

**Parental feedback from June 2026**

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

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 – Provision/Ethos/Facilities**

\*The school offers a fantastic range of activities and opportunities for children to grow both academically and socially. The curriculum is engaging and well-structured, and the staff go above and beyond to support every child. The friendly and inclusive atmosphere means my children have made wonderful friendships and feel confident and happy every single day.

\*My children absolutely love coming to school every morning. They have a wonderful relationship with all of their teachers and always leave the house happy and excited for the day ahead. This tells me that the school creates a truly warm and welcoming environment where children feel safe, valued and inspired to learn.

\*It is wonderful that my daughter's school has taken such proactive and thorough steps to ensure her well-being. The dedication to training staff on her allergies from before she even began her studies is truly commendable. This level of preparedness offers great peace of mind to parents. It reflects a strong commitment to student safety and inclusive education. I appreciate the school's efforts in creating a secure environment for all students as well as my own child.

\*The proactive approach taken with the school menu. Accommodating specific dietary needs demonstrates a thoughtful and considerate environment. Ensuring such adjustments are made throughout the school is commendable. This flexibility contributes significantly to a positive experience for students. Such dedication to individual well-being is truly appreciated.

\*Care about child health and safety.

\*Create a safe learning environment for my child.

\*School security.

\*Help my son meet his educational needs.

\*Understanding too, i.e. the PE kit policy when the weather is hot. The little things that make you feel like we are all a team and work together for our children.

\*The children seem happy.

\*Lots of nice school trips and opportunities.

\*The enrichment – the children are offered so many opportunities to try new things, be that trips away, people coming into school to work with the children, all the sports and arts tasters/ showcases.

\*The school also offers a wide range of activities throughout the year, which provides the children with wonderful opportunities to learn, develop new skills, and gain valuable experiences outside the classroom.

\*Extra-curricular opportunities available to all children. The range of experiences is fantastic and the children gain so much from participating in them.

\*The outside provision and play equipment. It feels well thought out and engaging for the children. It is also suitable for the age range.

\*Offer after school clubs.

\*I find the extra schools clubs and trips they do great!

\*Clubs

\*Having the breakfast club facility and school holiday club when applicable.

\*The number of events the children are involved in, such as non-uniform days, stay and plays and school trips.

\*The support we have had for our son at St George's and for us as a family has been brilliant. We are grateful.

\*The outward facing nature of the school is very good, I like that the children are encouraged to be active members of their community.

\*Involvement in the community through facilities such as the swimming baths and library. Links to ATSA and also to the church.

\*We appreciate the degree of outreach and community-facing activities that are part of the teaching at St George's. The school is a proud part of the community and encourages children to become citizens.

\*I like that the focus is less on hitting abstract grade targets and more on becoming well rounded people, not just high attaining students.

\*As a Christian school, the emphasis on faith and prayer also helps the children develop strong values and grow into kind, respectful, and compassionate individuals.

\*The times available to parents for school performances, meetings and parents evenings etc are great so we can attend after work. Again taking time in to the teacher's own time.

\*Invitations in to school – the amount of opportunities parents are given to come in to work with the children and see what they have been learning.

\*We like how the school takes the time to celebrate the students, for small successes as well as big ones.

#### **Parental star – Staff**

\*Consistent members of staff. Mrs Renton is very reactive when we have needed to contact staff or make enquiries/needed help.

\*The teachers work extremely hard and they clearly take their time to know each child individually. Also, the school sleep overs, school performances, after school clubs etc are fantastic for the children and everyone is really grateful to the staff who give up their own time for these events for our children.

\*The teachers and all the staff are incredibly caring and put so much effort into ensuring that the children have a happy and supportive environment in which to learn, grow, and thrive.

\*Mrs Smith consistently dedicates herself to ensuring every parent and child feels heard. Her proactive approach to addressing concerns is truly valuable. She consistently goes above and beyond in her efforts. This commitment fosters a supportive and responsive environment. I truly appreciate her exceptional dedication.

\*Every staff member is approachable and the school is welcoming. The head teacher stood at the front of school each morning and at the end of the day is great to see.

#### **Parental star – Communication**

\*Communication.

\*Key dates – the early communication, regarding as many dates as you can, enables me to juggle my work commitments and meetings and make sure I can come to school events to see what they have been learning and to see my boys smile.

\*The 'X' updates to keep up to date with what the children are doing.

\*The school is very open in its approach and communication about the curriculum; everything is available to view on the website and we know what is happening day to day as well as the overarching goals.

\*Update school activities on social media timely.

\*Also communication, with the key dates, newsletters, texts are really invaluable when you work and have a lot of other things happening in life.

\*The communication between teachers and families is outstanding, and it is clear that every member of staff genuinely cares about the wellbeing and happiness of each and every child.

\*Give notice for events.

