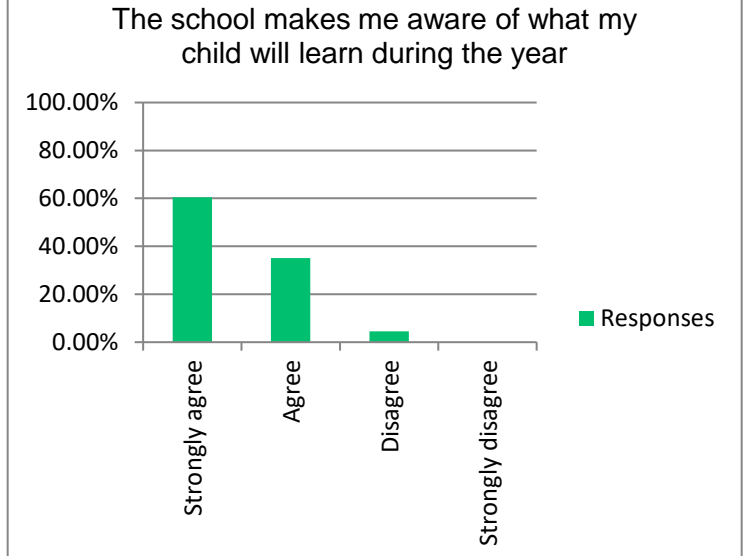
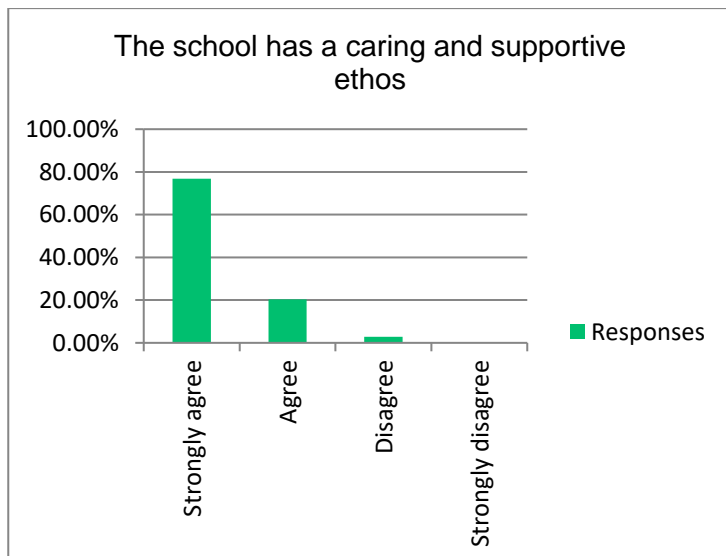
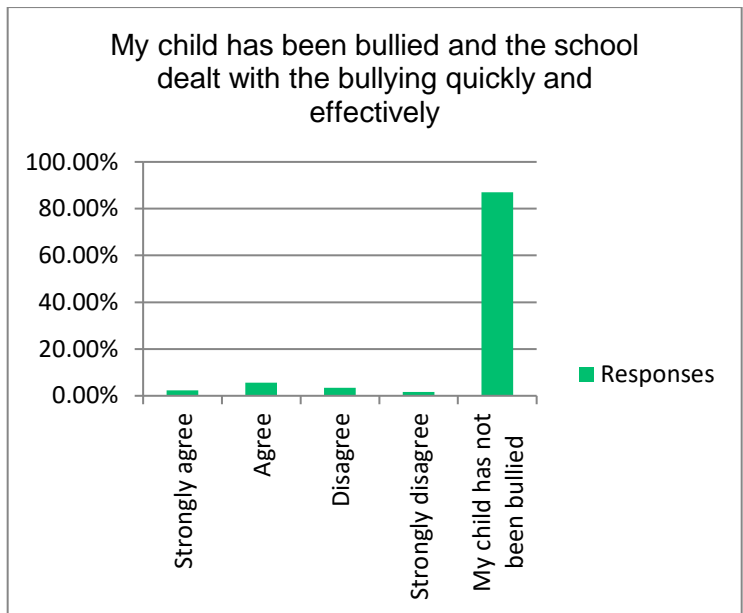
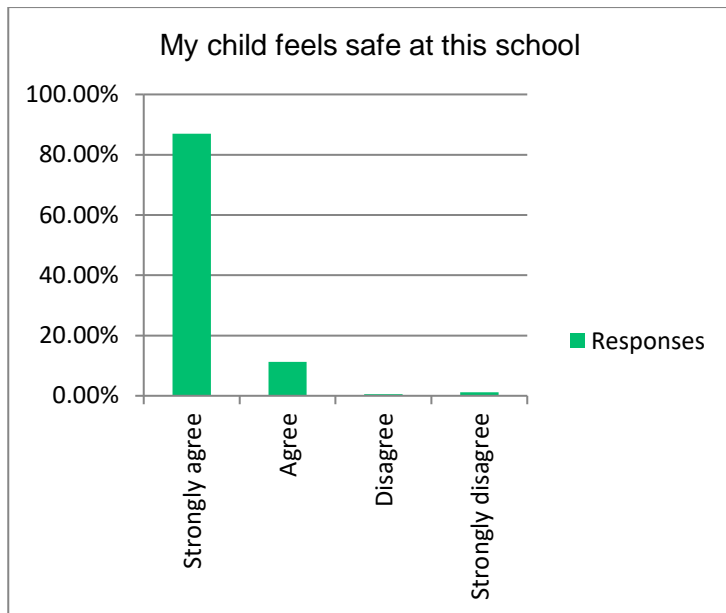
