

Parental feedback from July 2020

Stars (the things you really like about St. George's Central CE Primary School and Nursery)

'Similar' responses have been grouped together

Many thanks for all your 'stars'. It is great to receive feedback on things you feel are going well. It is also encouraging to hear that amendments we make in school are having a positive impact on the children and yourselves.

Parental star – Staff

- *The friendliness and understanding of staff, especially nursery as my son took a while to settle and they were brilliant with him and I like the fact staff are always around school at drop off and pick up to greet you.
- *I really like how warm and welcoming the nursery is. The teachers there are all really friendly and helpful. I also think that the teachers engage really well with the children. My son is particularly shy and struggled to settle into nursery at first but the teachers supported my son and myself during his transition and this made him go from worrying about attending nursery to absolutely loving every minute of being there.
- *Teachers are always available and willing to discuss child's needs. Parents' concerns or issues raised are tackled straight away.
- *Teaching staff have high expectations of children and push them to achieve their potential.
- *Lovely teachers.
- *Teachers are great with the children.
- *All personnel, not just the teaching staff. They all genuinely care for the welfare of the children.
- *The care that is given to each child. It's very reassuring as a parent to know your child is in safe hands.
- *All the staff are helpful and very presentable.
- *I like the way that office staff are friendly and approachable.
- *The staff/teachers all amazing.
- *Helpful staff.
- *The welcoming staff.
- *Everybody is so friendly and helpful.
- *The teachers and the staff are so friendly, whatever question that I have they take their time to explain it to me. I like the school Worship time.
- *Supportive staff, not only children but parents too run by a fabulous SLT and Headteacher.
- *I love all the teaching staff. They are always friendly approachable and always go above and beyond my children are currently in Y1/2 and Y3/4.
- *That the staff are dedicated and very hardworking. Miss Taylor and Mrs Tuffin (and Miss Killian) have made a fantastic first impression since we were new to Reception and our little girl has progressed so well. It has made us so confident of her future at St Georges Central. All the staff we have encountered including non-teaching have been friendly and welcoming.
- *Any problems are dealt with pretty quickly normally with the help of Mrs Kearns.
- *Mrs Smith is an absolute star, nothing is ever too much trouble and as the office is the first port of call, it really makes the school open and approachable.
- *I just wanted to give a special shout out to Mrs Smith who has been amazing on the front gate whilst my daughter has been back in school in Y1. Nothing is too much very helpful and always goes the extra mile.
- *I would really like to thank all the staff at St. George's Central for their hard work this school year. I have always found them to be courteous, professional and welcoming. In particular I would like to mention Miss Glassbrook, who has been my child's teacher this year. With her calm and gentle manners she inspires confidence and a love of learning in my daughter and in this she was very ably supported by Mrs Toone.
- *I would like to thank Mr Young for his excellent teaching skills. My child has really enjoyed Year 5, it is such a shame that is has been cut short due to the pandemic.
- *Mr Grogan's evidently strong leadership which is reflected in the whole school's clear approach that morals, hard work and good manners will pay off. The school has very high standards and expectations and a no nonsense approach. The children all appear happy and the staff always look like they enjoy being there.

Parental star – Extra-curricular activities/Community events

- *Good Community links.
- *Community driven.
- *Wide variety of extra-curricular clubs.
- *Different activities for the children: Kickstarterz, PE, yoga, gardening, sports.
- *We love the variety of sports available to our child.
- *Wide range of extra-curricular activities such as the ATSA events.
- *How you take part in a lot of outside activities. For example: Remembrance Day, the choir on the square at Christmas.
- *The extra-curricular activities and the dedication towards this. Also the community involvement. It gives both children and their families a sense of belonging (something we didn't feel in Tyldesley before starting at the school) and pride.

