



Mexborough St John The Baptist C of E Primary School

Sedgefield Way, Mexborough, South Yorkshire, S64 0BE.

We love and value all of God's children, creating an inclusive environment that helps all to flourish.



5 Minute Read – Parent and Pupil Surveys



Here at Mexborough St Johns, parent and pupil voice is important to us. We believe that education is a partnership with our families and regularly seek parent and pupil views to develop our practice and school systems.

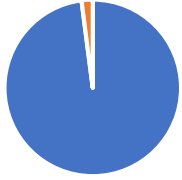
Below are the responses and outcomes of our 2024 Parent and Pupil Surveys (based on 68 parent responses and 151 child responses).

Questions for both pupils and parents:

Parents View	Pupils View	What school did / does								
<p>My child feels safe at school</p> <table border="1"> <tr><td>Y</td><td>98%</td></tr> <tr><td>N</td><td>2%</td></tr> </table>	Y	98%	N	2%	<p>I feel safe at school</p> <table border="1"> <tr><td>Y</td><td>97%</td></tr> <tr><td>N</td><td>3%</td></tr> </table>	Y	97%	N	3%	<p>We spoke to some children who said they didn't feel safe at school. The reasons given were:</p> <ul style="list-style-type: none"> • They were afraid of the fire alarm and lockdown alarm. • They were worried that a stranger might get into school. <p>As a result, we:</p> <ul style="list-style-type: none"> • Spent time in collective worship and classrooms talking to all children about how the fire drill and lock down drill keeps us safe. • The safety measures we have in school e.g. perimeter fencing, fobs on main entrances and thumb locks on classroom doors to keep us safe. • Pre warn children with additional needs when there will be a fire and lockdown drill to help them prepare.
Y	98%									
N	2%									
Y	97%									
N	3%									
<p>My child is happy at school</p> <table border="1"> <tr><td>Y</td><td>98%</td></tr> <tr><td>N</td><td>2%</td></tr> </table>	Y	98%	N	2%	<p>I am happy at school</p> <table border="1"> <tr><td>Y</td><td>94%</td></tr> <tr><td>N</td><td>6%</td></tr> </table>	Y	94%	N	6%	<p>We spoke to some who said they weren't happy at school. The reasons given were:</p> <ul style="list-style-type: none"> • They miss their mum or dad. • They want to stay at home to play on their device / games console. <p>As a result, we:</p> <ul style="list-style-type: none"> • Continue to be sympathetic and caring towards children who miss their parents whilst at school. • We talk to children about school life balance and how it is healthy to have a range of interests. • Staff regularly check in on children who find it difficult to come to school and/or miss their parents. They may also be targeted for additional support from Mrs Loftus.
Y	98%									
N	2%									
Y	94%									
N	6%									

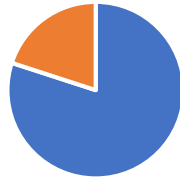
School makes sure its pupils are well behaved

Y	96%
N	4%



The behaviour of children in my lessons is good

Yes	80%
No	20%



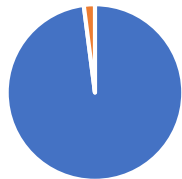
We spoke to some children who didn't agree that behaviour in their lessons is always good. These children did say that incidents of poor behaviour are dealt with quickly by their teachers. To further improve behaviour, we have:

- Completed a piece of work about behaviour being learnt, how some children may find managing their emotions and behaviours more difficult than others and what to do if/when this happens.
- Introduced a dojo rewards system whereby children collect dojo points for good behaviour and can trade these in for prizes.
- Introduced behaviour expectations developed by children and staff – these identify how children should behave around school and what adults will do to support them.
- Shared the behaviour policy with children in collective worship and parents via text link and made this available on the school website.
- Talked to children about making good behaviour choices and what this looks like and how to support their peers who may find this trickier.
- Continue to work on building empathetic children who understand we are all different and some children need further support to manage their behaviour.
- Continued to invest in MyHappyMind to help children build life-long confidence, tolerance and resilience.
- Worked closely with behaviour specialists within the Local Authority when needed.
- Provided professional development for staff around behaviour.

