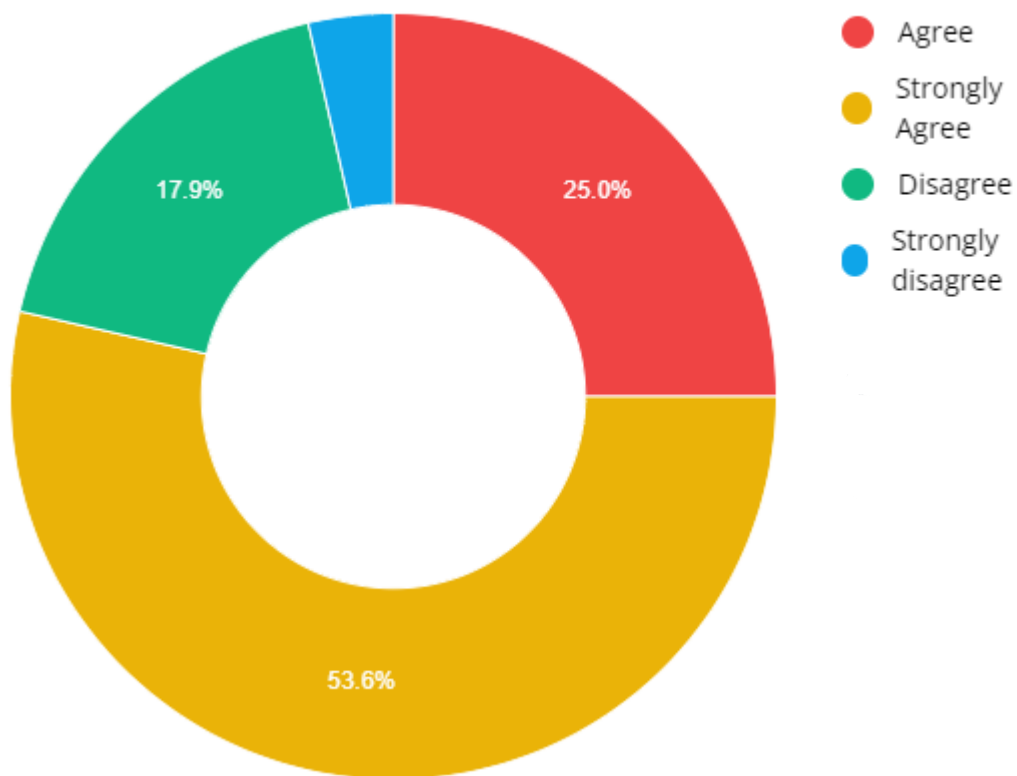
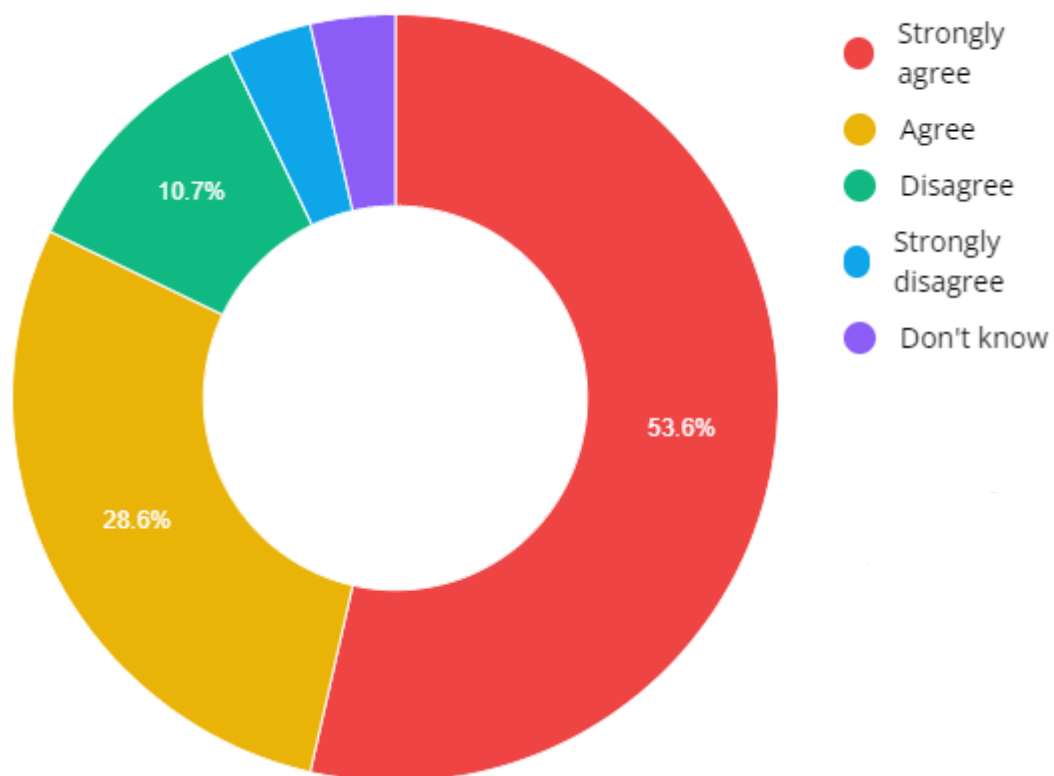


