



Stamford Green Primary School



10 May 2017

Dear Parents and Carers,

Parent Survey Analysis 2016 – 2017

As a school, we value feedback from parents and carers so thank you for taking the time to complete the survey at the last parents' evening. The results are detailed below and your thoughts allow us to develop as a school and help us ensure that our pupils receive the best possible education.

Kind regards,

Miss Swann
Deputy Headteacher
deputy@stamford-green.surrey.sch.uk



Stamford Green Primary School – Parental Survey 2016-17

Question	% of parents who answered strongly agree or agree
My child enjoys coming to school	99%
The school is a safe environment for my child	100%
The school has a caring and supportive ethos	100%
My child's class teacher is approachable and effective if I have an issues with my child	100%
The Senior Leadership Team, Deputy Headteachers and Headteacher are approachable and effective if I have an issue with my child	100%
The school office staff are approachable and effective if I have an issue with my child	99%
The school expects and maintains a good standard of behaviour from pupils	99%
The school communicates with parents well (e.g. newsletters, website, twitter)	99%
Pupil's views are taken into consideration in the running of the school	99%
I am kept well-informed about the progress of my child	96%
The school environment looks welcoming with children's work prominently placed	100%
If your child is currently in Reception, the arrangements for joining the school were welcoming and informative for parent/carer and child	100%
The school offers adequate and varied after school/pre-school activities	97%
I would recommend this school to other parents	99%

What is the school good at?

Please note that all comments have been read and then amalgamated into common themes.

Area of school	Comments
The children	<ul style="list-style-type: none"> • Making every child feel valued as an individual • Standard of the behaviour • Encouraging the children to think for themselves • Ensuring the safety and well-being of the children • Helping children to feel happy and valued • Making the children happy • Treating my child as an individual rather than a number • Making the children feel part of something special
School environment	<ul style="list-style-type: none"> • Being an extension of home – caring, nurturing, encouraging and stimulating environment • Creating a safe environment where children can learn and grow academically but also as good people • Being a wonderful place to develop children's abilities in a variety of formats which the children enjoy • Creating a fantastic approachable environment • Extended services
School curriculum	<ul style="list-style-type: none"> • Delivering education and developing values simultaneously, inspiring the children on every level • Promoting a great attitude towards learning • Promoting good values and teaching the children to understand these • Keeping a balance between learning and making learning fun • Progression of the children and helping them to thrive • Offering excellent and varied education in a caring environment • Activities, opportunities, school trips • I feel my daughter is challenged to do her best • Fostering inclusivity and instilling morals and values • Lots of extra activities are planned for the children to support their learning and enhance their school experience
Staff	<ul style="list-style-type: none"> • Having great teachers who get the best out of the children • Visible, approachable and friendly leadership team • My child's teacher is outstanding • My child's teacher is an amazing teacher and has completely captured my son's imagination and enthusiasm. He has grown in confidence since being in her class • My child's teacher is very quick to reassuringly respond to my queries/concerns • My child's teacher is fantastic – great balance of discipline and fun • I haven't had an issue that needs to be resolved by senior staff however I do believe that the leadership in the school is excellent and would therefore do their utmost to help resolve the issue • Office staff are amazing • The office staff are very helpful when issues have arisen and offered innovative solutions to bizarre problems with my child! • The school is well managed and always looking to improve • Helping the children to thrive • Great pupil-teacher relationships • I always feel the staff go above and beyond what you might expect • Enthusiastic staff and PTA

Creating a community/supporting families	<ul style="list-style-type: none"> • Involving the children fully in all activities – we were very impressed with the harvest celebrations, where the children made food items which they then had the responsibility of selling to their parents • Establishing stronger involvement of the families • Involving parents in the child's education • Keeping parents informed • The relationship between the school, the children and the parents is very strong • Involving families socially and academically
Communication	<ul style="list-style-type: none"> • Communicating • Weekly newsletters are great - thank you • Communication is outstanding

What could the school do to improve further?

