

Parent/Carer Survey Analysis – April 2023

Thank you to all the Parents and Carers who completed our Parent/Carer survey in the spring term - there were 138 respondents. For questions 15 and 16 (The school is good at... & The school could improve by...) comments have been categorised into similar broad themes. However, all comments have been read and discussed.

	% of parents who agree/strongly agree	% of parents who do neither agree or disagree	% of parents who agree/strongly agree or neither agree or disagree	% of parents who disagree/strongly disagree
My child is happy at this school	94%	5%	99%	1%
My child feels safe at this school	93%	5%	98%	2%
The school makes sure its pupils are well behaved	93%	4%	97%	3%
My child has been bullied and the school dealt with the bullying quickly and effectively (55 applicable answers only analysed – 83 respondents felt that this was not applicable)	42%	38%	75%	25% (14 respondents)
When I have raised an issue with the school they have been dealt with properly	73%	21%	94%	6%
My child has SEND and the school gives them the support they need to succeed (30 applicable answers only analysed – 118 respondents felt that this was not applicable – however 15 respondents previously stated that they had a child with SEND)	53%	40%	93%	7%
The school has high expectations for my child	82%	14%	96%	4%
The school lets me know how my child is doing	84%	9%	93%	7%
There is a good range of subjects available to my child	94%	4%	98%	2%
My child can take part in clubs and activities at this school	86%	13%	99%	1%
The school supports my child's personal development	84%	14%	98%	2%
I would recommend this school to another parent	Yes – 97%			No – 3%

The school is good at:	
Area of school life	Example of comments given
Teaching and Learning	<ul style="list-style-type: none"> • Teaching and safeguarding children • Making it a happy place to learn • Interesting ways of learning • Making learning varied and enjoyable • Simply a great school that puts the children at the centre of things • Knowing the children personally
Curriculum	<ul style="list-style-type: none"> • Maths, music, outdoor space • All rounded education, diversity awareness, strong values • Holistic education • Range of activities in the classroom
Staff	<ul style="list-style-type: none"> • The nursery staff are phenomenal. I really appreciate the care and kindness they give my child • Retaining good quality teaching staff and other members of the school team • My child's teacher is a wonderful teacher and has been very supportive • All the staff are super fantastic
Progress of children	<ul style="list-style-type: none"> • Keeping me updated how my son is doing • Keeping us updated • Keeping me updated each week as to what my children are going to learn • Recognising when children have done well • Getting the best out of its pupils • Nurturing and encouraging children to thrive
Communication	<ul style="list-style-type: none"> • Weekly information • Communication in general
Behaviour expectations	<ul style="list-style-type: none"> • Discipline • Encouraging good manners • Values and good behaviours • Setting good examples of children's behaviours and what is expected of them • Teaching positive social behaviours
Opportunities	<ul style="list-style-type: none"> • Inclusiveness and opportunities • Having a wide range of opportunities outside of school • School trips are great • Offering a wide range of opportunities
Pastoral support	<ul style="list-style-type: none"> • Pastoral support, building confidence and resilience and making learning FUN! Thank you for making this such a special part of our children's lives! • Supporting my daughter with her anxiety
Community	<ul style="list-style-type: none"> • Making it feel like a community • Fostering a sense of community and belonging • Incorporating Nursery as an integrated service

