



Results of Parental Questionnaire ~ May 2023

Dear Parents/Carers,

Thank you very much to all who responded to our recent survey (51 responses, which is more than double last year!) The overwhelming majority of you clearly feel very positively about the school, as can be seen in the figures and comments. We are never complacent, and always strive to improve, so on Pages 2-6 we outline the individual suggestions you have made about how we can further develop and improve. We have offered some feedback on how we are addressing these areas or how we plan to improve in the future. The staff and governors will be using this as a working document in our development of the school over the next year or so, and in our regular review of our work for your children.

Ali Pook
Headteacher

Charlene Hunsperger
Chair of Governors

Statement	% Strongly Agree/Agree	% Disagree/Strongly Disagree	% Don't know/NA
My child is happy at this school.	97.7	2.3	0
My child feels safe at this school.	97.7	2.3	0
The school makes sure its pupils are well behaved.	97.7	2.3	0
My child has been bullied and the school dealt with the bullying quickly and effectively.	23.3	7	69.7
The school makes me aware of what my child will learn during the year.	97.7	0	2.3
When I have raised concerns with the school they have been dealt with properly.	88.7	4.5	6.8
My child has SEND, and the school gives them the support they need to succeed.*	32.5 (95% incl 'don't knows')	5	62.5
The school has high expectations for my child.	93.1	4.5	2.4
My child does well at this school.	95.5	4.5	0
The school lets me know how my child is doing.	95.5	4.5	0
There is a good range of subjects available to my child at this school.	93.1	6.9	0
My child can take part in clubs and activities at this school.	97.7	2.3	0
The school supports my child's wider personal development.	86	7	7
I would recommend this school to another parent.	95.4	0.6	0

*By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. We have a zero tolerance approach to bullying and respond promptly and robustly, keeping parents informed. It is vital that parents/carers make contact with us if they have concerns as we will be quick to respond. Please see our Anti-Bullying Policy on our school website.

What are we doing well at Curry Rivel Church of England VC Primary School? What do you like about Curry Rivel Church of England VC Primary School?

Ethos, Values and Relationships

- Welcoming atmosphere. The staff really care about the pupils.
- I like that it's a small school and the caring nature.
- Caring.
- Amazing PTA, very well organised and encourages strong values for life, such as kind and caring.
- The PTA is fantastic and has really helped build the community /parent relationships with the school following lock down.
- Many, many positives over the years. Lovely teachers in a fabulous setting with happy children.
- Caring, child-centred environment.
- All areas of teachers are really attentive, everyone is always very welcoming and have been brilliant settling my son who has found starting school very challenging.

Communication

- Good communication and feedback from teachers. Have been very supportive of anxiety and bereavement issues.
- Communication with us as parents and building good relationships with my children. We always know what's going on in the school and the children love it. They particularly love the daily mile too! All the staff are lovely and resolve any issues very quickly and efficiently!
- A very friendly and community feel and atmosphere within the school. All the staff are very approachable and easy to talk to.
- The teachers and staff are friendly and approachable making it a safe, happy environment for my daughter.
- It was nice to be invited to celebration assembly.
- Good communication

Learning

- There is now a good structure to the school. As you go through the Year groups there is more cohesion and linked learning.
- The topics are met with enthusiasm. Our son knows what is expected of him.
- My children love learning and enjoy school. The experience they have had with teaching staff has been very good this academic year.
- Excellent range of subjects covered, children learn so much.
- I feel Curry Rivel understands that all children are different and that they learn at different speeds and in different ways.
- The wide and challenging curriculum encourages children to be ambitious but also access a range of subjects so they all have something that will be a strength and that they enjoy. Celebrating their successes also helps them to feel valued in their efforts.
- A good variety of learning, subjects etc. A friendly atmosphere, teachers and head happy to talk and opportunities for kids to get involved in other areas to help, ie PTA etc. Sport is much improved lately with more opportunities to take part outside of school in competitions.
- I like the range of activities available for the children.

