

Mid Year review 2022-2023

- My child is happy and feels safe at this school- 99% yes/ mostly
- The school makes sure its pupils are well behaved 99% yes/ mostly
- This school deals effectively with bullying- 87% yes/ mostly
- The school makes me aware of what my child will learn during the year 89%- yes/mostly
- I feel well informed about how to support my child's learning at home- 92%- yes/ mostly
- Do you agree with this statement- My child has SEND'- 37% yes.
 - Out of this group 68% said that the school gives/ mostly gives them the support they need to succeed.
- My child makes good progress at this school- 98% yes/mostly
- When I have raised my concerns with the school, they have been dealt with properly- 84% yes/mostly
- The school has given a clear message about the importance of good attendance- 96% yes/ mostly
- I am aware of the services I can access through the wellbeing hub house to support myself and my child 84% yes/mostly

	You said	We did...../ will do.....
My daughter is really happy	Playground developments including surfaces, environment, equipment/ resources	We are currently developing all our outdoor spaces but future developments are being planned.
Great school, fabulous staff	Parent consultations future hybrid model being considered.	We agree the ability to have face to face discussions is entirely positive. However, we are an even bigger school than three years ago and so are currently looking at the logistics of holding one face to face parent's consultations- therefore developing a more of a hybrid model.
My son loves the school and is anxious to be leaving soon and going on to secondary school. I have no criticism of the schoolthe children's courses are amazing they can cater for different things children like. Thank you for being the school and staff you are.	Anxiety Worried about talking to teacher Issues with social friendships/ build confidence/ feelings, emotions mental health support	To help children develop confidence, social interactions, understanding of emotions we employ a range of strategies including, Zones of regulation, Emotional support programmes, Mental health Services team, Play therapy, SEAL programmes, PSHE curriculum, Assemblies, Peer mentors.
Happy with the school, thank you	Bullying- how we investigate and support	With any incident (bullying or not) we investigate fully, ensuring all children involved are heard and supported. Once the facts have been established contact is made with all sets of parents which may include further meetings and discussions ensuring that a 'way forward' is planned and appropriate consequences and support are in place for all involved.
	Staggered starts and finishes- this year we reduced the drop off time to 10 min slot – always under review	We will continue to review the timings in preparation for planning for next year.
	Communication- this is how we communicate so far.....	Contact with class teachers at the end of the day SLT

	Work of the PSA's and the well being hub house SEND communication	Access to SLT/ Year group leaders/ Parents support workers and SEND team at drop off and pick up Email access through the office or through key key addresses SEND enquiries or updates should go through the class teacher- anything else like assessments and documentation or diagnoses should go through SENDco email. Facebook for celebrating childrens successes/ work Instagram for signposting support Website Newsletters Year group blogs
	Behaviour systems in place- recognising all childrens achievements against the values.	The new behaviour policy – launched this September included some small but important adaptations that ensured that all children were recognised for their achievements set against the school values. This included the green values display where children are moved around and set against a specific value. Also, class dojo points are awarded for more specific value related work- these are collated into the house system.