Parent Survey Outcomes – Summer 2023 – 28 responses

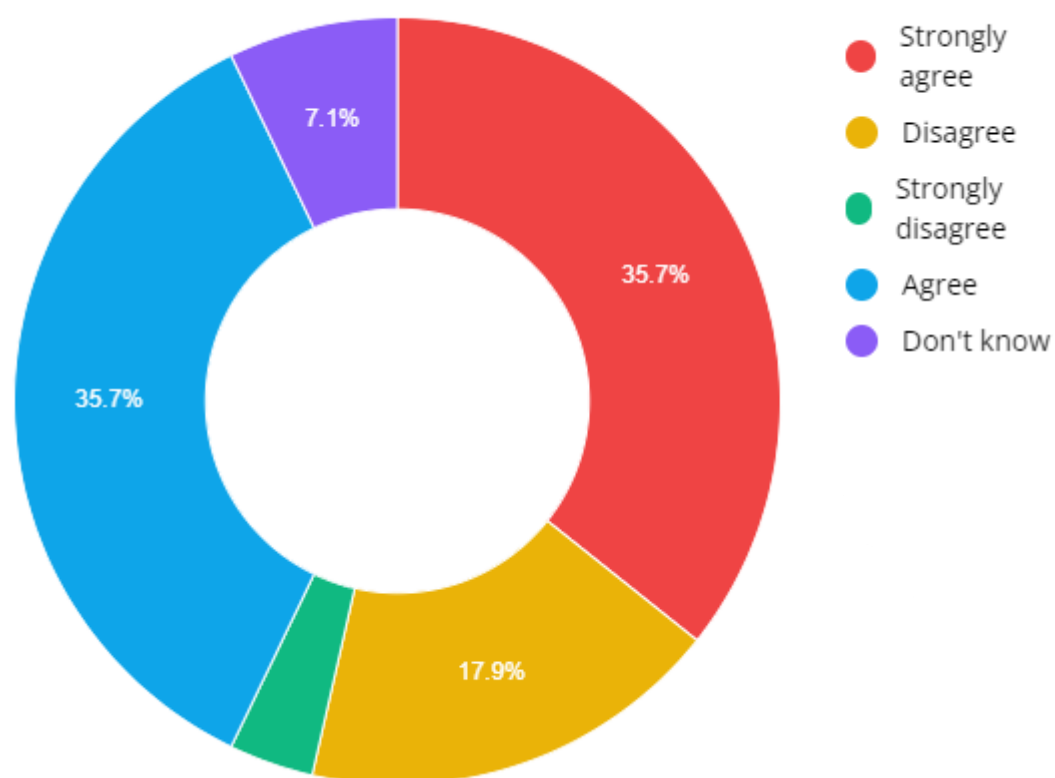
My child is happy at this school.



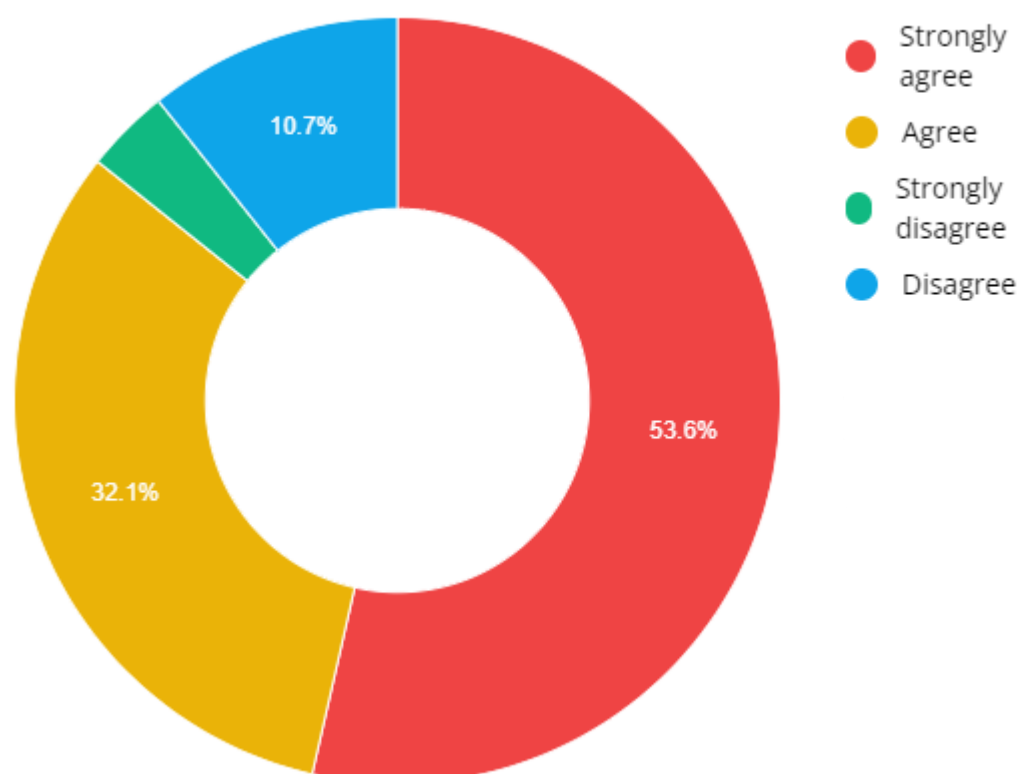
My child feels safe at this school.



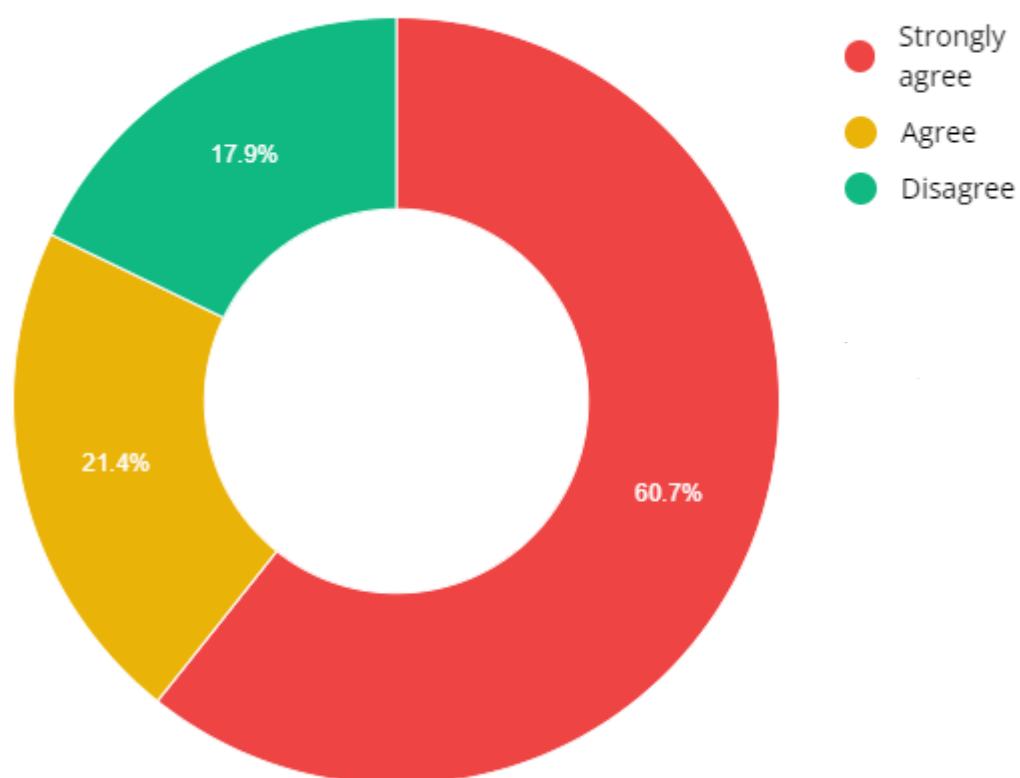
The school has high expectations for my child.