The school could improve further by...		
Area of school life	Example comments	Our response
School meals	<ul style="list-style-type: none"> • Healthier puddings • Better school lunches • School meals • Making sure children get good sized portions • Making sure that the floor is cleaned after lunch 	<p>As a school, we were aware of issues relating to school meals. As a result, a tender process took place for a new catering company when our contract was up for renewal.</p> <p>This term we have welcomed Accent, our new caterers to the school. The feedback from the children and staff so far is that the meals are delicious!</p> <p>Just to reassure parents and carers, the floors are cleaned after lunch. However occasionally the odd pea may be missed! There is an element of responsibility for the children and we do encourage the children to ensure that they leave the tables in the same state as they find them. Dustpan and brushes are available for all children to use. Our Y2 prefects also enjoy the responsibility of helping to keep the hall clean and tidy too!</p>
Clubs	<ul style="list-style-type: none"> • Offer more external clubs to younger children • Offering more clubs • Changing days of after school clubs 	<p>We are very proud of our offer of internal clubs run by our teachers each term, which are free of charge. Mr Armstrong, our Leader of Learning for Opportunities and Experiences ensures that there is a balance of types of clubs across each year group, each term, whilst also ensuring that the more popular clubs with a large uptake are staffed appropriately for it to run successfully e.g. football, art and drama.</p> <p>The teachers are at capacity for running Internal clubs but we try to offer External clubs for all year groups.</p> <p>It is not always possible to vary the days of the week that the teacher led clubs take place on, due to commitments after school. Each Monday, the members of the Extended Leadership Team meet and Wednesdays after school, is when the teaching staff meet for training. In addition, where possible, we also try to avoid clashes with other clubs to enable the children to have a wide option of clubs available to them.</p>
Diversity, Equality and Inclusion	<ul style="list-style-type: none"> • Educating children about and celebrating a wider range of religious and cultural festivals and events • Talking and educating children more on diversity and inclusion topics 	<p>Every Tuesday, the focus of our assembly is linked to Diversity, Equality, Inclusion and Belonging, in order to develop the children's understanding of these themes. In the spring term, the children learnt about Mother Theresa, Holi, Elimination of Racial Discrimination, Commonwealth Day, for example. For more information about what is coming up in the summer term assemblies, please click on our Collective Worship Policy.</p>

	<ul style="list-style-type: none"> Improving the diversity of its workforce 	<p>In addition, we are currently taking a review of our curriculum to ensure that the children learn about a wide range of people from inclusive and diverse backgrounds in every curriculum subject. For example, in English, we have considered the texts the children study across the school, ensuring that we think about a range of authors as well as protagonists. In our art and design curriculum, for example we have ensured that we have a balance of traditional and contemporary artists from across the globe. Please see our Art and Design Curriculum Compendium for more detail.</p> <p>With regard to staff diversity, when recruiting, we follow Surrey's HR processes and aim to employ world class people for the children at Stamford Green. Over the last decade, applications for both teaching and support staff jobs have declined dramatically. Last year, an advertisement for a Teaching Assistant was advertised three times as we were unable to recruit. There are many reasons for this, but generally recruitment is an issue for schools - currently there are 55 school jobs advertised within the Epsom and Ewell area and there is a national shortage of both teaching staff and of people entering initial teacher training.</p>
Behaviour	<ul style="list-style-type: none"> Stronger procedures for disruptive kids so they don't spoil the education of others Dealing with inappropriate conversations in school with peers Children can be cruel on comments 	<p>This term we have introduced our new, updated Behaviour Policy. We have reviewed our school behaviour code to three rules; Be Ready, Be Respectful, Safe and ensure that this language is always used when discussing behaviour, whether it be positive or negative.</p> <p>We understand that for some children, following our behaviour expectations may be beyond their current developmental level. Indeed, some children may have additional needs, which we will be supporting through reasonable adjustments. In these cases, individual children will have access to bespoke behaviour plans, which may include carefully targeted education opportunities, sanctions and rewards to reinforce the behaviours expected.</p> <p>Our updated Behaviour Policy explains further detail about how the school deals with extreme behaviours. This is in line with DfE expectations regarding inclusion and the use of exclusion or suspension.</p> <p>Our PSHE (Personal, Social, Health and Economic) curriculum seeks to help the children to acquire the knowledge, understanding and skills they need to successfully manage their lives. This term we have begun to use the PSHE scheme 'Jigsaw' to complement our PSHE curriculum, where the children across the school will learn about and discuss similar themes at an age appropriate level. Themes that we will cover include: community – being a part of a community and welcoming others; diversity such as disability, racism, power, friendships and conflict; hopes and dreams; being safe; respectful relationships and changes.</p>