This year we have had many visits from visitors and other schools (looking at our approach to reading). All have been impressed and commented on our children's behaviour, resilience and motivation.

School has high expectations for my child

Y	98%
N	4%



My school expects me to work hard

Y	100%
N	0%



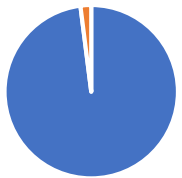
As a school we set aspirational targets for every child at the beginning of the academic year. This is based on what each child has the potential to achieve. We revisit these targets each term and put additional support (intervention) in place where needed. This may be an intervention for pupil's academic needs or their social, emotional and mental health (SEMH) needs, which ultimately impacts on their ability to achieve.

For more information, please refer to the 2-minute read on our school website:

<https://www.mexboroughstjohn.co.uk/2minutereads>

My child can take part in clubs and activities after school

Y	98%
N	2%



I have attended an after school club

Y	74%
N	26%





We spoke to some children who said that they haven't attended an afterschool club. The reasons given were:

- I want to go home with my mum / dad.
- I have to go to a childminder after school.
- I want to go home to play with my friends.

To try and make after school clubs appealing, we:

- Offer a range of clubs targeted to different age ranges each half term.

		<ul style="list-style-type: none"> • Work with classes each year to suggest and choose what clubs they would like to see on offer. • Keep the price of an after-school club to £2. 								
<p>The school teaches my child strategies to maintain good mental health</p> <table border="1" data-bbox="129 359 304 435"> <tr> <td>Y</td> <td>90%</td> </tr> <tr> <td>N</td> <td>10%</td> </tr> </table> 	Y	90%	N	10%	<p>My school encourages me to look after my physical and mental health</p> <table border="1" data-bbox="555 359 730 435"> <tr> <td>Y</td> <td>99%</td> </tr> <tr> <td>N</td> <td>1%</td> </tr> </table> 	Y	99%	N	1%	<p>At St John's we use a range of initiative to encourage children to look after their physical and mental health such as:</p> <p>Physical Health:</p> <ul style="list-style-type: none"> • All children have access to bagels in the morning to help them have a good start to the morning session. • Free fruit for Foundation Stage and KS1 children. • Drinking water is accessible throughout the day. • Two high quality PE sessions a week. • Children are taught about the importance of staying physically healthy and a healthy diet as part of the Science and PHSE curriculum. • Children take part in fit in 10 through the week. These are regular 10-minute sessions put aside to get children moving. • A range of active afterschool clubs. <p>Mental Health:</p> <ul style="list-style-type: none"> • School leaders have a commitment to wellbeing for all. In recognition of our work School achieved the silver 'School Mental Health Award' in 2023. • Children are aware of who to talk to if they are feeling overwhelmed or anxious and we have breakout spaces throughout school that children can access for some time out. • All pupils have weekly access to 'My Happy Mind' which is a programme that helps prepare today's children for tomorrow's world by building resilient, balanced and happy minds. Click here for more information. • Pupils are identified for post and pre-register check-in with Thrive trained staff. • Pastoral support and individual pastoral programmes such as ones of Regulation, Lego Therapy, Anxiety Gremlin and Socially Speaking. • Use of THRIVE resources on an individual basis. • Mind counselling. • Multiagency support for identified pupils.
Y	90%									
N	10%									
Y	99%									
N	1%									

The school develops my child's understanding of the British values of democracy, the rule of the law, individual liberty, tolerance and respect.

Y	100%
N	0%



I can identify the British values

Y	91%
N	9%



British Values run through our curriculum offer and have been a key focus in our collective worship. We aim to actively promote British Values in our school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong'. Pupil voice shows that the majority of our children can talk confidently about British Values in terms of:

- What they are and what they mean;
- Why they are important;
- How they are demonstrated in school;
- How they link to our school values.

