

Parent View Results and Actions - Summer 2023

The survey was completed online in May/June 2023. 203 responses were received - 29% of families.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not aware of any bullying
My child is happy at this school	106 52%	87 43%	8 4%	2 1%	-
My child feels safe at this school	111 55%	81 40%	8 4%	3 1%	-
The school makes sure its pupils are well behaved	71 35%	117 58%	11 5%	4 2%	-
The school has dealt with any bullying quickly and effectively	33 16%	82 40%	22 11%	13 6%	53 26%
The school makes me aware of what my child will learn during the year	90 44%	100 49%	11 5%	2 1%	-
When I have raised concerns about the school they have been dealt with properly	69 34%	102 50%	23 11%	9 4%	-
Does your child have Special Educational Needs and/or disabilities (SEND)?	-	20 10%	183 90%	-	-
My child has SEND and the school gives them the support they need to succeed	26 27%	52 54%	11 11%	8 8%	-
The school has high expectations for my child	85 42%	99 49%	14 7%	5 2%	-
My child does well at this school	108 53%	81 40%	11 5%	3 1%	-
The school lets me know how my child is doing	88 43%	94 46%	15 7%	6 3%	-
There is a good range of subjects available to my child at this school	75 37%	120 59%	4 2%	4 2%	-
The school supports my child's wider personal development	68 34%	105 52%	22 11%	8 4%	-

Overall we are very pleased with the results and would like to thank parents for their support. We are especially pleased that parents who responded have recognised that their children are safe and happy, are achieving well, and that they are aware of what children are learning.

The response to the SEND question is difficult to assess because 97 parents responded to this, while only 20 parents completing the survey have children with SEND. However, we plan to include more opportunities next year for parents of children with SEND to meet with class teachers/ SENDCO /other professionals to discuss their child(ren)'s needs.

We have identified the following areas which had slightly more disagree/strongly disagree responses:

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<p>The school has dealt with any bullying quickly and effectively <i>(17% disagree/strongly disagree)</i></p>
<p>What we do currently</p> <ul style="list-style-type: none"> • We are an inclusive school and manage a range of needs - we aim to encourage mutual respect and sensitivity to the needs of others, recognising success in everyone. • Anti-bullying is a big part of our curriculum and is taught through PSHE, with an additional focus on online safety and safe relationships in Computing and through regular assemblies. • Our foundation curriculum includes a lot of learning about tolerance, fighting prejudice and building effective communities. • Consistent school rules are in place and displayed across school, in classrooms and on our school website. • Our behaviour policy is followed by all staff and training is provided each year. • This year we introduced a 'time out room' at lunchtime to provide a quiet space to resolve any issues. • All behaviour incidents are recorded electronically and 'victims' identified to enable us to track any patterns. • Any racist/homophobic incidents are recorded under those key headings and parents informed. These are discussed during leadership meetings and reported to Local Governing Board and Trustees. • Internal exclusions/suspensions are used when necessary as a result of unacceptable behaviour. • Additional interventions are organised for specific children who struggle with their behaviour including 1:1 and group sessions with our Behaviour and Emotional Learning support mentors. The team was strengthened this year in response to an increase in need and Miss Barnett-Edwards was recruited to join Miss Taylor and Mrs Kaur. • Where necessary, pupils are referred for support from external agencies e.g. CAMHS, Educational Psychologist, Inclusion team, Reflexions.
<p>Further actions we can take</p> <ul style="list-style-type: none"> ➤ Further encourage the discussion of any concerns with members of staff/school leaders ➤ Hold a behaviour/anti-bullying meeting for families in the Autumn term to share our approach and consider any new actions ➤ Introduce a 'worries box' in every class to enable children to raise concerns about bullying
<p>When I have raised concerns with the school they have been dealt with properly <i>(15%)</i></p>
<p>What we do currently</p> <ul style="list-style-type: none"> • We have an open door policy and encourage any parents to approach school with concerns. • Staff are available each morning and at the end of the day on doors/gates for quick messages with members of the leadership team outside every day. • Our office staff are available to take calls regarding any concerns/check our school email. • Any concerns which parents feel have not been dealt with effectively by class teachers are escalated to senior leaders to resolve. • Our complaints policy is followed and can be found on our website
<p>Further actions we can take</p>

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- Continue to build relationships with families to ensure all complaints are addressed effectively.

The school supports my child's wider personal development (15%)

What we do currently

- A range of trips/visitors are offered each term to every year group to enhance learning and provide children with opportunities to visit new places/meet interesting people.
- Children in Years 2, 4 and 6 have the opportunity to attend residential visits which include team building activities and opportunities for children to try adventurous activities.
- A range of roles are available in school, allowing pupils the opportunity to impact on school life, including School Council, Reading Ambassadors, Sports Ambassadors, Behaviour Ambassadors, Eco Ambassadors and – for Year 6 – Head Boy and Head Girl.
- Our curriculum is broad and balanced and includes a range of key historic/classic learning alongside current issues. We purchased 'Dimensions' curriculum last year to strengthen our thematic lessons and provide children with a curriculum which builds 'cultural capital' – the knowledge that they need to succeed in life.
- Our PSHE (Personal, Social, Health and Economic education) curriculum is robust and covers 3 whole school topics each term to ensure children develop key understanding and skills – Relationships (Autumn), Living in the Wider World (Spring) and Health and Wellbeing (Summer). See our website for more information.
- Our RE curriculum follows the locally agreed syllabus and develops knowledge and understanding of a range of world religions.
- Assemblies provide additional opportunities to support personal development: sharing of success (merit and other celebration assemblies), learning about key national events, learning about British Values, learning new songs, learning about and from religions.
- Transition is planned carefully for pupils at key points (Reception to Year 1, Year 2 to Year 3, Year 6 to Year 7).
- A range of clubs are offered each term to provide children with opportunities to try out new activities e.g. clay modelling, gardening, sporting activities etc.

Further actions we can take

- Continue to develop the role of school council and school ambassadors to ensure pupils have an even bigger impact on school life.
- Share pupil survey results with new school councillors who can design an action plan to identify next steps.