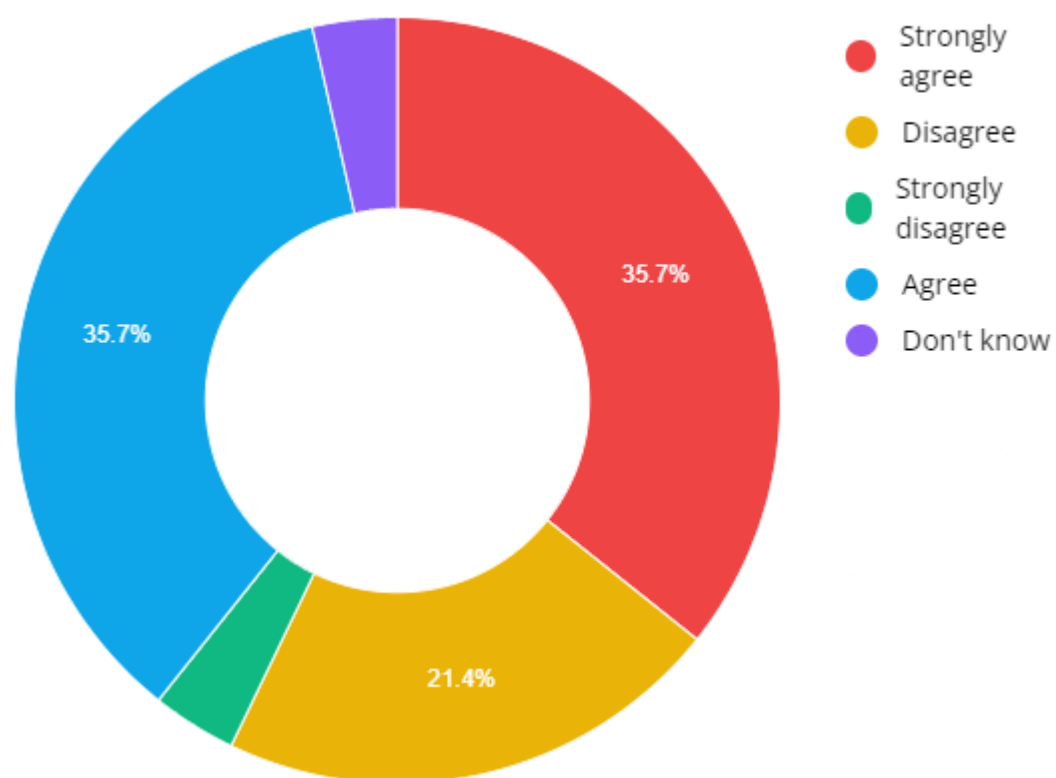
My child feels cared for and listened to.



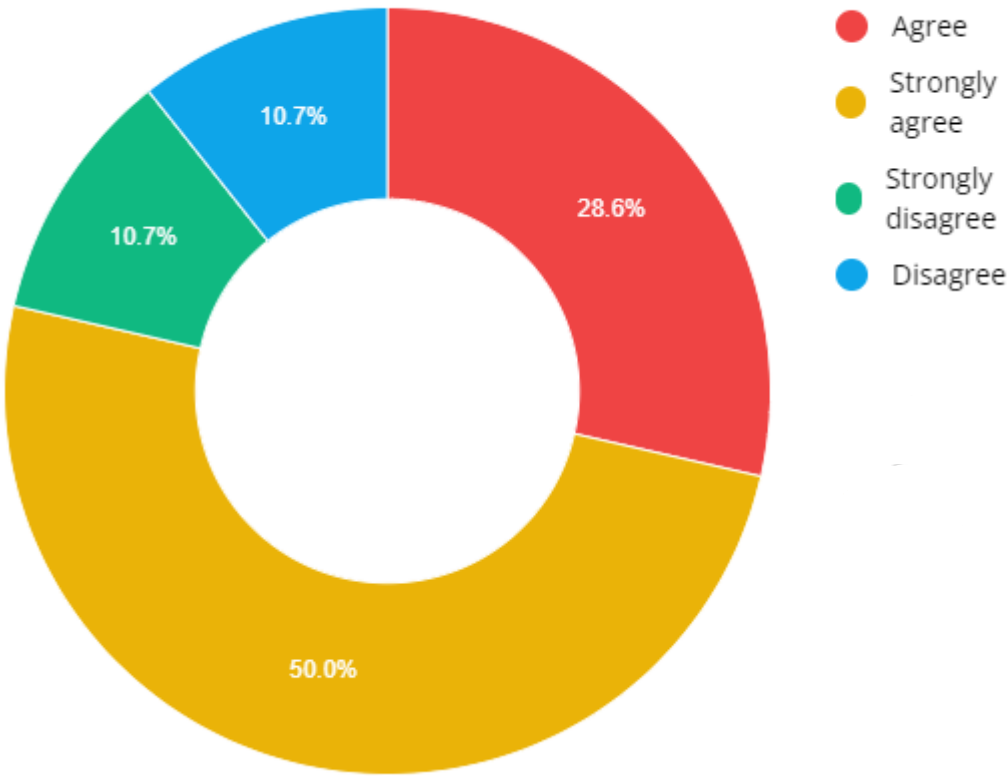
The school supports my child's wider personal development.



