



HARWOOD MEADOWS PRIMARY SCHOOL
 Orchard Gardens
 Harwood
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Feedback from Parental Questionnaire

Thank you to everyone who took the time to complete this questionnaire earlier this year. We received 62 responses. Most responses were overwhelmingly positive, with 92% of parents saying that they would recommend Harwood Meadows to another parent and many positive comments were made - we thank you for your positive feedback.

	Number of Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
My child is happy at school	52%	40%	5%	-	2%
The Harwood Meadows' staff make me aware of what my child will learn during the year.	48%	47%	5%	-	-
Staff have high expectations for my child	45%	40%	3%		12%
My child feels safe at school	59%	33%	5%	1.5%	1.5%
Staff let me know how my child is doing.	38%	53%	5%		3%
Staff make sure the children are well behaved	36%	50%	5%	3%	6%
There is a good range of subjects available to my child at Harwood Meadows.	48%	43%	-	1.5%	8.5%
My child can take part in clubs and activities at Harwood Meadows.	32%	54%	2%	-	13%
The school supports my child's wider personal development.	31%	50%	10%	3%	6%
My child has Special Educational Needs and Harwood Meadows gives them the support they need to succeed.	8%	13%	5%	3%	63% (Not Applicable)
When I have raised concerns, they have been dealt with properly.	31%	20%	16%	2%	31% (not applicable)

Some of the key areas and suggestions made by parents have been looked at in depth by the leadership team:

Supporting children's personal development

At Harwood Meadows, we recognise the importance of personal development as a fundamental component of our curriculum. We strive to cultivate resilient and well-rounded learners who are not only ready to face the challenges of today's world but are also prepared for the future.

We are excited to enhance our P.E. programme with greater involvement in inter-school competitions in all year groups. We have joined an organisation called 'School Games' which will enable the children to have access to a wide range of competitive sporting competitions throughout school.

In our Early Years programme, we incorporate essential life skills and activities that lay the groundwork for our children's personal growth. For instance, we provide guidance on how to ride a bicycle through the Balance-

Giving Children Roots to Grow and Wings to Fly

Harwood Meadows Community Primary School

ability programme and ensure the children have opportunities such as the Hedgehog Woodland Adventure. The fire brigade also visit the children in EYFS when they learn about people who help us in the community.

Our lessons continue to focus on their overall development. Within computing lessons, we ensure that children are educated about online safety. The Jigsaw PSHE programme remains pivotal here too, as it also meets the standards for Relationships Education, reinforcing essential life skills weekly and covers key topics: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me.

We also partner with a number of outside agencies to deliver a range of personal development opportunities before children transition to secondary school, such as:

- NSPCC – childline / speak out and stay safe
- NHS – positive body image
- Nursing team – keeping healthy / positive relationships
- Kooth – positive mental health
- Emergency services – keeping safe in the community
- Opportunities for children to see live theatre
- Drama lessons

Beyond our core curriculum, we offer a wealth of extracurricular opportunities to enrich the children's learning and foster their interests. For instance, we provide musical instrument lessons for children through Bolton Music Service, and we have a pastoral lead available to support the children when needed. This year, all year groups participated in various engaging events, such as:

- World Book Day, where children created paper plate designs of their favourite book characters
- Safer Internet Day encouraged children to reflect on the topic of keeping safe online
- Anti-Bullying Week taught the importance, empowering children to speak up if they witness or experience any wrongdoing.
- Fundraising events for Bolton Hospice and Red Nose Day, led by our enthusiastic school council, to reinforce social responsibility.
- Community improvement projects led by our school council

Additionally, our assemblies further emphasise themes of anti-bullying and the importance of positive relationships with peers.

There are a range of school trips on offer to the children – these include:

- Year 6 visit to Stockport Air Raid shelter and Robinwood Activity Centre
- Year 5 visit to Turton Tower
- Year 4 field trip to Seven Acres
- Year 3 trip to Bolton Museum to learn about the Egyptians
- Year 2 visit to Brockholes Nature Reserve to discover animals in their habitats
- Year 1 visit to Blackpool Zoo as part of their science unit.
- Reception visit to Hedgehog Woodland Adventures

Special Education Needs

Some parents did not agree that children with additional needs were supported well enough in school. We have reviewed our SEN provision across school and have been working with parents and a number of agencies to ensure children are well-supported across school. These include Woodbridge Trust, Bloom Wellbeing and Relax Kids. We ensure that the following are in place:

- **A Welcoming, Inclusive Ethos:** Every child is valued for who they are and children with SEND are fully included in school life—lessons, plays, trips, and clubs.
- **Early Identification, support & Communication:** We have reviewed our initial concerns processes and communication with parents. The SENDCo makes herself available to listen to parents' views and concerns.

- **Personalised Learning:** Teaching is adapted and scaffolded to suit each child's needs. This might include different ways of explaining things, special equipment, or extra adult support.
- **Skilled and Caring Staff:** There is a knowledgeable and approachable SENDCo (Special Educational Needs Coordinator) who helps coordinate support.
- **A Focus on the Whole Child:** Wellbeing matters just as much as academic progress. Schools support children emotionally and socially, not just with learning, and we have a pastoral lead to support the children's emotional needs in school. Success is celebrated in many forms, whether it's improved confidence, friendships, or reading progress.
- **Clear Plans and Progress Tracking:** Each child's support is planned and reviewed regularly through provision maps. Progress is carefully tracked, and support is adjusted as needed.

Raising Concerns

Some parents did not agree that their concerns had been dealt with appropriately when raised with staff. We are always striving to provide the best possible experience for our children and their families. As part of our ongoing commitment to excellent communication and support, we continue to review how we handle concerns raised by parents and carers. We understand how important it is to feel heard and supported when you share concerns about your child's education or wellbeing. We will continue to enhance our provision to ensure that all concerns are acknowledged promptly, there is clear communication throughout the process, there is a dedicated point of contact and issues are addressed as effectively and fairly as possible. Thank you for working with us to create a positive and responsive school environment.

Hopefully, you have found this feedback informative – your views and comments are essential for our ongoing school improvement. Thank you again for your positive feedback.

Kind Regards,



Julian Bevan
Head Teacher