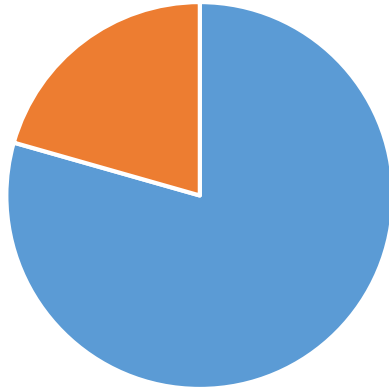


## Questionnaire Feedback – December 2022 – based on 34 responses

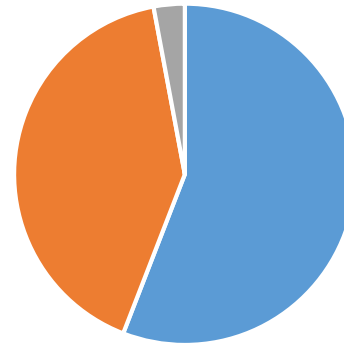
Please check the key carefully for each pie chart

My child is happy at this school



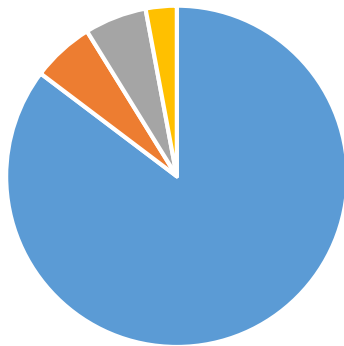
■ Strongly Agree ■ Agree

The school makes sure the children are well behaved



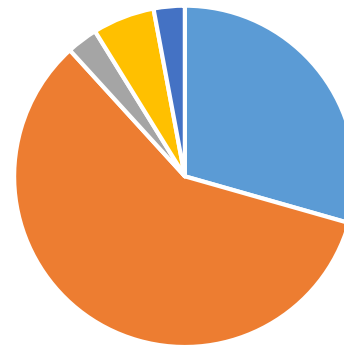
■ Strongly Agree ■ Agree ■ Disagree

My child has been bullied and the school dealt with the bullying quickly and effectively



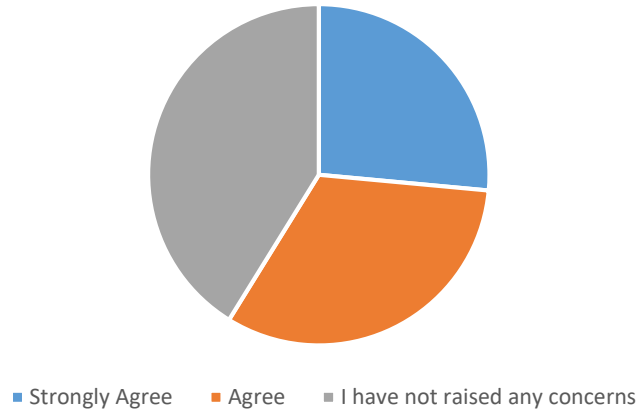
■ My child has not been bullied ■ Strongly Agree ■ Agree ■ Strongly Disagree

The school makes me aware of what my child will learn during the year

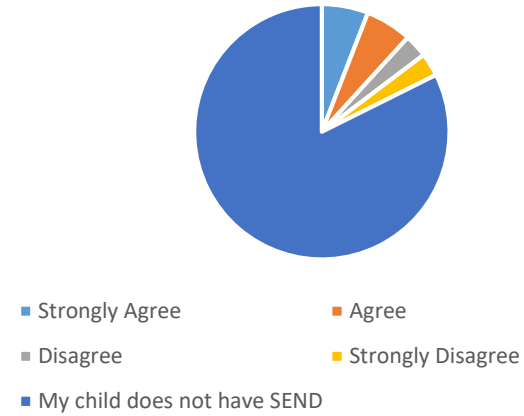


■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't know

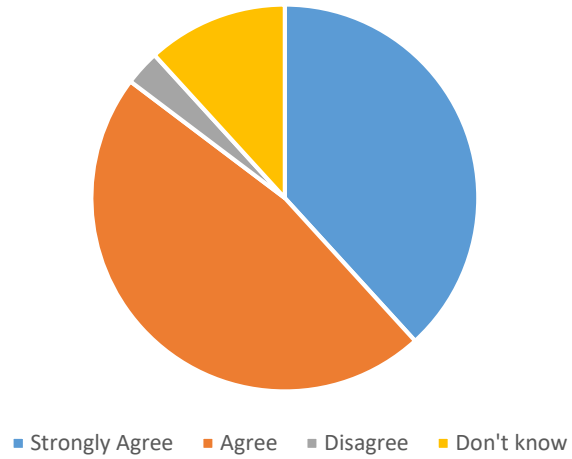
When I have raised concerns with the school they have been dealt with properly.