Parental star – Open door policy

- *I like that there is a lot of opportunity for us to come to school and see our children perform, or come to class to see what they have been doing. It is well run and I always feel welcome.
- *The open door policy, where we can come in any time with questions. All the meetings for parents and when we can sit in the classroom.
- *I like that my children are happy and feel that if we have any issues, I can speak to school.
- *I like the fact that children are polite and welcoming to adult visitors.
- *Parents are listened to.
- *The open door policy.

Parental star – Communication

- *I like how the nursery involves parents with what's going on and keeping us up to date and informed. This ranges from inviting us in to stay and plays and various workshops which I enjoy attending. One of the workshops I attended showed me different ways of helping my child learn and even provided me with some supplies to take away with me so that we can then do those sorts of activities at home together. I think this is a great way to encourage learning at home and the activities are fun for the children as well as educational. When I'm at home I often hear 'I'm bored!' And sometimes I'm at a loss of what we can do so little things like this help in more ways than one. Another example of this would be when the teachers let us know how our children are getting on. I usually have a chat with my son's teacher when I pick him up at the end of the school day which is nice. One day when I picked him up, my son's teacher let me know how he was struggling to use his pincer grip when writing with a pen, the teacher told me about this and then set my son some homework to help with this. After doing the homework with him, he now uses his pincer grip all the time when writing and with no problem! I think as a parent it's important to help work alongside the school and support children with their learning so it helps to be kept updated and I think the nursery does a good job of doing this.
- *Communication.
- *Communication from the school is very good.
- *Brilliant communication.
- *Communication between school and home has always been good.
- *Good communication with regular newsletters and text/email reminders etc.
- *The school inform the parents whatever is going on in the school.
- *Communication is vital in the pupils education and St George's Central always keeps parents up to date with what's going on: Tapestry, emails, text messages, letters, planners etc.
- *I like how they keep parents up to date in more than one way. Phone calls, emails and letters. Suits everyone.
- *It has always been, but most certainly more obvious as of recent months, very good at communicating with parents.
- *Keeping parents informed without overload. This has been executed very well during this lockdown period.
- *I think the communication is fantastic especially throughout all of the closure teachers have phoned, numerous emails to keep us up to date, even a doorstep visit to check all is ok along with trying to organise and run a school. They have had to make huge changes but still have time to keep in contact with us.
- *I think school has handled the lock down brilliantly. The phone calls were an amazing idea and even a visit from Mr Grogan. He has definitely gone above and beyond to support families in such a tough time.
- *It was a very thoughtful and lovely idea for the headteacher, Mr Grogan to make personal visits to pupils and their families during the lockdown period. By going out and personally enquiring into pupil/family well-being, he went above and beyond the call of duty. That visit, along with the phone calls from my daughter's teacher and the regular communication from school, via email, provided us with much appreciated support at this time.
- *I can't praise the nursery team & Mr Grogan enough through lockdown, calls off Mrs Davies and the home visit off Mr Grogan, I truly believe you do the best for my child and she loves coming to nursery every day.
- *Honesty, even if you don't get the answer you want.

Parental star – Provision/Ethos/Facilities

- *The activities that they do with the children as part of their learning. I very much enjoy logging on to tapestry to see what my son has been doing that day. He always looks like he's had such good fun and not like he's missing me at all! What I've learned from having to home school my son these past few months is that he is not one to sit down with a pen and piece of paper and write something (this might be different in a school environment) but he would much prefer to be hands on so I have had to adapt to his way of learning and so it's because of this I think it's great how the teachers interact with the children and involve them in all different ways because they all learn in their own way. I only have the one child to teach, they have a class of up to 30! My son has come on leaps and bounds since attending the nursery. He started in the toddler room in the September when he had just turned 2 years old in the August, he knew a few words and other than the children he played with at nursery didn't really see any other children. He is now in the preschool classroom and almost 4 years old and he baffles me sometimes with the words comes out with! He understands more than I ever thought, he is writing and beginning to read and can even add small sums and count and write up to number 20 and has lots of friends now too. Not only have I seen a difference in him with his knowledge but also socially he seems more confident and social and this makes me very happy. I have the school to thank for this. I'm incredibly proud of how far my son has come along and I'm glad I chose this nursery for him.
- *Holistic approach with a key emphasis on self-esteem, language and confidence which is so vital to early development.