\*The layout of the year is presented to parents very well and is easily accessible.

\*The school has an excellent sense of community. Parents are always kept well informed and involved in their children's progress.

**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: Extra-Curricular Clubs	School response																																																																																																																												
<p>Overall I am extremely happy with everything the school provides. If anything, I would love to see even more extracurricular activities and clubs available for the children to enjoy after school hours.</p>	<p><i>Thank you for your positive feedback. I am very lucky as Headteacher that we have so many wonderful staff members who all contribute to the wider range of opportunities that we offer here at St. George's Central.</i></p> <p><i>In terms of extra-curricular activities, this has usually been identified as a strength at our school. When I was a teacher many years ago, I always led extra-curricular activities. I saw the positive impact this had not only on the children, but on my relationship with them and their families too. When I am ever stopped by former pupils in the community, reference is usually made to a time during such an extra-curricular activity.</i></p> <p><i>When I give prospective candidates for teaching positions a tour of our school, I highlight the positive benefits of leading an extra-curricular club and how this is an important element of working at our school. Whilst I do this, I cannot direct any staff to lead any extra-curricular club and so there is a reliance on staff volunteering. Therefore, if you ever see a staff member leading an extra-curricular activity beyond the school day, then they are doing it as they have <b>volunteered</b>. There is no additional financial incentive for staff to lead a club after school or take your children to any ATSA events or on any of the residential opportunities – you can now see why I started by saying how lucky I am as Headteacher!</i></p> <p><i>This year, the following number of <b>free</b> extra-curricular clubs have been in place:</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="7"><b>Number of extra-curricular activities in place each week, for each half term (25-26)</b></th> </tr> <tr> <th rowspan="2"><b>Extra-curricular activities</b></th> <th><b>Aut 1</b></th> <th><b>Aut 2</b></th> <th><b>Spr 1</b></th> <th><b>Spr 2</b></th> <th><b>Sum 1</b></th> <th><b>Sum 2</b></th> </tr> <tr> <th><b>Number</b></th> <th><b>Number</b></th> <th><b>Number</b></th> <th><b>Number</b></th> <th><b>Number</b></th> <th><b>Number</b></th> </tr> </thead> <tbody> <tr> <td><b>Total number of clubs each week</b></td> <td><b>13</b></td> <td><b>12</b></td> <td><b>15</b></td> <td><b>16</b></td> <td><b>17</b></td> <td><b>14</b></td> </tr> <tr> <td>Clubs at lunchtime</td> <td>6</td> <td>4</td> <td>5</td> <td>5</td> <td>7</td> <td>6</td> </tr> <tr> <td>Clubs before/after school</td> <td>7</td> <td>8</td> <td>10</td> <td>11</td> <td>10</td> <td>8</td> </tr> <tr> <td><b>Adult led clubs</b></td> <td><b>12</b></td> <td><b>11</b></td> <td><b>14</b></td> <td><b>15</b></td> <td><b>17</b></td> <td><b>14</b></td> </tr> <tr> <td><b>Children led clubs</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>0</b></td> <td><b>0</b></td> </tr> <tr> <td><b>External provider led clubs</b></td> <td><b>2</b></td> <td><b>2</b></td> <td><b>2</b></td> <td><b>2</b></td> <td><b>2</b></td> <td><b>2</b></td> </tr> <tr> <td><b>Sports clubs</b></td> <td><b>5</b></td> <td><b>4</b></td> <td><b>4</b></td> <td><b>4</b></td> <td><b>4</b></td> <td><b>3</b></td> </tr> <tr> <td><b>'Other' clubs</b></td> <td><b>8</b></td> <td><b>8</b></td> <td><b>11</b></td> <td><b>12</b></td> <td><b>13</b></td> <td><b>11</b></td> </tr> </tbody> </table> <p><i>When I compare the numbers above, especially those highlighted, with other schools locally, there is a significant difference in the range and numbers provided here at St. George's Central on a weekly basis. Your children are very lucky to access these without additional costs to you as families.</i></p> <p><i>We review the clubs on offer and 'marry up' some of them to any upcoming ATSA Competitions so that children can 'prepare' for the event. Children who attend the club each week stand a greater chance of being picked for a school team at an ATSA event.</i></p> <p><i>Extra-curricular club attendance levels for 2025 – 2026 can be seen below:</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="7"><b>% of children at SGC who attended extra-curricular activities during each half term (25-26)</b></th> </tr> <tr> <th rowspan="2"><b>Number of clubs attended each week</b></th> <th><b>Aut 1</b></th> <th><b>Aut 2</b></th> <th><b>Spr 1</b></th> <th><b>Spr 2</b></th> <th><b>Sum 1</b></th> <th><b>Sum 2</b></th> </tr> <tr> <th><b>%</b></th> <th><b>%</b></th> <th><b>%</b></th> <th><b>%</b></th> <th><b>%</b></th> <th><b>%</b></th> </tr> </thead> <tbody> <tr> <td><b>One or more</b></td> <td>66.8%</td> <td>58.1%</td> <td>64.4%</td> <td>56.1%</td> <td>62.6%</td> <td>48.0%</td> </tr> <tr> <td><b>Two or more clubs</b></td> <td>35.2%</td> <td>30.6%</td> <td>32.0%</td> <td>24.5%</td> <td>28.9%</td> <td>23.2%</td> </tr> <tr> <td><b>Three or more clubs</b></td> <td>12.9%</td> <td>10.1%</td> <td>10.8%</td> <td>8.3%</td> <td>9.5%</td> <td>12.2%</td> </tr> <tr> <td><b>Four or more clubs</b></td> <td>2.4%</td> <td>3.6%</td> <td>3.3%</td> <td>3.2%</td> <td>3.9%</td> <td>3.9%</td> </tr> </tbody> </table> <p><i>We will continue to review our extra-curricular offer considering your feedback. In the meantime, click the link to view the <a href="#">Extra-Curricular Clubs</a> section of the website.</i></p>	<b>Number of extra-curricular activities in place each week, for each half term (25-26)</b>							<b>Extra-curricular activities</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Total number of clubs each week</b>	<b>13</b>	<b>12</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>14</b>	Clubs at lunchtime	6	4	5	5	7	6	Clubs before/after school	7	8	10	11	10	8	<b>Adult led clubs</b>	<b>12</b>	<b>11</b>	<b>14</b>	<b>15</b>	<b>17</b>	<b>14</b>	<b>Children led clubs</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>External provider led clubs</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>Sports clubs</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>'Other' clubs</b>	<b>8</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>11</b>	<b>% of children at SGC who attended extra-curricular activities during each half term (25-26)</b>							<b>Number of clubs attended each week</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>One or more</b>	66.8%	58.1%	64.4%	56.1%	62.6%	48.0%	<b>Two or more clubs</b>	35.2%	30.6%	32.0%	24.5%	28.9%	23.2%	<b>Three or more clubs</b>	12.9%	10.1%	10.8%	8.3%	9.5%	12.2%	<b>Four or more clubs</b>	2.4%	3.6%	3.3%	3.2%	3.9%	3.9%
<b>Number of extra-curricular activities in place each week, for each half term (25-26)</b>																																																																																																																													
<b>Extra-curricular activities</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>																																																																																																																							
	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>																																																																																																																							
<b>Total number of clubs each week</b>	<b>13</b>	<b>12</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>14</b>																																																																																																																							
Clubs at lunchtime	6	4	5	5	7	6																																																																																																																							
Clubs before/after school	7	8	10	11	10	8																																																																																																																							
<b>Adult led clubs</b>	<b>12</b>	<b>11</b>	<b>14</b>	<b>15</b>	<b>17</b>	<b>14</b>																																																																																																																							
<b>Children led clubs</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>																																																																																																																							
<b>External provider led clubs</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>																																																																																																																							
<b>Sports clubs</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>																																																																																																																							
<b>'Other' clubs</b>	<b>8</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>11</b>																																																																																																																							
<b>% of children at SGC who attended extra-curricular activities during each half term (25-26)</b>																																																																																																																													
<b>Number of clubs attended each week</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>																																																																																																																							
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>																																																																																																																							
<b>One or more</b>	66.8%	58.1%	64.4%	56.1%	62.6%	48.0%																																																																																																																							
<b>Two or more clubs</b>	35.2%	30.6%	32.0%	24.5%	28.9%	23.2%																																																																																																																							
<b>Three or more clubs</b>	12.9%	10.1%	10.8%	8.3%	9.5%	12.2%																																																																																																																							
<b>Four or more clubs</b>	2.4%	3.6%	3.3%	3.2%	3.9%	3.9%																																																																																																																							

