

End of Year Parent Feedback (July 2025)

Executive Summary

The feedback gathered from the "End of Year Feedback 2025" survey reflects a predominantly positive school climate, strongly aligned with our ethos of creating a safe, inclusive "family" atmosphere. Parents feel their children are known and nurtured. However, distinct areas for operational improvement—specifically regarding communication and logistical foresight—have been identified.



Key Themes

1. High-Quality Teaching and Relational Trust

- **Observation:** The most significant positive trend is the praise for specific teaching staff (e.g., Mrs. Miller, Mrs. Webb, Mrs. Wood, Mr. Babington). Parents repeatedly cite the "nurturing," "caring," and "enthusiastic" nature of the staff as the primary driver of their child's happiness.
- **Evidence:** Comments such as "Mrs. Miller has been absolutely wonderful," and "Mrs. Webb... we couldn't have asked for a better teacher."
- **Alignment with Research:** This supports the EEF's finding that high-quality teaching is the single most important factor in improving outcomes for children. At Wincham, it is evident that our "relational approach" is functioning as the bedrock of our pedagogy.
- **Action:** These specific commendations should be shared with staff to boost morale and reinforce the value of our inclusive ethos.

2. Personal Development and Wellbeing (Confidence)

- **Observation:** There is a recurring theme of children growing in confidence, particularly those described as "shy" or "nervous." Parents value the school's role in social-emotional development as much as academic progress.
- **Evidence:** "Brought Amelia out of her shell," "Enter nursery without tears," and references to children performing in Rocksteady concerts or the Nativity despite previous anxieties.
- **Curriculum Link:** This validates our focus on Growth Mindset and the "Kindness" aspect of our school values.

3. Enrichment and "Hooks" for Learning

- **Observation:** Our inquiry-led curriculum design, specifically the use of "hooks" and experiential learning, is resonating deeply.
- **Evidence:** Frequent mentions of the Conwy residential, Catalyst Museum visit, Forest School, and the Kenya video collaboration.
- **Global Goals Connection:** The specific mention of the Kenya video (Elsie Gosnell's feedback) highlights that our partnership with Njoro DEB Primary School and our focus on global citizenship is visible to parents and memorable for students.
- **Action:** Continue to ring-fence budget and planning time for these experiential learning opportunities as they are high-impact retention tools.

4. Targeted Support and Intervention

- Observation: Parents of children requiring additional support (SEN or subject-specific intervention) expressed gratitude for the tailored approach.
- Evidence: References to "extra support in math," "pairing with Year 6 students for reading," and support from specific staff (Mr. Babington, Mr. Clayton) in boosting academic self-esteem.
- Alignment with Research: This aligns with EEF guidance on Making Best Use of Teaching Assistants and targeted academic interventions.

5. Areas for Improvement: Communication and Operations

- Observation: While teaching is praised, operational communication is a clear pain point.
 - Evidence:
 - "Communication is dreadful."
 - "Not being given much notice when events are happening... making it difficult to arrange time off work."
 - Leadership Reflection: As a school that values the "family" unit, we must respect working parents by improving our foresight and communication channels. We must also ensure future surveys explicitly invite constructive criticism to demonstrate transparency and a desire to improve.
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Strategic Recommendations

Area	Recommended Action	Research/Ethos Basis
Communication	Review the Home-School Communication Policy. Implement a "term-ahead" calendar for key dates to support working families.	EEF: Parental Engagement (Removing practical barriers).
Curriculum	Maintain the 2-year rolling curriculum's focus on "Hooks" (Trips/Visits). Ensure the Global Goals remain a "golden thread" in these visits.	Wincham Ethos: Igniting enthusiasm and love of learning.
Staff Wellbeing	Share the specific positive feedback with named staff members immediately.	Staff retention and morale.
Feedback Loop	Send a "You Said, We Did" letter to parents acknowledging the communication issues and outlining the fix.	Building trust and community.

Conclusion

The feedback confirms that the heart of Wincham Community Primary—our teaching and care—is healthy and thriving. However, the skeleton—our administrative communication structures—requires strengthening to fully support our community.