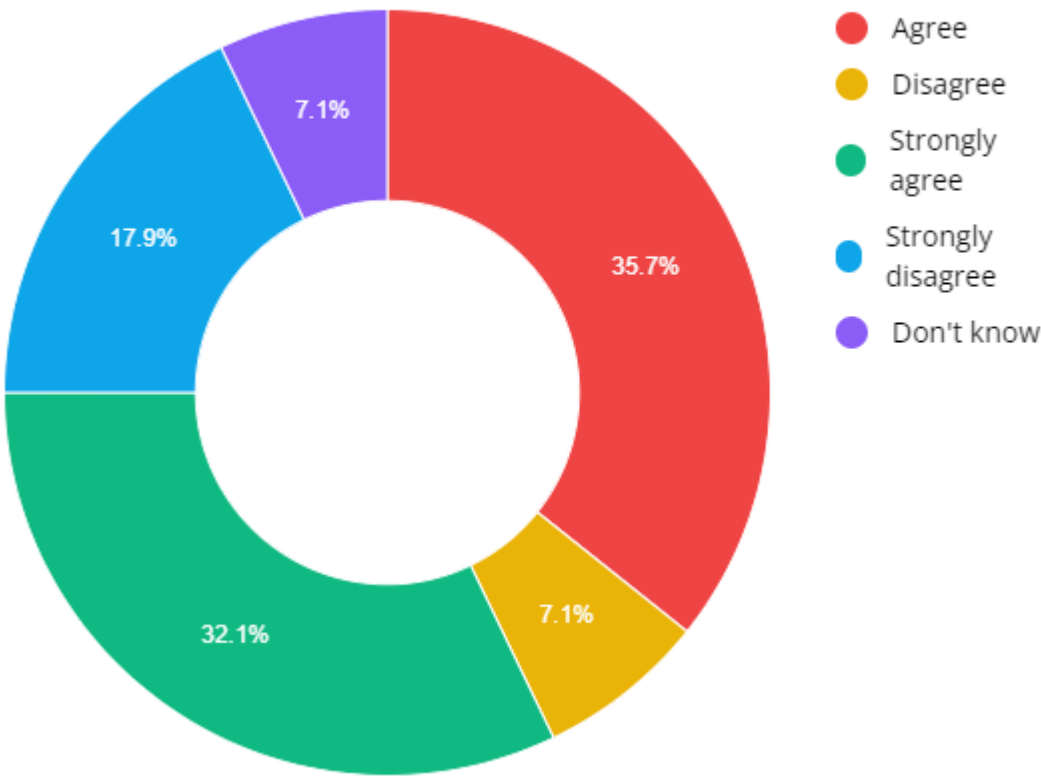
The school lets me know how my child is doing.



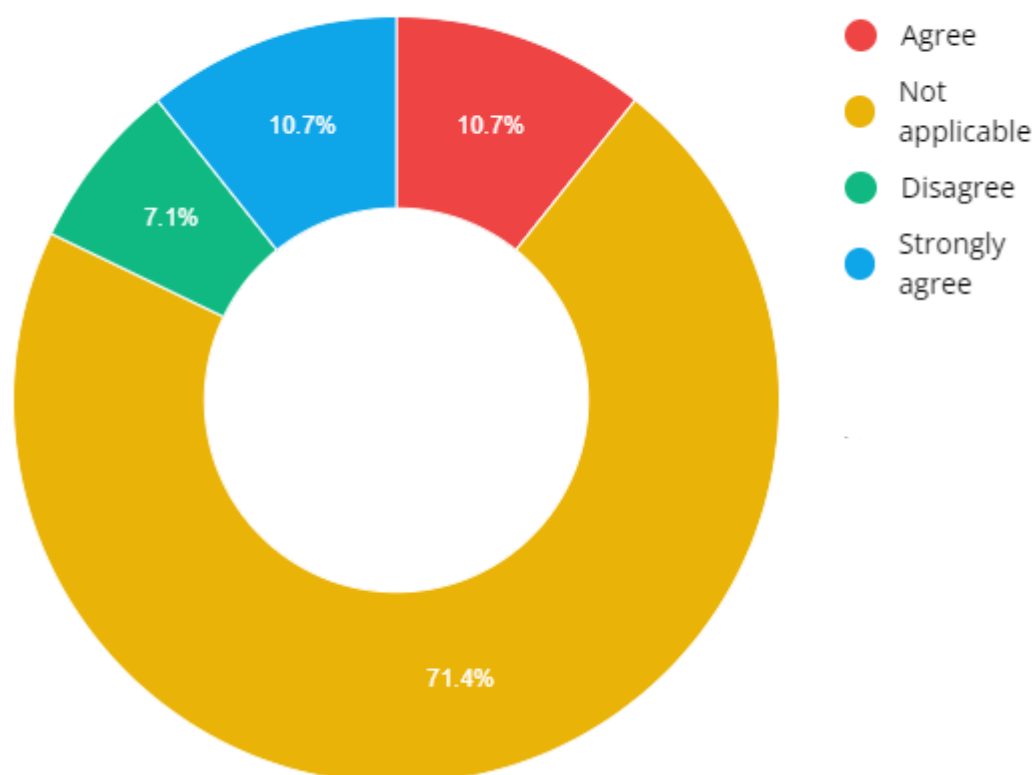
The school responds well to any concerns which I raise.



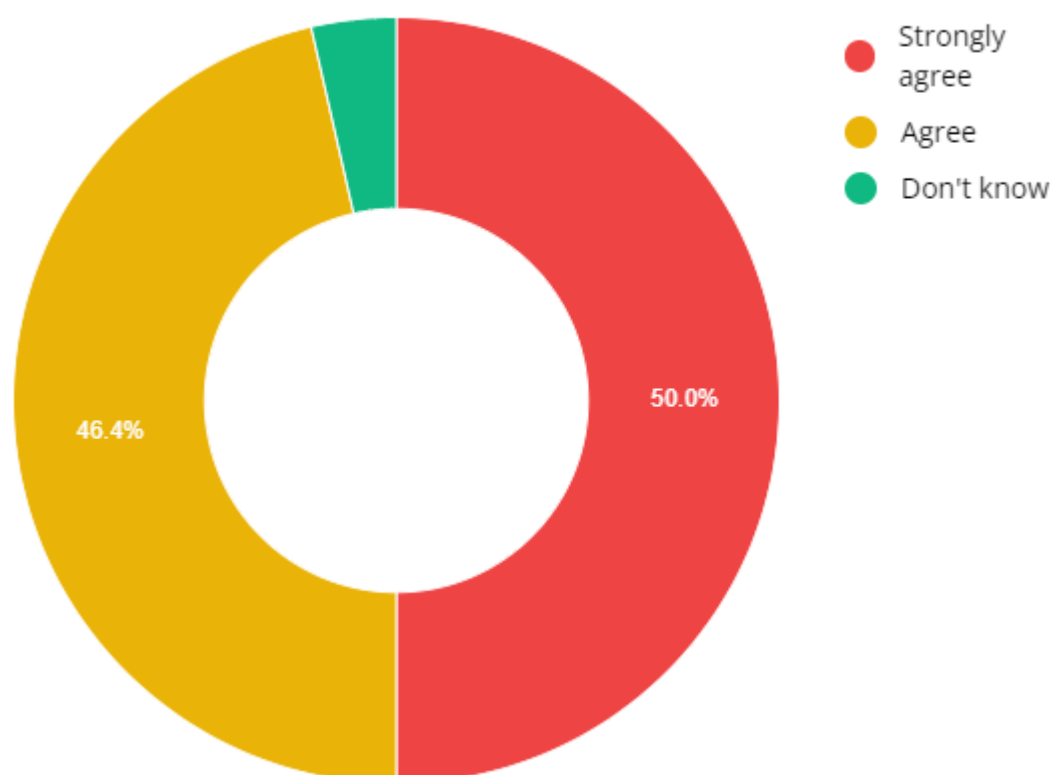
The school works hard to make sure its pupils are well behaved.