Parental wish: Communication: Children selected	School response
<p>When picking children for ATSA I think it should be a mix of children, not the same ones all the time, it gives children opportunity to try a sports they might not be able to get into.</p>	<p><i>As mentioned in the previous 'wish' response, we tailor part of our extra-curricular offer so that some clubs lead to being selected for ATSA events. In these cases, in attending the club, your child stands a far greater chance of being selected to represent school in a competition. So far this year, <b>89 different children</b> have taken part in one or more of the <b>25 ATSA Competitions</b> that have taken place.</i></p> <p><i>Sometimes, you may see the same children selected for events, as they have attended the school-based club. However, there are other events on offer and so far, this year, children from our school have taken part in these other events:</i></p> <p style="text-align: center;"><b>24 Taster Session/Teaching and Learning sessions</b>  <b>10 Arts Events</b>  <b>6 Access to Success Events</b>  <b>5 Active Minds Events</b>  <b>1 Sports Council Event</b>  <b>1 Sports Weekend</b></p> <p><i>After all these events are taken into account, in total so far in 2025 – 2026, <b>193</b> different children have taken part in an ATSA event. This represents <b>65.6%</b> of children at our school. This data contains Reception and there are currently not many events for these children. Without Reception data, the % above changes to <b>74.5%</b> of our children.</i></p> <p><i>You are however correct to point this out as, despite the low Reception event number, there are currently <b>34.4%</b> of children missing out on these opportunities...which is too many! You are also correct in your 'wish' when you say how more children should have an opportunity to try different things. In relation to this, some of you will have heard me say:</i></p> <p style="text-align: center;"><b>'How will children know how good they are at something, if they have not had a go?'</b></p> <p><i>This is why when it comes to ATSA Taster Session Events, staff do try to choose a range of children. I have personally seen teachers openly ask their class if they would like to take part. Children who may not have previously taken part in an ATSA event this year are actively prioritised. Although this does happen, there are still times when the 'same children' may be picked.</i></p> <p><i>After a community wide consultation...ATSA is changing for 2026 – 2027! As a wider range of events are now on offer, from September 2026, ATSA will be known as:</i></p> <p style="text-align: center;"><b>Atherton and Tyldesley Sports and Arts</b></p> <p style="text-align: center;"><i>with a strapline of</i></p> <p style="text-align: center;"><b>'Friendship through sports, arts and community'</b></p> <p><i>There are many new events that will be included and the total number of events for children across our area in 2026 – 2027 currently stands at <b>101 events</b>.</i></p> <p><i>I will reinforce with all staff the need to select a range of children for the wide variety of events on offer in 2026 – 2027.</i></p>
Parental wish: Communication: Staffing	School response
<p>More communication, nursery have had a swap around of teachers. No communication to why this has happened or formal confirmation of the new teachers.</p>	<p><i>As a school, we are unable to comment on individual staffing matters or discuss circumstances relating to specific members of staff. We appreciate that parents/carers may notice changes in staffing arrangements and understand that questions may arise.</i></p> <p><i>Staffing decisions are made following careful consideration of the needs of children, the effective operation of the school and, where appropriate, transition arrangements. Please be assured that any decisions relating to staffing are made in accordance with school policies and procedures, with the welfare and education of children remaining our priority.</i></p>