Learning	<ul style="list-style-type: none"> • Signposting clearer the learning that takes place each term • More frequent written reports • Giving more regular updates on children's progress • Share information from sessions for those unable to attend • Communication about weekly reading in school 	<p>Our Weekly Information seeks to provide parents/carers with detailed knowledge about the learning that is taking place in their child's year group. We feel that it is important to share real time learning so that parents and carers know what is happening in the classroom each week and can be a useful resource for any discussions about what your child is learning.</p> <p>In addition, our Curriculum Compendiums, which can be found on our school website, give parents and carers detailed knowledge about the learning that takes in each academic year for each curriculum subject.</p> <p>Schools are legally expected to meet with parents twice a year to discuss the progress of children. We exceed this by offering three meetings a year. Unfortunately, due to workload capacity, we are unable to provide any more than the termly PCTCs that take place each year. During each PCTC you will be provided with a report detailing each pupil's strengths, achievements and areas to focus on. In the spring and summer term meetings we also provide parents and carers with further information in relation to achievement in English and maths. In between the termly PCTCs, we also have Class Open Time and Golden Book Week, which allow families a further insight into how the children are progressing in school. If you have any concerns about the progress of your child, please do not hesitate to get in touch with your child's teacher. parents@stamford-green.surrey.sch.uk</p> <p>When we hold any information sessions or workshops, we will endeavour to inform parents/carers where they can read the information. In a recent newsletter, you will have found the website link to the resources from Mrs Dray's recent workshop on our Behaviour Policy. Later on in the summer term (please see Dates for Diaries for further details), we will email the Open Morning Welcome Meeting slides for any parents and carers that were unable to attend. At this meeting there is the opportunity to meet your child's next teacher and find out about your child's learning ahead of the next academic year, this includes RSE (Relationships and Sex Education).</p> <p>For the children in the EYFS and Year 1, teachers hear the children read both during their Read Write Inc sessions and during their reading sessions. The teachers will give the children individual verbal feedback about their reading when they read with them. Teachers focus their time on hearing the children read and giving verbal feedback, so they know what to improve and do when reading aloud in the future. As a result, this takes all the time but has, according to the Education Endowment Foundation, the most impact on progress.</p>
Communication	<ul style="list-style-type: none"> • More prompt communication about themed days 	<p>We appreciate that there are definitely busy communication periods and so as a result we do try to prioritise communications that are sent out in order to ensure that</p>

	<ul style="list-style-type: none"> • Too many emails • Giving a bit more notice to parents for providing items for children's projects. • Real time communications with parents, proactively approaching parents • Weekly information on a Friday • Limiting the amount and sources of class/PTA information • Replying to emails more promptly 	<p>important information isn't missed and at times, and pause sending out newsletters in order to send out other communications. We have recently modified our weekly information format to include three coloured boxes for each year group so that important information is highlighted for parents and carers.</p> <p>We do try to ensure that we give parents/carers notice for themed days and any resources that may be required, however we appreciate that at times, this may be too short notice. We will now endeavour to allow at least two weeks' notice for information for themed days and resources that may be required.</p> <p>Unfortunately, due to staff capacity and working patterns, we are unable to send out Weekly Information on a Friday. Some year groups have their PPA (Planning, Preparation and Assessment) time on a Friday, which is when the teachers write their year group information for their Weekly Information. This is then too late for the office team to collate and send out. Please remember that school funding from the DfE limits what we can afford, regarding staffing.</p> <p>There has been feedback about the amount of information and sources of class/PTA information, particularly when using the WhatsApp class groups. We do ask people to be mindful of how WhatsApp groups are used as they can be overwhelming at times and as a result, crucial information missed. If you do have any concerns or queries, please use the parents@stamford-green.surrey.sch.uk to email into school rather than use the class WhatsApp group. The PTA have been discussing the use of PTA group WhatsApp and rules/guidance will be shared in due course.</p>
Sporting Opportunities	<ul style="list-style-type: none"> • Offering more team sports • Adding more popular sport after school every term • Offer more access to sport and swimming 	<p>Our PE curriculum ensures that we teach the children a variety of skills in KS1, which enable them to apply to a variety of sports in KS1 and KS2 as part of our Games lessons. In KS2, some of the team sports that the children learn to play include cricket, tag rugby, netball, tennis, football and handball. Please see our PE Curriculum Compendium for further detail about our PE curriculum.</p> <p>As part of the PE curriculum, schools should teach swimming in KS2, so that children are able to swim 25 metres. At Stamford Green, children have swimming lessons in Year 5 for a block of 1 hour lessons over a period of a fortnight. This concentrated teaching of swimming enables the children to make good progress with their swimming skills. Where funding allows, we offer children who cannot swim 25m, additional swimming lessons when they are in Year 6.</p> <p>This year, we also introduced our new Inter-House Sports Tournaments after school for KS2 children. This allows the children to have the opportunity to complete in a sporting event at school, representing their houses, contributing to the Inter-House</p>