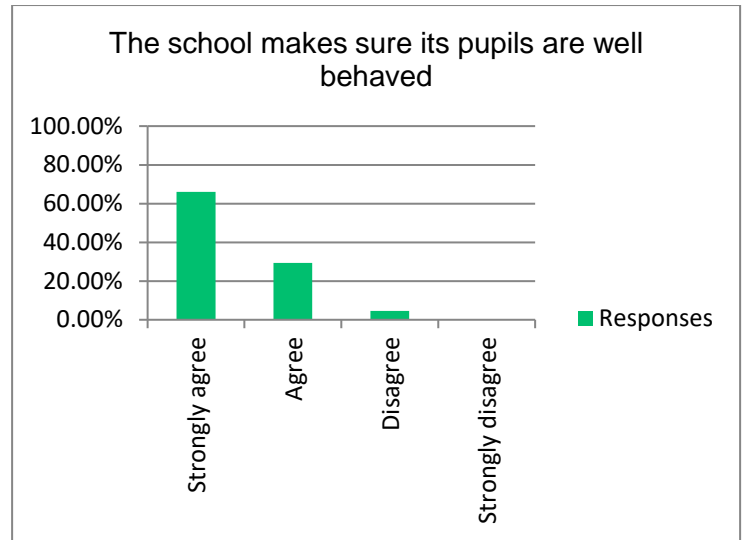
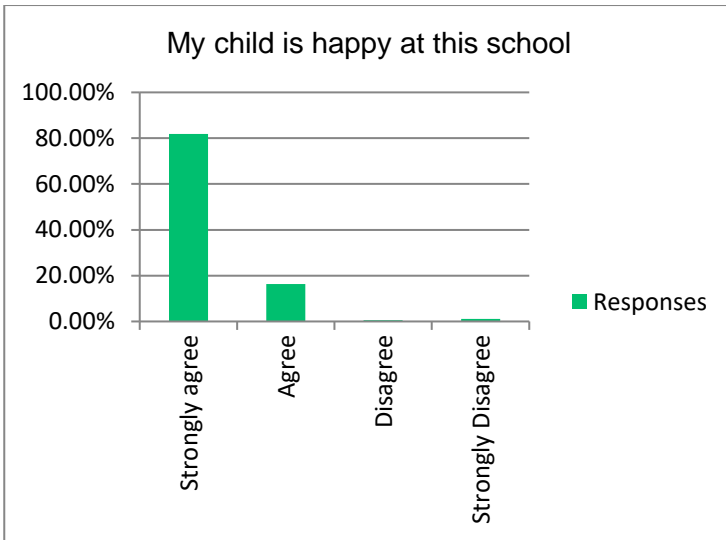
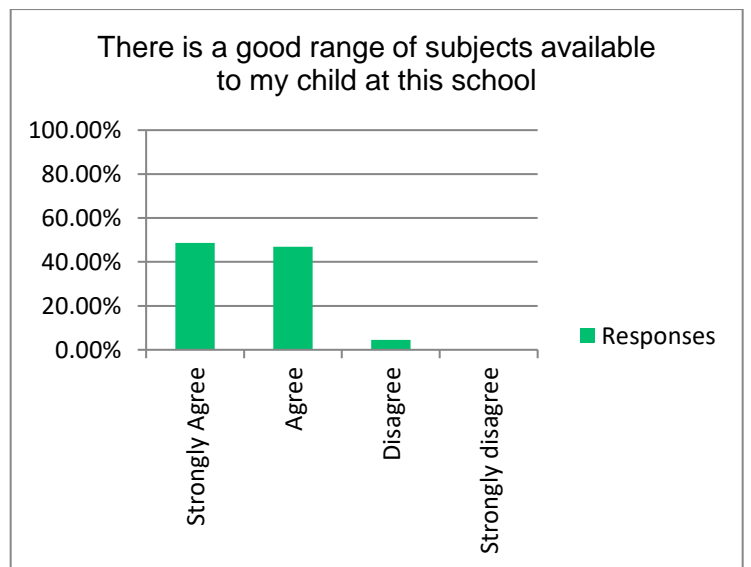
