

Parent Satisfaction Survey

September 2025

		Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	Overall judgement
1	My child enjoys attending school	32%	50%	16%	2%	82% agree
2	My child is making good progress at school	28%	55%	16%	1%	83% agree
3	Behaviour in the school is good	14%	46%	28%	13%	60% agree
4	My child gets the right amount of work to do at home	19%	33%	27%	22%	52% agree
5	The teaching is good	42%	51%	6%	1%	93% agree
6	I/We are comfortable approaching the school with questions or a problem	44%	31%	16%	9%	74% agree
7	The school expects my child to work hard and achieve his or her best.	60%	31%	7%	1%	91% agree
8	The school works closely with parents	17%	40%	34%	9%	57% agree
9	The school is well led and managed	15%	54%	24%	7%	69% agree
10	The school is helping my child become mature and responsible	33%	57%	8%	1%	90% agree
11	The school provides interesting activities outside of lessons	14%	52%	29%	5%	66% agree
12	I/We are kept well informed about how my child is getting on through reports	30%	60%	9%	1%	88% agree

13	I/We are kept well informed about how my child is getting on through parents evenings	33%	58%	7%	2%	91% agree
14	I/We are kept well informed about how my child is getting on through the availability of staff after school	18%	56%	21%	5%	74% agree
15	There is a good range of learning trips or visits during school hours	21%	66%	14%	0%	87% agree
16	I/We are satisfied with our choice of school	28%	53%	15%	4%	81% agree
17	The governors are available and accessible for parents.	7%	45%	32%	7%	52% agree
18	The school offers advice and support to parents.	16%	51%	24%	8%	67% agree
19	The school office is able to help with any queries I have.	22%	55%	16%	8%	77% agree

My child enjoys attending school:

- Many children are happy and keen to attend school, often excited in the mornings and enjoying their teachers and friends.
- Some children are struggling with transitions, such as moving up a year or into mixed-year classes.
- A few children experience school refusal or anxiety, though this is often balanced by positive experiences once at school.
- Friendships are a key positive factor for many children, contributing to their enjoyment of school.
- Parents appreciate when children are supported socially, and some suggest more could be done to foster friendships.
- Teachers are frequently praised for being supportive, engaging, and communicative.
- Specific teachers are mentioned as having made a significant positive impact on children's wellbeing and learning.
- Parents value warm welcomes and consistent communication, especially through tools like the Dojo app.
- Children generally enjoy learning, especially when lessons are fun and engaging.
- Some children are affected by classroom disruptions, which can impact their focus and enjoyment.
- A few children feel under-challenged or bored, suggesting a need for more differentiated learning.
- Several children have additional needs or emotional sensitivities, and parents note when these are well-supported.
- Confidence issues and the need for positive reinforcement are recurring themes.
- Parents appreciate when children are given the right support to thrive, and are hopeful for continued progress.

Headteacher's response:

It has been so lovely to hear all the positive support for the teachers in our school. I have taken on board your comments about suitable challenge and will feed this back to teachers. We will also endeavour to send out more information about what your child is learning. We will reconsider how we deliver the moving up day in the summer.

My child is making good progress at school:

- Some children are making excellent progress, especially with targeted support from specific teachers.
- Several parents are unsure about their child's progress, citing lack of communication or homework.
- Many children are on track or improving steadily, with visible gains in reading, writing, and maths.
- Some children are struggling academically, though efforts are being made to support them.
- Confidence is growing in many pupils, especially when they feel supported.
- A few children are resistant or reluctant, particularly with reading or maths.
- Some pupils are engaged and enthusiastic, showing interest in phonics and learning activities.
- Others appreciate teacher-parent meetings and opportunities to see their child's work.
- There is a desire for more data on attainment, especially in comparison to peers or national standards.
- Specific teachers are praised for their impact on progress and confidence.

- Support over multiple years has led to significant improvements for some children.
- Parents value structured phonics teaching and accelerated learning groups.
- Some children are thriving socially, while others need more support in social settings like the playground or lunch hall.
- Suggestions include play-based learning, staff engagement during lunch, and group activities to foster social skills.

Headteachers response:

Parents are wishing for more information on their child's attainment. We are looking into this and assessment across the school so you will hopefully see some improvements to that this year. We believe that communication is improving with Class Dojo – if you feel this is not the case then please get in touch.