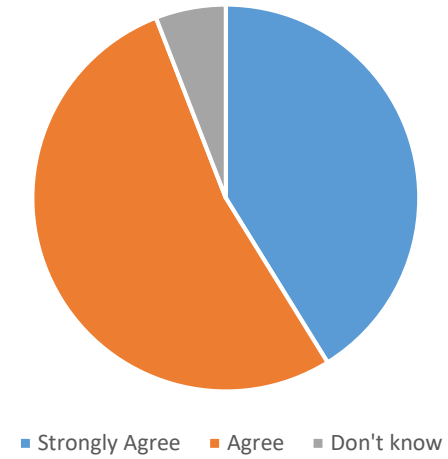
My child has SEND, and the school gives them the support they need to succeed.



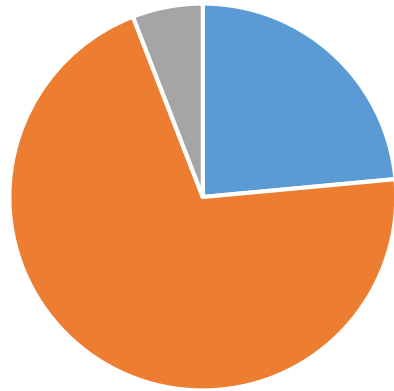
The school has high expectations for my child.



My child does well at this school.

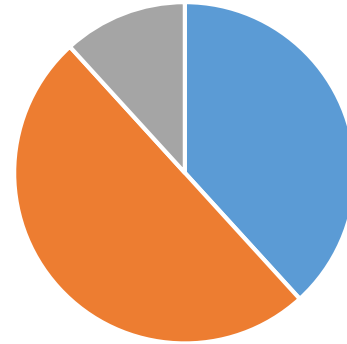


The school lets me know how my child is doing.



■ Strongly Agree ■ Agree ■ Disagree

There is a good range of subjects available to my child at this school.



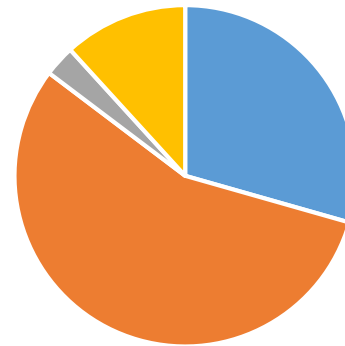
■ Strongly Agree ■ Agree ■ Don't know

My child can take part in clubs and activities at this school.



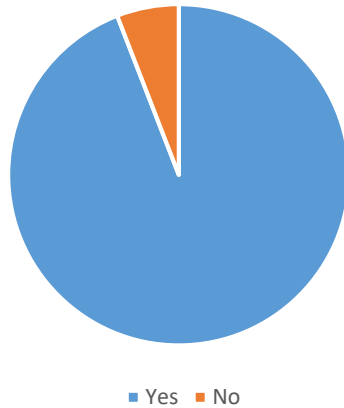
■ Strongly Agree ■ Agree ■ Disagree

The school supports my child's wider personal development.



■ Strongly Agree ■ Agree ■ Disagree ■ Don't know

I would recommend this school to another parent.



## **Things that you thought the school did well**

### **The community we have created:**

- Community feel
- children all feel known individually and valued
- pick up from the playground
- The buddy system
- friendliness carries on right up into year 6.
- Making the whole school feel as one.
- Create a friendly safe school.
- lovely family feel
- children feel safe, comfortable and happy
- how to support and contribute to their community
- The school has a family feel
- Creating support from older to younger children via the buddy system.
- Creating a warm, friendly environment.
- Small community feel supported
- Community feel and engagement
- provide an environment where they can be themselves.
- There is a great community spirit at the school and a lot of kindness.