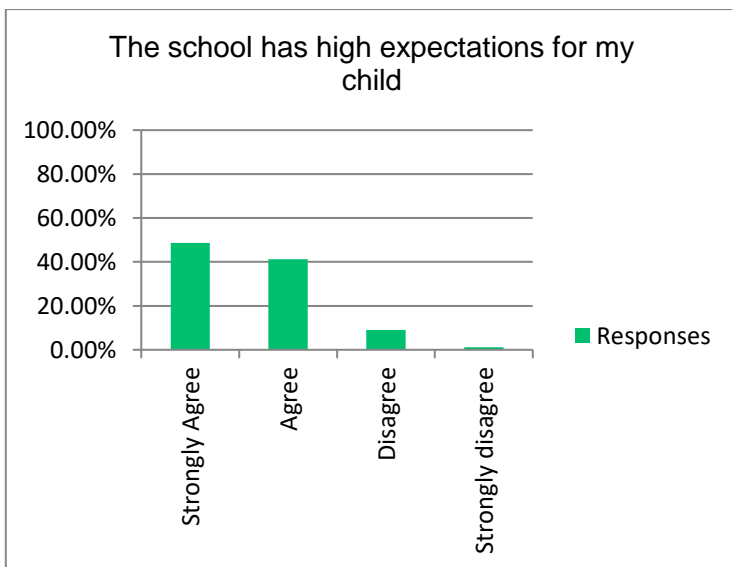
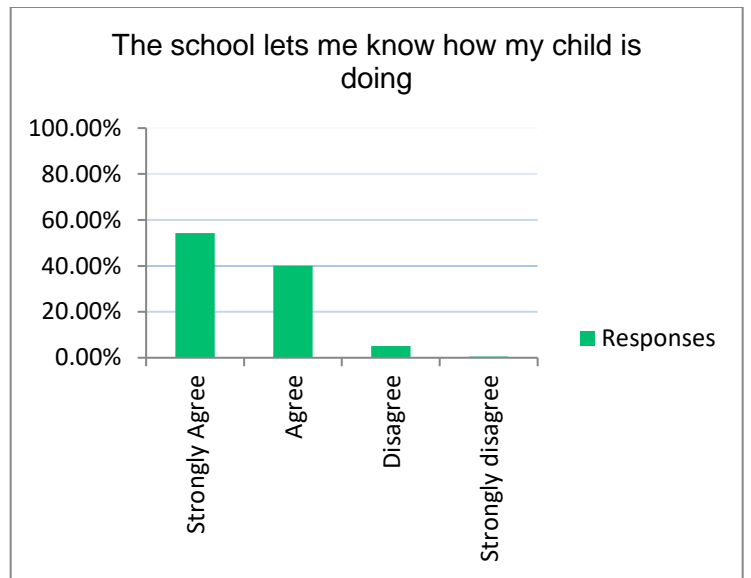
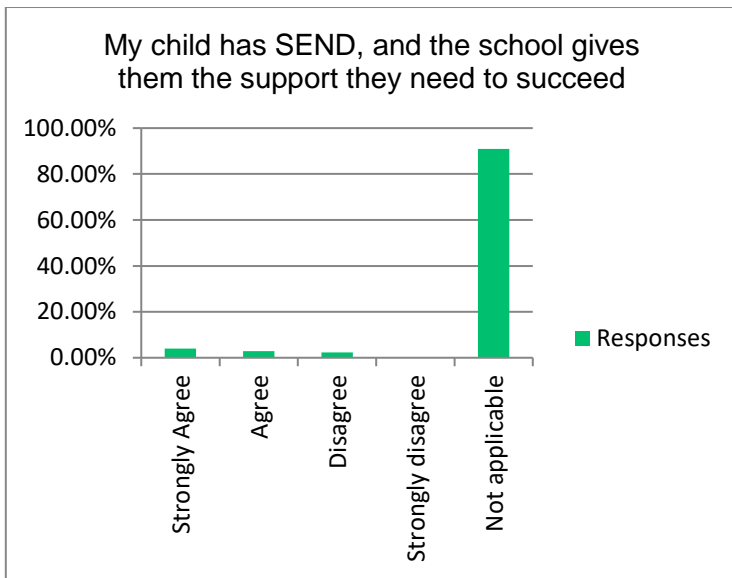
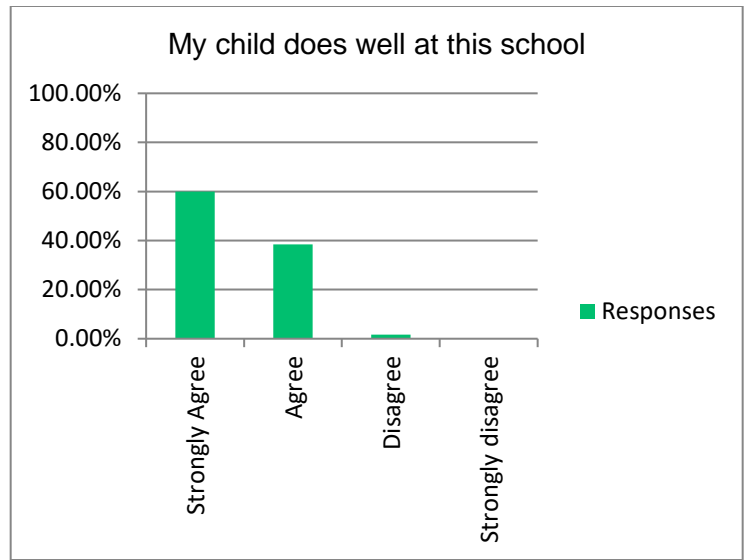