Behaviour in the school is good:

- Many parents describe their children as well-behaved, respectful, and eager to learn.
- Some mention that behaviour has improved recently or that their child's class is calm and well-managed.
- Behaviour in the playground was noted by multiple parents.
- Concerns were raised about previous inconsistent handling of behaviour, where disruptive children are perceived to be excused or not held accountable.
- Previous disruption in class is seen to affect children's ability to concentrate and learn.
- A few children have expressed feeling unable to learn due to noise or behaviour, and some have been provided with tools like noise-cancelling headphones.
- Parents of neurodivergent children shared insights into how environmental factors and routine affect behaviour.
- There's a desire for more tailored support and understanding of individual needs.

Headteacher's response:

We have done a lot of work on the behaviour policy and will continue to do so. We also now have the support of Mrs Thompson our SENDCo who has now met with many of you and continues to do work to support SEND children and the parents. We are developing our playtimes and will be implementing OPAL to support better playtimes.

<https://outdoorplayandlearning.org.uk/opal-programme/introduction/>

My child gets the right amount of work to do at home:

- Support for No Homework: Many parents appreciate the lack of homework, citing reduced stress and better work-life balance.
- Desire for Homework: A significant number would like to see regular homework, especially in preparation for secondary school.
- Preference for Optional Projects: Optional, creative projects are popular and seen as a good compromise.
- Concerns about Secondary Transition: Some worry that the current approach may leave children unprepared for secondary school expectations.
- Reading Only: Reading is widely accepted and encouraged, though some want more variety.

Headteacher's response:

The responses here have been noted, and I will discuss with staff the best way forward to support children and their families without overwhelming. If you require any extra learning, please contact your child's class teacher as they would always be happy to guide you. The children currently receive an optional half termly project.

The teaching is good:

- Many parents praised the dedication and quality of the teaching team, describing them as fantastic, amazing, and supportive.
- Parents of children with additional needs expressed appreciation for the tailored support and understanding shown by staff.
- Several parents raised concerns about frequent teacher changes which they felt disrupted their child's learning and emotional stability.
- Others noted that consistency and routine are vital for their child's wellbeing and were relieved when a stable teaching arrangement was in place.
- Some parents felt uninformed about what their children are learning, relying on what is brought home or discussed casually.
- A few expressed a desire for more visibility into the curriculum and teaching methods.
- There were mixed views on the level of challenge: some children felt work was repetitive, while others were thriving and engaged.
- Many children come home excited to share what they've learned, showing signs of enthusiastic engagement with topics like science, writing, and reading.
- Parents noted that good teaching has led to strong bonds, confidence, and a love of learning.

Headteacher's response:

I am aware of issues around the consistencies of staff and the changes to year groups and your comments have been noted and will be taken into consideration when planning for next year. Sometimes, changes to teaching staff are beyond our control but we will endeavour to keep disruption to children to a minimum. As I have said above, I plan on reviewing what is sent home and when, so parents are kept informed.

I/We are comfortable approaching the school with questions or a problem:

- Many parents feel comfortable approaching teachers, teaching assistants, and some members of the leadership team.
- Class Dojo is widely appreciated as a tool for communication, especially for direct updates from teachers.
- Several parents praised specific staff members for being supportive, responsive, and approachable.
- Some parents noted that their queries were answered promptly and meetings were made available when needed.
- There were reports of messages not being passed on, injuries not communicated, and emails not responded to reliably.
- Some feel that feedback isn't always acted upon, especially under previous leadership.

- While some parents feel listened to and supported, others expressed frustration with lack of action or dismissal of concerns, particularly in relation to SEND support or safeguarding.
- The new headteacher is seen by many as having made a positive impact, creating a more inclusive and open atmosphere.
- There is a desire for a more respectful and supportive school community, both among staff and parents.

Headteacher's response:

We are working hard on communication and hopefully you have seen improvements already. We continue to make this a priority and the suggestions box (on the newsletter) is always open for feedback. I value all feedback that is delivered respectfully so please feel free to get in touch.

Our new SENDCo is working hard to meet with parents and is already improving the provision of SEND children. She will continue to do so and also values any feedback. Please get in touch with her if you have any SEND queries.