Parental star – Provision/Ethos/Facilities continued

- *The experiences that Nursery has provided from physical play to cooking has been amazing.
- *Little one loves nursery.
- *A home from home environment.
- *Stay and play sessions. It's nice to see our kids in their daily school/nursery environment.
- *The amount of opportunities that parents get to share in their child's experience at school e.g stay and play, worships, workshops etc.
- *Interesting and engaging topics.
- *The quality of teaching is fantastic in all areas.
- *Parents evenings are stress free. I love the time slots. It makes things so much easier.
- *I really like the music programme in the school in which children are offered the opportunity to learn a musical instrument from Year 3. The offer of reasonably priced instruments to hire from the Wigan Music Service is a very good idea, as it means that parents don't need to purchase an instrument until your child is sure that s/he really enjoys playing and wants to continue learning. During the lockdown imposed due to COVID-19, the music lessons have continued online for my daughter. This was organised by the Wigan Music Service which is fantastic.
- *I like the range of things they do for parents to watch, like the class worship assembly and then for example I came to watch the wider music performance in school. All the things at church they take part in also makes it nice for parents to be given these opportunities.
- *We like the drop in sessions, getting to see our child in the classroom and seeing the work they're doing is something we really enjoy, along with the class assembly. It's great that we get an opportunity to ask and get answers from the head teacher.
- *Good PSE support.
- *Good relationships between teachers/children/parents.
- *My children feel confident and comfortable in the school.
- *I like that motivation for the kids that picks them up when they think they can't.
- *It is very inclusive and embraces people's individuality.
- *Supporting children's emotional well-being through a range of strategies and agencies.
- *The support available for children with additional needs.
- *Helping to meet the children's emotional needs will pave the way for the children to be emotionally ready to learn.
- *The ethos of the school. The community feel. The values that are promoted and encouraged.
- *Superb ethos and values.
- *Learning for the children.
- *Learning – the kids learn so much.
- *Teaching my child everyday life skills.
- *Keeping my child safe.
- *The breakfast club is really helpful and my child loves everything about it.
- *My child loves her school.
- *The environment for learning, the values and ethos of the school.
- *The equipment outside as it will keep the children active and fit, all teachers are very friendly and nice.
- *Outdoor play.
- *I like how the school have approached the COVID-19 situation.
- *Making sure the children are washing hands and doing a one way system to minimise the risk of them catching COVID-19.
- *I think you have done well getting children back in school so they don't lose education, also for the children at home they send work to do and you have kept in touch with the parents.
- *Opening through the school holidays to ensure my child has the best start to her school life when she goes into reception. I haven't heard of any other school that is doing this. Thank you
- *My daughter only started last October in Y5 and everyone has been amazing!! I just wish she'd of been at your school from nursery.

Wishes (ways that you think we could improve St. George's Central CE Primary School and Nursery)

