

Heytesbury Primary School Parent Questionnaire January 2020 (18 parental response)

Summary of Parental Comments & School Response

Heytesbury school is a lovely friendly school my child is happy so I'm happy.

I love that each child is taught in a manner that they reach their full potential. My children are very happy here, they love the teachers and enjoy school life very much.

- Thank you.

Poor organisation & communication

- We are not sure how to respond to this for we do not know exactly what the person means ie in what area is there poor organization & communication? We would like to explore this further so we can improve. Please do speak with Mrs Godfrey.
- We do keep the website calendar as up to date as possible with events.

Approachable teachers and headteacher; great to see new reading books extra music lessons like guitar and piano; extra activities like singing, children in need, sport

- Thank you.

Teachers need to be more approachable and less defensive when parents are raising concerns. There seems to be no warmth at this small village school.

- Again, difficult to respond to this parent comment as we do not know if it refers to every teacher or if it happened on one occasion or more often. We would really appreciate further discussion with anyone who feels like this – do speak to or email Mrs Godfrey.

I do believe my child is happy and safe and the school is a good school.

- Good – that is one of our main priorities.

Celebration of children's success in classroom with gems and house points. Children particularly enjoyed house challenge and are looking forward to future ones.

- Thank you.
- The next house challenge will be this term – School Council are working on it.

Always the same children getting the awards.

- A tricky one. There are various rewards in school and children who constantly work hard, behave well and 'go that extra mile' are going to receive rewards more often.

Teachers are quick to tell parents when their child has done something wrong but never when they have done well;

- We are sad to hear that someone feels like this and would love the parent who wrote it, to talk to us, confidentially, about why they think that, for we feel children are recognised through house points, certificates, informal parent/teacher chats at the end of the day, notes in link books, recognition on the newsletter etc. If we need to change or do things differently, we will.

Participation in sports events where everyone can join in no matter ability is good. Children love representing school.

- We have worked hard over the past couple of years at increasing our involvement in sport festivals & competitions. As the mission statement of our school is 'Working together so that all may flourish', we do encourage and include all sporting abilities.

Lack of sports in the school as I'm aware they only do two lessons of PE a week.

- Our classes do at least 1 hour 45 mins of PE per week although there is no statutory requirement for how much PE the children do. Children are also involved in active games at playtime and lunchtime – this is sometimes led by our Sports Ambassadors and Sports Leaders as well as by our Acorn Trust Sports Coach.

All in all we love this school.

- Great – thank you.

Good - discos and fundraising events that involve all ages that children, parents and wider community can enjoy.

- Though HEFA is a small group of parents, they do work very hard to organise extra events and to fundraise. Those parents are very much appreciated.

Do not have very much access to after school activities and when they are offered they are mostly sport related. Also not all on same day but split equally over whole week due to ongoing activities outside school. Afterschool clubs for EYFS as well as others. Younger children would benefit as much as older children from variety of activities.

- As a small school, we recognise that offering access to after school clubs does pose a challenge.
- We are limited to what we can offer as we do not have many teachers. Also, teachers are not obliged to do clubs after school, yet most do. (Those who do not, run lunchtime clubs.)
- We do offer non-sport clubs at times eg cooking, board games, Athletics. We offered gardening club in the autumn, but no-one joined the club.
- We would welcome parent volunteers to run clubs – in the past these have included sewing and craft – do let Mrs Godfrey know if you would like to do this. Of course any parent volunteers must first go through our safeguarding clearances.
- We spread the clubs as best we can, but there are often staff meetings or training courses that teachers need to attend.
- We agree that clubs for EYFS children are most beneficial and tend to offer this after Easter once children are that little bit older. Unfortunately, it does tend to be only one club on offer due to the small staff number. We do wish we could do more.

Books are not changed very often in Otters, I understand though that it is a matter of having the time to be able to do it. Could a system not be set up where the parents could change them their selves during the morning or afternoon drop off.

- In Otters, children read books very quickly, and yes, you are quite right, we do not have the time to change books very day.
- Instead, books are normally changed on a Thursday and 3 books are given at a time. It is so important at the early stages of reading, that the children have the same book several evenings, so pictures can be looked at and discussed; an adult reads/tells the story and then the child tells/reads the story.
- As a school, we agreed that the teacher or TA would change books rather than parents so that our tracking and monitoring system is always up to date. However, we are happy to review the system for September.

Do well: Differentiating for ability of individual children so those who need extra support receive it both in group work and individually and those who are more gifted are aided to aim further and reach their higher potential.

- Thank you.

We do not always receive lengthy notice of things such as book day. As a parent it is nice to be able to plan and organise these details. Financially it is easier to know too, especially for those on a tighter budget.

- We do agree that sometimes, notifications are short and are working hard to improve this.
- The calendar on the website is kept up to date with events until the end of this academic year and others are added as they arise.
- As we plan our new curriculum for September 2020 onwards, we shall map out the trips as best we can and add to the website calendar.