Other Comments

- Drop off procedures working well, Weekly newsletters good, access to teachers good. Very committed staff & they look like they are well supported.
- They both feel safe at school.
- The school seems very focused on the children's education and wellbeing. All staff are approachable and helpful, and my son thinks his teacher and TA are great! The after school clubs are a great addition too.
- Feed back wishes and feelings from children to parents
- The facilities are really good and there is lots of support if or when you need it.

What can we do at Curry Rivel Church of England VC Primary School to make it better?

You mentioned:

More sports teams/Short notice for competitions (x2)

Our response:

Our Huish Community Learning Partnership runs competitions for football, netball, athletics, cricket and cross country to which we send teams. As a small staff team, we are restricted in our capacity to do more. We note that we need to be better at giving families more notice.

You mentioned:

More Arts (x1)

Our response

We have prioritised designing a strong Music, Art and Literature curriculum and we note that we need to be better at publicising this. The PTA have deliberately chosen to fund additional Arts enrichment activities such as Clive Pig Storytelling and African drumming- this is to help the school where we have a limited budget. You will also note the Public Speaking opportunity children have next half term.

You mentioned:

Clubs: Cost and organization needs to be more advanced/Clash with clubs outside of school/Greater range needed (x4)

Our response

We have taken a deliberate decision to run clubs ourselves, as from experience we know that behaviour is better when school staff run clubs. Resourcing clubs does incur cost (First Aid provision, TA support, equipment), hence the charge. Children in receipt of Pupil Premium can access a club each term for free and clubs are cheaper than childcare/Apple Trees. The staff are limited to the days they can run clubs due to planning, training and staff meeting commitments. Sometimes the clubs cannot run on consecutive weeks due to fixed staff training dates. We will certainly aim to give parents more notice of club plans.

You mentioned:

Expense of trips and wanting more trips (x1)

Our response

Trips are costly, mainly due to rising coach costs. In some schools, PTA and school budgets may subsidise trips, but we have chosen to invest funds into other areas. What we aim to do is to always give families plenty of time to pay in installments. In terms of more trips, we aim next year to make more use of our local area to enrich the children's learning experience.

You mentioned:

Lack of extra-curricular music (x1)

Our response

We have prioritised the organisation of music lessons for all classes, and indeed all classes enjoy music every term. We have a school choir and we are developing our 'Music Plan' for 2023/24. We love singing as a school, and singing worship takes place every week for all pupils. Year 4 pupils have for the third year in a row enjoyed whole class ensemble teaching (This year ukulele). We acknowledge that children do not currently have access to peripatetic paid lessons and this is something we will explore- but we do have the challenge of space as many of our small rooms (and hall) are used for teaching and interventions. Weekly updates sometimes signpost families to local music teachers to try and ensure those who want lessons have the relevant information.

You mentioned:

Time taken for collective worship (x1)

Our response

As a Church School, Collective Worship has particular significance. Gathering together in the hall for daily worship is so valuable in developing our school community, connection and sense of belonging. During COVID, we had to have assemblies and worship on-line but overall, face-to-face interaction has a greater impact. Also, this time is 'different' to the classroom- a time to reflect, be quiet, ponder and sing.

You mentioned:

SEND- more input, more meetings (x2)

Our response

SEND provision has been very much a focus of improvement during the last 3 years, and we have been closely monitoring SEND which has included a Local Authority SEND Audit which stated:

'Progress made over a short period of time in making SEND a whole school responsibility and highlighted the commitment shown by teachers and TAs in wanting to do the best that they can for learners with additional needs. An inclusive culture was in evidence in the classrooms'.

However, we acknowledge that, with substantive SENDCo absence, our capacity has been reduced. Despite these challenges we have been working tirelessly to meet the needs of an increasing number of pupils with SEND, as well as being successful in gaining many EHCPs. All children on our Graduated Response have 'Assess Plan Do Reviews' every term and we use these to ensure parents and children can feed back on their targets, progress and provision. We have prioritised the appointment of a substantive experienced SENDCo, Charlotte Monk, who will work 3 days a week and will be joining us from September. For a school of this size, this is a really good level of provision and should make a real difference in addressing some of the concerns parents of pupils with SEND may have.