Parental wish: Communication: medical needs	School response
<p>Open communication channels between parents and teachers, where the parents actually feel listened to and not feel like a burden. Fostering a deeper understanding of various medical conditions among staff would greatly benefit all involved as instances that should be a never instance should become a training tool of understanding an individual child's medical needs.</p> <p>Working together, we can create an environment where every child's needs are met with sensitivity and expertise. As well as trying to gather as much in depth information from the parent or guardian about the individual child's medical needs and conditions to gather a full understanding of what is expected from them to ensure the best care for the child can be given always.</p>	<p><i>Thank you for sharing your thoughts about communication and the importance of feeling listened to. I am sorry to hear that this has not always been your experience and we want to reassure you that you should never feel like a burden when raising concerns or sharing information about your child. I fully agree that a deep understanding of individual medical conditions is essential. You have indicated in the stars you submitted on your survey how:</i></p> <p><b><i>-It is wonderful that my daughter's school has taken such proactive and thorough steps to ensure her well-being. The dedication to training staff on her allergies from before she even began her studies is truly commendable. This level of preparedness offers great peace of mind to parents. It reflects a strong commitment to student safety and inclusive education. I appreciate the school's efforts in creating a secure environment for all students as well as my own child.</i></b></p> <p><b><i>-Mrs Smith consistently dedicates herself to ensuring every parent and child feels heard. Her proactive approach to addressing concerns is truly valuable. She consistently goes above and beyond in her efforts. This commitment fosters a supportive and responsive environment. I truly appreciate her exceptional dedication.</i></b></p> <p><b><i>-The proactive approach taken with the school menu. Accommodating specific dietary needs demonstrates a thoughtful and considerate environment. Ensuring such adjustments are made throughout the school is commendable. This flexibility contributes significantly to a positive experience for students. Such dedication to individual well-being is truly appreciated.</i></b></p> <p><i>As well as your 'wish', it is pleasing how you have identified many positives with the approaches we have taken in school with your child specifically and whilst you have named staff members/areas of school in your feedback, it is worth noting how a wider staff approach has been taken, with various teachers contributing to ensuring your child receives the best care in school. Each half term, all First Aid trained staff have a meeting to ensure everyone is fully aware of all new and existing medical conditions, including allergies.</i></p> <p><i>On occasions, communication regarding your child with teachers may take place at the end of the day, on the door, in earshot of other parents/carers. This is not ideal. For me, it is best to avoid any detailed, personal communication of this nature to protect the privacy of all concerned. We have a <a href="#">Communication Plan</a> in place to support with this.</i></p> <p><i>As a school, we are committed to creating an environment where every child's needs are met with sensitivity, confidence and expertise. Gathering detailed information from parents/carers and maintaining open, respectful communication will remain a key part of this. Thank you again for raising this — your insight is invaluable in helping us improve the experience for all families at St. George's Central CE Primary School and Nursery.</i></p>
Parental wish: Communication: Seesaw	School response
<p>The interaction between class teacher and parent, any other easier way rather than seesaw?</p>	<p><i>For me, the best method of interaction is face to face communication. We have many planned opportunities (of both a formal and informal nature) where you can come to school to interact with your child's teacher. Teachers are on classrooms doors each morning and whilst we have stated that we are looking to reduce 'on the door' communications, this is relating to conversations of a more confidential nature and so staff will be happy to speak with you if you wanted a quick chat, perhaps to maybe arrange a more convenient, extended time to meet.</i></p> <p><i>I understand that due to work commitments, coming to school to interact with staff may not be possible. You could contact school by phone/email and your child's teacher will respond. With Seesaw, I am keen to avoid a situation where 'interaction' with staff goes beyond the school day and into time that teachers are spending with their own families in an evening. Staff at St. George's Central provide lots of opportunities for your children and I would want them to come to school each day feeling rested so that the quality of our provision does not diminish.</i></p> <p><i>Strengthening the connection between home and school is always a priority, and we appreciate you raising this as part of that ongoing work.</i></p>

