

Community Survey March 2024

*Dear all,
If you managed to fill in our survey last term, thank you.*

Here is a summary of the main feedback people have given and some of the actions or responses that we can give to you from this. Where your feedback was really specific / personal to your own child, we have kept this out of our general summary but have passed it forward to each year group team:

1) My child is happy and enjoys coming to school:

TOTAL RESPONSES		
YES	NO	UNSURE
193	5	9
CONCERN	RESPONSE or PLANNED ACTION	
<i>Some comments about fall outs with other children / mixing with older children</i>	This is to be expected in school, as children grow and develop and learn how best to interact with others. Lots of support is put into place for this by lots of different staff members – please always talk to us if you are worried	
<i>Comments about the upheaval in staffing in Year 5 and Year 3 this year</i>	We agree that stability in staffing in Y3 & Y5 this year has not been good and this will have definitely impacted on the children. We have ensured a familiar adult has always been with these children and we have tried to communicate changes as regularly as possible. As with any workplace, absences like this are unavoidable and hard to control	

2)The school celebrates and values the achievements that children make:

TOTAL RESPONSES		
YES	NO	UNSURE
197	1	9
CONCERN	RESPONSE or PLANNED ACTION	
<i>Concern that we celebrate attendance and good or poor attendance is not up to the children to make happen, therefore making it unfair to celebrate</i>	Leaders here would agree that attendance is not within a young child’s control. We invest heavily in an attendance team and in family support for this reason. Many of our children love to challenge themselves and their classes with weekly attendance and we are always careful to explain who is responsible for improving it. We will discuss, as a leadership group, how we could improve this positive message further	
<i>Queries about verbal and written reports to parents and the frequency of them</i>	As part of their working hours and statutory teacher standards, teachers are expected to feedback formally to families 3 times per year. This is done via 2 meetings during the year and one written report at the end of the year. Workload and time allocation mean it would not be possible to do more than this but most teachers would be happy to chat more informally more regularly if there is a real concern about your child	

3)My child is kept safe at school and learns about how to keep themselves safe:

TOTAL RESPONSES		
YES	NO	UNSURE
191	3	13
CONCERN	RESPONSE or PLANNED ACTION	
<i>Query on how incidents are logged like in other organisations</i>	All accidents are logged on accident forms when it is deemed serious enough to do so and in-line with health and safety processes. We would expect families to be fully-informed of more serious incidents	
<i>Breaktimes and lunchtimes needing more staff to avoid incidents happening</i>	Apart from in Early Years, there is no set ratio of adults during lunch & break times. We operate a 'roaming' supervision which matches our OPAL play structures (see our OPAL policy document) and training is in place for this. It is never possible to have enough adults watching every single child and it is therefore never possible to stop all incidents from happening. We must teach our children how to deal with negative incidents in the best way. We would expect all adults in school to follow-up fully on anything negative that happens during these unstructured times	

4)The school sets high expectations for my child's learning and expects them to aim high and work hard:

TOTAL RESPONSES		
YES	NO	UNSURE
189	3	15
CONCERN	RESPONSE or PLANNED ACTION	
<i>A change to amount of homework and reading noted from KS2 parents / Y3</i>	Our approaches to homework and reading logs does change significantly from Y3 onwards, as children move into KS2. Our homework policy on our website explains why this is and what is expected in each phase of school. It is based on evidence-based research on the impact that homework has in primary schools	
<i>Comment about OPAL / muddy play being more important to us than academic achievement</i>	It is because academic achievement, progress in learning and the overall success of our children is so important to us, that we have chosen to introduce OPAL. OPAL is directly linked to academic success and all the research that backs this up is made clear in our OPAL play policy, which has been shared with parents earlier this year. OPAL goes beyond 'playing' and has been proven to help children learn and develop – we have already seen positive differences in a very short space of time	

5) The school nurtures my child and encourages them to become independent and decent citizens

TOTAL RESPONSES		
YES	NO	UNSURE
200	0	7
CONCERN		RESPONSE or PLANNED ACTION
<i>A comment about the merits of school uniform and why we would have one</i>		Leaders would completely agree that school uniform has little impact on children's success in school. There are some definite advantages to school uniform that we must consider too but we are in the process of reviewing our uniform policy ahead of the new academic year and will update our families soon.