		<p>Sports Tournament Shield, which is awarded at the end of the academic year. This has been a popular event with a high level of take up of children attending. We have planned the sports for this event to complement the teaching that takes place in school.</p> <p>Mrs Blackler, our PE Subject Leader, attends the Epsom and Ewell Borough Opportunities for Sport meetings each term, where borough events are planned and discussed. She makes sure that the relevant year groups plan for teams to attend these events. Already this year, we have had children in KS2 representing the school in netball, football, tag rugby and cross-country tournaments and we look forward to hearing about achievements in district sports, rounders and at the dance festival! We know that currently there is more of a focus for representing the school in KS2 and Mrs Blackler will take the feedback regarding KS1 opportunities to the next meeting she attends with other schools in Epsom and Ewell. In addition to this, Mrs Druce leads on the Borough Opportunities and works closely with the leaders for sports, dance, art and music who organise these events for all of the children in Epsom and Ewell as we are passionate about providing opportunities for children, not only at Stamford Green, but across the borough.</p>
Timings	<ul style="list-style-type: none"> • Keeping to timings in the morning 	<p>Thank you for this feedback. Each Tuesday and Thursday the staff meet for a short briefing meeting at 8.25am. This is when we mention any children who might need TLC so that all staff are aware and are able to help. We will ensure that the staff who are on duty at the East and West Gates leave the meetings to open the gates at 8.35am.</p>
Progress of the children	<ul style="list-style-type: none"> • Pushing children to their limit • Providing more challenging maths for children who are good at maths 	<p>We adopt a mastery approach to teaching mathematics. This approach aims for pupils to develop deep understanding of maths rather than being able to memorise key procedures or resort to rote learning. Mastery of a mathematical concept means that a child can use their knowledge of the concept to solve unfamiliar word problems and undertake complex reasoning, using appropriate mathematical vocabulary. Through this, we aim for learners to develop the creative problem solving skills they need for success, both academically and in life. One of the aspects of the mastery approach to teaching mathematics is that it's infinitely stretchable - the idea that questions can be solved in more than one way and questions can be asked in more than one way. We are currently developing ways in which we can build more opportunities for open-ended thinking into our Fathom activities. In addition, we have our new weekly problem-solving lesson which complements our class maths lessons, to further stimulate and stretch every learner. Examples of extending prompts that could be used at home, might include asking children to write a question for a picture or representation they are given, or even write a question that has a mistake within it. The more that our children experience these kinds of challenges, the deeper their mathematical understanding will be.</p>

		For the next academic year, we will be planning to provide workshops for parents and carers about how we provide challenge in maths lessons at school for both KS1 and KS2.
Curriculum	<ul style="list-style-type: none"> • Widening music option • Preparation for grammar 11+ • Not setting enough homework • Setting too much homework 	<p>We are so fortunate to have a specialist music teacher, (Mrs Rutherford), as part of our teaching team as her passion and knowledge for music shines through in her lessons. Our music curriculum ensures that children learn the skills and knowledge for music: the children learn how to play a variety of musical instruments; they learn how to sing and harmonise; they learn to appreciate a diverse range of music genres and they learn about musical notation and how to compose. We know that learning to play a musical instrument can be difficult to master and that repeated practise leads to success so as a result, children are taught as part of their weekly lesson, how to play a specific instrument. In Year 1 they learn to play the chime bars, in Year 2 the glockenspiel, in Years 3-4 they learn how to play the recorder and in Years 5 and 6, they play the ukulele. Our music compendium has further detail about what is taught in each year group.</p> <p>Homework is always a tricky thing for schools as there will always be differing parental opinions about the amount of homework set. For some families, it will not be enough and for others too much. When we designed our homework provision, we considered different research that has taken place on the effects of homework on the learning and well-being of primary aged children, particularly looking at research from the Education Endowment Foundation which suggests that "short focused tasks or activities which relate to what is being taught, and which are built on in school are more likely to be more effective".</p> <p>Therefore, we created our homework to complement the learning that is taking place in the classroom through retrieval, whilst also developing automaticity of the core skills that the children can then apply. We also planned an approach where the children receive automatic feedback so they know how well they have done on a task and that they can revisit it if necessary. It is also a useful indicator for teachers for any content or topics that may be worth revisiting. We have also tried to balance our homework expectations alongside any activities and interests that the children may have out of school.</p> <p>We have taken on the feedback from the Y2 parents and carers about the amount of homework given to the children. As a result, we will be reducing the amount of homework for the autumn term, adding further tasks throughout the year.</p> <p>Unfortunately, we are unable to prepare the children who may wish to prepare for the 11+ for Grammar schools. Schools are legally bound to teach the National Curriculum and preparing for the 11+ is not part of this statutory curriculum.</p>