The Local Authority's SEND provision has been rated as having significant areas of weakness in its practice- it would be fair to say that this has not helped schools with SEND. Fortunately, there is a new team in post who are listening to us.

You mentioned:

More feedback on what my child is getting up to E.g. Tapestry (x2)

Our response

At this time, it is not sustainable to maintain Tapestry beyond the foundation stage (Reception). We try to communicate learning through our Facebook pages, where you find lovely photos of class learning, and in the weekly update. Timetables are shared so you know what your children are learning each day and exercise books are available at every parents' evening. We have plans for coffee mornings next year, where you will be invited into your child's classrooms to do activities with your child.

You mentioned:

Opportunities for Year 1 children in 2 classes different (x2)

Our response

It is true to say that there are differences between some of the opportunities between the classes (E.g. Pippin's trip was to the theatre, and Maigold's to the Wildlife Park), but we can assure you we work to ensure parity for Year 1 pupils in terms of outcomes. Regarding outdoor learning, this is likely to be a focus for improvement in next year's plan, developing an outdoor learning thread for all classes next year.

You mentioned:

First Aid Forms are not always sent home (x1)

Our response

We will review our procedures on this.

You mentioned:

Cost of swimming (x1)

Our response

We deliberately choose the most local pool to keep costs as low as we can. Again, children in receipt of Pupil premium receive some support, but we recognise this does not help everybody.

You mentioned:

Communication (x2)

Our response

Most school information and news will be in the 'weekly update'. In addition:

- Emails may be sent for reminders and special announcements.
- Facebook is used to share photos, promote events and celebrate our school community.
- The informal Whatapp groups are a useful back up
- Our website is a source of statutory information E.g. Curriculum and policies

- We will ensure class newsletters are shared electronically in future, so you don't have font size issues.

You mentioned:

Sports day- competition, houses and inclusivity (x1)

Our response

Mr Bridgeman, our PE lead, is keen to explain that all pupils competed in at least 3 events last year. Indeed for the sprint races, the children do compete in heats for the sports day finals. We agree that some children enjoy competition more than others but we want to ensure children who enjoy and perhaps excel in sport have this opportunity. After last year's event, we received so much positive feedback from this showcase event from both parents and children. The houses are a good way of bringing the children together in teams and we expect children to support and cheer for one another- we would certainly respond to 'booing' or similar negative behaviours.

You mentioned:

Links for parents to support learning (x2)

Our response

This is a good idea and we will work on this next year.

You mentioned:

Behaviour: Disruptive children; taking away break time for toilet stops in class time/Toileting restrictions. (x2)

Our response

All staff have a relational approach to teaching positive behavior and managing negative behavior. Expectations are laid out clearly, and sometimes whole classes are spoken to by staff to explain rules and expectations. Regarding toilet use, this is something we can monitor- finding the balance between allowing freedom to using facilities at appropriate times with children missing out on learning- we very much try to manage this on a case by case basis. If you have a concern about your child, please see the class teacher who will be happy to help.

You mentioned:

National Curriculum expectations too much, restrictive and results driven (x3)

You mentioned:

This is difficult to respond to, as many parents expressed how pleased they are with our curriculum design. In addition, schools have to navigate through an education climate set by the National Curriculum, Ofsted and other statutory guidance. We are always monitoring, evaluating and hearing the pupils' voice for all subjects and our teaching does not stand still. Yes, we have high expectations and we want children to make good progress in all areas of their learning. We are certainly not driven by 'SATs' results but we do want to ensure our children have the skills and aptitudes needed as they move to the next stage of their lives.

Our response

Risk Assessments restrictive (x1)

You mentioned:

We do like to take risks, but safety is important. We have over 70 risk assessments within school, and are always completing new ones for new activities: From local nature walks to outdoor pursuits on residential and from using saws in DT to wading in rivers for fieldwork.

You mentioned:

Open gates early system for pick up to eliminate queuing, traffic and pedestrians mixing. (x1)

Our response

This is an idea which can be considered.

If you made comments that have not been summarised here, please do make an appointment to meet Mrs Pook in the autumn term if you continue to be concerned.

Thank you for your feedback