'Similar' responses have been grouped together

Parental wish – Digital platforms	School response
<p>*Potential use of a digital platform (other than Facebook or Twitter) to communicate with teachers, for teachers to communicate directly with parents (quick notes home, homework on the learning platform, photographs/videos etc). A great digital platform that I use at my school (I'm a teacher) is Seesaw. I can quickly update parents, share homework, share photos and photos and videos as well as parents quickly sharing no emergency information with me too.</p>	<p><i>Our Early Years Department use the 'Tapestry' digital platform to communicate directly with parents/carers which I believe is similar to 'Seesaw'. The staff in Nursery and Reception use this 'on the go' as children are learning in small groups and in continuous provision.</i></p> <p><i>I ask teachers across our school to post an update on their class Twitter page at least once a week. I want teachers to be teaching your children and not continually be looking at their mobile devices in lessons and so I think at least once a week is fair. As with everything, staff have developed their own little systems and routines with this and you will see that some teachers post on Twitter more than the agreed 'once a week'.</i></p> <p><i>From what I see on Twitter, I then select things to put on the School Facebook page. Unless there has been a 'special event', I try to link School Facebook posts to when newsletters, dates letters and extra-curricular clubs letters are emailed to you. With our School Facebook and Twitter accounts we can reach a wider audience and not just families at St. George's Central. This is good as it gives all the local community an opportunity to see the great things our children get up to at our school.</i></p> <p><i>Most of the things you have referred to in your feedback can be (and are) shared through our class Twitter accounts. It rarely happens, but people are able to respond to items shared on Twitter. Where there is more personal individualised information to be shared I would want our staff to speak to you face to face or over the phone as opposed to any messaged online. Sometimes, personal information requires a 'human touch' which I actively promote with our staff.</i></p>
Parental wish – Filming of events	School response
<p>*I think class worships and special events should be recorded and sent to parents as my husband is usually working and can't attend so misses out on watching our children.</p>	<p><i>I do realise how difficult it can be to take time from work to attend school events. I aim to have all dates communicated to you well in advance to support you with the planning of this. We do have a lot of events that you could potentially attend and so again, I appreciate how you may have some difficult decisions to make.</i></p> <p><i>When any event does take place in school, all our staff already have very specific roles to carry out which usually will involve some kind of supervision of children. So it would be ambitious of us to ask a staff member to be available to fully record each event. Over the last couple of years, we have used external providers to record Christmas and end of year productions which does have a financial implication. We also have to consider that for different reasons some children are not able to be included in any recordings.</i></p> <p><i>In school, we have recently invested in some filming and recording equipment and Mr Simmons has spent the last few weeks becoming familiar with all our new resources. He has recently been making use of it to film the Year 6 children in school as part of their leavers' events. Our vision with the new equipment is to train up our children so they know how to look after, maintain, and use this equipment so that they can be the ones who film events. We may even develop this further through the use of online platforms to upload any recordings to, which would remove the financial barrier.</i></p> <p><i>It is unlikely that we will have any Class Worships or special events that you could potentially attend when we return to school in September. Our plan is to make full use of the Autumn Term to develop our new filming resources so that we can have children and staff trained and ready for when our events eventually commence.</i></p>
Parental wish – PE kit	School response
<p>*Honestly can't fault the school if I had to pick anything (to complete this space) maybe the PE tops either being blue with white sleeves or a different material as they ruin easily (my sons messy!!) and I can never get the marks out!</p>	<p><i>As I stated last year:</i> <i>'We have looked at an alternative PE kit for our children which does include a navy PE t-shirt. We placed a staff order for this PE kit, but have resisted making any changes for our children as the current price of this new kit is higher than what you currently pay. Therefore it is highly likely that we will consult with you over the PE kit at some point during this school year.'</i> We will start the consultation with this during Spring Term 2021 so that any changes can be agreed and in place for September 2021.</p>