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5 Minute Read – Parent and Pupil Surveys

Parent Questions

Parents View	What school did / does						
<p>Did you know that school performs above National Expectations at the end of Y2 and Y6?</p> <table border="1"> <tr> <td>Y</td> <td>40%</td> </tr> <tr> <td>N</td> <td>60%</td> </tr> </table> 	Y	40%	N	60%	<p>Our pupils work hard and perform exceptionally well! School performance data has been above national for the past five years. This is shared on the school website (under the 'About' tab in the 'results section': https://www.mexboroughstjohn.co.uk/results</p>		
Y	40%						
N	60%						
<p>School teaches my child to stay safe online</p> <table border="1"> <tr> <td>Y</td> <td>98%</td> </tr> <tr> <td>N</td> <td>2%</td> </tr> </table> 	Y	98%	N	2%	<ul style="list-style-type: none"> As a school, we use the 'Teach Computing' scheme of work from Y1 to Year 6. Each year group has 'how to keep safe online' units built in. We take part in Safer Internet Day and dedicate the week in which it falls to raise awareness of children's online safety and wellbeing. We celebrate anti-bullying week (which includes cyber bullying) We have bi-annual events delivered by the e-Safety officer that provides workshops for pupils, parents/carers and staff. See the e-safety video for parents below. School has a comprehensive monitoring system within the school which logs all of the online activity in school and allows us to ensure the safety of children and staff. 		
Y	98%						
N	2%						
<p>The school make me aware of what my child is learning through the year</p> <table border="1"> <tr> <td>Y</td> <td>69%</td> </tr> <tr> <td>S</td> <td>24%</td> </tr> <tr> <td>N</td> <td>8%</td> </tr> </table>  <p>S = somewhat agree</p>	Y	69%	S	24%	N	8%	<ul style="list-style-type: none"> Everything that your child will learn can be found on the school website either by visiting your child's class page and following the links or by exploring the 'our subjects' section under the 'curriculum'. Here you will be able to view the programmes of study for each year group and explore the knowledge organisers for each topic / subject area. The knowledge organisers clearly set out what knowledge will be taught. There are two parent evenings each year as well as a third drop-in session after reports are sent home. In these meetings, class teachers talk about the progress that your child is making and their next steps. In the initial meeting, the class teacher also talks you through the school website; showing you where to find out what your child will be expected to learn. They also provide you with a year group expectation booklet which shows what knowledge will be taught in Reading, Writing and Maths. If your child has SEND, they may have a support plan. This outlines your child's targets and the strategies to be used to help them achieve these. 'Assess, Plan, Do, Review' meetings also takes place with parents and children each term.
Y	69%						
S	24%						
N	8%						

	<ul style="list-style-type: none"> • Class Dojo is now available for all parents and carers and is a great way to see your child's dojo points and to get in touch with your child's class teacher. • We have an open-door policy. Mornings are usually very busy times as staff will be helping children to settle in. However, staff are more than happy to speak to parents about any issues at the end of the school day. • Every Friday, you are welcome to go into your child's classroom, help them with morning tasks and speak to the adults in the class if you wish. This is the perfect opportunity to talk about your child's learning. 				
<p>My child does well at this school</p> <table border="1" data-bbox="129 584 293 663"> <tr> <td>Y</td> <td>94%</td> </tr> <tr> <td>N</td> <td>6%</td> </tr> </table> 	Y	94%	N	6%	<ul style="list-style-type: none"> • At Mexborough St John's, we try our best to meet the needs of all our children. We understand that every child is unique and may progress at different paces to others (academically and socially). • We have high expectations for learning and behaviours and put a range of exceptional interventions in place to support pupils who may be falling behind or finding learning/aspect of school tricky. • We also engaged effectively with specialist services to seek advice and provide support when needed. • Our school performs: <ul style="list-style-type: none"> ➤ In line with national expectations in the Foundation Stage ➤ Above National Expectations in the Y1 Phonics Screening. ➤ Above National Expectations at the end of Y2 and Y6. • If you feel that your child is not doing well at school, please speak to a member of staff as we would love to work with you to rectify this.
Y	94%				
N	6%				

