

Parent Survey Comments – February 2022

What are our greatest strengths?

1. Keeping parents up to date with what is going on in school
2. Community, wellbeing, engaging child's strengths
3. Quality of opportunities available (academic and other)
4. Enthusiasm, nurturing
5. You get to know each family personally
6. Very approachable and easy to communicate with
7. Kindness, encouragement. You try to ensure each child strives for the best of their abilities
8. Helping the parents and children out
9. Open friendly environment where I feel I can give an opinion and have my say about their learning and my opinion is valued and listened to
10. Wanting my children to achieve greatness
11. A variety of learning experiences, broad curriculum, recognition of children and strengths
12. A very kind and supportive school
13. Smaller class sizes
14. Kind, caring and all the staff really know the children well
15. Broad curriculum, lots of interesting trips, friendly staff
16. Always striving to improve, open and honest
17. School size, allowing a personal touch where all pupils are considered as individuals
18. Parent/teacher relationships are strong so the children feel they have plenty of support and nothing is missed.
19. Personal approach for the child

What could we improve?

Cooking – this is part of our Design and Technology curriculum and is planned for the summer term.

Communication with parents about target and progress and also how to help at home – this will have been addressed through the parents' meetings but we are mindful that parents might want more regular updates and we will review our practice. Please feel welcome to ask your child's class teacher about progress towards targets. We publish a termly curriculum map and update class blogs so parents can see what their child is learning each week and so can support with vocabulary and discussion. The class pages have spelling lists and Key Instant Recall Facts which parents can access to help at home.

More school competitions and family events when allowed – yes, we would also like to do this and have booked in some dates with the PTFA which we will share through the diary dates due to be published shortly.

More fundraising events for school – the PTFA will be pleased to hear this. They are an amazing group of volunteers who work tirelessly to raise money for the school and are always keen to have fundraising events. They are also mindful of not asking for money too often – a tricky balance to achieve and one which they do very well. All are welcome to join the committee – contact Caroline Farrant or email the school office for more details.

More after school clubs and also clubs for Reception children – yes, we are adding to our list each term. Are there any parents with a particular interest that would be happy to spend an hour (with

support from a member of staff) delivering a club? Please let us know. We would also be interested in the sort of clubs your children would be interested in. Again, let us know through the school office. Clubs for Reception children tend to start later in the year as the children are so tired after a full day of school. After School Clubs can be demanding on attention and concentration skills as opposed to After School Care. EYFS will be invited to clubs from the summer term.

Children who are learning quicker to move on up to develop further – yes, we also want this to happen. There are many answer to this question. One answer is about deeper thinking. As Mrs Sayer often says, “It’s not about the answer, it’s about how you got there!” We want our children to be fluent in the explanation in order to have a deep understanding so sometimes it might appear that the learning is easy. I observed a Red Kites maths lesson recently where the children were trying to prove that $\frac{1}{3}$ is the same as 0.33. They knew this was true but learnt through the lesson how they could prove this in multiple ways and then generalized this to other decimal/fraction equivalents. Another example is reading a book more than once. This helps with comprehension and the accurate understanding of new vocabulary rather than moving to the next level without that deeper understanding. We always want the children to be working at the appropriate challenge level so please let your child’s class teacher know if your child says the work is too easy so we can work out what our next steps are.

Clarity of communication – please let us know if information has been confusing or not in enough detail. We are not aware of particular occasions of this at the moment so please get in touch. Our information goes out through School Comms emails and now, as a result of parent feedback, we are using texts more frequently as you tell us this is more effective. We have a weekly newsletter, letters specific to events and also the teachers and I update our web pages weekly with information about the week just gone or ahead. Teachers often answer queries at drop off/pick up and the school office is happy to answer any queries.

Increase music provision – this one will be a challenge as we offer one hour of specialist music teaching for the whole school through Berkshire Maestros every week and individual tuition for drumming, guitar, ukulele, saxophone and soon keyboard. Owls are participating in the Junior Music Festival and we are planning a school music concert in May. Please let us know specifically what music provision you would be interested in as we are in communication with Hogan Music who also offer individual and group music tuition.

How do we make children feel happier in school? – we have found your comments re Covid interesting as this seems to have had an impact on children’s anxiety levels and friendship difficulties. We use ELSA (an emotional literacy intervention) to support many children who are experiencing difficulties and have many strategies that we use for individual children according to their need. We hope that parents would reach out to us if their child was reporting that they were unhappy at school as we want to support this need.

Communication – information in one place for easy access / an app – we are currently looking into a user friendly app. Staff have experience of this type of app as parents themselves and have found some better than others and also some of them come at a considerable cost. We will let you know in due course what we have looked into.

How is bad behaviour managed? - Our Behaviour for Learning Policy is published on our website. We use the Therapeutic Thinking approach of identifying and teaching prosocial behaviour (behaviour that we want to see) which we promote and unsocial behaviour (behaviour that does not affect anyone else but stops their own learning) and anti-social behaviour (behaviour that affects

those around them) which we address with the child through a number of different strategies tailored to that child's particular needs including educational and protective consequences. We would recommend parents are familiar with this policy: [Behaviour For Learning Policy](#)

For the children to learn coding – yes, they will be doing this as part of the Computing curriculum in Terms 4, 5 and 6.

What impact, if any, has Covid19 had on your child/children's wellbeing?

Themes: reduced social skills, increased anxiety and overthinking, mental health issues, sleeping difficulties, fear of being ill, increased family time, increased confidence through being at home for longer, reduced teaching time and learning progress.

Any other comments?

1. I am very happy with how my child has settled and with the work he does
2. Thank you for all you do and continue to do for my child and our school
3. If my children are struggling I would like to know as I would like to help them and for them to be great.
4. Autism training – please complete this Google Form to register in interest: [Training about autism](#)
5. Outstanding school. My children are happy, well cared for and learning incredibly well here. The teachers are all wonderful and really know my children well.