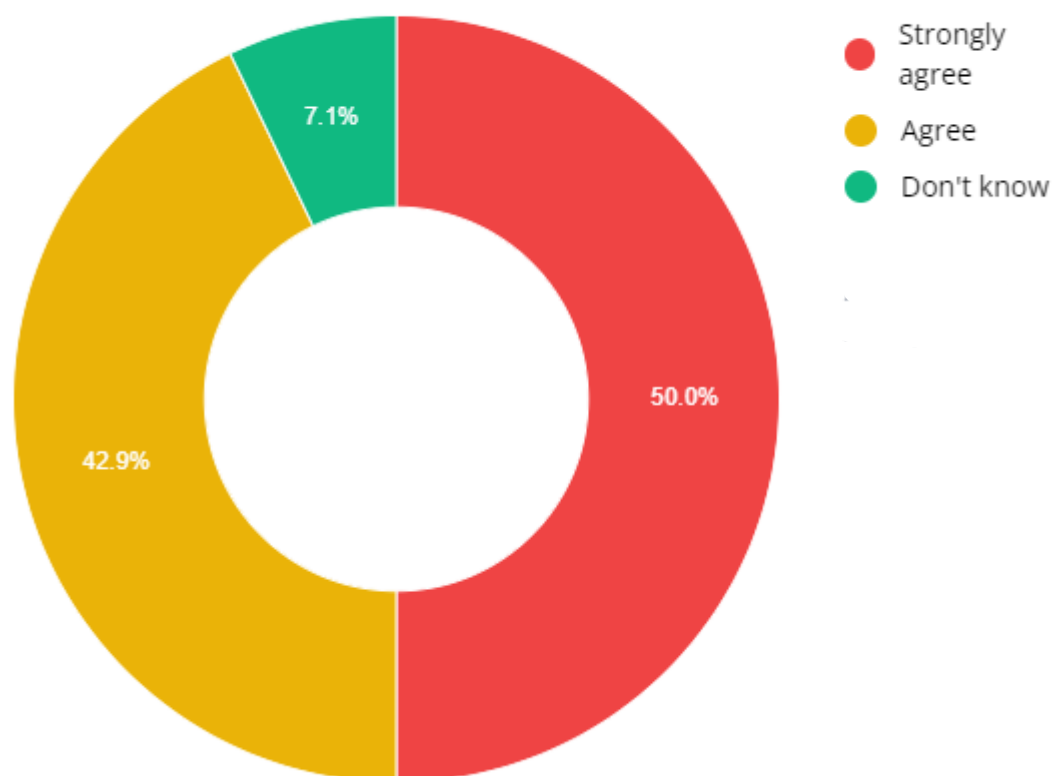
My child has SEND and I feel that they get the support which they need to succeed.



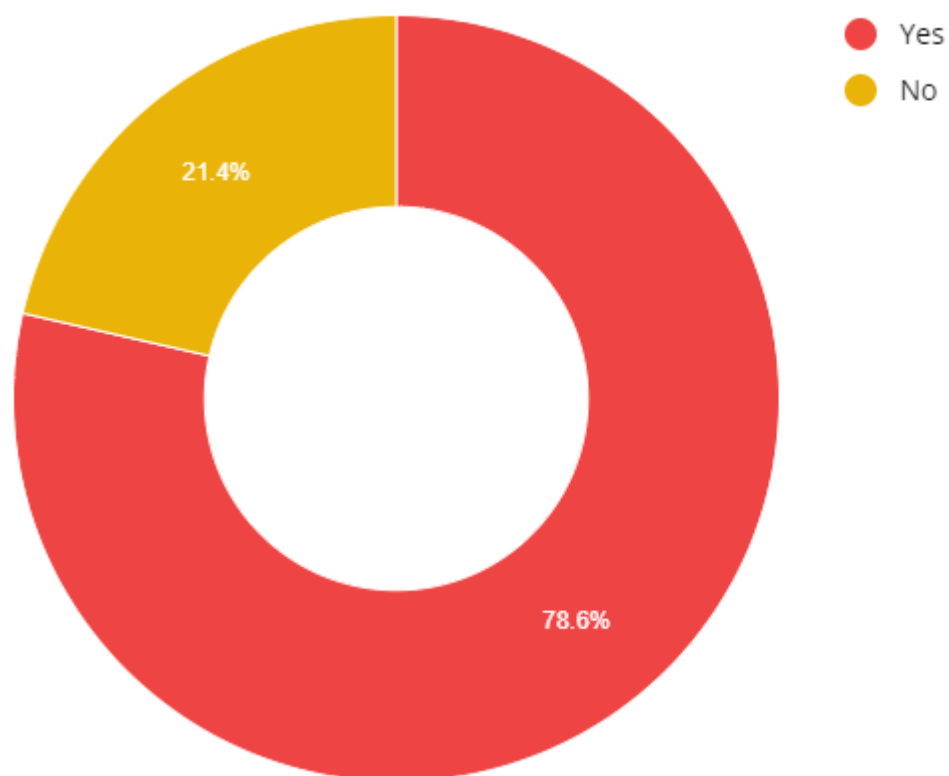
There is a good range of subjects available to my child.



There is a good offer of additional activities and clubs for my child to take part in.



Would you recommend Kettleshulme St James to another parent?



What are your thoughts about the way in which school communicates with parents?

I think this school is amazing at communicating with parents, they have gone above and beyond to help my child.