Pupil Questions

Parents View	What school did / does				
<p>I like learning at my school</p> <table border="1" data-bbox="129 1464 293 1543"> <tr> <td>Y</td> <td>94%</td> </tr> <tr> <td>N</td> <td>6%</td> </tr> </table> 	Y	94%	N	6%	<p>We spoke to some who said that they didn't like learning. The reasons given were:</p> <ul style="list-style-type: none"> • I don't like writing. • Learning is sometimes hard. • I want to go home to play with my friends / on my Xbox. <p>To try and address this we:</p> <ul style="list-style-type: none"> • Developed our curriculum based on the subjects that children found interesting. This is why we have two history focused topic, one science topic and one geography topic. Our children told us that they like art so we took the decision to make art links through each topic. • We regularly speak to children about metacognition strategies and what they could do if they found learning challenging. • Developed more opportunities for retrieval practise. This is the strategy of recalling facts, concepts, or events from memory in order to enhance learning. We now use this before every lesson using a range of short fun activities.
Y	94%				
N	6%				

The subjects I learn are interesting

Y	91%
N	9%



We spoke to some children who said that they didn't find some of the subjects in school interesting.

To try and address this:

- We have spoken about how we all have different interests and some people like some subject more than others.
- In writing, teachers always explore writing purposes and authentic audiences so children are writing for a reason. For example: writing to a local MP, writing to share with another class, writing to record in the style of a vlog. This allows children to see the reason behind their writing.
- We are currently exploring different ways to make the launch of new topics special and memorable.
- We are developing ways to celebrate and showcase children's learning at the end of a topic.
- Teachers continue to develop links between topics to help children apply their knowledge and see a purpose to their learning.

My school values help me to make good choices

Y	97%
N	3%



We were unable to find any children who thought that the school values didn't help them to make good choices. However, to try and address this we have used collective worship time to:

- Discuss what our values mean and what they look like in school.
- Make links between our school values and school vision.
- Talk about what our values mean to a Christian and how Jesus' teachings help us to make good choices.
- Make links between our school values and British Values.

I feel like my reading is good or getting better

Y	88%
N	12%



We spoke to some children who believed their reading needed more work. They said:

- They read too slow.
- They don't read at home.
- They can't find a book they like.

To address this, we:

- Have weekly fluency sessions where children practise increasing their reading speed. Teachers also identify children for additional support to have extra fluency interventions to ensure all children are reading at the expected words per minute level. Your child's class teacher can talk to you more about reading fluency.
- Actively promote reading for pleasure and allow children lots of time to independently and group read in school. We encourage the use of reading records for home and have various reading initiatives throughout school (book at bedtime, reading rewards, vending machine book)
- We invite you in to watch reading sessions in school so you are able to practise with your children at home, which in turn will improve their fluency and understanding of texts.
- We try to update our school library books and home reading books as regularly as possible based on feedback from the children. For example, children have been enjoying graphic novels recently, so we have purchased more of these for school. We have a team of dedicated

	<p>librarians who can make recommendations for children if they are struggling to find a book they like.</p> <ul style="list-style-type: none"> • We also have reading teachers who encourage reading in all subjects, have different books available for children in class reading corners and are always open to recommending books to children.
<p>What would make my school even better. The top 5 responses were:</p> <ol style="list-style-type: none"> 1. Extra / longer playtime; 2. Chill time; 3. Swings / slides / trampolines on the playground; 4. More equipment a playtime; 5. Non uniform / more non uniform days. 	<p>Given the children's top responses, we think that as a school we are on the right tracks and do lots of things well. However, to try and address some of their recommendations:</p> <ul style="list-style-type: none"> • We have installed a slide and climbing frame in the KS1 playground. • We have installed a zip wire on the KS2 playground. • We have developed playground leaders and purchased more equipment for children to use such as hockey sticks, balls, frisbees, Velcro ball, skipping ropes, tennis rackets, hoops and construction etc. • We will continue to work with the children about the importance of looking after playground equipment and using it properly. • We will look into ways to increase the number of non-uniform days next year.