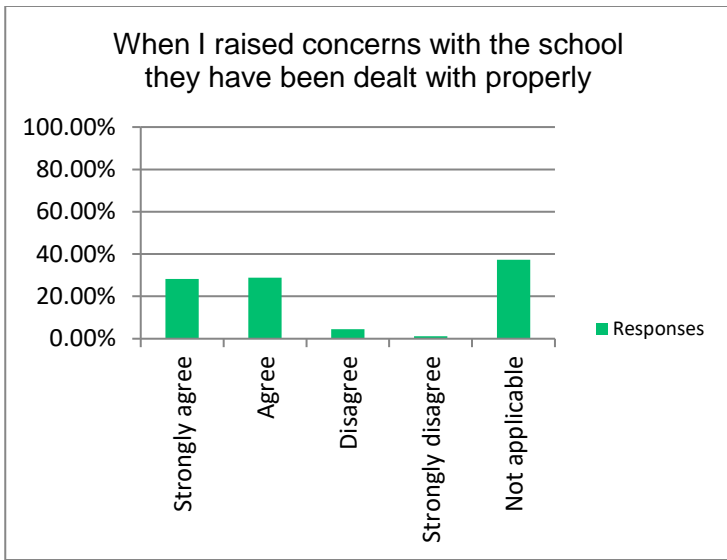
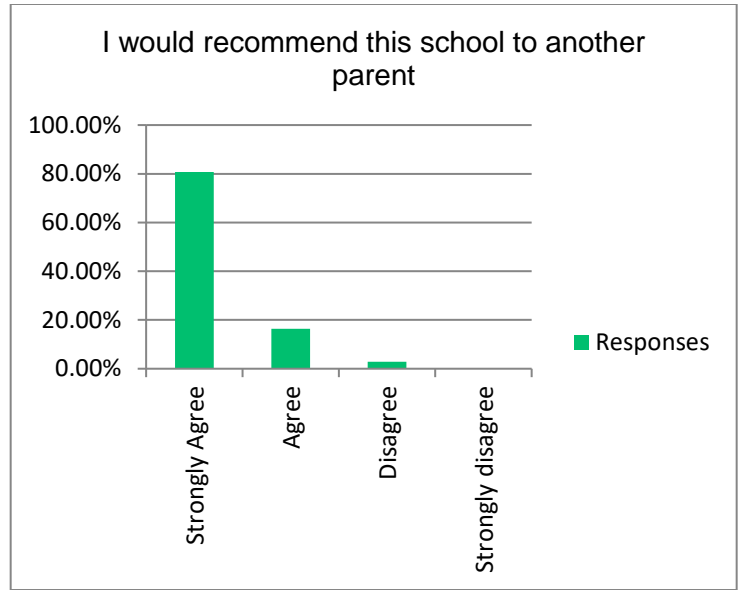
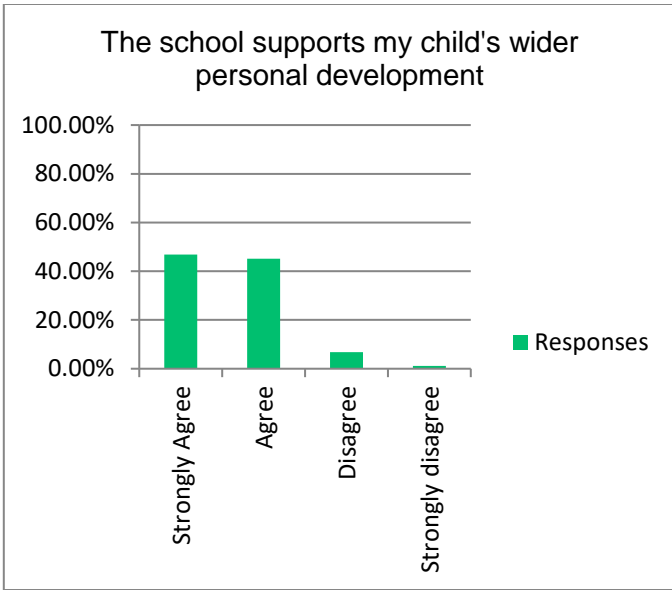