- This school fosters a lovely community feel, it is the heart of our village and the wonderful buddy system brings the school together in a unique and very special way.
- Sense of community

### **Opportunities:**

- Forest School
- Amazing trips
- The nativity is fab!
- Enrichment; trips, productions, experiences etc.

### **Parental Engagement:**

- Opportunities for parents to visit and engage with the school.
- Great communication
- Communication via ParentMail.

### **Staff/ Teaching and Learning:**

- Support children
- My child smiles when he talks about his class teacher and I notice that

the head teacher is very much present and is a big part of the children's day

- Provide a safe and happy learning environment which allows children to reach their potential.
- Making sure all the children are happy.
- Children seem happy and valued
- Help children feel happy and secure,

- Creating welcoming environment as well as a welcoming presence every morning and afternoon at the gate no matter the weather
- excellent at pastoral care and have gone above and beyond for our family on a number of occasions.

- Everything keep on doing what you're doing!

### The things you would like us to improve upon and how we have listened:

<ul style="list-style-type: none"> <li>• It often feels as though PE is easily sacrificed for other activities and not as much thought goes into it as other subject areas.</li> </ul>	<p>We have a new scheme of work in school, and children should be learning a wider range of sports and skills. Every class should have two lessons of PE each week, and our PE coordinator, has ensured that this has been happening.</p> <p>We have developed the swimming curriculum to ensure that we are meeting the National Curriculum requirements for Key Stage Two children. Children have to be able to perform all the different strokes and perform safe self-rescue in different water-based situations.</p>
<ul style="list-style-type: none"> <li>• The mixed year groups, is there an alternative?</li> </ul>	<p>Unfortunately, this is not something that we can change. We are a small school, with small cohorts. Schools are funded on the number of children in them, and we therefore cannot afford to employ any other teachers to make the classes into single year groups. At some point children will have to be with another class. For the past few years we have avoided splitting year groups, but there is always the possibility that this is something that will have to be done.</p>
<ul style="list-style-type: none"> <li>• More variety of clubs / activities in addition to the school curriculum - not just sports or lessons charged at an additional cost. For example, clubs at lunch time such as craft or chess.</li> <li>• Affordable, and good value, after school sports clubs. Could they be subsidised?</li> <li>• When the school offer sports sessions such as those at Rawlins/ the university it would be good if a member of the school attended too.</li> <li>• Can you organise lift shares?</li> <li>• School sports teams</li> <li>• Could you have a school minibus?</li> </ul>	<p>We have a number of clubs that run at lunchtime – mindfulness, Lego, recorders and the Y6 Sports Leaders run clubs outside.</p> <p>We have tried to source some non-sports based clubs but have been unable to find a provider.</p> <p>Staff have been present at events since this questionnaire was sent out.</p> <p>Unfortunately, we cannot fund after school clubs however Sam at Clements sports has consulted with parents and has reduced his prices. Staff are also looking at clubs that they can offer. He also offers a sibling reduction.</p> <p>As working parents ourselves, we know that there are times that you cannot be at school events. Unfortunately, we cannot organise lift shares as this would mean having to check</p>

