



## St Lawrence's Primary School and Nursery Unit



### Parent Questionnaire - 2025

Thank you to all families who took the time to complete our recent parent questionnaire. We received 78 responses, and we are very grateful for your thoughtful comments and suggestions. Your feedback helps us reflect on what we're doing well and where we can continue to grow.

Here's a summary of the key themes and how we are responding:

#### **General Feedback**

- **Motivation and Expectations:** Most parents agree that their children are motivated by school and that the school has high expectations for their children.
- **Holistic Development:** There is a strong belief that the school's vision encourages holistic development and focuses on improving academic standards.
- **Curriculum and Activities:** Parents generally agree that the school provides a broad curriculum and a wide range of physical activities. However, some parents feel that the physical activities could be more varied and inclusive.

#### **Social and Emotional Support**

- **Behaviour and Safety:** The majority of parents believe that the school supports their children in making good choices about their emotional health and wellbeing, and that the school helps children understand and manage their emotions.
- **Bullying and Positive Behaviour:** There is confidence in the school's procedures for addressing bullying and promoting positive behaviour, although some parents feel that these could be improved.

#### **Communication and Engagement**

- **Communication:** Parents feel well informed about their children's progress and school life, but some suggest that communication could be improved, possibly using an app.
- **Parent-Teacher Interaction:** Teacher-parent interviews are considered useful, but there is a desire for more frequent updates on children's progress.

#### **Environmental and Citizenship Education**

- **Environmental Awareness:** Parents appreciate the school's efforts to teach children about environmental responsibility and sustainable choices.

- **Citizenship:** The school is seen as effective in promoting citizenship and encouraging children to contribute positively to their communities.

### Digital Skills and Technology

- **Digital Skills:** The school provides opportunities for children to develop digital skills and understand the ethical use of technology.
- **Technology in Learning:** There is positive feedback on the use of digital technology to enhance learning outcomes.

### Leadership and Reputation

- **School Leadership:** Parents have confidence in the school's leadership and feel that it is supportive and forward-thinking.
- **Community Reputation:** The school has a good reputation in the local community, and parents' views are sought and acted upon to inform the school's priorities.

### Suggestions and Comments

- **Physical Activity:** Improved physical activity resources and engagement in PE are suggested.
- **Communication:** A single form of communication is preferred over multiple platforms.
- **Support for Special Needs:** There is a call for better support for children with special educational needs and those who are quieter or less confident.

Response from school:

| Suggestions/ Comments                                                                        | Response from school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Physical Activity - Improved physical activity resources and engagement in PE are suggested. | <p>School Council agreed 5 – 6 markings for the back playground, which were put in place at the start of May. We hope to be able to fundraise for the middle yard for the younger classes.</p> <p>Basketball hoops have been put up by a parent.</p> <p>Playground equipment - hula hoops, skipping ropes, different sized balls, tennis bats and balls, double dutch ropes arrived for both the small yard and the back yard before Easter.</p> <p>PE engagement - At St Lawrence's this academic year, we have always provided two lessons of PE a week for every class from P1-P7. Some of these are led by outside agencies and some are led by teachers. Agencies that have supported the delivery of PE this year are AB coaching, Core Kids, Tyrone</p> |

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|                                                                                                                                                                                                                     | <p>GAA Hurling and Football, Fintona Peareses Hurling and Football and Clogher Valley Rugby.</p> <p>Within the PE curriculum this year children have received fundamental skills, games, gymnastics and dance. Children in P7 have accessed a block of swimming lessons at Omagh Leisure Centre.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Communication:</b> A single form of communication is preferred over multiple platforms.</p> <p>There is a desire for more frequent updates on children's progress.</p>                                        | <p>We currently use Seesaw in Nursery and P1 as these are the first years of schooling and communication is continual in enabling all children and their families to settle into school life. Throughout the rest of the school, we use the NI schools app which is an app linked to our website. Please make sure we have your up-to-date email address.</p> <p>We also use the text messaging service which does come at a cost to us so where possible we will try to use the NI schools app which is free.</p> <p>By the end of June, we will issue a contact form for all families to make sure we have the right details to communicate with you from September 2025.</p> <p>All other school information ie holidays, school meals, policies etc can always be found on our school website.</p> <p>To promote and share events happening in school, we will use our monthly newsletter and Facebook. We will review all for September 2025.</p> <p>Currently the requirement by all schools is to hold one face to face parent teacher meeting in the autumn term and one end of year written report. Unforeseen circumstances can change the timeline. Our door is always open, and we have over the year met with any parent that has concerns or felt the need for a further meeting/ telephone call.</p> <p>Children with an individual educational plan (IEP) for a special educational need to have two plans a year and those are reviewed in school and parental views sought.</p> |
| <p><b>Support for Special Needs:</b></p> <p>More support for children with special educational needs and those who are quieter or less confident.</p> <p>- a sensory room / area for kids that need to regulate</p> | <p>We want to reassure you that this is an area we are actively working on but it is an area that is as frustrating to us as it is to you due to lack of funding, difficulty in referrals, waiting times for external services. Currently this year we have accessed support from the RISE team, Literacy team, Language and Communication, Autism advisory service, Autism NI, Behaviour Support, Educational Psychology, Special Educational Needs Inclusion Service and Mindwise.</p> <p>Here are some of the steps we are taking:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

- use of Movement breaks/deep pressure exercises which improve regulation and attention.

- Autism awareness and reasonable adjustments around emotional based school refusal and understanding friends and emotional needs much improvement and resources.

Children with special needs who do not have a statement or classroom assistant do not get enough support from the school/teacher.

**Sensory Regulation Support:**

We are currently exploring the development of a dedicated sensory room or calming space within the school to support children who need help with emotional regulation throughout the day. While we already have quiet areas in several classrooms, sensory tents and a few sensory spaces across the school, we're looking to create a more structured and consistent environment. Additionally, our vegetable garden has proven to be a valuable resource, offering children a calming, hands-on experience through activities like planting vegetables and caring for plants.

**Movement Breaks & Deep Pressure Activities:**

Three classes took part in a movement and sensory programme that training was provided for by Occupational Therapist in the RISE team. Staff were supported to incorporate **movement breaks and sensory strategies** into the school day, which can help improve focus, regulation, and wellbeing. Children that need movement breaks are regularly given the opportunity to do so and this has helped with regulation.

**Autism Awareness & Emotional Needs:** We are committed to increasing **staff training in autism awareness** and understanding emotional-based school refusal. We are also working to ensure that **reasonable adjustments** are made to support children's emotional and social needs, including helping peers understand and support one another. Our classroom assistants have received training throughout the year on a number of strategies.

**Inclusive Support for All:** We recognise that some children with additional needs may not meet the criteria for a statement or classroom assistant. We are reviewing how we can better support these pupils through **targeted interventions, small group work, and differentiated classroom strategies.**

We are proud of the strong partnership we share with our families and will continue to listen, reflect, and improve. If you would like to be involved in future discussions or initiatives, please don't hesitate to get in touch.

Kind regards

Mrs Donnelly