Area of school	Comments	Response
School dinners	<ul style="list-style-type: none"> • My child has complained about school dinners 	<p><i>Mrs Druce is aware of the issues with school dinners and has been having ongoing conversations with both the kitchen staff and the area manager from Commercial Services, following feedback from both the children and parents. It is not acceptable that food items have run out and this is one of the messages that has been feedback to the kitchen.</i></p> <p><i>Recently, Barbara has been employed to manage the kitchen full time whilst Jackie is absent. Recent feedback has shown that there have been improvements to school dinners, following conversations between Mrs Druce and Barbara about issues raised.</i></p>
	<ul style="list-style-type: none"> • Revisiting the quality/variety of school dinners 	
	<ul style="list-style-type: none"> • Better lunches 	
	<ul style="list-style-type: none"> • The kitchen/school dinners need improvement. My child has a long wait for her dinner and often the kitchen has run out of items on the menu 	
Community	<ul style="list-style-type: none"> • Holding more come and play sessions for pre-schoolers. These are great! 	<p><i>This was a new venture for this year and so we initially planned for once a month as we were not sure how successful this would be. We will be reviewing how frequently this event occurs in the new academic year.</i></p>
Clubs	<ul style="list-style-type: none"> • Having more access to clubs and groups 	<p><i>When planning internal clubs for the year, we look to ensure there is space free and a balance of clubs for sport and the arts etc. plus a balance of clubs across all the ages.</i></p> <p><i>Every full time teacher runs a club for two terms a year and we are proud of the range of activities we offer. Many other local schools charge for teacher run clubs; we don't and we appreciate that this is above and beyond their teacher duties and are grateful that they happily want to spend time with the children running a club that they are interested in.</i></p> <p><i>We ran an additional KS1 Lego Club in the Summer term to meet demand from the Spring term and will look to be flexible in the future.</i></p>
	<ul style="list-style-type: none"> • More after school clubs for younger children 	
	<ul style="list-style-type: none"> • Offering a better range of after school clubs • Adding more extra curricular sports activities 	
School building	<ul style="list-style-type: none"> • Drop off – the main gate at the school is very crowded 	<p><i>We are aware that the East Gate can be very busy first thing in the morning. The gate is open between 8.40am - 8.50am so children can arrive at school anytime between this period and head straight to class. The gate</i></p>

	<ul style="list-style-type: none"> • Pathway widening on the entrance to school 	<p><i>is closed at 8.50am and any children arriving after this time should enter the school via the school office and sign in. At this point, children are not late, as class teachers do not take the register until the second bell at 8.55am. Children are required to sign in so that we know who is in the building, in the eventuality that the child does not arrive in class by 8.55am.</i></p> <p><i>Some of the trees have 'protection zones' around their roots so we are not allowed to create paths near them. We are looking into re-configuring the space and will keep you updated. In the meantime please could people not stop and chat near where the path narrows.</i></p> <p><i>We are currently investigating whether or not we can move the notice boards and flag poles back to create more space near the East Gate.</i></p>
	<ul style="list-style-type: none"> • Make over the hall/old building • Increasing the size of the larger community spaces within the school. A larger hall would enable the school to stage performances across the entire school 	<p><i>As part of our rolling development plan, we have a programme of works to upgrade the East Wing classrooms so that they have the same technology and standard of interior as the West Wing Classrooms. This is planned to be done over a period of years due to budgetary and time constraints. The Y1 Classrooms were refurbished last summer and Y4 will be refurbished this Summer holiday. The hall does need some TLC and we will be looking for sponsorship to help meet the costs of this project.</i></p> <p><i>When the school moved from 2FE to 3FE, increasing the size of the hall was investigated. However, the amount of space we would have got with the available funds meant that the money could provide a much bigger studio space. Having the Studio space is more beneficial to the children, as we can have PE lessons happening at the same time. Therefore, we negotiated having a studio included in the West Wing when it was built. Please note that due to the design of the hall, any extension would have meant that certain structural pillars would have had to remain in situ so this would have compromised the space provided by any extension.</i></p>
Pupil roles	<ul style="list-style-type: none"> • Could vary people chosen for responsible roles so more than one child gets a turn 	<p><i>As part of the School Success Plan, we are looking into developing Pupil Leadership through the introduction of Head Boy/Head Girl and KS1 Prefects to give more pupils an opportunity. This is currently being discussed with the School Council and more information will follow in school newsletters.</i></p>
Staff	<ul style="list-style-type: none"> • More male teachers 	<p><i>When recruiting class teachers, our aim is to recruit the best candidate possible, regardless of whether they are male or female.</i></p> <p><i>Recently, when interviewing for a class teacher, Mrs Druce, Miss Swann and Mrs Dray could not agree on a unanimous decision so we did not appoint during that round of interviews and made the decision to re-</i></p>