I feel the "power" award system is unfair. Many times my children have told me they feel it's unfair as they've tried so hard at something and not been awarded so. Maybe something to praise those that are constantly adhering.

- It would be good to speak to the parent and children who feel like this so we can discuss and remedy where things may not be working quite right.
- Our Behaviour Policy was reviewed for September 2019 and the children decided they wanted to keep the gem powers.

Do well: Better books that keeps child's interest as they begin reading. Helping to nurture a life long love of books.

- Good. We were able to purchase the books as a result of being part of The Acorn Education Trust.
- We are just about to embark on the purchase of new and better guided reading books thanks to HEFA fundraising.

I feel something needs to be brought in to encourage reading, my children read every night without fail (including weekends) and sometimes don't even receive a house point for this.

- Reading is an expectation of our school as part of the children's homework. We have recently been made aware that there may be inconsistencies in 'reading at home rewards' across the school – this will be looked into and adjustments made if needed.

Headteacher Awards

- Children are sent to Mrs Godfrey for praise. Often a sticker is given. However, as a response to this comment, we have just bought 'Head Teacher Award' stickers.
- For special recognition, postcards are sent home – this is more for KS2.

Residential trip for 4/5/6 yr groups. No other school offers for non yr6. Children thrilled to have opportunity.

- Yes, the children do love this residential, as do the staff!
- It does link to our PE curriculum as the children (and staff) are able to explore more adventurous outdoor activities.

Lunchtime playgroup? Something where those that have fallen out with friends or have no one to play with can go? A "talk to me bench"?

- We do have a friendship bench but feel it is not always used for this purpose. As a response to this comment, the School Council have discussed the 'friendship bench' and agreed that it should be moved to the playground. Once they do this, we can remind the children of what it is for, as it has been neglected of late.
- Unfortunately, we cannot run lunchtime groups for teachers spend most of lunchtime helping children, or marking books and preparing for the afternoon. Again, we would welcome any volunteer parents to run a lunchtime group as it's a great idea.

School lunches, not much feedback on what's eaten. Not rushing children to eat lunch. If they haven't eaten enough then a note in reading record to tell parents. Sometimes one of the children comes home hungry and I'm not even made aware of the fact they've not eaten.

- Otters Class come into the hall at 11.55, the other classes at 12.00. We try to send the children out by 12.30 – those who are still eating, carry on eating. We only start to 'chivvy them up' from 12.45ish, for 45 – 50 mins should be long enough to eat and do they do need to go outside for some exercise too.
- A great idea to give feedback via link books, but one that is unfortunately not manageable, for our Midday Supervisors have not the time to write in link books as they only work 12.00 – 1.00 during which time the children are the focus. However, in response to these comments, we will try to find a manageable system to let you know if your child has not eaten much.

Loved - Interesting phonic sessions for parents that were very informative. Children loved showing parents what they are learning.

- Thank you. We hope to extend this to reading sessions for parents of other year groups.

Drop in sessions for all year groups for parents to see first-hand children's learning in school environment. This would be really beneficial for parents and children can take pride in their learning through showcasing it.

- Sorry – we had not done this for a while so in response, there was a 'book look' on Friday, 7th February; the next is Thursday, 2nd April. . Further dates are on the school website calendar.

Lunchtime music group would be a nice addition. Possibly ukulele, recorder or percussion. Open to all ages and abilities. Would be great for children's learning and fun.

- Difficult to run a group for all age groups due the spread in abilities.
- We have just ordered a set of recorders and a set of ukuleles for use in lessons.
- We can not promise groups at lunchtime for Mrs Bourne already does a lunchtime maths booster club for Y6 children and Mrs Stevens (our other musician) already does after school clubs.

Celebrate all children's achievements obtained outside of school hours. Possible house point given in recognition for their pursuits outside of school such as in swimming and football.

- We do this on the school newsletter – just email Mrs Burnard with what the achievement is along with a photo if you like.

Diverse project work with interesting trips that allow for development outside of classroom environment.

- Thank you. As we review and adapt our curriculum for September 2020, we hope this will develop even further.

Brilliant outdoor learning environment for EYFS.

- We are lucky to have such a huge field and also lucky that HEFA gave us money to furnish the outdoor area.

Outdoor learning, eg forest school

- A great idea and one that is on 'our wish list'. At the moment, we do not have the budget to appoint a member of staff to lead a 'forest school'. We do work with the children outside as much as we can, especially in Otters Class, but know it is something we would like to develop further.

Increase restorative justice to aid resolution of dynamics and conflicts between girls.

- Restorative Justice is an approach we take when children fall out. It works for some but not for others.

Development of growth mindset.

- We agree with this. Our new PSHE scheme, Jig-Saw, should help.