

Parent Survey Spring 2022

25 parents responded to this survey, therefore 1 person = 4%

Thank you to all the parents who responded to this survey – the results were very positive. Although there were only 25 responses, we have used the feedback from the survey and the recent open evening to review practice and inform future surveys and parent forums.

We understand that lengthy surveys can take time to complete so, in future, we will focus on asking a single 'Question of the Month' which can be completed quickly and easily and will enable us to gain a greater insight into parental preferences for the children and school.

We have included an overview of the responses below:

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

Strongly agree: 44%

Agree: 28%

Neutral: 16%

Disagree: 8%

Strongly disagree: 4%

2. Does your child have special educational needs and/or disabilities (SEND)?

Yes: 8%

No: 92%

3. If yes (to question 2) how strongly do you agree with this statement: My children has SEND, and the school gives them the support they need to succeed.

Strongly agree: 40%

Agree: 20%

Neutral: 40%

Disagree: 0%

Strongly disagree: 0%

4. The school has high expectations for my child.

Strongly agree: 48%

Agree: 40%

Neutral: 4%

Disagree: 8%

Strongly disagree: 0%

5. My child does well at this school.

Strongly agree: 56%

Agree: 32%

Neutral: 12%

Disagree: 0%

Strongly disagree: 0%

6. Would you prefer a face to face Parents' Evening or the remote/ virtual meetings?

Face to face: 32%

Remote/Virtual: 68%

What do you think the school is doing well?

Inspiring my son to learn by offering a broad varied curriculum delivered by brilliant teachers.
Opal play, Jigsaw sessions and wellbeing. Academic offering, SEN support, extra curricular activities and clubs
Motivating and preparing the children to how school is going to be structured.
Communication, dedication to the children, strong leadership, children are very happy in school, children make excellent progress.
Outdoor play & learning, trips, maths teaching, well being.
Playtime activities. Creative lessons.
Inspiring happy children to do their best
Providing a safe nurturing environment while encouraging the children to reach their potential
Children's mental health
Hard to know as we are not really allowed to be involved currently.
Additional teacher/classroom support.
It's a lovely environment and I'm really pleased with my children's social development. They are very comfortable with the staff.
The teaching method is exceptionally good and the way teachers encourage the children to write on their own helps them a lot.
Strong community feel. Reading bus is well enjoyed. Outside spaces for sports & recreation is great. Children come home generally happy.
Settling reception into mainstream school
Creating a friendly, supportive and welcoming environment for children to thrive in.
I think the school has done a phenomenal job pastorally throughout the pandemic. My children love the structure to the school day and week, which has been important to return to after the uncertainty of the pandemic. I think the school does a fantastic job of balancing and blending academia with ensuring learning is immersive and fun.
Teacher knows my child very well.
Dealing with the continuing pandemic even though the rest of the world seems to think it has disappeared! Constant positivity from leadership and continued drive to support the children and families where they can. We are very lucky that our children attend this school.
Making the children happy and stable, bringing fun into learning

How could the school further improve?

All comments left in the survey have been shared with the school's leadership team. There were no specific themes occurring, but if you left a comment and would like to discuss your views in more depth then please contact the school and we will be happy to call you back.

Parent comments:	School Response to Feedback:
Nothing, you are doing an amazing job - thank you!	
Communication, I don't seem to receive all emails and also more updates on tapestry	We have taken this on board as parents at the open evening also mentioned using one method of communication to share information with parents. All communication will therefore be sent via email (via the newsletter or focused email) and it will only be reminders that are sent via other methods. Please check your Scopay settings if you do not receive emails as the communications box in the account needs to be set up and ticked by the parent not the school.
Sports, clubs, lunch hall cleanliness in between year groups.	All our staff volunteer their time after school to offer sport/extra-curricular clubs. We therefore invite external providers in to add to this provision. We are aware that some clubs are much more popular than others but are currently at capacity with what we can offer. We are however, currently reviewing the fairness of access for some of the more