Parental wish – SRE Curriculum	School response
<p>*I hope that St George's Primary school will not allow the government SRE curriculum to take over their Christian values.</p>	<p><i>When we are asked to plan for any statutory guidance, our governors, leadership team and all staff members always ensure that the Christian ethos and values of our school are at the forefront our mind. When tailoring the statutory Relationships Education and Health Education expectations to our school's curriculum we have taken into consideration our Christian ethos and values, along with the maturity levels of our children. In fact, the two run alongside each other as the SRE curriculum expectations are supported by our school Christian values. There has also been a parent/carer, staff and governor consultation to support our approach with this. We will continue to uphold the importance of our Christian values and these will underpin the teaching and learning of PSHE from Early Years to Key Stage 2.</i></p>
Parental wish – Talent Show	School response
<p>*End of year talent show. My child would like to see the acts chosen by the teacher as children are just voting for their friends. Ideally it would be nice if everyone who wanted to take part was able to do so. Maybe spread out over more days.</p>	<p><i>Our Talent Show is usually planned for the end of the school year with children auditioning in their class to take part in the whole school show. To ensure that more children have an opportunity to showcase their talents, we could look at planning in some additional time throughout the school year, on maybe a half- termly or termly basis although we do have lots of events throughout the year that 'enable' talent. For example: Choir performances, Super Writers and Super Artists Awards.</i></p> <p><i>In terms of there being a balance between the children voting and the teacher having a choice as well, I am aware that this does actually happen in most classes. Maybe the teachers need to make this more explicit. I will look to see if we could accommodate more opportunities throughout the year, when I compile the '2020-2021 key dates' over the summer holiday.</i></p>
Parental wish – Lancaster Avenue	School response
<p>*Outside play frame at the Lancaster Nursery. I see the play equipment at the Darlington site and think Lancaster could really benefit from this.</p> <p>*The Lancaster Ave nursery outdoor area really needs some updating and tidying up.</p>	<p><i>Our Lancaster Avenue Nursery is set up in a very different way to our maintained nursery at our Darlington Street site. It is set up under 'Section 27 of the Education Act' which means it falls into the same category as other 'day nurseries' in the area, which are run like a business.</i></p> <p><i>This means that, with some support from the local authority, the nursery needs to make its own money to meet all its costs and we are not permitted to use any money from our annual school budget on the Lancaster Avenue Nursery. We are currently looking at ways that we could improve the outdoor learning environment at our Lancaster Avenue Nursery – we will keep you updated with our progress with this.</i></p>
Parental wish – Snack	School response
<p>*Snack. Children should be allowed to take in a cereal bar. Much healthier and more enjoyable than cheap bread toasted, coated in cheap margarine and kept in a slightly warm oven until break time.</p>	<p><i>As I stated last year:</i></p> <p><i>'Schools first started to 'serve' white toast and butter many years ago as there was an increasing number of children coming to school hungry as they missed out on breakfast at home. Schools realised that they needed to provide something that would cater for the large majority of children in a school and something that would provide an 'energy boost' for these children.'</i></p> <p><i>The above statement may not apply to all our families, but it may to some, and that is why we continue to provide this as our universal offer.</i></p> <p><i>Our other snack option for your child is for them to bring a piece of fruit into school (which in most cases is a cheaper option than cereal bars). Some informal feedback to me from parents/carers is that their child/ren 'will not eat fruit'. It does children no harm to learn, at an early age, that in life there are choices we can make and sometimes these choices are limited.</i></p> <p><i>Maybe you could explain the snack options to your child so they can make an informed decision to have toast from school or a piece of fruit from home. Aldi offer a good range of fruit and so perhaps your child could be involved in choosing this when you do your shopping. They may find something that they like and they are more likely to eat the fruit if they feel they are involved in the process.</i></p> <p><i>Should you wish your child to have a cereal bar, then feel free to include it within their packed lunch as part of their dinner.</i></p>