The school expects my child to work hard and achieve his or her best:

- A few parents feel that teaching sometimes caters more to the lowest ability in the class, potentially limiting challenge for others.
- There are concerns that the high number of SEN pupils may affect the capacity to stretch higher achievers.
- Several parents value the school's focus on kindness, inclusion, and personal development, not just academics.
- Activities like PE, garden days, and community engagement are seen as important for building respect, responsibility, and teamwork.
- Some parents are unsure about how well their child is being supported or haven't seen clear evidence of this.
- Others are hopeful that current teachers will provide a boost where support was previously lacking.
- A few parents mentioned that they strive for the same values at home, reinforcing the school's efforts.
- Appreciation was shown for teachers who support children's individual learning styles and encourage participation.

Headteacher's response:

We are currently working on Ordinarily Available Provision which you can read more about here:

<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/>

We always strive to have high expectations for children that are matched to their ability but will ensure this is clear to parents through communication, parents evenings and reports.

We are working on provision maps for children to ensure those that need targeted support are receiving it – if your child has one of these you will be involved as a parent.

If your child has or requires an EHCP you should be in communication with the SENDCo who can support.

A message from Mrs Thompson:

Education, Health and Care Plans (EHCP) help to make sure that children with additional needs get the right support to succeed at school. Each plan is unique and outlines what a child needs to make good progress — this might include specialist teaching,

adapted resources, or some extra adult help. It's important to know that having an EHCP doesn't automatically mean a child will have a full-time one-to-one teaching assistant. The type and amount of support depends on what's written in Section F of the EHCP — that's the legally binding part describing the provision the local authority must secure. The type of support provided depends on each child's specific needs and is carefully planned to help them become confident, independent learners. Our goal is to always provide the *right support at the right time* for every child. EHCP plans are reviewed annually by the local authority, SENDCo and any other professionals or services involved in the writing of the plan. During the Annual Review meeting the child's needs are reviewed and any necessary edits can be discussed at this stage too.

If you would like to know more about the EHCP process, or have concerns about your child's needs, please speak to your child's class teacher in the first instance. I am also available to discuss your child's needs and provision as required - I am usually in school on Monday, Tuesday and Wednesdays and I can meet with parents and carers most weeks, by prior arrangement.

The school works closely with parents:

- Many parents appreciate Class Dojo as a direct and effective way to communicate with teachers.
- Parents' evenings, workshops, and assemblies are valued opportunities to stay informed and involved.
- Some parents feel heard and supported, especially under the new headteacher, noting a more open and inclusive atmosphere.
- Several parents feel disconnected, especially those using wraparound care or unable to do the school run regularly.
- There's a sense that information is shared too late, or not at all, particularly regarding curriculum, behaviour, or changes in staffing.
- A few parents feel they are not kept informed about their child's emotional wellbeing or behaviour during the week.
- Communication has improved recently, but many still feel it could be more consistent and proactive.
- Parents would like clearer curriculum outlines at the start of each term to better support learning at home.
- There's a desire for more transparency and collaboration, especially when issues arise.
- One parent praised the school for conducting the survey and expressed hope for continued improvement, noting that feedback should be seen as an opportunity, not criticism.

Headteacher's response:

I am glad that parents are noticing a more open and inclusive atmosphere – as I have said I really value all feedback. We will continue to work on communication. If your child attends wrap around care, please talk to your child's class teacher or arrange a meeting. They will always be happy to talk to you. In terms of behaviour, we are working on talking more openly with parents when situations arise. Curriculum maps are on the school website as are half termly overviews but we are looking into the format of these.

The school is well led and managed:

- Many parents expressed hope and optimism about the new headteacher, noting early signs of improvement and a more welcoming atmosphere.
- Some parents who knew the headteacher from a previous school shared confidence in her leadership.
- The deputy head was consistently praised as exceptional, with strong relationships built over time.

- Numerous comments reflected dissatisfaction with previous leadership, citing:
 - Poor communication
 - Dismissive responses to concerns
 - Lack of presence or visibility
 - Families leaving the school due to unresolved issues
- Some felt that feedback was not welcomed.
- Parents reported problems with:
 - Event scheduling and last-minute changes, especially frustrating for working families
 - Unclear or delayed communication
 - Understaffing and lack of contingency planning, particularly affecting children with medical needs
 - Disorganised pick-up routines, raising safeguarding concerns
- There were calls for better organisation, especially around SEND provision, staff training, and parental engagement.

Headteacher's response:

I feel as though the above issues are all being addressed as I have mentioned in other responses. I am hopefully for an exciting and positive future for Tavistock Primary School!

