



Results of Parent/Carer Questionnaire ~ May 2024

Dear Parents/Carers,

Thank you very much to all who responded to our recent survey (45 responses- 28% of pupils represented). 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

Sally Harvey
Chair of Governors

Statement	% Strongly Agree/Agree	% Disagree/Strongly Disagree	% Don't know/NA
My child is happy at this school.	91%	9%	0
My child feels safe at this school.	91%	9%	0
The school makes sure its pupils are well behaved.	91%	8%	1%
My child has been bullied and the school dealt with the bullying quickly and effectively.*	27% (99% incl 'don't knows')	1%	72%
The school makes me aware of what my child will learn during the year.	91%	9%	0
When I have raised concerns with the school they have been dealt with properly.	67% (83% incl 'don't knows')	17%	16%
My child has SEND, and the school gives them the support they need to succeed.	28% (91% incl 'don't knows')	9%	63%
The school has high expectations for my child.	84%	11.5%	4.5%
My child does well at this school.	93%	5%	2%
The school lets me know how my child is doing.	89%	11%	0%
There is a good range of subjects available to my child at this school.	89%	8%	3%
My child can take part in clubs and activities at this school.	91%	7%	2%
The school supports my child's wider personal development.	71% (89% incl 'don't knows')	11%	18%
I would recommend this school to another parent.	85%	8%	7%

*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?

Staff

- The staff are friendly and supportive.
- Staff are friendly and approachable. Students are happy and well-behaved.
- Teachers.
- Good communication and great teachers.
- The teachers and TAs are extremely hard working, kind and engaged with my child. If I have any concerns, I feel very comfortable to discuss them with my child's class teacher, who is always helpful.
- The teachers do a fantastic job at making the lessons fun and interesting, both my children enjoy going into school everyday. Every event/assemblies/parent evenings etc is all very organised. The teachers are always available to talk/listen to concerns/worries!
- Our children love coming to school, love their teachers and support staff and have a real love of learning, fostered by the team.
- The attitude of the teaching staff is positive and nurturing. It is a very positive learning environment and my children have thrived at the school, made friendships and progressed well. Teaching and other staff are supportive and also work well with the PTA. Very good!
- I think the teaching staff are doing an incredible job.

Values

- We love the Christian values and morals embedded in all areas.
- Strong encouragement of the Christian principles. We are not a religious family, but the sentiment behind the morals that the school encourages are a good path to follow for a child to become a kind, good person, whether they are religious or otherwise.

Community focused and friendly

- There is a family feel and a good relationship with the wider community
- Community feel and inclusivity. Celebration of achievement wider than just curriculum.
- The school is a fantastic and supportive environment with a true community feel.
- Very friendly, professional and approachable. Always happy to help. Very safe environment for my child to learn and make friends.
- The school is so friendly and welcoming and feels very safe.

Communication

- Communication and being able to contact teachers
- My son who is very young for his cohort is getting great support and the communication from his class teacher has been amazing.

Happy Children

- All of the teachers we've had have always been fantastic, very supportive. The recognition for children is brilliant, I think it's so important for a child to feel recognised and I like that this isn't just academically.
- My child is happy to go to school and loves their teacher.

Inclusion and Special Educational Needs (SEND)

- Inclusivity, reward recognition, teach good values
- SEN area has massively improved with the new SENDCo joining. Communication is good, teachers are caring and kids are happy, great support from Mrs Langford (ELSA) too.
- Mrs Monk is a very proactive SENDCo and is a real asset to the school.
- Support for both pupils and families.

Behaviour and Expectations

- Clear structure and expectation for the children. Great teachers who have a passion for teaching. Including supporting school events outside of the school day - great to see!
- Mrs Pook, is an excellent head teacher and I find her approach to student discipline, for example, in assemblies, to be very respectful, firm but caring also. I think this is a great school and I am very pleased that my children have been attending here for the last 2 years.

Curriculum Learning

- I believe that the core curriculum subjects are taught well. My child has particularly enjoyed the year 5 science experiments, maths and opportunities to explore poetry in English.
- We are kept well informed about what they are learning and are able to discuss this prior to them learning it and they are always keen to share when they come home.
- Knowledge organisers and newsletters are a great way to let us know what our children are learning.
- The love of reading and books. homework reading is great. 👍

Extra-Curricular Opportunities

- The after-school choir club is a big success and my child really enjoys it.

- It is great to be invited to celebration assembly to share some of the children's achievements.
- The PTA provides a great range of fun activities for children and families.
- Fun events for the children in terms of day to day activities in the classroom and also larger PTA events. 'Show and tell' coffee mornings are so lovely to be able to come into school.
- The 'other' opportunities and visits are well planned and definitely add to the wow moments that they will remember forever. Our eldest will certainly miss the school when he leaves.

