

Dear Parent and Carers,

Thank you to all parents and carers who took the time to complete our recent parent survey. Your voice matters deeply to us. We are committed to listening and acting on your feedback to ensure our school continues to grow and improve for every child and every family.

Below, we've outlined your key concerns – and the steps we've taken (or are taking) to address them.

SEND Provision and Inclusion

You said: *We could improve the way we adapt our provision to meet the needs of all learners.*

We did:

- **Strengthened our leadership for SEND:** In January, we appointed Kathy Spurgeon as our full-time SENDCo and Assistant Headteacher. Kathy brings extensive experience and a deep commitment to inclusive education. She has already hosted a SEND coffee morning and Q&A event to introduce herself, hear from families, and begin building strong, supportive relationships.
- **Ensured continuity and expertise:** Bernie Cleland, our previous interim SENDCo, continues to support Kathy 1.5 days a week, ensuring continuity for children and families and providing additional specialist guidance.
- **Invested in staff training:** We have delivered high-quality training for all staff on effective strategies to support pupils with SEND in the classroom. This includes adaptive teaching, differentiation, and understanding a wide range of additional needs.
- **Developed personalised support:** Every child identified as having SEND has a clear and regularly reviewed support plan, outlining their individual needs, strategies to support them, and progress tracking.
- **Improved identification and intervention:** We've strengthened our systems for early identification of needs and have introduced more targeted interventions, ensuring that support is timely, appropriate, and monitored for impact.
- **Enhanced collaboration with families:** Parents and carers are now more involved in the SEND process, including support plan reviews, regular meetings, and open channels for communication.
- **Promoted inclusive classroom practice:** Teachers are consistently adapting lessons and the learning environment so that all children—regardless of need—can access the curriculum and thrive.
- **Expanded access to external support:** We've worked closely with external professionals (e.g., educational psychologists, speech and language therapists) to ensure pupils receive the specialist input they need.

You said: *Our units could be more integrated into school life*

We did:

- We are proud that children in our SEND Units are an **integral part of our school community**. They participate in:
 - **Whole-school assemblies**
 - **Playtimes and lunchtimes**
 - **Key events** such as the KS2 production, enrichment week, residentials, and World of Work Week

- Where appropriate, children from the units also join **mainstream English and Maths lessons** and **KS2 swimming sessions**.
- Staff carefully assess participation to make sure it's **positive, manageable, and safe** for every child involved.

Behaviour and Emotional Support

You said: There were a small number of concerns about classroom behaviour and disruptions.

We did:

- **Reset our school culture:** After May half term we undertook a full reset with both staff and pupils. We reintroduced and reinforced our core school values: **Pride, Achievement, Resilience, and Kindness**. These values are now embedded in everything we do, helping to raise expectations and promote a positive learning environment for all.
- **Invested in high-quality staff training:** All staff have been trained in the Norfolk STEPS approach – a trauma-informed, therapeutic behaviour strategy used across the county. This training gives our team a consistent toolkit to de-escalate challenging behaviour, build positive relationships, and respond supportively and effectively.
- **Updated and strengthened our policies:** We have reviewed and refreshed our Behaviour Policy, and adopted a new Trust-wide Exclusion Policy. These changes ensure a fair, firm, and consistent approach to managing behaviour and minimising disruption across the school. [Policies - Felix Primary School](#)
- **Increased visibility and consistency:** Senior leaders are regularly present in classrooms and around the school to support both staff and pupils, ensuring expectations are upheld and positive behaviour is consistently recognised.
- **Improved communication with parents and carers:** We communicate behaviour concerns more promptly and constructively, involving families early to work together on positive solutions.
- **Celebrated good choices:** We have enhanced our reward systems to celebrate effort, improvement, and positive contributions, helping pupils feel proud and motivated.
- **Pupil voice matters:** We've engaged pupils in discussions about what good behaviour looks like, empowering them to take ownership of their actions and the school environment

You said: There could be more support for pupils emotional and mental health.

We did:

- We are in the process of purchasing a new **SEMH (Social, Emotional and Mental Health) resource package** to strengthen in-school provision.
- The resource will be delivered and overseen by our **SEND and Pastoral teams**, ensuring tailored support for vulnerable pupils.

Communication

You said: There could be improved communication about what's happening in school.

We did:

- We now send **half-termly newsletters**, which include key updates, class highlights, upcoming events, and school improvement news.

- We are developing **curriculum pages for each year group**, outlining what your child is learning each half term and how you can support at home.
- Our **school website** is being continuously improved. We welcome feedback and suggestions to make it even more useful for families. [Curriculum - Felix Primary School](#)

Learning Support & Dyslexia

You said: *We need clearer information about support for dyslexia.*

We did:

- Our SENDCo, Kathy, is available for **individual appointments** – email senadmin@felixprimaryschool.org to arrange a time.
- Kathy will also be running a **Dyslexia Workshop** this summer term to:
 - Share information about support in school
 - Offer advice for helping at home
 - Explain the process of identifying and assessing dyslexia

Staffing & Familiarity

You said: *Children see too many supply teachers, and new staff don't introduce themselves.*

We did:

- While illness and absence cannot always be avoided, we always try to use **familiar staff** or those known to the children.
- Senior Leaders will now be **more present at the school gates** during drop-off and pick-up. We'll be wearing name badges—please do come and say hello!
- **Coffee mornings** and **SEND open events** offer regular chances to meet staff and ask questions.