Spot on communication. Super efficient! And the school reports are beautiful. I love the way the school looks at the strengths of the whole being rather than just the academic achievements.

The Newsletter is great for letting us know what the children are doing each week. Other issues are always dealt with promptly and objectively.

No issues at all.

The Newsletter is good. We would appreciate more notice about trips and clubs etc to support childcare arrangements for working parents.

Communication is great for the most part.

The newsletter is too long, it just needs to be an A4 sheet of important dates like other primary schools send out.

I discovered late in the year that school saw spelling as a barrier for my child and I didn't know they viewed it like this. So this could have been communicated better.

I was delighted to receive emails from staff outside of the usual Parent's Evenings and Reports to let me know about my child's performance in climbing and her personal impact at the school. Never before have I received impromptu communications like this from a school and it was very welcome. Generally the newsletter is always very informative and interesting.

Could be better. A shock after being in nursery/preschool settings with daily handovers and resources such as Tapestry where there was lots of regular communication and opportunities to see and hear what my child had been up to. We were able to acknowledge these things and share with staff about activities contributing to their progress and development outside of the setting as well.

Email Communications are limited to the most important things so there is never too much noise. Everything else is in the newsletter, which is great.

Communication is clear and timely. Love the newsletters. Spider is straightforward. Compared to our nursery you nail it! I really like the targets set for my child in the winter term - I think these are a great guide for things as it is helpful for us to work on with my child, if needed. It would be useful to have something like this every term, say mid term so we can support him more effectively.

I'd like to see how my child is progressing more, other than reading book that is filled in weekly, I don't know how they are doing until parents evening.

I like the Newsletter. When I email in to school I get a prompt response. I feel well informed of upcoming events.

It is excellent. The newsletter is great and the teachers/head are very accessible. Communication could have been better from the one of the teachers but this is not a big issue for us as there will be a new teacher in September and we understand the difficulties in getting a supply teacher.

Communication by email and Spider works well.

The newsletter is fantastic at keeping us up to date with the topics the children are doing each week. If we have any concerns, they are addressed quickly and follow up info is always given.

In general we are very happy with how well the school communicates with us and how easy it is to approach the head teacher. It is less easy to approach the class teacher however. Parents evening is helpful and we appreciate it. However, we were a little disappointed that our child's class teacher didn't know anything about our child's maths development (sighting that it was the responsibility of a student teacher, who wasn't present) and were therefore unable to communicate this with us.

Communication is fine on the whole.

I like the Newsletter.

Great communication. E mail, newsletter. I always know what's going on.

I love the newsletters it condenses everything we need to know in a quick read and great to look back on.

To last minute Not clear Move the goal posts When send diary dates out more detail in. Expect 4-5 year olds to remember if they have a reward day and to inform parents.

I like that we receive emails rather than letters so things don't get lost. I also like that everything is on the spider app

We would like more communication from the class teacher directly relating to our own children. This could be written or emailed rather than in person. E.g. In reading records - there has been no acknowledgement from the class teacher of efforts with reading since very early on in the year; Updates on progress towards targets, academic and personal etc

What do we do well?

Making people feel accepted and helping to get the best out of my child.

Having a therapeutic approach to behaviour rather than a dictatorial approach. Listening to parents and being available for a quick chat. Making the school feel like a family.

Empowering the child. Nurturing is every sense from the food served to the way lessons are delivered.

You respect the fact my child is different and needs a more bespoke package than most children. You also understand and support my wishes for my child to help him as best as we can.

Nurturing my children.

Outdoor curriculum. Nurture inclusive values. Teach children good values. Our class teacher is excellent, we value her as a teacher and she always makes herself available.

The school is like a family... The care and love given to each and every child is exceptional. They are encouraged to take part in everything, face their fears and their success is celebrated .. What a gorgeous school.. so lucky my child has experienced it!

The White Hall activities half term are a great use of PE time - although I feel that on that week the children don't need to do PE and forest school also. It's taking them away from academic study and disruptive to the school week.

Positive encouragement. Friendly and approachable. Staff care for the children.

You've helped our child overcome aspects of his education he was worried about and made outdoor activities exciting with Forest School and Whitehall. Our son loves bringing home what he's made and telling us about his experiences!

Positive encouragement. Staff are friendly and approachable. I think the staff care for the children and want to do well with the resources they have.

Create a family vibe. Welcoming.

Admirably inclusive and accepting ethos. Although the percentage of children with SEND in this school is now very high and parents aren't convinced that the school is adequately resourced to support such numbers and that behaviour is being properly managed.

Provide good opportunities; Engaging lessons; Promote outdoor learning; Variety in curriculum; Develop sense of self worth in children

Commutation. Outside learning. A more relaxed approach. Treating children as individuals and taking their needs into consideration.

My child is treated as an individual. Her needs are taken seriously which has allowed her to mature and evolve at her own pace. The school recognises the fantastic friendships she has which has meant she has created some amazing bonds with other pupils.

Do well creating a family feeling around school. The school is also welcoming.

Outdoor learning, treating children as individuals, being respectful, inclusive, really knowing pupils and their families.

Communication, nurturing the individual, creating a safe and all inclusive environment, encouraging the children to enjoy the outdoors and be interested in the environment, listening to the children and allowing them to have a say.

I love the variety of activities my son gets with a lot of emphasis on the outdoors and environment. I'm pretty sure small boys are not designed to be sat at a desk until they're 7ish! The previous class teacher was amazing at engaging him - I've noticed this has been harder for him since she left. I hope that the new teacher can develop a similar level of engagement and trust with him.

Good balance of learning and play – our daughter has enjoyed the academic opportunities that she's been given alongside the continuous provision; Read Write Inc - great progress with reading.

Nurturing and responding to each child's individual needs. Getting to know them and actually truly caring and taking time to understand. Things like White Hall residential are managed extremely well to accommodate children who have anxiety over outings, whatever the reason for the anxiety. Children don't need a diagnosis for their needs to be taken into account. Formal learning is excellent and the teaching exceptional, but there is also a big focus on getting outdoors and activities outside of the classroom to suit all interests. Forest school and White Hall have been particularly good for my son who has transformed since being at Kettleshulme.

Caring for the overall development of children and ensuring they are well rounded, kind, confident and respectful individuals. This is very important and we appreciate it.