Parental wish – Music	School response
<p>*I think it would be really nice if all the children in the school could learn to play a very basic instrument, such as recorders. This would help to inspire a love of music in each child.</p>	<p><i>Our Year 4 children take part in the Wigan ‘Wider Opportunities’ Music offer which means that all the children do have the opportunity to learn a basic instrument. For our children, these instruments are African drums, samba drums and glockenspiels. As with many things in primary education, this offer is to provide children with a small taste of what is involved in learning a musical instrument and it will hopefully inspire some children to then look to further their musical talents.</i></p> <p><i>We are very lucky in our school that we have Miss Gray, who not only has that musical drive and passion, but more importantly, that musical knowledge and skills set. We have recognised this as a strength of our school and so from next year, Miss Gray will be teaching music across our school so that she uses her expertise to further inspire the musical talent in our school.</i></p>
Parental wish – Homework	School response
<p>*Homework, particularly for upper KS2. Maths 1 week, English the next that supports their current learning. Otherwise when they get to secondary school they will have a huge shock and a steep curve of adjustment</p> <p>*No homework at all unless it is discussion or prompts / guides as to what has been going in class. They are too young for formal homework. Childhood is the shortest time in life.</p>	<p><i>The homework ‘wish’ is something that appears each year and it is interesting this year that we have two almost opposite ‘wishes’ which very likely represents the 50/50 feeling across all our families. The first thing we need to make clear is that, when we plan any whole school policies, we need to take into account all children and families, which means that we have to have some kind of balance across approximately 300+ families.</i></p> <p><i>Sometimes, homework reinforces the fact that children cannot always learn by themselves and it can undermine motivation. Children can internalise incorrect routines and strategies and it can reinforce less effective study habits. Prescribing home learning does not help children develop time management skills – there is no evidence that this occurs.</i></p> <p><i>Research suggest that the effects of homework are highest when it involves rote learning, practice, or rehearsal of subject matter (like the practising of time tables/number facts through Big Maths Beat That or Times Tables Rockstars and the learning of a spelling patterns that we ask children to undertake each week). The rehearsal of basic skills (surface knowledge) can be undertaken with minimal teacher supervision. Homework that involves any higher level conceptual thinking and anything project based is shown to be the least effective.</i></p> <p><i>What is proven to have much more of a desired effect is parental involvement in learning (which is why we promote undertaking speaking and listening activities as a family and why we ask you to regularly read with your child).</i></p> <p><i>Speaking and listening skills are crucial as at some stage, our children will need to speak and listen to others in order to make progress through their daily life. Through asking children to discuss and demonstrate their school learning to you in a very open way, you will be supporting their speaking, listening and vocabulary development. All very crucial and relevant for the world we live in.</i></p> <p><i>We also ask that you PROMOTE A LOVE OF READING with your children. The educational and long term social benefits of children reading for pleasure are highly positive. We trialled a home-school online reading programme this year (Reading Plus+) and because of the positive feedback from parents/carers and children in the class that used it, we have now purchased this for more year groups to use from September. But also, whenever possible, we please ask that your child is regularly heard read or is regularly read to by an adult each night. If your child leaves our school and can’t do a forward roll, then that’s a pity, but if they leave and can’t read, then that’s a disaster!</i></p> <p><i>Children are very adaptable and any ‘shocks’ or ‘learning curves’ at secondary school in this area are soon overcome (this year I have lived this learning curve at home myself). I do think we need to provide something for children and I think our current approach meets both of the parent wishes somewhere in the middle.</i></p> <p><i>Research quoted taken from ‘Visible Learning: a synthesis of over 800 meta-analyses relating to achievement’ (John Hattie – 2009)</i></p>