Other comments

- I feel that as a school you are doing everything I would expect and you are doing it to a high standard.
- There seems to be a better variety of school reading books coming home now.
- Wearing PE kit to school and the hoodies has proved really motivating for the children and raised the importance of a healthy lifestyle for them.
- The school treats my child as an individual and not a statistic which I hope continues

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

You mentioned:

- It is an inconvenience having to wait 15 minutes between dropping my child off at the Nursery and other child off at Breakfast club at a different door. It would make sense to be able to drop them both off at the same door at the same time.
- I'd like breakfast club to start at 7:30 in line with the nursery and to allow me to get to work for 8 o'clock.

Our response:

At the time of setting up Apple Trees two years ago, the feasibility study showed that there was no demand for a 7.30am start. There is now some demand, but this will incur considerable costs to the school (We are not funded for this service). However, we serve our community and will consider this feedback and get back to you with our plans before the end of term.

You mentioned:

- More championing and modelling of diversity of thought and beliefs

Our response:

In our weekly updates and on our school website, we have tried to be clear about our absolute commitment to promoting equality & diversity. E.g. Through the PSHE curriculum, RE lessons, the 'No Outsiders' approach, 'No Outsiders' assemblies and challenging stereotypes through things like our Primary Futures programme. We ran a 'No Outsiders' workshop to explain our approach to this vital part of our work last term, but only one parent attended.

You mentioned:

- Identifying and supporting SEN needs. Listening and believing and supporting parents.
- ELSA support – child has been on waiting list for a year

Our response:

Meeting the needs of pupils with SEND was a strength identified in our Ofsted inspection in June 2023. Rigorous processes that are in place to identify need and there is close monitoring of the ever-evolving provision to support the needs of the pupils. Meeting this growing need is indeed a real challenge for all schools as the funding that we receive does not match the provision that we believe is required. As a leader, I have challenged the status quo by writing to the local MP (who has agreed to meet me this month), Children Cabinet Member of the Council and the Education Secretary. I have also met with the Director of Education in Somerset to robustly challenge the system. With the resources we have, we try to be creative and as effective as possible, and what I can say is that all staff are inclusive and work tirelessly to try to meet the needs of all pupils. Mrs Monk, our SENDCO, runs half termly drop in coffee mornings which makes her easily accessible to all and we signpost families to a lot of support in our Weekly Updates. All teachers are teachers of pupils with SEND, committed to working with families. We are fortunate to be able to fund a school ELSA, but again, school funding does not allow us to expand this service. We are currently working hard to develop and further enhance our triage process for ELSA referrals

You mentioned:

- I seem to have a lot of notifications from the office about clubs and payment that are not relevant to me. This comes as text messages and as emails and is a little frustrating! However generally the office staff are all great and do a fantastic job!
- The emails from school are almost constant and all are received twice as we have two children at the school, this makes it very difficult to know which are important and at times even relevant to us. Conversely, this year some communication about assemblies etc. have been very late in the day. Head injury phone calls have been alarmist throughout the year, we are no longer sure when we receive them whether it is a serious bump or nothing really. When we have checked with the children sometimes they say it was nothing at all and they didn't even cry.
- The parent pay system works well, however we receive 'payment due' emails for clubs that our children are not attending.

Our response:

This is something we will look at with SchoolMoney, the provider of our online payment and booking system to see if we can improve this. Duplicate emails cannot always be avoided on our email system for which we apologise. We will notify families earlier in regard to assemblies. With regard to head injuries, we do inform families about any knock to the head as this is in line

with guidance and good practice- it is difficult to identify when a knock to head is serious or not, as on occasion small bumps can be very serious indeed.

You mentioned:

- It would be good to reintroduce peripatetic music teaching to the school. This is such a loss, and one that has been noted by my older child's teachers at secondary school, with comments about how Curry Rivel pupils are at a disadvantage. Even though peripatetic lessons have to be paid for by the parents, it does offer a more level playing field if all children theoretically have access to lessons during school hours. The class music sessions haven't been very popular with my child ("loud banging of a glockenspiel").
- Offer to teach an instrument 🎵

Our response:

All children are taught the Music National Curriculum, including the Year 4 class learning an instrument through whole class ensemble teaching. Weekly singing practice with the music lead, Miss Tucker, supported by Mr Bridgeman, means all children access high quality singing, and of course our choir adds a great enrichment opportunity. The barrier to peripatetic teaching currently is space, as you will appreciate our small group spaces and hall are timetabled for PE and small group work and interventions, external agency support and meetings. It certainly is something we would like to be able to offer and a problem we will try to solve. In the meantime, I will share the contact details of peripatetic teachers that parents can contact if they would like to organise lessons outside of school.

You mentioned:

- The clubs on offer, although diverse in their scope, have at times for example, not catered for a boy who wants to do football, or a younger child who wants to do sport.
- Clubs running for more than 6 sessions during the term. Opportunities for performing arts.
- After school clubs weekly rather than block sessions with gaps and perhaps different options of clubs.

Our response:

Clubs are a vital aspect of school life for all of our children; we make a deliberate decision to offer clubs run by our teachers and support staff as, from my experience, the behaviour management is far better with known staff compared to sports' coaches. The reason clubs are 6 sessions is because this makes them affordable and also manageable for the teachers. The gaps are not ideal, but due to staff training commitments we have, unfortunately it can be difficult to make all the weeks consecutive. We definitely note the desire for more performing arts clubs which we can take forward to the autumn term.