Too much to write here but here's a few: Creating a culture of caring and kindness. Listening to the children and parents. Giving pupils/parents a voice. Focusing on the individual child and their journey rather than 'success' and 'achievement'. An awareness that non-traditional academic activities are just as important for pupils as the more academic ones. Even though it's a small school the whole school all mix together. Communication from the head and teachers/TAs generally. Trying to give pupils opportunities they may not have had. The TAs are amazing and the leadership team's philosophy, approach, communication is fantastic.

How could we be even better?

Please note – comments in red are responses from the school.

It would be hard to perfect perfection.

I draw a blank!! Sorry

Bigger school lunches! – This feedback has been shared with our cook, Mrs Ford. As a school we are required to follow regulatory guidance regarding meal portions and Mrs Ford is following this guidance. We do however involve the children in designing the lunch menu to ensure meal choices hit the spot. We also make provision for snacks e.g. fruit to be available in school.

I think more support staff with relevant experience and training for children with challenging needs. Dedicated break-out space for children who need time away from the main classroom – We acknowledge that at times some children's needs can be challenging and our aim is to ensure we meet all needs at all times. Requirements are continually monitored recognising that needs can and do vary.

Since the survey was issued additional Teaching Assistants (TA) have been appointed and training, both internal and external, provided in order to ensure that we have a well-balanced team reflecting our setting and our children. We have also engaged a part time TA to provide nurture support in addition to development of our therapy initiatives.

As a small school we feel we are better placed to know our children well and can therefore provide the support needed. Of course we involve families and external agencies to support us as and when necessary but our focus remains on the children and ensuring all of them are provided with the loving branch of Kettleshulme St James.

Since the survey was issued dedicated re-set areas have been created for each classroom and the Headteacher, in conjunction with Chair of Governors, has begun preliminary discussions on the potential to expand this provision.

Not really! I'm a happy parent!

Listen to younger children don't brush their feelings aside. If they are upset about something then check later that the intervention made was accepted. Ensure parents are listened to. When an issue is highlighted not to say they were not aware of it. Behavior monitored better, not forgotten about Substitute White Hall day for PE day, too much outdoor education and not enough academic. Send homework to support for children struggling with elements of the curriculum ie-SPAG work. – We feel that one of the strengths of a small school is the ability for staff to know the children, notice changes and respond if things do not seem right. We listen to all age groups and proactively involve our younger children in wider school initiatives. Our School Council, which ordinarily meets weekly, supports this practice, by having representatives from all year groups and is chaired by School Governors to widen the range of "listeners". Our Collective Worship and HEART values are also used to remind pupils that all voices are important.

Our website showcases our approach and our desire to maximise the opportunity for outdoor learning. Naturally we focus on academic achievement but we also seek to build rounded, confident children, providing them with ample opportunity to soar in their own way. Since the survey we have aligned our PE and White Hall days and White Hall visits are currently scheduled once each term.

Our website provides information about additional learning opportunities for parents that wish to support their children outside school. Teaching staff will be happy to talk to parents about this if asked. Likewise, our Positive Behaviour & Exclusion Policy can also be found on the website.

The school is in desperate need of dedicated SEN trained support staff. Space is also needed for SEN kids to break out in to when they need it. We fully support an inclusive environment, however you are a small school so any disruption has a huge impact on individual children and their learning. I also have concerns about the current reward system for SEN children's good behaviour and the impact this has on the other children who see it as unfair. SEN behaviours can be challenging to manage, but our children have learned from school that it is ok for a child with SEN needs to hit another child or misbehave because of those SEN needs, whereas we believe the SEN needs explains the behaviour but it doesn't excuse it. Behaviours of all children should be managed consistently. – Please see above response regarding TAs and break out spaces. We do not have any specific reward system in place for SEND pupils. Each SEND pupil is different, with different needs so we respond using bespoke approaches. We always explain to our pupils, when they are exposed to any neurodivergent behaviour or adaptations, why these behaviours and adaptations are present so that they understand the need and the reason behind the school making the decisions it has. For example, if a child needs additional sensory breaks, or fidget toys, we will talk to that child's class and tell them why that adaptation is in place for that child. We never knowingly demonstrate to other pupils that hitting or misbehaving is okay or accepted in our setting.

With new staff starting next school year I'm looking forward to seeing the positive effect this has on the school. I can't think of anything you could do better.

No comment at the moment.

More support staff. Dedicated break-out space for those who need time away from main classroom. – [please see above response](#)

Better communication from class teachers with parents; Clearer guidelines on homework. Opportunities to see and celebrate schoolwork, displays and classroom E.g. open evenings; Child's understanding of targets and how to achieve these. – [Class teachers are always available at the end of every day to talk to parents. The Homework Schedule is always shared with parents, pupils and is available on each Class Page, but again Class Teachers would always be happy to talk this through if more clarity was needed. We always welcome parents into school as we have an open door policy. When a child's work particularly impresses us we photocopy it and send it home. Targets are discussed with parents at both Parents' Evenings.](#)

We've sat here for 15 minutes discussing what we need from you that we don't have. We honestly can't think of anything constructive as you do such an amazing job!

My daughter has suggested that the assemblies could be shorter; she finds sitting on the floor for extended periods uncomfortable. She would also like time for more art. – [The School Council have suggested putting mats on the floor, we will trial this but it may not work logistically. Assemblies are currently 20-25minutes in length. Art is timetabled every alternate half term as we also have to fit in Forest School and D+T.](#)

My daughter has suggested having a longer 1st break and more regular 3rd breaks lol. – [Unfortunately, our hands are tied here. Forest and Meadow do have 3rd breaks but Hillside simply do not have enough time in the day. Sorry.](#)

The class teachers are hardworking and it's apparent they really do care - but they are overstretched and becoming burnt out with the high number of SEN children who do not have support in place. – [Please see above response.](#)

Possibly more training for TAs, teachers with regards to SEND – [as above](#)

You already do a wonderful job, Thank you!

Discussing issues before they are a bigger issue. We've been told that my daughter will be screened for dyslexia but in hindsight I feel this could have been considered earlier now I'm left wondering, concerned and we now need to wait till autumn to look at this further. – [Feedback has been taken on board.](#)

Better communication between class teacher and parents; Sharing schoolwork - we would have loved to have seen some of their work and displays; For better relationships to be built between staff and young children so that they feel that there is someone they can go to and speak to any time. – [During our pupil voice sessions pupils consistently feedback to adults \(including when our SIP and Governors visit\) that they feel safe in school and they know who they would talk to if they had a problem. Children with additional needs all have an allocated adult to speak to. As a school we have an open door policy and parents are always welcome to come into the classroom to look at work and displays when they wish. In addition to this our detailed weekly Newsletter gives a great insight into school life.](#)

I'm not sure, I think my son would say more forest school!