The school is helping my child become mature and responsible:

- Many parents see their children becoming more mature, confident, and responsible over time.
- Activities like residentials, teamwork, and community engagement are valued for building empathy, respect, and cooperation.
- Some children are encouraged to take responsibility for belongings, make good choices, and understand right from wrong.
- Teachers and TAs are praised for nurturing and explaining behaviours, helping children reflect and grow.
- Some feel the school could do more to support children with emotional or behavioural struggles, especially when interventions are led solely from home.
- Parents appreciate when staff are consistent and aligned in their approach to behaviour, helping children understand the difference between challenges and misconduct.

Headteacher's response:

We will continue to develop this in terms of our curriculum and extra curricular activities that are offered. Myself, the deputy head and SENDCo have arranged a huge amount of meetings this half term to support parents with Early Help, Team Around the Family meetings, Child in Need meetings and will continue to do so. If anyone would like extra support, please don't hesitate to get in touch.

The school provides interesting activities outside of lesson time:

- Some parents praised residential trips, choir, bikeability, and garden days for boosting confidence and engagement.
- A few noted that their children have had amazing opportunities, including performances and sporting events.
- Many parents feel that after-school clubs are limited, especially for younger children and those who are not sporty.
- Clubs are often oversubscribed, and some children miss out repeatedly, especially in popular options like art or computing.
- There's concern that some year groups go entire terms without any club offerings.
- Parents would like to see:
 - More variety in clubs (e.g. chess, drama, crafts)
 - Greater inclusivity, especially for children with special needs
 - Better communication about what's available and when
 - Improved engagement during clubs, with staff actively involved
 - More enrichment trips and activities to enhance the curriculum

Headteacher's response:

Thank you for your comments regarding clubs. I have taken these on board and will use them to inform next term's clubs. Just to remind you, most clubs are carried out by staff voluntarily and in their own time. Many staff also run clubs at lunchtime to support children who need it.

I/We are kept well informed about how my child is getting on through reports:

- Many parents appreciate the end-of-year reports, describing them as detailed, personalised, and reflective of their child's progress.
- Some reports were praised for being honest, constructive, and showing that teachers know their pupils well.
- Parents value the ability to communicate via Class Dojo, which helps clarify progress between formal reports.
- Several parents feel that reports are too infrequent, suggesting bi-annual updates or more regular progress check-ins.
- Some parents were surprised or disappointed by the content of reports, especially when prior concerns had not been acknowledged or addressed earlier.
- Parents would like:
 - More data in reports, including comparisons to national standards or previous cohorts.
 - Early warnings when children are not meeting expectations, so they can support learning at home.
 - Clearer communication throughout the year to avoid surprises at report time.

Headteacher's response:

We will look at our reporting format for next year and take on board these comments. We will ensure that communication is effective all year round.

I/We are kept well informed about how my child is getting on through parent evenings:

- Many parents find parents' evenings helpful, with teachers described as engaged, knowledgeable, and open to questions.
- These meetings are seen as a good way to understand progress, raise concerns, and discuss support needs.
- Some parents feel reassured by the conversations and appreciate the honesty and care shown by staff.
- A common concern is that 10-minute appointments feel rushed, limiting meaningful discussion.
- Some parents feel the meetings are generic, focusing more on class-level learning than individual progress.
- Parents would like:
 - More frequent updates, possibly termly meetings or regular check-ins via Class Dojo
 - Later appointment slots to accommodate working parents
 - Improved booking systems and better access for those living outside Tavistock

Headteacher's response:

If you would like a longer appointment or an appointment on a different day/time then please contact your class teacher as they can normally accommodate to suit you. The parent meeting in September is based on how they have settled into class and the next meeting will be more about attainment and progress. If you have concerns in the meantime, please contact your child's class teacher.

I/We are kept well informed about how my child is getting on through the availability of staff after school:

- Many parents feel comfortable approaching teachers and TAs on the playground for quick chats or updates.
- Class Dojo is widely appreciated as a way to follow up when face-to-face contact isn't possible.
- Staff are generally present and approachable, and some parents feel well-informed about behaviour through these interactions.
- Several parents who work full-time or use wraparound care feel disconnected from these informal interactions.
- There's a desire for more inclusive communication methods that don't rely on being physically present.
- A few parents find these moments too rushed or crowded to have meaningful conversations.
- Staff availability can vary, and sometimes supply teachers are present instead.
- Some parents would appreciate occasional positive messages from teachers, not just when issues arise.