Analysis of Parent Survey 2020-2021 – Summer Term 2021

Overview of responses 177 respondents







Detailed analysis of responses

Question	% of respondents (who answered) who strongly agreed or agreed
My child is happy at this school	98.3%
My child feels safe at this school	98.3%
The school has a caring and supportive ethos	97.1%
The school makes sure its pupils are well behaved	95.5%
My child has been bullied and the school dealt with the bullying quickly and effectively	60% where applicable (14 out of 23)
The school makes me aware of what my child will learn during the year	95.5%
When I raised concerns with the school they have been dealt with properly	90% where applicable (101 out of 111)
My child has SEND and the school gives them the support they need to succeed	75% where applicable (12 out of 16)
The school has high expectations for my child	89.9%
My child does well at this school	98.3%
The school lets me know how my child is doing	94.4%
There is a good range of subjects available to my child at this school	95.5%
The school supports my child's wider personal development	92.1%
I would recommend this school to another parent	97.2%

What is the school good at?

Please note all comments have been read but have been amalgamated into common themes.

Area of school life	Comments
The children	<ul style="list-style-type: none"> • Encouraging good behaviour from the children • Making the children develop and shine in their own time • Making each child feel special • The happiness of the child comes first • Putting the children first in everything they do
Teaching, the curriculum and experiences	<ul style="list-style-type: none"> • Giving the children the best opportunities • Making children feel at ease and an important part of Nursery • Holistic teaching i.e. considering emotional health • Giving all children the best opportunities • Teachers that make strong bonds with their pupils • Stamford Green allows children to experience so many things
Progress and attainment	<ul style="list-style-type: none"> • Challenging and stretching the children academically • Developing children at different speeds to enable children to excel and not get held back • Getting good results from the children
Supporting parents	<ul style="list-style-type: none"> • Supporting families through difficult times • Family support
Staff	<ul style="list-style-type: none"> • Teachers and staff are approachable • Some teachers have got the best out of my child and have been an inspiration • Retaining high quality staff

	<ul style="list-style-type: none"> • The office staff are always so helpful • The interactions between the staff and children is engaging
Environment	<ul style="list-style-type: none"> • Providing a safe, caring culture • Making my child want to come to school every day • Providing a safe environment • A good community feel • Having an inclusive, caring ethos and always going the extra mile • Creating a fun environment • Stamford Green is so warm and welcoming
Communication	<ul style="list-style-type: none"> • Communication to parents is excellent • Keeping parents informed at all times • Communication with parents on a day to day basis • Keeping parents informed e.g. emails, Twitter • Keeping us informed week by week about what the children are learning
Values	<ul style="list-style-type: none"> • Modelling resilience • Teaching the importance of strong values • Encouraging responsibility • Values, respect and kindness • Building self belief and courage • Helping children to develop important values

What could the school do to improve?