	<p>everyone's insurance, car documents and be liable for any accidents that were to happen. We hope that lifts can be organised by parents.</p> <p>Having limited numbers makes having a 'set' sports team difficult to manage. Therefore, we like to find out who can attend sports and whether we can field a team. We have tried both ways over the years, and the latter works best for getting teams together.</p> <p>The group of schools that we work with have looked into having a minibus, however the cost of upkeep and training makes the project cost prohibitive for a small school.</p>
<ul style="list-style-type: none"> <li>• There are sometimes a few too many things going on at one time</li> <li>• Earlier notice of key dates for things like nativity or anything where we might need time off work.</li> <li>• Can you hold open mornings/ church sessions on different days of the week (not just Wednesdays!)?</li> </ul>	<p>We have taken note of this point and have tried to space out events during the year. This year we tried to send out these dates as early as possible – and we will continue to do so.</p> <p>We have tried to space out open mornings and have events on days other than Wednesday (although sometimes this cannot be helped).</p>
<ul style="list-style-type: none"> <li>• It would also be good to be informed on what they are learning throughout the year so that we can support the learning at home.</li> </ul>	<p>On each class's page on the website, teachers have put the knowledge organisers to show what the children are learning and the related vocabulary for the topic.</p>
<ul style="list-style-type: none"> <li>• Better support for those who are struggling, ensuring TAs have appropriate training and are using appropriate techniques and methods in order to support improvements in learning.</li> </ul>	<p>All the support staff in school have had a wide range of training and use this to support children's learning. If you have any other concerns regarding support for children please contact your child's class teacher</p>
<ul style="list-style-type: none"> <li>• Yes, but you may need more funding!</li> </ul>	<p>We would love more funding as there are many things we would like to do too!</p>
<ul style="list-style-type: none"> <li>• More parent evenings and longer per parent</li> <li>• Parents evening: book gaps between families so that if teachers do run over there is capacity to rectify.</li> <li>• Having input from both teachers (if applicable) on parents evening.</li> </ul>	<p>Legally we have to offer one meeting per year for parents to discuss their child's progress. We do two sessions per year. We know that parents value these session, however we are not able to offer any more per year. We do offer the other opportunities to come into school, for example the open morning/ afternoon sessions, where you can see your child in class.</p> <p>We have noted the need for bigger gaps between children and have endeavoured to spread out appointments where possible.</p> <p>Whilst both teachers will not be present for both evenings of parents' evenings, they do sit down together to talk about the children prior to parent meetings.</p>
<ul style="list-style-type: none"> <li>• I understand that there is a good deal of joint work with the governors and that there is a lot of useful experience in the parent governor team. I trust that some joint goals will have been identified through this process but my child is happy so there is nothing specific that I have concerns about</li> </ul>	<p>Governors work to support the work of the school. They look at the School Development Plan and work with staff to address any issues. This year we are working on developing our curriculum, and changing our maths lessons. Govers come in and speak to pupils and staff and spend time with subject coordinators and in classes.</p>
<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<p>We try to communicate as frequently as possible, without sending out a huge amount of emails. There are the newsletters, parentmails, parents' evenings, open events, class teacher emails and I am always on the gate in the mornings and afternoons. As mentioned</p>

<ul style="list-style-type: none"> <li>• Possibly fewer parent mails...although that would hinder communication</li> <li>• Teachers individual communication with parents. More notice when required to bring things to class or change routine.</li> </ul>	<p>above, we have tried to give more notice of events where parents need to take time off to attend, such as nativities and sports days.</p> <p>We try to reduce the number of parentmails by putting things on the newsletter. However, sometimes this means parents miss notices.</p> <p>As mentioned we have tried to give more notice of the need for items in school since the questionnaire.</p>
<ul style="list-style-type: none"> <li>• School councillor or other mental health support for 1-2-1</li> <li>• More mindfulness/meditation/self-care type regular activities from the very start of school.</li> </ul>	<p>Mrs Scallon has completed the Senior Mental Health Lead qualification. There is a lack of availability/ funding for a school counsellor, however we do try to source support for children if needed.</p> <p>Children are taught about mindfulness and self care as part of their PSHE lessons. We have a new curriculum for PSHE this year and this is incorporated into the lessons.</p>
<ul style="list-style-type: none"> <li>• Foreign languages from the beginning.</li> </ul>	<p>We try to incorporate some elements of Modern Foreign Languages into our work, however this is a requirement for Key Stage Two children only in the National Curriculum, Mrs Trencher teachers French to Classes 4 and 5 as she is a languages specialist, and unfortunately, she could not do this for the other classes.</p>
<ul style="list-style-type: none"> <li>• Be fairer in how additional responsibilities are given to those that really work hard and take these roles seriously.</li> </ul>	<p>As the children progress through school we try to allow them to take on more responsibilities. There are a number of roles in school that children can do. Particularly in Year 6. Linking to British Values, we allocate roles using pupil voting, or on a rota basis to ensure that everyone is given a chance. We also look at individual children's needs and skills when allocating places on any extracurricular workshops or Master Classes.</p>
<ul style="list-style-type: none"> <li>• Perhaps equipment - outside playground area, tech etc.</li> </ul>	<p>We have had the trim trail mended so that the children have somewhere to play now, we also raised funds for playtime equipment from the sleepover, and school council will be organising some further fundraising next term. We have to prioritise how we spend our money, as there is great pressure on school budgets presently. This means we often have to source grants or fundraise for the added extras that the school requires.</p> <p>The PTA kindly donated 10 iPads to school last year, and we are looking to improve the desktop computers in classrooms.</p>