Parental wish: Headteacher present	School response
<p>Head teacher is never at assembly's when parents are invited which is sad as surely he should see how well the children are doing.</p>	<p><i>When I started here in 2012, there was nothing in place in terms parent/carer assemblies. I therefore not only introduced parent/carers assemblies, but also the idea of parents/carers coming into school on a more regular basis in various ways. At the time, my personal aim was to attend every event involving parents/carers and for a few years, I was able to manage this.</i></p> <p><i>Over the years, the nature of my role as Headteacher has changed as have the external demands, yet we as a school have introduced <b>more events</b> for you as parents/carers to come into school to see your children showcase their learning. The aim as I start each day at St. George's Central, is to be present at everything I can, in line with our policies and procedures.</i></p> <p><i>The main 'assembly' you are invited to as parents/carers is the annual Class Worship for your child's class. When planning the dates for this current academic year, I actually amended the Class Worship dates for some classes so that there was a greater chance that I could be present at each one. This year, I have attended the Class Worship for the following classes: <b>Year 5/6RO, Year 5BH, Year 4CB, Year 2TL, Reception and Darlington Street Nursery.</b></i></p> <p><i>I agree with the sentiments of your response, in that I have only attended 60% of the Class Workshops possible this year. Despite my best intentions, there are times when things arise and I simply cannot attend everything as planned. If, over the years, I have missed your child's Class Worship(s) then it has not been purposeful and there will have been a very good reason.</i></p> <p><i>The lucky thing for me and your children is that I am here almost every day to see how well your children are doing in school.</i></p>
Parental wish: Concerns raised	School response
<p>Concerns raised by parents can sometimes feel as though they are dismissed before being fully explored, and it can feel as though responsibility is placed on the child/parents. For example, if child A is being hurt by child B then child A is told to be more resilient and the parents told to teach child A to be braver, which does not significantly change the situation for the children.</p>	<p><i>Thank you for raising this concern. We are genuinely sorry to hear that some parents/carers have felt their concerns were not fully explored, and we want to reassure you that this is never our intention.</i></p> <p><i>When issues arise between children, our priority is always to understand the situation fully, support all children involved, and take appropriate action to keep everyone safe. Encouraging resilience is one part of helping children develop socially and emotionally, but it should never replace clear steps to address behaviour that is causing harm.</i></p> <p><i>Situations like you have described are recorded on our internal monitoring system and steps to address behaviour, including any consequences are noted. I will continue to review these on an on-going basis, keeping the points raised here in mind.</i></p>
Parental wish: Images on social media	School response
<p>One of the only issues I have is regarding posting pictures of children on social media. These are broadly unregulated companies that can do whatever they wish with that data, and with the new regulation on under 16's I think it's time to consider why a school needs to put pictures of the children on such an open forum. I would suggest perhaps a closed WhatsApp group for each year group, as it's easier to control who is looking at the pictures and what they can be used for.</p>	<p><i>Thank you for sharing your concerns regarding the use of children's photographs on social media. We fully appreciate that online platforms raise important questions about data protection and the safety of children and we take these responsibilities very seriously.</i></p> <p><i>At St. George's Central, our social media platforms are not for children to interact with. We only post images with parental consent and ensure that content is carefully selected, monitored, and used solely to celebrate learning and strengthen our communication with families. That said, we recognise that expectations and regulations continue to evolve, and your feedback is a valuable reminder to keep reviewing our approach in line with national guidelines.</i></p> <p><i>The point you raise about unregulated companies using online data is a very real risk, that seems to be gathering 'pace'. Having had a brief look at the social media pages of schools within our local and wider community, I can see how almost all schools have the same approach as us.</i></p> <p><i>I will therefore raise this as a discussion point at our local Headteacher meetings. We will consider your suggestion about more closed, controlled platforms as part of our ongoing review of how we share information with parents/carers.</i></p>