Suggestions

- Clearer guidance on who to contact and when, especially outside core hours.
- More structured opportunities for feedback beyond informal chats.
- Continued use of digital tools to bridge gaps for those who can't be on site regularly.

Headteacher's response:

I am going to create a document which outlines who to contact which should help parents. If you ever need to book an appointment or telephone call with your child's class teacher, please contact them on Dojo as they would be more than happy to help. If there is a message about the day ahead, please feel free to send it ahead of time so the teacher pick it up before they greet your child. The changes on Dojo will hopefully help to see more positive feedback. I also intend to get more pictures on Dojo and Facebook but I need all the permissions back!

There is a good range of trips or visits during school hours:

- Many parents praised trips such as the theatre, beach, London, and Porthpean residentials, describing them as valuable and enjoyable.
- Garden days, local walks, and visits from authors or community figures were also appreciated.
- Some parents expressed willingness to pay more for high-quality trips and experiences.
- Several parents feel there are not enough trips, especially for younger year groups.
- Some noted that trips have lessened in frequency or been cancelled due to low contributions.
- Cost was a recurring concern, with some trips described as expensive or poorly timed for budgeting.
- Parents suggested:
 - More free or subsidised trips
 - Clearer communication about payment deadlines
 - Options to donate toward the trip fund to support families under financial strain
- Parents would like:
 - Greater variety in trips, including more learning-focused outings
 - More inclusive messaging, emphasising the importance of contributions while being sensitive to hardship
 - Opportunities like Ten Tors, drama, and non-sport clubs to complement enrichment

Headteacher's response:

We are always looking at developing enrichment and making sure children have exciting opportunities. I completely understand cost implications, and I hope to do a trips overview for each year group ahead of time so parents know what is coming up and can budget accordingly. I am excited to start Junior Ten Tors for some year 6 children this year!

I/we are satisfied with our choice of school:

- Many parents feel their children are happy, settled, and thriving, with strong friendships and positive relationships with teachers.
- The school's location, community feel, and staff dedication are appreciated.
- Some parents are pleased with recent changes, especially under new leadership, and are hopeful for continued improvement.
- Several parents expressed disappointment with past leadership, citing poor communication, lack of support, and unresolved issues.

- Concerns were raised about SEND provision, with some parents feeling their child's needs are not fully recognised or supported.
- Parents would like to see:
 - Improved behaviour management
 - Greater recognition of individual strengths, especially for neurodivergent pupils
 - More inclusive and transparent leadership
 - Continued focus on staff support and retention

Headteacher's response:

I feel I have addressed these issues throughout the survey and explained what I will be doing about it. Your feedback has been so valued and has helped drive the school forward positively.

The governors are available and accessible for parents:

- The majority of parents do not know who the governors are, what they do, or how to contact them.
- Some parents acknowledged they haven't needed to reach out, but still felt governors should be more visible and accessible.
- A few parents noted that governor meetings are not scheduled at times accessible to working families, limiting engagement.
- One parent mentioned that contact details are unclear or unavailable, and another suggested governors should be more prominent in school communications.
- A small number of parents had positive interactions, especially those who personally knew a governor or had seen one attend events like SEND coffee mornings.
- Parents suggested:
 - Improved visibility, such as governors being present at school events or on the playground
 - Clearer contact information and communication channels
 - More inclusive scheduling of meetings and opportunities for dialogue

Headteacher's response:

I feel very lucky to be supported by the wonderful governors. They are aware of the above concerns and are making plans to address them. Governors meetings are held in the evening so hopefully that reduces a barrier for working parents.

The school offers advice and support to parents:

- Many parents praised Class Dojo for enabling direct communication with teachers.
- Parents appreciated workshops (e.g. phonics, maths) and early help sessions, which helped them support their children at home.
- Some noted that queries are generally addressed and they feel pointed in the right direction when help is needed.

- While some parents found staff approachable and informative, others felt uncertain about who to contact or how to access support.
- Parents would like:
 - More guidance on how children learn and how to support them at home
 - Clearer updates on support plans and progress
 - Expanded workshops and information sessions, especially at key transition points (e.g. start of KS2)
 - Continued improvement under new leadership, which some have already noticed

Headteacher's response:

These ideas have been noted and we hope to offer guidance to parents as clearly as possible. We are currently in the process of making a parent handbook which should support this.

