeling of family and community, strong community feel.
 - Well managed with good leadership.
 - Welcoming and Inclusive.
 - Good learning environment.
 - Catholic Values
 - Increase in PTA events this year.
 - Good range of extra-curricular activities
- Great support with both, parents and pupils
 - Early years provision
 - Improvements in SEND provision
 - Safeguarding and pastoral care
- Putting the children at the forefront of all decisions.



Positive Comments received – thank you!

“We love St Anne's and everything it stands for!”

“We have been consistently impressed by the quality of education, the wonderful, safe, family environment and the fact that are children really love going to school each day.”

“Thank you for providing a happy environment as this is where children flourish and become their best version of themselves, be that academic or otherwise.”

“Very well pleased and happy with the way teachers are so welcoming and always smiling, and teaching our kids to be the best they can be”

“My son has really excelled this year and is excited for school everyday Mrs Kelly and Mrs Mooney beyond brilliant as are all the staff!”

“...it's such a special place”



Summary of areas for improvement as stated by parents

(The following points were mentioned numerous times in our questionnaire.)

Area for Improvement	School Response	<u>Action</u>
Communication	<p>Some parents feel that communication has greatly improved whilst others think it has not improved.</p> <p>A communication policy was ratified by governors and distributed to all parents and staff last academic year. This outlines how school will communicate with you, and how you should communicate with school, depending on your issue.</p> <p>There were comments saying that the school sends too many or not enough texts/ e-mail communication to parents. Teachers2parents remains our favoured method of communication with parents due to its speed and efficiency.</p> <p>The school aims to give parents as much notice as possible for dates and these will often appear on the Diary date section of the Newsletter or the school spider APP. The school spider App is different to teachers2parents and will only list events and any special news.</p> <p>Class newsletters are sent each half term which outlines what your child will be learning that term in the curriculum. This is e-mailed to all e-mail addresses on our system.</p> <p>E-mails will go to both e-mails on our system (both mum and dad). Texts will only go to first person on the list – this is how the system works. Please ensure that e have up to date e-mail addresses at all times.</p>	<p>Communication policy was redistributed to all, including teaching staff and timescales will be adhered to.</p> <p>Class newsletters to be consistent across all classes.</p> <p>School Spider App will be kept up to date with events and news.</p> <p>Parents are welcome to arrange a chat with teacher at any other point if concerned about progress. E-mail the class teacher on the class e-mail page and the teacher will arrange a meeting with you.</p> <p>Form sent to all parents to ensure school has up to date contact details.</p>



	<p>Teachers stand by the door each day to welcome in the children. Please feel free to pass on a quick message. If you would like a longer chat then the teacher can arrange this with you.</p>	
<p>Consistency of after school clubs</p>	<p>Numerous parents have requested that the days of after school clubs stay the same each term for different classes.</p> <p>We have tried to accommodate this as much as possible by organising all clubs on the same day for the whole year for different classes. E.g. Y1/2/3 NAR sports clubs will be on a Tuesday for example and Y4/5/6 clubs will be on a Wednesday.</p> <p>Also, some families in receipt of pupil premium didn't realise that clubs could be paid for by school.</p>	<p>Ensure the pupil premium entitlement is made clear to parents in receipt of pupil premium.</p> <p>Communicate clubs to parents and ensure these days stay the same throughout the year.</p>
<p>Male teachers</p>	<p>Again, numerous parents commented on the need for male staff in school.</p> <p>We agree that yes, it would be lovely to have another male role-model in the school but will always employ a teacher whom we feel is best suited to the role, regardless of gender.</p>	
<p>Pupil Groups</p>	<p>Numerous parents commented on pupil groups and how these have not been particularly empowering for the children.</p> <p>We feel that the Mini Vinnies are a real strength to the school. They meet weekly and organise various fundraising events throughout the school year.</p>	<p>Mrs Kelly to lead eco-committee and aim to achieve Green Flag Award.</p> <p>Mrs Ferguson to run safeguarding champions and school council and set termly 'projects'.</p>



	<p>Our Faith in Action group also do lots in school and in the community.</p> <p>Our House Team captains lead their houses very well.</p> <p>The safeguarding champions do safety walks with the site manager and support the children at playtimes.</p> <p>Our helping hands group help sort and organise games and equipment at lunchtime.</p> <p>We would agree with this with regards to school council and eco council and we plan to ensure that pupil groups are developed throughout this academic year.</p>	
Homework	<p>We had very mixed views regarding homework. Some parents believed that there was too much homework whilst others believed it was too little.</p> <p>Some thought that it was too hard and some too easy.</p> <p>Math Shed has been raised by numerous parents.</p>	<p>All classes to use a Learning Logs book for homework.</p> <p>KS1: Reading encouraged daily Spellings sent home weekly (learning log) One activity set on Math shed per week. This will link to work in class that week.</p> <p>KS2: Spelling sent home weekly (learning log) One activity set on Mathshed per week. This will link to work in class One activity set - could be from any other subject. E.g. piece of RE work, reading comprehension, History research. (learning log)</p>