	<p>popular clubs so that every child gets a chance to join in at some point throughout the year.</p> <p>We continue to maintain high levels of hygiene through hand sanitising/washing and cleaning tables/equipment/toilets throughout the day. Tables are still cleaned between sittings at lunch time.</p>
<p>More music - seems to have virtually vanished from the weekly lessons. More plays and performances.</p>	<p>Music continues to be taught by class teachers each term using the Charanga scheme of work. Recorders, violins and ukulele lessons for KS2 take place in the summer term. We've recently invested in a class set of glockenspiels and these are used alongside our music scheme of work to teach the National Curriculum.</p> <p>There is also the opportunity for children to participate in peripatetic lessons with Music4Life which are advertised each term via the newsletter.</p> <p>We agree, it has been very difficult to put on live performances/plays during the pandemic and recognise that recorded nativities, outdoor performances and streamed assemblies can never match the face to face equivalent. We are therefore working hard to bring these back now restrictions have eased.</p>
<p>The school is extremely slow to shake off covid restrictions that are no longer followed by families outside of school making them pointless in school - and even putting restrictions in place that aren't part of guidelines for the rest of population. We are all aware that children have record levels of anxiety reported. Zoom assemblies and masks are contributing to this and very unfair on children when adults are going about their daily lives largely back to normal attending football matches, concerts, parties.</p>	<p>We have been equally as frustrated with the restrictions put in place for schools over the last two years. However, we have followed Public Health England guidance at all times which has often been more restrictive for schools than general public advice.</p>
<p>I think the school have worked hard to protect the children from COVID (thank you!) but feel parental pressure is now starting to speed up the pathway out of covid and this should not be rushed.</p>	<p>We have worked hard to follow Public Health advice at all times in order to protect the children, staff and their families and will continue to do so.</p>
<p>Already excellent</p>	
<p>Stop covid restrictions that are over and above the general population. I was dismayed that children were told for the open afternoon that parents were not allowed to move around the classroom and look at displays on the wall. My child was sad about this. These restrictions that make no sense when the rest of society is getting on with their lives are making our children anxious and sad.</p>	<p>We are sorry that you felt this was a restriction implemented by the school during the open afternoon. We have discussed your concern at Senior Leadership and we did not intend for you to be restricted within the classroom, in fact, quite the opposite. The open afternoon was intended for parents to come in and see what their children have been doing in school which included looking around the classroom. We apologise if there was any confusion surrounding this.</p>
<p>If they could add more homework, which will help the children to study well at home</p>	<p>We regularly survey parents on the level of homework and our last survey said the majority of parents who responded were happy with the amount set. We will of course continue to review this.</p>
<p>We have to assume "no feedback is good feedback" and need more to fully answer some of the questions posed above and support our child's education. Further support for children academically at the top-end of the class.</p>	
<p>Nothing</p>	
<p>Consider providing parent session/learning pack at the beginning of each term to enable us to support our children at home with the terminology or ways of teaching Bexton provide, particularly related to Maths and English</p>	<p>We always send a parent pack to help parents know important information at the beginning of each academic year. We agree that a face to face parent session to introduce parents to the year group and curriculum would also support families. We had parent sessions for Reception & Year 1 this year to support with phonics & early reading which were very successful and we intend to roll this out to all year groups in September.</p>

<p>Ensure the selection of sports teams is a fair and inclusive process. At this age, giving everyone a go at competing from the school is important and prevents a 'them' and 'us' culture.</p>	<p>We agree. We are working on the clubs booking process and ensuring that all children can access/be part of competitive sports if they wish to do so.</p>
<p>Additional weekly award as well as star of the week. Once they've had it for that year - unlikely they get it again. Linked to Bexton Values?</p>	<p>We have just introduced a post card in our key stage assemblies. Teachers are writing a thank you card for children who've been following the Bexton values. We also award house points, head teachers awards, individual class awards to support the Bexton Values.</p>
<p>Encouraging education further as an example one of my children at the school has been at the same reading level for 6 months, they don't do spellings and the homework is very generic. Children who show above average ability should be a focus for the school along with children with SEND.</p>	<p>Children are regularly assessed in their reading skills and will be moved up a reading level when they have demonstrated the skills required (comprehension, inference, deduction etc). It is worth discussing reading levels with the class teacher if you would like to understand more about progress through the book bands.</p> <p>This year, the children have actually increased the number of spelling sessions they have each week and they are now solely taught and assessed in school. Research shows the weekly spelling test doesn't help children to apply the spelling patterns in their work and feedback from parents has often been negative towards spelling practice at home.</p> <p>The school's results show that our children make excellent progress and achieve very high levels of 'above average' attainment.</p>