Parental wish – Use of praise/encouragement	School response
<p>*More praise for the run of the mill children, if you are not gifted eg with sports etc and you are never brought to anyone’s attention regarding behaviour I think these children can feel forgotten.</p> <p>*Encourage gifted children more. They can be left to coast.</p>	<p><i>I wouldn’t describe any children as ‘run of the mill’ and our weekly Celebration Worship is where we celebrate the great work that all our children undertake in a wide variety of areas. If you are told you are ‘run of the mill’, you will be ‘run of the mill.’</i></p> <p><i>At some stage throughout the school year, all children will be brought to the attention of staff and their positives will be celebrated. That is the very reason why we provide such a wide range of activities and opportunities, so that children are given a chance to try different things that they may like and enjoy and continue with further. Our weekly Celebration Worship recognises children who demonstrate our school values in action and the Star Pupil award can be awarded for a range of achievements personal to the child.</i></p> <p><i>I ask our staff to provide work using an 8/10 rule. In a generic sense, this means that children should be achieving ‘8 out of 10’ in any work they undertake if we are to consider it to be at an appropriate level. Please speak to your child’s teacher if your child feels that their work is not sufficiently challenging.</i></p>
Parental wish – Environment	School response
<p>*I understand that budgeting restraints may prevent my request, but it would be ideal to create more usable space. Maybe use some of the extensive grassed area to erect some semi-permanent work spaces. Maybe also proper blackout blinds so that classrooms don't get too hot.</p>	<p><i>Since our school closed in March, we have used the time to upgrade many areas of school. Some upgrades you may notice and some you may not. When you return to school, you will see how we now have two large gazebos on our playground. Not only can these be used as shelter from the shade (or mainly rain), but they can also be used for teaching and learning as a whole class can be accommodated within one of the structures. Our initial plan for September is to incorporate these into our playtime and lunchtime plans through having named staff members reading with children in them at these times.</i></p> <p><i>Our staging area has been taken down and we are planning to relocate this in far corner of the field (nursery side) which will then mean there is some kind of equipment in all four corners of the school field. I hope I have answered your question and that when you see these gazebos that you class them as a ‘usable space’. We have some funding allocated to develop the ‘courtyard’ area outside Mr Young’s classroom. We will be looking to work with the School Council at some point to develop this area so that it can be more effectively used.</i></p> <p><i>Mrs Smith successfully submitted a bid for some funding and we have been allocated finances to upgrade our external windows and doors. This work will be started in the Autumn Term. Hopefully this will help with the temperature in some classrooms where it has been difficult to open windows. Once the windows have been replaced, we will be upgrading the blinds in some of our classrooms. I do ask our teachers to open their blinds as one of the first ‘jobs’ each morning, to let the natural light into their classroom. It is not always possible for staff to do this if it means the children are sitting directly in the sun. Depending on where the classroom is on our site, this affects the temperature of the classroom. We aim to ensure that all classrooms operate at a safe temperature for all.</i></p>
Parental wish – After school clubs	School response
<p>*Consistent after school clubs. My son really enjoys the clubs but they rarely stay around for long. For example Hockey.</p>	<p><i>We have many after school clubs that take place each week throughout the whole school year. For most of our school based sporting we try to ensure that they ‘marry up’ with sporting events that our children may be taking part in. We also think children should have a ‘balanced diet’ of sporting activities throughout the year so that they can develop skills across a wide range of activities. For me, much of primary school education is about giving children as many different opportunities as possible, providing children with a ‘taste’ of as many things as possible. We are ‘planting the seed’ for the future, sparking that initial interest.</i></p> <p><i>School cannot provide everything as for every child that takes an interest in hockey, there will be one that takes an interest in rugby and then another who wants to continue with dodgeball and cricket etc etc. We do not have sufficient staff to cater for all individual requests. We are very lucky that we have the staff to lead the many clubs on offer. Should your child wish to continue with any particular after school activities then please contact me in school and I will put you in touch with a community based club so that you could continue your child’s interest, with specialised coaches, beyond the school day.</i></p>