		Mathshed will be used slightly differently this year. We will trial the new way and then re-evaluate at the end of this academic year.
Forest School	<p>There were numerous comments regarding continuing with Forest School into Key Stage 2.</p> <p>In the long term, this is definitely school's vision and one I feel is very important – that all children will have access to Forest School.</p> <p>To teach forest school, teachers need to have a specific qualification which includes coursework, assignments etc. It is a big undertaking. Ideally, I would like to get more staff trained in this so that each class can be timetabled to have sessions in the woods. Currently, only Reception and KS1 have access to this.</p>	<p>Audit forest school equipment and order new resources.</p> <p>Train 1 or 2 more members of staff in forest school practice.</p>
More trips	<p>Some parents mentioned that they felt there weren't enough school trips or that trips were too local and that there should be more trips further afield.</p> <p>Due to the significant increase in coaches (on average £600 per coach), we have tried to plan for 1 'big' trip each year which involves a coach so as not to burden parents too much with cost of trips. We also plan for 2 local trips also per class. We have then tried to include visitors (such as the travelling circus or authors) to come into school at less of a cost to parents. Our cultural capital plan, which is linked to our curriculum, can be read on the below link.</p> <p>https://www.stannes.cheshire.sch.uk/page/cultural-capital-at-st-annes/151301</p>	<p>Send a questionnaire to all families regarding trips and visits to gain a better understanding of how we can improve our current cultural capital offering.</p>
Supervision of children whilst outside	<p>A couple of parents feel that there is a lack of supervision at lunchtimes which has caused an increase in first aid incidents.</p>	<p>Ensure that all adults wear the high vis jackets each day.</p>



	<p>At lunchtime, we use the 'Ranging' supervision model as stated in our play policy so that children can quickly find an adult, and adults can patrol large areas to gain an awareness of the kinds of play and levels of risk likely to be emerging. Click on the below link for our play policy.</p> <p>https://www.stannes.cheshire.sch.uk/serve_file/28699623</p> <p>We have 1 adult in each zone outside – 1 adult in the woods, 1 on the field and 1 on the playground. We also have a 'floater' who will walk round the areas and check on all the zones. Each adult wears a high vis vest so children can see them clearly if they need some support.</p> <p>St. Anne's prides itself in ensuring that the children are safe at all times whilst in our care – this is also the case at lunchtimes, although we cannot fully stop accidents from occurring.</p> <p>We have evidence to support the fact that first aid incidents have significantly reduced since the implementation of OPAL play, as have behaviour incidents. All support staff have up to date training in Emergency First Aid.</p>	<p>Play assembly at beginning of term to remind children of zones and who they should go to if they have a problem.</p> <p>SLT to monitor first aid incidents occurring and continue to monitor lunchtime play outside.</p>
<p>Broader range of subjects</p>	<p>Some parents feel that we should teach a broader range of subjects. At St. Anne's we teach the full range of subjects which is outlined below.</p> <ul style="list-style-type: none"> - English, maths and phonics (KS1) daily. - RE for 2 ½ hours per week. - PE for 2 hours per week. <p>We teach the following subjects weekly</p> <ul style="list-style-type: none"> - Science - Music - History or Geography (this rotates each term) 	<p>Increase book share sessions for parents to come into school to share books with parents.</p> <p>Each subject lead to produce a 'what we have learnt in (given subject) this year document'.</p> <p>Knowledge organisers to be distributed to children in some subject areas.</p>



	<ul style="list-style-type: none">- Art or DT (this rotates each term)- Computing- French (KS2 only)- PSHE/ RSHE (Personal, Social and Emotional Health Education and Relationships, Sex and Health education) <p>Please click here to access our long-term curriculum map which outlines what we teach in our curriculum in each class.</p> <p>https://spaces.schoolspider.co.uk/uploads/4/page/24037810_page_file.pdf</p>	
End of Key Stage 2 SATs results	<p>We are aware that the SAT's results this year were below national average, particularly in reading which was highly disappointing. Last year our Year 6's received extra maths booster sessions and extra reading intervention sessions. The children and all staff worked extremely hard and we couldn't have asked for any more from them! Unfortunately, we cannot account for nerves, sickness or injuries that take place during SATs week that may affect pupil performance.</p>	<p>Continue with maths booster sessions for Y6 class.</p> <p>Staff deployment to ensure extra support for Y6's.</p> <p>Extra reading interventions timetabled for children who need this.</p> <p>Half termly pupil progress meetings</p> <p>Audit whole school reading.</p>



Bullying	Numerous parents specified that our anti-bullying policy was not being implemented as it should be.	<p>Staff training to take place around anti-bullying policy and how to address bullying issues.</p> <p>SLT to undertake training in restorative practice and emotion coaching.</p> <p>Raise awareness of anti-bullying in school via anti-bullying week.</p> <p>Audit PSHE curriculum to ensure bullying is being addressed throughout the year.</p>
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