Please note all comments have been read but have been amalgamated into common themes.

Area of school	Comment	Our response
Communication	There are lots of emails – could they be condensed into one letter a week? Hard to keep up when working too.	We appreciate that there are definitely busy communication periods. As we approach Christmas, the school newsletter has been paused due to other letters from the PTA etc. coming out. It is not going to be possible to meet the preferred frequency for each family in our school but we hope the Weekly Information contains useful reminders for the week ahead.
	Email communication with the teacher could be improved.	
	Communication with teachers via direct email.	Nothing is as important as improving the quality of teaching and learning in our school and keeping the children safe. Unfortunately, children's absences from school were being sent to teachers via email and because teachers do not check their email when teaching or involved in preparing, absences weren't known in the office and our missing child protocol was activated. Therefore, to prevent future miscommunications there had to be a change.
	We don't always know if a message has been passed on via parents@ email address.	
	Is there a privacy problem with a generic email address?	
		In addition to this, the new Ofsted inspection framework considers how staff workload is monitored and reduced. The use of email formed part of our staff workload review but there are benefits for everyone - please see the final paragraph below.

		<p>We know that great teaching is the only thing which will make a school truly great so we need to maximise the teacher's time in this area because this directly improves the learning and outcomes for every child.</p> <p>When you email parents@ you will receive an automatic response so that you know your email has been received. The reply states:</p> <p><i>'Thank you for your email. Please rest assured that the recipient of this message will see this at the earliest opportunity and you will receive a response, if required, in 1 to 3 working days.'</i></p> <p>If a response is required, a meeting may be arranged or a telephone call will happen or for simpler matters, a reply email will be sent. Sometimes, if an email is sent about a missing coat, we will find the coat but not send a response email because the coat coming home, is the response to email being actioned.</p> <p>Although the email address for parents to use is a general one, it was chosen as an address that was easy to remember but it is Ms Saunt in the Office that receives the emails. She treats them all with the upmost respect and only shares information with the necessary people. The benefits of this are that if it is a quick admin request, the office can help without involving the teacher. Or, if the teacher is absent through illness or training, the email can still be read and actioned rather than sat in an email account that might not be checked or read for a day or more. In addition to this, some emails are redirected to a member of the Leadership Team, which are non class based, so that they can be read and actioned more quickly than by a teacher, who has a class and is teaching all day.</p>
<p>Rewards for children</p>	<p>My child has complained on many occasions that other children were receiving merit certificates for lesser levels of achievement than her and she was not awarded her Merit Certificate until the end of the year.</p>	<p>Every child will get the Golden Jumper or a Merit Certificate awarded because we believe that each child, throughout the year, has something that deserves recognition and celebration. This can vary from effort to excellent achievement in an area or demonstrating our school values.</p> <p>Stamford Bear and Buckingham Bear nominations take place weekly, with one being awarded per year group. These awards are for exceptional endeavours and as such, not everyone will receive this award.</p>
	<p>The certificates they usually get bare no relation to hard work or doing something well. My child is also aware that the Golden Jumper is</p>	