		<p>advertise. Appointing world class teachers for your children is one of our most important jobs.</p>
	<ul style="list-style-type: none"> • More direct communication with the class teacher 	<p>If you need to get in touch with your child's class teacher, whatever the reason, you can always leave a message for them via the message books, office or via email. Your child's teacher will be happy to get in touch!</p>
	<ul style="list-style-type: none"> • Alternating teachers and teaching assistants at the East and West Gates 	<p>Reception staff have now alternated the gates that they dismiss from at the end of the day – thank you for your feedback!</p>
	<ul style="list-style-type: none"> • Dealing with bullying, more needs to be done 	<p>Every child's happiness is a priority to us and we work in partnership with all involved to resolve any issues that might occur. Sometimes there are quick fixes and sometimes there is lengthier work to be undertaken. This might go on 'behind the scenes'. The underpinning fact is that every child has the right to be happy and feel safe and bullying will not be tolerated.</p> <p>Our ongoing commitment to anti-bullying is demonstrated through our regular monitoring, evaluating and reviewing of our processes and systems. SGPS were assessed by an independent accredited body and earned the top award of Gold for the Anti-Bullying Charter Mark in July 2016. This involved looking at how we deal with instances of bullying and talking to the children.</p> <p>The children have regular assemblies to ensure awareness of anti-bullying. Most notably, there is an annual Anti-Bullying week. Anti-bullying is discussed regularly in class and is part of the curriculum. Displays can be found in each class at some point in the year, to demonstrate the children's work around anti-bullying. Each class, (Y1 – Y6) have a Behaviour Ambassador, who acts as additional eyes and ears in the playground and alerts adults if a child is playing alone. There is a whole school worry box, kept in the office area, which is checked on a weekly basis. The Behaviour Ambassadors meet every half term to discuss improvements and last year they created information leaflets on Happiness for parents and children which summarises the Anti-Bullying Policy which is available on our website. The Behaviour Partnership also includes parents and a governor and liaise with other local schools to share best practice. This year, they have introduced Awareness Wednesday, which is a playtime where children are encouraged to play with a new friend.</p> <p>As instances of bullying are more likely to occur in unstructured times, the playtimes have a variety of zones providing different levels of structure e.g. Lego, Craze of the Week, colouring and for those children who need extra support during the long lunch breaks Lunch Bunch is run inside.</p> <p>If you have any concerns please do not hesitate to contact Mrs Dray (drayk@stamford-green.surrey.sch.uk)</p>

	<ul style="list-style-type: none">• Communicating how brighter children are challenged	<p><i>Differentiating lessons to suit the needs of all the children in the class are one of the most important parts of a teacher's job. This is so that learning is not limited and that all children feel challenged.</i></p> <p><i>For example, in Year 2, they have the 'chilli challenge' where children choose how 'spicy' they want their work to be – the hotter the chilli, the more challenging it is. This ensures that learning is not limited and that if children feel they need particular support with an area of the curriculum, they can access that support.</i></p>
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