<b>Parental wishes:</b> <b>Communication: Streamline/Electronic</b>	<b>School response</b>
<p>Improve the way in which it shares information. This process needs streamlining as it is difficult to keep up with all events etc. For example, there is Seesaw, emails, the paper list of events from reception, there's another app which I don't know or have, letters home. This has made me miss events etc and I am constantly checking all to see what's coming up or when something starts/end.</p> <p>One area where I believe the school could improve is communication with parents. At times, there are limited updates on Seesaw, and it can be difficult to know what activities or events are coming up. More regular updates and advance communication about school activities, learning topics, and upcoming events would help parents stay informed and more involved in their children's school experience.</p> <p>Keeping parents better informed through regular electronic communication, rather than relying primarily on paper notices, would further strengthen the excellent partnership between the school and families. More timely updates about school activities, events, and classroom learning would help parents stay engaged and aware of what is happening in school.</p>	<p><i>Thank you for sharing your thoughts about communication. I understand how important it is for parents/carers to feel well-informed about what is happening in school and I appreciate that limited or inconsistent updates can make it difficult to keep track of learning, events and key dates.</i></p> <p><i>I agree it can be difficult to keep up with events because...there are so many events! I find it difficult myself to keep up with everything that is happening, there is certainly a lot on offer for the St. George's Central community.</i></p> <p><i>Given that, I do recognise that having multiple platforms can feel overwhelming and can make it harder for parents/carers to keep track of key dates and events. If there is a queue of parents/carers at the main entrance in a morning, I watch with interest sometimes, as people are walking past wondering if they too should be in that queue.</i></p> <p><i>We have reduced the amount of paper letters we send out and so you should only receive paper letters for events where you require some additional information, for example: school trips (including residential), ATSA events and parents' evenings. We could have an online system for parents' evening and we did try this many years ago. However, this approach meant that it was the responsibility of just one person in school to organise appointments and 'marrying up' sibling appointments became a challenge.</i></p> <p><i>Any paper documents in the entrance area of school are purely copies of information you will have received via email. Therefore, if you prefer the electronic version, avoid taking a paper copy from the office. If you prefer paper copies (and you cannot print at home from email) then simply come into school (or send your child) and take what documents you need.</i></p> <p><i>For all school events, the main document you need is the Key Dates letter. For 2026 – 2027, this will be emailed out to you this year on Monday 13<sup>th</sup> July 2026. At the staff meeting when I first introduced this, I said to teachers how 'every event where people may need time to book off work needs to be included'. Therefore, on Monday 13<sup>th</sup> July 2026, you will know the dates/times of all the Christmas plays, each Class Worship, Sports Day. I know how having dates this far in advance is helpful for you and your employer – it is frustrating for me as Headteacher, when some of our school staff, who have their own children at other schools, inform me that they have only been told the <b>week before</b> that it is their own child's play/sports day!</i></p> <p><i>Each year, I email a 'Word' version of the key dates letter to Mrs Renton and she transfers all the dates to the 'OurSchoolsApp'. Look for the App below:</i></p> <div data-bbox="821 1366 1165 1680" data-label="Image"> <p>The image shows a search result for 'OurSchoolsApp' in an app store. The search bar at the top contains the text 'our school app' and a 'Cancel' button. Below the search bar, the app 'OurSchoolsApp' is listed under the 'Education' category. It has a green icon with a white arrow pointing right and a rating of 14 stars. To the right of the app name is an 'OPEN' button. Below the app name, there are three preview images showing the app's interface, which includes various icons for different school activities and a list of events.</p> </div> <p><i>Obviously, the key dates only covers events that we have organised by Monday 13<sup>th</sup> July 2026 and throughout the year, other events are planned. These are added to the half termly dates letter. Again, this is emailed to you, paper copies are in our entrance area and Mrs Renton transfers any new events to the 'OurSchoolsApp'. All these documents are also on our <a href="#">school website</a>.</i></p> <p><i>Your feedback on how we share information highlights to me how everyone is different and how, as a school we need to account for and meet the needs of those differences the best we can. My advice is to find which method suits you and stick to it. I personally do not like the App and so when notifications come up on my device, I simply ignore them and refer to the school website.</i></p>