You mentioned:

- Keep focusing on the children less on things like uniform reviews that feel like a branding exercise. Struggle to see how the change benefits my children's learning.

Our response:

We have only had one uniform review (this year) with minor changes reflecting parent/carer consultation responses- we can assure you this was not rebranding. Certainly, the adjusted uniform policy is simpler for all to follow and will help prepare children for secondary schools, where uniform policies can be very strict.

You mentioned:

- The Accelerated Reader scheme has some good points but it puts the focus far too heavily on scoring points rather than reading for interest or enjoyment. The quizzes are completed whilst the child reads the book, so they quickly learn to skip through to look for the answers (a different skill). Accelerated Reader is pretty demoralising at times.
- The reading programme is motivating and we can see the benefits, however we do wonder about the worth of the certificates and the cost involved in printing those.
- Less time independent reading for already fluent readers.

Our response:

Accelerated Reader (AR) is one of many tools to promote reading. Reading for pleasure is vital, and this is promoted through individual reading, but also through class novels and whole class guided reading. AR does enable us to track individual reading and progress effectively, and indeed for many pupils is hugely motivating- the extrinsic nature of reward will hopefully become intrinsic over time. In regard to fluent readers, the DFE's 'Reading Framework' is clear: *'Class reading time is an equitable activity because every pupil, including those who do not read regularly at home, can learn to appreciate the benefits and pleasure of regular, sustained reading. At its best, class reading time is enjoyable, something on the timetable the class looks forward to. It provides the chance for pupils to settle down and be transported into the world of a good book.'*

You mentioned:

- Less PTA events, often feels like there are too many events that need money

Our response:

This is tricky, as the PTA events are also valued in their own right and also enable the school to fund 'Enrichment through the arts' for example. At each PTA meeting, there is always conversation about accessibility, cost and affordability but I will feed this comment back to them.

You mentioned:

- The forest school facility seems to be under used. It seems such a waste to have an orchard area that is only used by a small number of children.
- Forest school would be nice to offer.

Our response:

In our School Development Plan for next year, we are looking to further develop our use of the outdoor space to support learning across the curriculum. Unfortunately, our school budget cannot sustain forest school for all classes, and the needs of pupils with higher levels of SEND is prioritised. Some schools are able to give all classes Forest School opportunities, but may not be offering ELSA and daily mental health support for example.

You mentioned:

- Smoking and vaping in the queue to pick up children is still an issue. We realise this is very difficult for you to regulate.

Our response:

We will try to encourage healthy habits with posters and reminders in newsletters. Our families are usually really supportive. For example, I know the Curry Rivel parents are really good at minimizing their use of mobile phones when they drop-off and collect their children.

You mentioned:

- It's very difficult to navigate bullying, however I feel if the consequences for this behaviour had more actions against it, it would minimise the repetitive bullying. Words sometimes aren't as effective, although it's nice to believe, actions could be quicker and a clear boundary for what's tolerated and what's not.
- Ensure bullying is dealt with effectively and efficiently. Stop the favouritism of certain students.

Our response:

We take positive behaviour management very seriously, and indeed any negative behaviours are not ignored. We are very proactive in regard to bullying, and whilst restorative justice and talking with children and their parents, close monitoring, extra supervision etc are often part of any follow up if this occurs, there are also a range of other consequences and actions which take place. I can only urge you to meet with us if you have any on-going concerns as we will want to respond.

You mentioned:

- Improve the lunches so that they will have them every day
- Lunchtimes are too short! My child reports that they have 20 minutes to play (in reality it is 15 minutes), then they are spoken to about behaviour/manners etc for a period of time in the lunch hall, which leaves 20 minutes to eat lunch and go to the toilet. The toilet arrangements seem to be that they have to be called up in turn, regardless of what stage of eating they're at. Packed lunch often comes home half-eaten as my child just hasn't been given enough time to finish it

Our response:

We always feedback to FIGs (our meal provider) in regard to the meals children prefer/don't like, and of course if parents have specific comments, we will feed them back too. FIGs always try to respond within the restrictions they have. In regard to lunchtimes, we turn around 2 play sittings and 2 lunch sittings, and all children have 20 minutes play; we don't lose a lot of time with regard to speaking about behaviour, but certainly expectations are laid out from time to time. Handwashing and the transition takes some time. Children can ask to visit the bathroom whenever they wish, but we do also give each table a chance to go- this avoids an overcrowded bathroom, unnecessary queues and everyone wanting to go to the toilet at the beginning of the afternoon lesson. Lunches are well supervised, and children are supported to finish their lunch- if your child's packed lunch is half eaten again, do let us know and we can help.

You mentioned:

- Consideration of questions asked in this survey if possible. Some are not directly answerable from a parent perspective.

Our Response:

There are certainly many question sets which can be used when surveying parents and carers, and I can see that some questions might be tricky to answer. However, these questions are from Ofsted and are those used in their 'parent view' surveys of all schools in England and Wales.

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

Thank you for your feedback