The school office is able to help with any queries I have:

- A few noted that they have a good rapport with the team and that queries are handled efficiently.
- Office support during specific situations (e.g. helping a child transition into after-school club) was appreciated.
- Many parents reported poor communication, including:
 - Unanswered emails
 - Incorrect or last-minute information
 - Messages not being passed on
- A few noted that while staff are busy and under pressure, this sometimes affects their approachability.
- Parents would like:
 - Improved consistency and clarity in communication
 - More timely responses to emails and messages

Headteacher's response:

As above, we are working on all of these. The office does receive a high volume of calls and emails with the admin address receiving around 70 a day! Please message your child's class teacher where appropriate. We are also working on streamlining all the apps that are used – watch this space!

Please comment on what the school does particularly well:

The response time to certain queries I have had has been exceptional. It is sorted then same or next day.

The dedication from the teachers.

New head teacher returned my call quickly about issues I had and supported the way I wanted for my child.

I honestly don't know... allowing my kid to have the opportunity for his drum lessons maybe?

Love the idea of PE kits being worn to school on PE days. It's really helpful for the parents and children and also saves any lost PE kit!

My children have been very excited about the school dog. Academically the teaching is very strong. The choir and all the singing experiences with Tracy. So many opportunities and chance for growth in confidence has been amazing.

Teaching and adapting to children's Individual needs

The teachers are fantastic!!!

Weekly newsletters, updates, announcements are on top form

Welcoming and friendly in the playground, my son feels safe

Teachers are great within the realms of what they are allowed to do.

Keeps my child safe and supported

Always been approachable and tries their best to help my child with his struggles

The TAs, dinner ladies and domestic staff have not been mentioned and they deserve recognition and credit for an ongoing excellence

Outside space, choir performances and family assemblies, fantastic teachers, great TAs, family feeling school and nice atmosphere. Brilliant breakfast club and after-school club provisions, which are flexible and you don't have to pre-book. Nice uniform (not too expensive). Leadership team in the playground every day.

I think the school does a wonderful job of teaching good manners and etiquette. It's always lovely to hear how polite the children are when they're out on school trips or taking part in activities outside school, and it makes us very proud as parents.

It has some good teachers who make learning fun, and even though my son has only been at the school for a year, he has improved in everything much more than I ever expected him to.

The school nurtures children and has strong relationships between staff and children. Relationships between different year groups is really good my child loves being able to help the younger children.

The general education provided is great, and has always had a good team of one to one's and supportive senco previously. The activities within school have always been enjoyed such as the regular garden days, Bikeability and some of the amazing trips the school has organised have great too. I do love the fact that Simba will be in school and I'm sure he'll have a very positive impact to many children.

I have found that the teachers that my children have had are very approachable and helpful For any advice or any concerns I may have

I think everyone is trying in a very hard job

The kids always seem happy and the lunch choices are great!

I have always found the teachers listen to any issues and take them seriously. My child has always felt safe and happy at school.

Teaching inclusively to children with my different needs

Having good interaction with the children.

We are always well informed in advance about school activities coming up.

Class Dojo

The school does particularly well in areas such as physical education and community involvement, with activities like garden days and attending church. The school fairs are always excellent too, and it is lovely to be able to get involved in these events.

I feel the school has some very strong class teachers who really care and are there for the children.

Education standard, school trips, strong teaching team.

Engagement with local events; supporting the summer carnival, Christmas tree competition, Dickensian evening etc

My child is happy and feels safe. Shes made good progress and she has been given a nurturing and supportive childhood in this school.

Most teachers care, are pastoral, give over and above and the school is like a big family. Festivals, end of term assemblies and events are brilliant - especially because of the amazing choir and singing - the best it Tavistock.

Excellent teaching

I think the teachers/TAs are all a great support to both parents. I think they are all so engaging with the children.

Learning environment of the school and community conhesion.

Accommodating the needs of my son with ADHD

Incredible teachers who care so much, and fantastic opportunities for the children.

I am impressed this term with the use of Class Dojo for communication with parents. For me this is a vast improvement on previous years.

Communication is good between parents and teachers.