<b>Parental wishes:</b> <b>Communication: Streamline/Electronic</b> <i>continued</i>	<b>School response</b> <i>continued</i>
	<p><i>In terms of what your children will be learning about, each class has a page on the school website which includes our Curriculum Overviews. The Curriculum Overviews also have their own page on the website. There are also linked Knowledge Organisers for each topic – these are used to assess the children and include key knowledge for each topic.</i></p> <p><i>We will soon be updating these parts of the school website and so the links below will take you to the current, relevant website areas:</i></p> <p style="text-align: center;"> <a href="#"><u>Class pages</u></a>      <a href="#"><u>Curriculum Overviews</u></a>      <a href="#"><u>Knowledge Organisers</u></a> </p> <p><i>Reference to both the Curriculum Overviews and Knowledge Organisers are included at our ‘Meet the Teacher’ meetings at the start of the school year. Maybe these documents could be sent to you electronically at various times of the school year?</i></p> <p><i>Thank you again for raising this. A strong partnership between home and school is incredibly important to us, and your comments will help us improve the experience for all families.</i></p>
<b>Parental wish:</b> <b>Communication: SEND</b>	<b>School response</b>
<p>We have a SEN child with an EHCP and feel communication could be improved as we are unsure how well our child is performing/struggles they have. I feel unless we chase for information it is not always forthcoming.</p>	<p><i>I am sorry to hear that you have felt information has not always been forthcoming. I fully appreciate how important regular, clear updates are for families of children with an EHCP and I want to reassure you that supporting our children with SEND effectively is a priority.</i></p> <p><i>With some children with an EHCP in school, daily communication ‘systems’ are in place so that there is regular interaction between teaching staff and home. This takes various forms, based on the preferences of the family.</i></p> <p><i>At a wider level, Mrs O’Brien is our Inclusion Leader and she is fully aware of the timescales involved with meeting with families of children with SEND to ensure that, not only are any statutory timescales complied with, but that provision is in place to meet individual needs and that it is shared and reviewed on an on-going basis.</i></p> <p><i>I have also provided ‘directed time’ for teachers to meet with families of children with SEND. I have seen, from the number of notifications I have received on our internal school system, how the number of meetings Mrs O’Brien has attended, often alongside class teachers, with families of children with SEND has increased.</i></p> <p><i>Approaches to learning plans and communicating these with families have also been amended this year and a more formal approach to this will be implemented next year.</i></p> <p><i>Despite all the measures that have been put in place above, it seems that they have not been as effective for you and your child. I am certain Mrs O’Brien will look to continue to improve this area with the support of class teachers and you as parent/carers too.</i></p>
<b>Parental wish:</b> <b>Home Learning</b>	<b>School response</b>
<p>Don’t need so much homework, children spend so much time in school they don’t need extra work, home life is family time, and homework given is very repetitive and boring.</p>	<p><i>Thank you for sharing your thoughts about Home Learning. We understand that family time is incredibly important and that children already work hard during the school day, so we appreciate why additional tasks at home can sometimes feel unnecessary or repetitive. Home learning at St George’s Central is intended to reinforce key skills in a manageable way and your feedback is a helpful reminder that we need to ensure it is purposeful, engaging, and proportionate.</i></p> <p><i>Central to our Home Learning approach is reading – this is key. I am sure we would all agree that we all want our children to read to develop their knowledge, their imagination and creativity. Sharing a book with your child or providing them the opportunity to read independently is a relatively ‘low maintenance’ way of meeting, not just the requirements of our Home Learning Policy, but your role as their parent/carer in helping them to prepare for the future.</i></p> <p><i>We will continue to review the amount and type of Home Learning being set to make sure it supports learning without placing undue pressure on children or families.</i></p>

