

You said...we did

May 2023

When I have raised concerns with the school, they have been dealt with properly

One of the questions from our February parent survey which we need to think about as we move forward is how the school deals with concerns. 20% of parents said that they hadn't raised concerns, 64% agreed that the school had dealt with concerns properly but 16% disagreed with this statement. In all cases where you have a concern, the class teacher should always be the first person that you go to. These are the people who spend all day with your children - they know the children, how they interact, focus in class, their friendships and will be the people that other staff will feedback to if there are any issues at break or lunchtime. Nearly all incidents can be resolved in this way. Staff will always talk to colleagues if they feel that they need to seek more advice. Occasionally something happens or there is a concern that means that the leadership team will look to support the class teachers. A meeting will often be the best way to deal with this so that we can work together to find a solution. Most mornings, myself, Mr Parker or Mrs Brewster will be outside of school; this is always a time when you can have a chat with us – we have listened to many parents so far this year at this time and it is best to sort things quickly and in partnership.



Sometimes concerns raised are around SEND and this is always something that you should discuss with us. Our SENDCo, Mrs Chadwick is incredibly experienced and has built a highly inclusive, supportive staff that works to ensure that all children are able to access the curriculum to the best of their ability. We are strengthening our SEND provision, and supporting transition into Foundation Stage, and thank Mrs Turner for taking on the SEND role in EYFS.



Some of the individual comments you raised looked to issues at lunchtime. I think an increase in issues during unstructured time is something that all schools are probably noticing more. We are working hard in lessons, particularly in subjects like PSHE, RE and PE where children are having to interact with others, take turns, listen and reflect on other ideas, to build up our tolerance and mutual respect of each other. This is also discussed in whole school and Key Stage assemblies, targeted social circle groups and interventions to give children time to rehearse making the right opportunities. In EYFS and KS1, Forest School is a huge opportunity to communicate and make great choices and we are so fortunate to have both the teachers available to deliver these sessions and the school grounds to provide the right environment to explore.

Maybe the behaviour some of you spoke about is a reflection on Covid, but we are on the right path and see amazing behaviour and choices made every day at Woodland Grange by our children. This is reflected in the huge number of Spirit of the Games certificates our children have been awarded in the many sporting events we have participated in this year. We will work with our lunchtime supervisors, our school council and our sports and play leaders to help with this as we move forward and continue to celebrate excellence in our achievement assemblies on Friday.