The school has a great set of teachers and support staff and my child has never had anything less than a positive experience in class. Behaviour has always been good, even when children have been tricky, my child has not indicated that this has had any particular impact in his learning. We also like the fact that they regularly rotate talk partners and put an emphasis on oracy. My child's ability to express himself in a mature way is clear evidence of this.

I believe since Dojo communication has improved significantly. I think the school welcomes all students and deals with any of the struggles that it may have faced in the last year or so very well. Garden day is a good source of outdoor education. The children absolutely adore Simba

Teacher's availability to have a quick catch up at drop off/pick up and their recognition of each child's learning style FR

I feel that the school has an excellent group of teaching staff.

It has a friendly atmosphere and the staff and other pupils seem caring and kind. I think the introduction of Simba is great.

Please comment on what the school needs to do to improve:

Already doing a great job.

Communication, behaviour management

Communication

Praise for the kids that are always good rather than just hugely praising kids that finally managed to do one thing they've asked on one occasion...

General feedback would be helpful, parents tend to make the assumption of 'no news is good news' but a little feedback every now and again of general 'How my child is doing' would be great. Not necessarily academically but with social interactions/friendships/general behavior.

My child often gets upset because he does well at school but doesn't get as much praise as others who struggle with their learning or behaviour. It would be nice if children who are doing well get praise too and have something to work towards. An incentive for those children to keep working towards.

Sen needs improving as many children slip through the net and leave primary unprepared for college

Communication and ethos (language and behaviour outside of the classroom)

More afterschool clubs open to all age groups, drama, maths, music, sports clubs would be great especially from reception age. Baby and mother group back on a Wednesday as that helped my child settle in.

Office staff

Communication

SEND support. Office staff. Communication. Pick up is now very congested with all of key stage 2 coming out the same door.

The waiting times between nursery and school pick up drop offs

Helping children in need, communication.

Current policy for bad behaviour, I feel like children are rewarded for playing up, fair enough some need to calm down initially, but would like to see return of the traffic light system and reward time. More sanctions for bad behaviour and better rewards for good. I would also like to see more clubs on offer all year, rather than one term (but I appreciate this means staffing funding so probably not possible).

Good behaviour should be rewarded not the bad

I feel the school could improve its overall organisation and communication, as mentioned previously. This has improved in the last couple of years and we appreciate the steps that have been taken - Dojo is working well!

Perhaps the gap with the main school Time going in and the nursery children as it's a bit of a wait before and after school time especially in the winter months

Emotional and mental health support for children and class communication with parents (we weren't even told which day PE was). As a working parent I'm not there at pickup and drop off to ask these questions!

A curriculum for the school year would give us parents an overview of what our children is currently learning. I know I saw one when my other child was in nursery but I don't think I have one for her sister.

Behaviour of the children.

Challenging academically those who are able and want to be challenged. Also, emphasis on PE and physical development.

I don't have a great deal to suggest except that mental health support for children should be improved to allow more timely access when it's required

More sporting opportunities for KS2.

Implement homework for year 6 children. Tell us more about what our children are learning at school, class dojo would be great to communicate this. Ask our children for their views on what could be better. Improve pastoral care. Provide safe spaces where the children can talk and raise things that are on their minds.

Support for those that are academically struggling earlier on

Communication

Communication often comes up in surveys and we do feel that having as much warning as possible to respond to new information or news or events will make it a more close-knit relationship between parents and school. Saying that, Dojo is bearing fruit in this respect. More TAs in classrooms is a given and the decline in support staff is a tragedy. They are the unsung heroes for both the teachers and the children. Their declining presence is one of the most heart-breaking things about a constantly-dwindling budget, though that is no fault of yours. Similarly, more after-school clubs would be nice but we appreciate the budget constraints.

I would appreciate seeing more into curriculum even out of parents evenings as my 7yo won't say a lot about what they work on in school

Is there anything else you would like to ask me?