6) I am kept well-informed about how my child is doing at school via parents' evenings, informal chats or other communication channels

TOTAL RESPONSES		
YES	NO	UNSURE
188	7	13
CONCERN		RESPONSE or PLANNED ACTION
<i>Wanting more regular feedback on progress other than parents evening meetings</i>		Teachers' workloads must always be considered. Planning, preparing and assessing the entire primary curriculum for many different abilities is a large and time-consuming task which extends way beyond 3.15pm each day. Teachers are expected to report to parents 3 times per year, which is what we currently do. Teachers will always make time to speak with families over specific concerns or worries at other times throughout the year, if families request a call or meeting in advance, but this will not be to discuss general progress

7) The behaviour policy is clear, and I understand the school's approaches in dealing with and escalating negative incidents

TOTAL RESPONSES		
YES	NO	UNSURE
199	8	0
CONCERN		RESPONSE or PLANNED ACTION
<i>Concerns over repeated behaviours from same children with no change</i>		The escalation of repeated behaviours is made clear in our behaviour policy. Changing children's negative behaviour is rarely a 'quick-fix' and may take consistent effort from a range of people both at home and at school. Always talk to the teacher or phase leader if you feel your child persistently struggling with one specific child repeatedly and we will always follow this up and talk with you
<i>Suggestion that more information should be given to families when negative behaviours first start, before it escalates</i>		This should absolutely be the case and we have really clear systems for how behaviour issues are escalated at each stage, what support we offer and who is responsible. This is listed in our behaviour policy. Please chat to us if you're unsure

8) I understand why the school supports OPAL play at lunchtimes and this has been explained well by them

TOTAL RESPONSES		
YES	NO	UNSURE
190	7	10
CONCERN	RESPONSE or PLANNED ACTION	
<i>Understands it but doesn't like it and makes school 'look like a tip'</i>	The benefits of OPAL on children's learning, development and wellbeing far outweigh any 'mess' that is created. OPAL is now part of our curriculum – and a really important part too. Sometimes learning is messy and that is ok by us because of the benefits it brings. We are still developing our systems for resourcing and storage and so this image that families see will carry on improving over time.	
<i>Children covered in mud and having to wash coats</i>	We recognise and accept this feedback and have put other measures in place for spare clothing in each classroom. We will continue to find supportive solutions for this and are reviewing our uniform expectations so that OPAL is part of how we expect our children to dress when they attend school every day.	
<i>Options to stay inside when raining / shelter needed. Enforce them to wear wellies so shoes don't get ruined</i>		

9) I feel comfortable in approaching the school with any concerns or problems I have

TOTAL RESPONSES		
YES	NO	UNSURE
205	2	0
CONCERN	RESPONSE or PLANNED ACTION	
<i>Who to contact if teachers change / are absent for longer periods.</i>	A Class Dojo and/or parent mail message will always be sent explaining long-term absence situations. It should state which adults are key contacts for our children and families. If you're unsure or haven't seen these messages, always call our office team to check	
<i>In Reception, when first starting with us, not knowing who is who</i>	Thank you for this feedback – we will aim to make this clearer at the start of each year for our new families and for everyone. Our website shows 'Who's Who' in the staff information section too	

10) I know who the school leaders are and I think the school is well led and managed effectively

TOTAL RESPONSES		
YES	NO	UNSURE
202	5	0
CONCERN	RESPONSE or PLANNED ACTION	
<i>Some comments about not being exactly sure who leaders in school are yet – particularly from parents of children new to school</i>	Thank you for this feedback – we will aim to make this clearer at the start of each year for our new families and for everyone. Our website shows 'Who's Who' in the staff information section too	

11) Communication and updates are clear and frequent

TOTAL RESPONSES		
YES	NO	UNSURE
198	5	4
CONCERN	RESPONSE or PLANNED ACTION	
<p><i>A variety of comments that either say too many or too few updates. A suggestion of a shared calendar to access and see all events</i></p>	<p>This is personal preference and difficult to meet everyone's needs on. Some like and need regular updates and some of you find this too much.</p> <p>Currently, there is a weekly newsletter shared via parent mail and Class Dojo, which repeats all whole-school key event dates – like a shared calendar would. It also shares some photos now and again to celebrate what children have been doing or it may ask families to read over something that needs to be shared with the whole school community.</p> <p>Class Dojo is used to make announcements, send quick reminders and is used by year groups to share year-group specific information</p> <p>If our families are signed up to Parent Mail & Class Dojo and check it quickly once a day you shouldn't miss anything. It can sometimes seem a lot to look at, and you don't have to look every day – but primary schools are busy places with lots going on and so we feel it best to send as many reminders as possible to help support our families with everything that is happening</p>	
<p><i>A comment about being told when teachers are off sick</i></p>	<p>This isn't possible or appropriate to do. Often sickness absence will happen early the same morning and we do not have capacity to report this to parents each time, as well as keep the school running and organised for the day. Long-term absences are always communicated fully with our families. Short-term absences are usually covered by an existing member of staff who already works here and who the children know well</p>	