Parental wish – Involvement	School response
<p>*It is difficult to explain but I am acutely aware that a lot of parents would like to be more involved but are quite intimidated about being involved in school support, PTA and extra-curricular activities. And I know some parents understand the passion around sports but some parents would like to see more diversity of activities supported and promoted.</p> <p>*An open volunteering system for outings so that all parents have a chance to be involved.</p>	<p><i>It is great to see the many number of volunteers that I see walk past my office as part of the many school trips that we have. There is always a never ending line of parent/carers and grandparents who come past with their young family members. We are truly grateful for any support we receive in school. Whenever there is some kind of trip or outing where support may be needed, I do tell all teachers to ask both the class governor and the parents/carers of the class to support with this in the first instance (before taking staff from other areas of school). I do know that teachers do this – please let me know if you have never received this message.</i></p> <p><i>In terms of the diversity of activities supported and promoted, it is no secret that I founded a sporting group in 2011 that provides sporting events for all our local schools. Amongst our local community, this organisation is very well received. There is a misconception that with me, everything is all about sport and this is very much aimed at me as opposed to St. George’s Central. What maybe people may not know is that, since 2012 I have brought many additional non sport related elements to St. George’s Central CE Primary School and Nursery. I have implemented/led or encouraged our staff in:</i></p> <ul style="list-style-type: none"> <i>-Class Worships for parents/carers to attend;</i> <i>-school choir involvement in the switching on of the Christmas lights in Tyldesley;</i> <i>-school involvement in the Remembrance Sunday Parade;</i> <i>-a more organised approach to our Christmas productions in Nursery, Reception & KS1 and the introduction of our end of year KS2 production;</i> <i>-Year 6 Leavers’ events for all our local schools at St. George’s Church;</i> <i>-school choir half termly performances;</i> <i>-improvements to our school library;</i> <i>-the creation of our Rota-kids Council to support the work of our local Rotary Club;</i> <i>-successful funding bids for large community artwork projects;</i> <i>-completing intergenerational work through the regularly planned visits to local residential homes;</i> <i>-undertaking regular community litter picks;</i> <i>-supporting Miss Gray in organising a large community based music concert (cancelled due to COVID-19);</i> <i>-developing our resources for filming and recording in our ‘Green Room’;</i> <i>-in conjunction with our staff, providing a variety of extra-curricular clubs (on our most recent after school clubs letter you will see that, 8 out of the 13 clubs did not involve sport);</i> <p><i>Whilst sport is one aspect we are passionate about, I hope the above list shows that there are a multitude of other areas which we are passionate about and supportive of. I do feel uncomfortable at having to point these things out, but the ‘passion’ for sport is very much a perception that could be focused upon.....and what you focus on magnifies!</i></p> <p><i>As you can see from above, I organise, and am involved with, many other things that are about improving the lives of the children within our locality (not just in sport). If you ask the staff that see me in school on a day to day basis they will tell you that I very much have a passion with everything that I do (I even have making a cup of tea down to an art form). What’s the point in doing anything if you are not going to give it your best – our school motto supports that and this is an approach I would want for my own children and the ones that attend our school.</i></p> <p><i>Some informal feedback I have received in terms of supporting school events is that people want me to be present at every meeting and every event. I do my fair share of attendance at the wide range of school events and it would be unmanageable for me to be at everything! I have trusted staff who now attend events/meetings that I cannot attend, which includes PTFA meetings and ATSA events.</i></p> <p><i>Mrs Yates resigned from her PTFA role in November after a 40 year involvement with our school and there are some parents/carers who are ‘active’ with our PTFA. We would love more people to become involved with our PTFA and so please let Miss Worden know in the school office if you would like to be involved as once you come into school and see everything that we have on offer, you will see that we are approachable and welcoming and would appreciate your support and involvement in the many opportunities that we offer to children.</i></p>

Parental wish – Positives	School response
<p>*I can't think of anything that the school could consider improving. I have been really pleased with the way everything has been since my son started to attend, I have no issues at all and my son is really happy with everything as well and to me if he's happy and he's learning then I'm happy with that too.</p> <p>*I think the school is run very efficiently as this shows in the kids and the teachers so nothing comes to mind</p> <p>*Nothing everything is good</p> <p>*Nothing as far as I'm concerned sorry</p> <p>*Nothing</p> <p>*Nothing</p> <p>*Unsure</p> <p>*I'm happy with everything at the moment</p>	<p><i>Thank you very much! I can assure you that over this last year every staff member at St. George's Central has worked extremely hard.</i></p> <p><i>During my eight years as headteacher at St. George's Central CE Primary School and Nursery, I have continued to learn how although we aim to provide many positive experiences for your children and do the very best for them, we will not please everyone and I will echo the comments I have made in previous years when I say:</i></p> <p><i>"We do our best, but when you have over 300 sets of parents/carers who are different ages, come from different backgrounds, with different life experiences, it is sometimes difficult to please everyone. At the fore front of our mind, when we do anything at school, is the children and their long term benefit. That is why we are here! Without them, we would have a building with no life or soul. We will continue to work hard and ensure that the mantra of 'NEVER SETTLE FOR LESS THAN YOUR BEST' is something that every staff member carries out and every child leaves our school knowing and living."</i></p>



Mr M Grogan
Headteacher
Thursday 16th July 2020