When can I meet Simba? :) **Anytime you like!**

Are you able to improve the sen provisions? **I feel we already are. Our new SENDCo is fabulous. Please arrange a meeting if you haven't already.**

Can we have a return to the traffic light system for behaviour? **We have developed this already.**

I'm interested to know where you plan to make improvements to the school. **Please read the school improvement section on the newsletter for updates and hopefully this document is informative.**

What are your plans for the school? Are you looking at going to an academy? **I come from having a very positive experience with a Trust but I am keen to keep Tavistock Primary going as it is at present.**

How do I get hold of you/teachers if I need them? I have a concern I want to talk to teacher about but I can't reach out to them directly? **Please use Class Dojo if possible.**

Please give publicity to school improvement plan

I hope you are settling in well too. Good luck! **Thank you!**

You successfully turned Princetown School around, which is an achievement that deserves recognition. From your experience there, what changes do you hope to bring to Tavistock Primary, and how do you see those changes benefiting the children and families here? **It has been great to get everyone's feedback in order to drive the school forward. My first step is on changing the culture, vision and values and driving it forward from there.**

What is your vision for the school in the future? **I want us to be a first choice school, that is thriving as it accommodates everyone's needs. I want all children to love coming to school and for parents and staff to be happy.**

When can our 9 month old golden retriever pup Amber meet Simba? **We have done this now 😊**

Why is cursive writing included in the curriculum it's outdated and really difficult to write for sen children? **We have adapted our policy to ensure this isn't the case.**

Are there any plans to turn the school into an academy because, in our experience, the academy system has bled money from the very place that it should be going - directly to the children and teachers? **As above.**

Nothing at this time, we hope you feel welcome and help this lovely primary school get back to the reputation it deserves. **Thank you!**

Anything else you would like to add?

My kid out side of school is hugely successful in sport so be prepared for him bringing in lots of medals and success stories. It's his passion.

We love this school.

Great job by all - keep going :-)

My children have both loved their time at school and I am very proud of what they have achieved and to be part of the school. It makes me very sad to hear in recent years, reports of families leaving to different schools, because of the behaviour of some students, which I don't feel has been addressed. This reputation is sadly spreading in the area. I am reluctant to recommend the school to new parents, as I am not sure the experience in the younger years now is as good as my children's experience. Although all the teachers are amazing and will 100% do their best to try and improve this situation. All the teachers have been fantastic. I am so proud to be part of the school at town events, such as the dickensian evening choir, the bad behaviour is never evident in these events. Overall, my personal experience at the school is very positive.

Any of the above responses I am happy to be contacted by yourself should you wish to have further information. You are lucky to have some amazing work colleagues and I miss working with some of them. You also have some amazing children in all year groups that have come on so well with the support of the staff.

I am very hopeful that this year will be good -new Head Teacher and new Senco should make a huge difference

Thank you for sharing your dog with the students. My children would like pets in our house but at the moment I can only allow fishes so they were excited to have Simba in school too.

Although it has only been a week back at school, the communication on Class Dojo has been excellent. It has been really encouraging to see regular posts, particularly from the SENDCo lead and the headmistress, which helps parents feel more connected and informed.

Best of luck to you. It is good to have a fresh pair of eyes on things.

If homework is introduced, I would like to suggest a homework club for those children in year 6. One of the hardest things about starting secondary school for my eldest child was the introduction of homework and I believe this would have been easier if he had homework in year 6.

We hope that these responses can be acted upon and help to make the school even better than it already is. We are both keen to be involved as much as we can so if there is anything we can do to help, we will. We also welcome you to Tavi and, if Princetown is anything to go by, your presence here is going to have a really positive impact. Plus, there's a dog here now - yay! He seems to be having a great impact on all the children already. A lovely addition.

I really appreciate the changes that you've made so far. I look forward to seeing what happens over the year ahead.

Headteacher's response:

Thank you for all your positive comments and the personal teacher shout outs – they really go a long way! A couple more things that I need to address:

As part of the behaviour policy lots of parents wanted to see more positives. We are going to be using Class Dojo to award points after half term. We will then develop this further if successful.

I am aware of the issue around nursery drop off and will discuss this with SLT.

I would like to start a working group to develop the way the school looks. Look out on Dojo for a date. We are also starting pupil parliament where all of Key Stage 2 are split into groups and tackle an area of school improvement or they work on developing special days at school, raising money for charity, focussing on well being, improving outdoor areas. After the initial meeting and set up, we will be inviting parents to join groups of their choice.

PTFA – we are revamping the PTFA and I am very on board to improve this! Please come to the AGM if you would like to support our school.

There was a suggestion of using class names instead of numbers – I will discuss this with staff and see if we can action it for next year.

We are keen to start a baby and toddler group again!

Some parents have mentioned friendship issues. As well as year 6 play leaders in the Key Stage 1 playground we have introduced well-being ambassadors who will be around at playtimes to promote wellbeing and start a friendship club.