	purely handed out in turn rather than being anything that celebrating success.	
Diversity, Equality and Inclusion (DEI)	I would like the school to develop a more diverse workforce and to explore what more it can do to raise awareness of racism and develop an inclusive culture for its staff and pupils	Diversity, Equality and Inclusion is a focus area on our Raising Achievement Plan this year. As a result, we are working with Schools' Alliance for Excellence as we develop our DEI priorities for improvement. In the short term, £2,500 has been spent on new diverse books for our library and our recent author displays around school, represent a diverse range of authors and the texts we use during our English lessons have been changed to ensure a greater representation.
	Be more diverse in the learning resources used.	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 and we currently have a vacant post – this is the first time this has happened since Mrs Druce joined the school in 2006. There are many reasons for this, which are beyond our control but recruitment, in general, is an issue for schools. In July 2021 there were 41 support staff vacancies at schools within a 10 mile radius of Stamford Green. Maybe everyone has decided to be an HGV driver!
	Having more diversity in its staff.	
Reading	My child has mentioned that it would be lovely if they could read at breaks and/or Sunset	Now that our lovely school library is back in operation following the lifting of some of our COVID-19 restrictions, we are now able to offer the children the opportunity to use the library at lunchtime, if they wish. This has initially been a very popular uptake and in order for all children to enjoy the library, we have created a rota of year groups for the days that each year group to visit. At the beginning of each day at Sunset, whilst the children have their snack, the children enjoy hearing a book read to them, that is relevant to their year group. This helps to allow the children to enjoy a story as they transition from the school day to after school!
	Move up the book bands quicker	As part of our phonics provision in school, children in YR and Y1 will be taught using a scheme called Read Write Inc. During part of these sessions, children will read a book that is matched to their phonic ability, three times in school before they bring it home. In addition, the children will also bring home an additional Read Write Inc book with similar characters and language. The children will also visit the library on a weekly basis to choose a book that sparks their interest and will also bring home some book band books in order to give the children a wide, varied reading diet. In addition to reading in school as part of the Read Write Inc lessons, children in Y1 are also heard reading book band books on an individual basis by their class teachers

		<p>each week. This will also happen in the spring term with the children in YR once the children are able to confidently blend sounds and read words. When hearing children read, teachers are not only looking at whether the children can decode the words. They are also using the opportunity to develop the children's reading fluency so that they can read with expression and enjoyment and also develop other important reading skills such as prediction, inference and summarising. Once the teacher feels that this is secure in line with the difficulty of the text, the child will progress to the next reading level.</p>
Curriculum	Ban pen licences	<p>The licences are no more! From now on, after the half term of the autumn term, children in Y3 are now given the option to use a pen in their work, if they would like to, or if they feel it relevant for the task that they are completing. As part of our school presentation policy, all children use a pencil for their calculations in maths.</p>
	A greater range of curriculum subjects rather than blocks	<p>This year we have made some changes to the timetabling of curriculum subjects and have made a move to a two-week timetable. This has allowed us to ensure that over a two-week period, all national curriculum subjects are taught, rather than 'blocking' subjects. As a result, key skills in subjects such as geography, design technology and art are developed and revisited more frequently, rather than an intensive study of a subject.</p>
	Ensure that we are educating the children about issues such as sustainability.	<p>When we designed our Personal, Social, Health, Economics and Relationships (PSHER) curriculum, using the statutory framework, we decided to include our own 'Earth Friendly' section to our curriculum, which is taught in every year group. We have ensured that relevant eco topics are discussed and taught, appropriate to the year group.</p> <p>In addition to this, Ms James leads our team of Eco Warriors (children who have been selected by their peers after listening to their manifesto) to discuss pertinent issues and for the children to think about how we can continue to be a eco-friendly school. Parents/Carers who have also raised concerns about the school's approach to educating the children about climate change have been invited in to school to attend the inaugural Eco Warriors meeting.</p>
	More music lessons	<p>In order to raise the profile of music, we knew it was vital for the children to be taught by a music specialist and so our search for a music teacher began! We were lucky enough to interview Mrs Rutherford and knew she would be perfect to inspire the children to learn and love music!</p> <p>Mrs Rutherford will be teaching every class in the school as part of the PPA (Planning, Preparation and Assessment) time for the teachers. Already this term, the children have been introduced to her guitar and the school has been filled with the sound of singing, which has been amazing</p>