Parental wish: Parents' Evening	School response
<p>Changing the parents evening to middle of year instead of the end to help identify any areas for improvement.</p> <p>Sorry one other thing – I feel like the February parents evening was missed. The parents evening in October is great if your child is struggling to settle in but it doesn't give the teachers enough time to really get to know the children by then. If your child is doing ok and there are no major problems then you don't get any feedback with how they are getting on, if there is anything they are struggling with or that you can help with at home, or if they are have any little concerns. I love the July parents evening where the children present as I think it's a great skill to practise but with them there it's sometimes difficult to ask questions with the children in the meeting too.</p>	<p><i>It worth mentioning at the start here how, at any point in time during the school year, you can contact your child's teacher and ask for an update on their progress. Many people do this as they may not want to wait until a parents' evening to discuss something.</i></p> <p><i>In 2022 we introduced the end of year parents' evening, where your children presented their learning via a presentation. This approach allows your children to develop key speaking, listening and presenting skills that I believe will support them in the future.</i></p> <p><i>For the last couple of years, we have omitted the formal February parents' evening from our planned events. There are still meetings that take place at this time of year, we have just approached things in a different way to support all our families. Directed time has been allocated for teachers to meet with families over the course of February and March each year. If your child's teacher would like to meet to with you at this time, then they will have contacted you and invited you into school.</i></p> <p><i>Like I said at the start, at any point in time during the school year, you can contact your child's teacher and ask for an update on their progress.</i></p> <p><i>I agree that the July parents' evening when children present is very powerful. I understand your concern that it can be difficult to ask questions with the children in the meeting too. Perhaps arranging a separate time for a face-to-face meeting or asking the teacher to phone you as a follow up may be beneficial?</i></p>
Parental wish: Books	School response
<p>Reception books – I think children need physical books as their reading books to practise at home. We are already trying to discourage too much screen time at home and having the Little Wandle reading books on screen doesn't help this. It's not as user friendly as an actual book and I think the younger children are missing the social side of snuggling up for a story. Also it's not as easy for others who are not familiar with the system to help practise at home e.g. grandparents.</p> <p>Reading books for children to take home linked to their phonics level. The app is not suitable for engaging children in reading and getting them away from screens. It feels like there is a lack of encouraging children to share a book at home. Some families do not have lots of books at home to share with their child.</p>	<p><i>I agree that reducing screen time is something for us all to consider. It is a personal frustration of mine when I see the lost opportunities (usually in restaurants) for children to talk with their families as they are 'glued' to a device. In the long term, this situation benefits no one: the adult loses a meaningful moment to connect with their child, and the child loses a vital moment to build key social skills (which includes sustaining positive behaviour when bored waiting for food).</i></p> <p><i>We find that utilising ebooks is the most efficient way to organise home reading and ensure your child has access to books that are consistently matched to their phonics ability which is considered best practice.</i></p> <p><i>As already mentioned, I fully appreciate the need to reduce screen time and with the ebooks the intention is that the children practise for five to ten minutes, ideally daily, as opposed to for a longer chunk of time. The intention of the ebooks is to practise reading and phonics so your child should be doing the vast majority of the reading, following on from the three reading sessions within school.</i></p> <p><i>I agree that snuggling up for stories is such a positive experience. A book you can read and access together and children enjoying the story being read to them might be better for this type of experience.</i></p> <p><i>Children are provided with the ebooks but are also provided with a physical 'reading for pleasure' book which is for reading and sharing with an adult, much like the scenario you describe.</i></p> <p><i>Further events to raise the already high profile of reading are planned for the next academic year in school. Our school library is open from Monday – Thursday from 8:30am. Please feel free to visit with your child to choose a physical book to take and share together.</i></p>

Parental wish: Sports Day	School response
Sports day for Y1 – Y5	<p><i>Our approach to sports day as children progress through school ensures that children have an opportunity to ‘have a go’ and master a variety of different sporting events (long jump, javelin, triple jump etc). There are many reasons why we approach our sports days in the way we do:</i></p> <ul style="list-style-type: none"> <li><i>*Children have an opportunity with a wider range of events;</i></li> <li><i>*Children are competing against ‘national standards’;</i></li> <li><i>*Children are ‘competing’ against themselves year on year (so it is based on individual merit);</i></li> <li><i>*It is more inclusive and our % uptake in our sports day is very high;</i></li> <li><i>*We feel that our events are more effective in preparing children for future sporting events, for example: we choose speed bounce as opposed to a sack race etc;</i></li> </ul> <p><i>Our nursery and reception sports days both include ‘traditional’ races as their main approach for these younger children. On our usual Year 3/4 and Year 5/6 Sports Day, we continue to include the optional ‘good old fashioned running races’ at the end so that children do have the opportunity to compete against others and there can be an atmosphere created as you cheer the children (and some parents and staff) on. During KS1 Sports Day, there are opportunities for competitive sibling and adult races at the end. We will look to amend our approach so that there are further competitive elements, which involve all children.</i></p> <p><i>There is plenty of healthy competition in our school and children are given an opportunity to shine, we just manage it in a different way. Some children who are not ‘sporty’ can feel demoralised if they see that they always come last with such a large audience watching. The way we do it, the children compete against the stopwatch (and themselves, year-on-year) as they aim to beat their previous time.</i></p> <p><i>We would not demonstrate individual performance in any other subjects with such a large audience: For example: we would not read out Maths test scores or Spelling test scores in class as this would demotivate children with low scores and ‘turn them off’ that particular subject. We are aiming to inspire healthy lifestyles and create a love of the subject area, no matter what the ‘performance level’ of the children and that is why we plan our inclusive sports day, the way we do.</i></p> <p><i>May I take this opportunity to remind people that if your child is absent from school on sports day, that they are <b>not</b> brought to school to watch! If your child is ill, they are ill and should remain at home to recover to be in school as soon as they are better.</i></p>



Mr M Grogan, Headteacher  
Friday 3<sup>rd</sup> July 2026