



What could we do to make our school even better?

March 2022

Following on from the questionnaire we have had some really positive feedback and some salient points for us to reflect upon about how we can make our school better. 15% of our school population responded. We are grateful for the feedback, we've outlined what we currently do and are having discussion internally about changes we can make improvements and having had feedback about the WHAT we are very open to any suggestions about HOW to do things differently or better.

	Response/ Action
Communication between job share teachers	This has been a learning curve this year, with 3 classes who have job share teachers. Unfortunately, due to unforeseen circumstances we have also had a number of changes in one of the classes which has not helped communication. All emails are shared with all teachers to ensure that the every teacher has all and the same information. TA's in these classes are experienced and share information between the teachers as well. All job share teachers attend staff meetings and have regular phone, face to face, or written handovers with one another.
Reception Homework; they shouldn't have a book they should be learning numbers and letters	Reading is part of learning and building up the child's knowledge of letters and sounds. Fluency in reading enables our children to access the wider curriculum as they become confident. Each week we send the children home with new letters and tricky words to learn which match the phonics being taught. Numbers to 20 are also sent home for children to learn. Both of these activities are supported by laminated sheets for letter and number formation
Less Homework (2 people)	Homework is an important part of supporting your child's learning. It reinforces knowledge and enables children to practice the knowledge that they are learning at school. We support children and families who find it challenging to complete homework supporting the children to do their homework in school. Our homework policy can be found by following this link. https://docs.google.com/document/d/1byPKud9rgVjrJCmojWU9xruJ5lzUeyGX/edit?usp=sharing&oid=113320753899597834982&rtpof=true&sd=true
More access to clubs and activities (4 people)	Activities and clubs are beginning to start again. We ran a sports club during the autumn term at the leisure centre, however uptake was poor and the costs were unsustainable. We need and would welcome any volunteers to run the clubs.

	<p>will be running clubs at lunchtimes from the summer term linked to the seasons;</p> <p>Forest School (Mrs Thompson for Year 1 and 2 pupils (Letter to follow)</p> <p>Gardening Club (Mrs Wood Year 2, 3, 5)</p> <p>Youth Club (Mrs Mansfield, Mrs Higon and Miss Summers (year 4, 5, 6)</p> <p>Journalist Club (year4, 5, 6)</p> <p>Within school we run Buddies, Sports leaders, Mental Health leads, I Avengers, School Council, ECO Club</p> <p>Additionally we sign post to clubs within the locality. Many families do take part in these activities out of school.</p>
Opportunity to be involved in sport like other schools in the area (1 person)	<p>Sport continues within school. All children have the opportunity to do 2 hours of high quality PE a week led by trained PE Professionals.</p> <p>All pupils in KS2 have taken part in the following tournaments this year; football tournament, Tag Rugby, hockey, basketball, netball.</p> <p>KS1 have taken part in cross country and have multi skills (e.g. jumping, skipping, throwing, catching, lunging, which challenge children to achieve their personal best.) in the next two weeks. We are involved in all the school sporting events in the area. The only event we did not take part in was the athletics held in the sports hall.</p> <p>At the time, Covid cases were on the increase and our risk assessment indicated that attendance would not be a responsible action.</p>
Giving more feedback on how my child can improve on his school work (1)	<p>One to one feedback is give during the lesson on a regular basis. This is done orally and through written feedback linked to the WALT (What Am learning today)and WILF (What I am looking for) children are supported in the lesson as and when required to help fill any gaps in learning and to enable them to make progress and improvements in their work. In EYFS and Ks12 reading record books are also used as a forum to discuss how children's reading, sound work etc. can be progressed.</p> <p>Parents meetings and progress reports highlight the areas for celebration as well as next steps. Regular Parents' evenings give formal feedback to parents and the teachers are always available at the end of the school day for informal feedback to help parents support their child's learning. If you feel that you would like further help or information to support your child then please make an appointment with their class teacher or Mrs Wood.</p>
Be more responsive when concerns are raised (1)	<p>When a concern is raised we investigate it immediately and thoroughly. Once a concern is investigated we feedback to the parents who have raised the concern straight away. If someone should feel that a concern has not been responded too then they should see Mrs Wood or Mrs Mansfield.</p>