		to hear after the COVID restrictions stopped us from singing last year! In addition to singing, the children have been using instruments in their lessons too. We are really looking forward to working closely with Mrs Rutherford to develop our music curriculum further and she already has a wish list of different instruments that she wants to introduce to the classes.
Progress of the children	I don't feel my child is being stretched or challenged	<p>In all of our maths lessons, when the children are working independently and applying the strategies that have been taught, they work through the fathoms. Our maths fathoms become more challenging as the children progress through them. If the children require extra challenge, they may attempt the 'Diving Deeper' questions. This is where the children have to apply their maths knowledge to a reasoning question.</p> <p>We do encourage a 'Learning without Limits' culture in school. This is where we do not wish to put a ceiling on learning and children are encouraged to challenge themselves. If a teacher believes that a child could challenge themselves further, there is a discussion to encourage the children to do so.</p>
	Pushing the children to improve to the highest possible standards that they can achieve	<p>As part of our Pupil Progress Review cycle, teachers discuss the progress of the children in their class with the Extended Leadership Team and make plans to ensure that all children are able to achieve to their potential. These actions are regularly reviewed to look at their impact and may be updated throughout the academic term.</p> <p>We also ensure that there is a consistency between subjects so that children are working at least at the year group expectations in reading, writing and maths. If a child is not working at the year group expectations in one subject, the teacher will plan actions and interventions to help them achieve their potential.</p>
	I was surprised at parents evening to find out that my child had declined in their attainment	We ensure that we have regular communications with Parents/Carers when we have identified a change in a child's attainment from their previous standard. Teachers will be in contact prior to any parents' evening, if this is the case, so that there are not any surprises. This is also the case if a child may have not achieved as expected during some of the external assessments e.g. Y1 Phonics Screening Check, Y6 National Curriculum tests.
Extra curricular activities	More after school clubs or extra curricular activities	<p>Internal Clubs are staff run extra-curricular clubs that are free to attend. Due to the restrictions of the past eighteen months, we have really missed being able to give our children the opportunities that extra-curricular clubs offer.</p> <p>Our vision for the Internal Clubs is that every child is given the opportunity to participate in at least one club per academic year. The autumn term clubs will start after half</p>

		<p>term. We will then run Internal Clubs for half terms in Spring 1, Spring 2, Summer 1 and Summer 2 so a total of 5 half termly clubs will be available.</p>
	<p>Presenting more sporting teams or events</p>	<p>Now that some of the COVID-19 restrictions have been lifted, Mrs Peters, who is chair of the Epsom and Ewell Borough School Sports Association and has been working closely with other schools to get team events and sporting fixtures going again.</p> <p>Already this term, the Y6 football team attended a football tournament at Epsom College and we were so proud of the Y6 Cross Country team; the boys came 4th and the girls won the event!</p> <p>There will be plans in place for children to attend sporting fixtures and events throughout the rest of the academic year.</p>
Behaviour	<p>Been bullied most of the year/ nothing is actioned or managed.</p>	<p>We want Stamford Green Primary School and Nursery to be a happy and caring school where expectations of behaviour are high. Our Behaviour Policy explains how we promote and reward good behaviour. It also explains how we use a restorative approach to reflect on when children have made not made good behaviour choices.</p> <p>We will not enter into discussions about other children and their level of consequence out of respect for their right to privacy and confidentiality. This can be difficult for some parents/carers who want to know details.</p> <p>For one class, during the academic year 2019-20, they had three class teachers over the course of the year due to a teacher relocating and a teacher returning on a phased return after long COVID. In order to give those children some consistency for the next academic year, the teacher who was with them in the summer term was assigned to be their teacher in the next academic year. This has ensured that the children settled quickly and continued to build strong relationships with this teacher.</p>
Uniform	<p>Being less rigid about expensive uniform from an unreliable supplier who is frequently out of stock.</p> <p>Jumpers and polos don't last well – the old supplier was better.</p>	<p>We consulted parents, carers, staff and children in 2015 when we reviewed our school uniform. Our uniform policy has been developed to create a smart, practical uniform with a sense of identity whilst maintaining affordability. Branded items are kept to a minimum and any unbranded items of uniform can be bought at any shop. As a result, we switched to M&S as our uniform supplier in 2015 in response to parental feedback.</p> <p>We know that there have been severe stock issues, which have impacted supply chains worldwide over the last few months and we are in contact with M&S regarding this. Uniform rules were temporarily relaxed during the last academic year to take account of supply issues. There have been PTA second hand uniform sales this term and</p>

		<p>the PTA will always try to help anyone who is in need of uniform between sales.</p>
<p>School lunches</p>	<p>Quality of lunches has gone down in both quality and quantity of food.</p> <p>School dinner options that allow children more choice so they don't go hungry or waste food</p>	<p>Due to our COVID-19 protective measures, children ate lunch in their classrooms for the majority of the 2020 – 2021 academic year. This presented challenges for Aspens, our catering company, in adapting to the delivery style menu that was needed.</p> <p>There have been supply issues this term with last minute changes to the menu often being necessary due to deliveries not arriving. We know that this is a widespread issue across the food industry. This has on occasion led to meals not being of the high quality that we would expect from our school caterers. We are working with Aspens daily to address any issues and parental concerns are always fed back to the kitchen team.</p> <p>As a part of our improvement strategy, we will be launching Aspens Select App in Spring 2022, which will give parents/carers more control over the food choices their children are making for lunch.</p>