Supporting parents	<ul style="list-style-type: none"> Parents Evenings (PCTCs) on different days in the two options More opportunities for parents to engage with opportunities outside of school hours would be appreciated 	<p>Thank you for the feedback about the PCTC meetings taking place on different days. We have managed to change this for the summer term and the meetings will take place on Wednesday 5 July and Tuesday 11 July. Please note that Industrial Action may affect this date. We will endeavour to ensure that they continue to take place on different days, however we cannot always guarantee this due to school calendar events.</p> <p>When planning parent/carers workshops, we do ensure that we offer workshops both during school time and in the evenings as different times work for different families. In addition to this, as school leaders, the Department for Education have tasked us with managing teacher workload and wellbeing in order to retain excellent staff and to ensure that their time is focused on the learning in the classroom. As such, our school policies and events, including parental workshops have to take this into consideration too.</p> <p>We also offered 'I've always wondered Coffee Mornings' and childcare from 8.00am for each year group in the spring term. These meetings will be repeated in the autumn term.</p>
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Travel Survey				
What is your child's usual mode of travel to school?	Walk 57.9%	Car 30.7%	Cycle / Scoot 11.4%	
What is your child's usual mode of travel from school?	Walk 54.4%	Car 35.1%	Cycle / Scoot 10.5%	
Which gate do you usually enter school by?	East Gate 74%	West Gate 26%		
Does your child attend Sunrise / Sunset?	Sunrise only 2%	Sunset only 24%	Sunrise and Sunset 17%	
How far do you travel to / from school?	Less than 1km 48%	1km – 2km 42%	2km – 3km 4%	More than 3km 6%
If you travel to and from school by car, is it because you have an onward journey?	Yes 50.39%	No 49.61%		

Thank you to the 61% of respondents who currently travel to / from school by car who have indicated that they will take up the challenge to change to a more sustainable form of transport even for just one day per week.

Barriers to changing to a more sustainable form of transport		
Theme	Examples	Our response

Other commitments / circumstances	<ul style="list-style-type: none"> • Work commitments • Onward travel for toddler child care • Disability • Young children tired at the end of the school day • Need to collect other children from a different school • Distance • Other time commitments • Weather 	It is really useful for us to understand the barriers to sustainable travel. Unfortunately, we can't control the weather, but we understand that circumstances may mean that families need to bring the car to school. If you are able, perhaps you could try parking a little further away to ease congestion and improve safety around the school entrance?
Safety	<ul style="list-style-type: none"> • Road safety concerns • No safe cycle route • Narrow pavements 	<p>Surrey County Council are responsible for the roads and pavements in Epsom. If you have a specific concern, you can report it to the county council using their on-line form: https://www9.surreycc.gov.uk/HighwayIssue/WhatIsTheIssue.aspx?&code=RSAF</p> <p>For more general concerns, you could talk to your local county councillor. Contact details are available on the Surrey County Council website: https://mycouncil.surreycc.gov.uk/mgFindMember.aspx?XXR=0&AC=WARD&WID=13430</p>
Access	<ul style="list-style-type: none"> • Unable to walk through school from East to west gate / vice versa • West gate not open for Sunrise drop off / Sunset pick up 	<p>We are very lucky to have such a large school site for the children to use but it does present challenges when it comes to managing access. School grounds are private property with no public right of way. In order to comply with safeguarding protocols and to ensure the safety of all children on site we do not allow access through the school site.</p> <p>The West Gate is controlled by intercom to the school office which is open from 8.30am – 4.30pm. Unfortunately, the school does not have the resources to staff the office outside of these times.</p>