More outdoor learning on the time table and new ideas for school trips (1)	<p>Weather dependent we run Forest Schools in summer term for EYFS. EYFS and KS1 have their own outdoor learning areas that are used everyday</p> <p>We organise a range of visits linked to topics but mindful of cost for families. Staff ensure that trips which are available link to the topics which are being taught. Outdoor learning links specifically to topics.</p>
Parking/ Car park (2)	<p>Parking is a challenge outside school. During our building and review of the school we did ask for additional parking and this was turned down. We cannot improve parking when we are a town school sited on a main route. We are reliant on parents walking their children to school from the nearby car parks.</p> <p>Staggering the start and end of the school day has eased congestion outside the school gates. Families can park away from school and walk the last 5 minutes or so; parking at the leisure centre, Sainsbury's or the Church Car Park. We have previously looked into walking buses. Infant pupils or families with pushchairs are only able to have a walking bus of 1 to 3 pupils. It would also need volunteers from the community to support a walking bus. If anyone is interested in helping to support or look at the feasibility of a walking bus then please see Mrs Wood.</p>
All finish at the same time not staggered start (1)	<p>We staggered the start and end of the school day because of the risk assessments and implications linked to Covid. However this has really eased the congestion at the school gates and made the road and pavements outside school safer both at the start and the end of the day. Whilst we are acknowledge in the winter months it is not ideal waiting for 10/15 minutes for an older sibling we do feel that the reasons for this are sound and create a safer school. As a school we could consider allowing younger siblings to wait in the hall at the end of the school day. This would have to be looked in to to ensure someone could look after the pupils</p>
Find a better reward system than the red board.	<p>In EYFS and KS1; Stickers, star of the day, star books, Superhero cape star books to spend in the reward shop. In KS2 we have class points, reward books, reward charts, raffle tickets There are Head teacher awards handed out weekly. The red board is a used as of consequence of behaviour which is unacceptable. All this information can be found on our behaviour policy.</p> <p>https://docs.google.com/document/d/1lXtGgg-sDM-GpH7v5fMh3H2c7gs-c3R9/edit?usp=sharing&ouid=113320753899597834982&rtpof=true&sd=true</p>
Lunch times should be for pupils to eat and play not rushed to eat their dinners	<p>We have two sittings at lunchtimes. Pupils have 30 mins to eat their lunch before they go out to play. They either play prior to their lunch or after their lunch. Once junior pupils have eaten they are able to go outside and play. Children are not rushed to eat. We feel that 30 minutes is long enough for a child to eat their lunch</p>

More help and interventions for children who are left behind	We have always prided ourselves on interventions we provided for pupils. Gaps in learning are identified via assessments and then interventions are put in place to support these gaps. Children who receive interventions are supported in a sensitive way. We try very hard to ensure they do not miss fun learning events. The interventions could be speaking and listening interventions, play based interventions, reading, phonics, writing and specific maths interventions. Interventions are done following a morning's work, during a Collective Worship following assessments of the child's understanding or the objective taught or in the afternoon focusing on a specific gap which has been identified. We use Tutors to provide additional support to our children. We also identify pupils who are target readers to support with their reading.
More social events (1)	These are gradually beginning to start again, These events take a lot of organising and it is often the same people who are engaged in the planning and organising of these; we always welcome ideas and volunteers to help run social events. Please contact the Friends of the School via Mrs Wright.
Communication. I sometimes receive emails but my spouse doesn't. (1)	If emails are sporadic and/or not received, please see Mrs Wright and give her all your relevant email addresses we will do a test email to check you receive the information. Please notify us ASAP of any changes to email, phone or other contact details.
Staggered entry into reception is too long . other schools do it for a shorter period. It affects child care. (1)	Staggered entry is good practice it enables the teachers/TA in EYFS to get to know your child in a smaller class environment. It gives our youngest children the opportunity to settle in this new environment when it is quieter and the adult ratio is higher. During this time we begin to assess your child in order to be able to plan specifically for their individual needs. We give t parents the timing for this process in June (at least 3 months notice) to enable parents to plan and organise child care..
Would be lovely to come back into school and share the experiences. (1)	We are keen to do this as soon as we can. Currently COVID cases are rising again causing high levels of absence for both staff and children. We will invite you back in the minute we are able to.
Not being able to play sport at lunchtime (1)	Multi skills activities (dribbling, throwing catching, skipping, ladder work etc....are available. Unfortunately, large scale sports games (ie.) football aren't possible due to the proximity of the road and the layout of our playground. We have just reordered large playground games however there is a long wait for these as they are plastic goods.
Funding and events planned	As a school we try really hard to balance events and the cost of events. We appreciate that there are a number of families who struggle financially with these events and or/have more than 1 child in school. We do support families to enable their children to enjoy all our events. We do this very discreetly and rightly the wider school

	community is not aware that we are doing so. If parents are struggling to pay for events/trips we encourage them to talk to us.
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