Catering & Lunchtimes

You said: *The salad bar was removed, and lunch ordering feels rushed or unclear.*

We did:

- In September, we began working with a **new catering company** that can cover staff sickness and ensure reliable food provision.
- A **smaller salad bar** is now available and children are encouraged to use it.
- Lunches are selected at **9:00am** each morning. This helps prevent food waste and manage costs, but we are exploring ways for parents to be involved in helping children choose meals at home.

Learning, Curriculum & Progress

You said: *We don't know enough about what our children are learning.*

We did:

- **Curriculum overview pages** for each year group are being developed and added to the school website. [Curriculum - Felix Primary School](#)
- These will show key topics, core skills, vocabulary, and how you can support your child's learning at home.

- We hold parents evening in Autumn and Spring term, you can request a meeting in the Summer term following receipt of your child's school report
- We have also introduced reading cafes that invites parents into the classroom to see the learning in action.

Clubs & Enrichment

You said: *Most clubs are sports-focused and there's little for SU children.*

We did:

- We have offered **Drama** club in the Spring term and **Gardening Club** and are actively looking to expand creative and interest-based options.
- Staff are encouraged to run clubs and we're exploring clubs that can be adapted or specifically tailored for **children in our specialist units**.
- We have a very enriched offer at Felix, that extends way beyond clubs – [2024-2025-personal-development-overview.pdf](#)

Attendance & Taxi Arrivals

You said: *Children arriving late in taxis were being marked absent.*

We did:

- Taxi arrivals should not be marked as late if the reason is transport-related.
- These pupils are logged separately so their attendance is **not affected**—please let us know if you think an error has occurred so we can correct it.

Bullying, Concerns & Parental Voice

You said: *The bullying policy needs reviewing and concerns aren't always addressed.*

We did:

- The **Behaviour and Exclusion Policies** have been reviewed and updated this year—they are available on the school website [Policies - Felix Primary School](#)
- We encourage all concerns to be raised via the **school office or Class Dojo** so they can be investigated and addressed quickly.
- All **emails will now be responded to within 48 hours**, in line with our communication expectations.
- All staff review behaviour weekly, where patterns are identified this will be responded to swiftly.

Pastoral Support

You said: *Emotional wellbeing of some children isn't being met.*

We did:

- Our **Pastoral Support Assistant, Andrea Clifton**, is available daily at the gates (8:30am and 3:25pm) for a quick chat or concern.
- You can also raise concerns via your **child's class teacher or the school office** and support will be arranged.
- Andrea is available throughout the day to support children and children are able to ask for support from trusted adults in their school or extended school team.

- We have interventions to support children including forest schools, play therapy, level 2 and pastoral interventions.

You said: *We don't know how the Trust supports the school.*

We did:

- From now on, our **termly newsletters** will include a section on how the Trust is supporting school development.
- The Trust has provided **significant and sustained support** to the school.
- The **Deputy CEO** has attended the school **at least once a week**, ensuring high-level strategic oversight and hands-on leadership support. This weekly presence is complemented by regular visits from: **Director of Inclusion** – supporting SEND and inclusive practices, **Director of Safeguarding** – ensuring rigorous safeguarding standards and staff training, **Director of Primary Developments** – driving curriculum improvements and teaching excellence.
- **Key Areas of education support:** school improvement planning and implementation, curriculum design and quality assurance, staff development and leadership coaching.
- **Human Resources:** recruitment support and policy implementation, staff wellbeing and performance management guidance, staff absence management, employee relations and professional development pathways.
- **Finance:** budget planning and monitoring, procurement support and financial compliance, access to centralised financial systems and expertise.
- **Estates and Facilities:** ongoing premises maintenance and improvements, health and safety compliance, strategic planning for future site developments and expansions.

Reputation & Visibility

You said: *The school's reputation in the community needs rebuilding.*

We did:

- We are working hard to **showcase all the positive learning and experiences** at Felix Primary.
- Pupils and staff take part in **community events**, host **local guests** (including the Mayor), and attend **town-wide celebrations**.
- We are proud of our school, our staff, and—most importantly—**our children**.
- Social media is an area we are focusing on and ensuring we have an online platform to celebrate the wonderful things about Felix Primary.

Supervision at Break & Lunchtimes

You said: *There isn't enough supervision during playtimes.*

We did:

- We now have **9 Midday Supervisory Assistants (MDSAs)** and all **Teaching Assistants** support lunchtime duties.
- We've reintroduced **zoned play areas**, activity equipment, and **Year 6 play leaders** to support younger children.

Facilities: Toilets & Drains

You said: *Toilets aren't well maintained, and locks don't always work.*

We did:

- Toilet locks are being regularly repaired due to repeated damage.
- We are working with the Trust on a longer-term solution to improve toilet facilities.

You said: *There are ongoing drainage issues on the playground.*

We did:

- **Three weeks of drainage repairs** were completed in Summer 2024.
- Unfortunately, some issues remain, and the Trust has planned further work to resolve them.

Thank you for taking the time to read this letter, your feedback is valued and appreciated.

Kind regards,

A handwritten signature in black ink that reads "J Hearn". The signature is written in a cursive, flowing style.

Jess Hearn
Headteacher