We felt that our class teacher didn't understand our child's learning needs and was inflexible when we tried to discuss this with her. Having said that we are very happy with our child's learning progress this year. (This is the reason for the 2 'Agrees' rather than 'Strongly Agree'. Celebrating and teaching about other religions, pride week, black history month etc. Having books in the library that KS1 can read themselves, rather than just ones parents can read (I may just not have seen them though). – During this academic year we had to cover a long term sickness absence via supply teaching staff and unfortunately feel that this disruption in continuity may be the source of this comment. We hope that you have found this situation fully resolved now but if not please do raise it with the headteacher. Regarding books, DfE guidance is for schools to only have books which children can decode themselves, therefore books which are aligned to the sounds which they have learnt to date, whilst they are still learning to read. This meant that we removed other reading schemes from our library as directed. We only have RWI book bags available.

We have had some concerns about our child not reading with a teacher and the reading record not being checked. We had similar concerns re. maths because, as previously mentioned, their class teacher did not seem to know about our child's ability in this area. It would be nice if there were more clubs available to younger students (eg choir, drama etc). Although we appreciate this is hard for a small school. Our child has sometimes felt unheard by their class teacher when raising concerns about the behaviour of a peer. Maybe there is another way children can raise issues? – These concerns have again arisen from the same class where the long term supply teacher was located so should now be a legacy issue. As Headteacher I was not aware that this was the case, until we were nearing the end of the term. As you will see from an earlier comment we work hard to ensure that all children have a voice and are listened to. If you consider this remains an issue following the appointment of a permanent member of teaching staff please do escalate to the Headteacher. Regarding clubs we now have Drama Club, French Club, Craft Club and Choir all open to younger pupils. Our club offer is reviewed regularly and changes termly in order to take into account feedback and take-up. Our wrap around care provision includes Kett Club which is now embedded into the school offering. Pupils have been reminded that they can raise concerns with any member of staff, not just a class teacher. They can also talk to their School Council rep or they can write their concern on a post it note and pass it to an adult.

We want to review our residential offer, so we are interested to hear your thoughts, ideas and suggestions. What do you think about our current offers? Do you have any suggestions for the future?

Current offers are perfect

My daughter would like to go somewhere other than Whitehall. She is lucky enough to experience Whitehall all year round, so going somewhere different would create more of a feeling of being away from home and an extra adventure.

We think they are great, we love this aspect of the school. Suggestion: anything that could broaden the cultural experience would be good (we live in a very white, middle class area so anything where the children could explore different cultures and religions would be great).

I like that children are offered a chance to do a sleepover before y6. I think it would be nice for the y6 to go a little further a field

Love the cost of the residential as some schools are very expensive, maybe look at some of the scout places to hire as well in the peaks as they can be cost effective. Do not want PGL due to the costs.

Unsure what the current offer is, but our child enjoys white hall trips.

Bedtime settle time or sent home should be enforced.

I think the year 6 residential is great at White Hall, activities, camping..etc. maybe earlier on in July.. Would the other year groups benefit from something similar instead of staying at school perhaps? The Class 1 evening works brilliantly.

Depending on the activity, my child will struggle anywhere.

For older /KS2 children they are used to going to White Hall, is there another venue that could be explored?

Although the outdoor activities at Whitehall are great, would costal activities be doable by the school?

Good. Can't think of any suggestions.

Not having the year 6 residential in the last days of term.

A 1 night stay instead of 2 as the children become very exhausted. My son becomes very overwhelmed 2 nights away is too long. Animal's is always a good idea a Zoo trip the School keeps going often to White Hall seems too frequent.

All good

I think it is fantastic that the residential offers the pupils an exciting time away with their peers but at an extremely affordable cost.

I'm not sure exactly what this looks like, but I know I benefitted from two weeks away with school when I was eight and 11 respectively. The first was to the Lake District (I went to school in Carlisle) for a week and I remember every day of that trip to this day. Opportunities for independence are so important.

This year was perfect for my son, I am a little worried about the sleepover aspect next year, but his confidence and independence is growing so hopefully he can give at least one night a go.

I think the year 3 residential was perfect, but maybe make it a Thursday and Friday so the children are off after it and not in school. Just an idea for staff and children

Pottery throwing session.

Not sure what a residential offer is. If it is Whitehall then we are really happy the school offers this extra opportunity for pupils to do outdoor activities every half term.

Any other comments?

We are so happy to be a part of a wonderful school and wonderful teachers.

Thank you for being you!

I think staff are trying their best with the resources at hand.

Really happy with school, our child is happy and that what matters to us.

My daughter is so happy at Kettleshulme. Thanks for everything you do.

PTA conditional spend limit then they need to get whole parent authorisation/vote? School lunches, ask the children to complete a satisfaction survey (send it home) Have a second choice on menu not all children like spice, what one finds not spicy another might. Piano lessons.

You've been amazing!

Just thanks for everything you do.

There are a small number of children causing difficulties for a large number of children and the school don't seem to be getting on top of this yet. I hope that with the new teachers, support staff, and plans in places that in the next year or so things will improve. I can see the effort going in to make it better.

Our children are happy at Kettleshulme and we believe in what the school stands for. However, we strongly believe that this should not be done to the detriment of the core academic learning development of the children. I.e. we want to feel that our children are being challenged academically as well as developing into a well rounded little person!

I put yes to recommending your school I will say as my son thinks highly of your school. Losing some of the staff seems very sad for all of the children.

This school has always been supportive and in some aspects have done more than they should for us and I feel my son has come on so much since he's been here however, I do feel that over the past few months with a few of the newer intakes of children who have arrived I feel this has had a knock on effect on him.

Our child is very happy with you. Thank you for taking care of them.

This school is a good school.

I'd love to see my son learn a musical instrument while at Kett. He is really interested and very musical. Timing is important too though as he needs a bit more of a concentration span! He already loves singing with his ukulele and experimenting on the piano.

We love Kettleshulme, thank you for being awesome!

Kettleshulme St James approach of allowing the children to be involved in decision making is exceptional and, in my opinion, part of its success. My daughter feels like a valued member of a big school family and as such has grown in confidence and self worth since being at the school. We are forever grateful that we found you!