

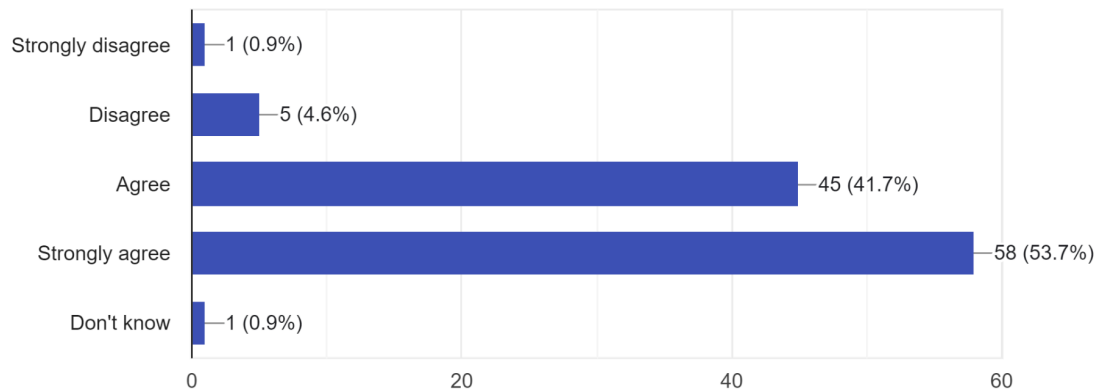
OCTOBER PARENT SURVEY FEEDBACK

Thank you to all the families that responded. We had 108 responses 48 of which remained anonymous. There were 40 additional comments of which I will endeavour to answer in this report.

Please see main findings below

My child is happy at this school.

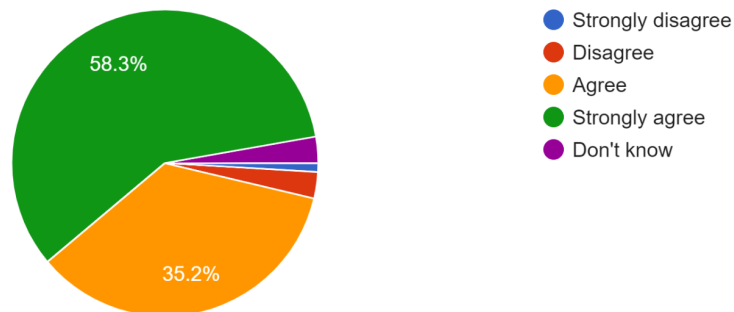
108 responses



95% of families agreed or strongly agreed that their child is happy at school.

My child feels safe at this school.

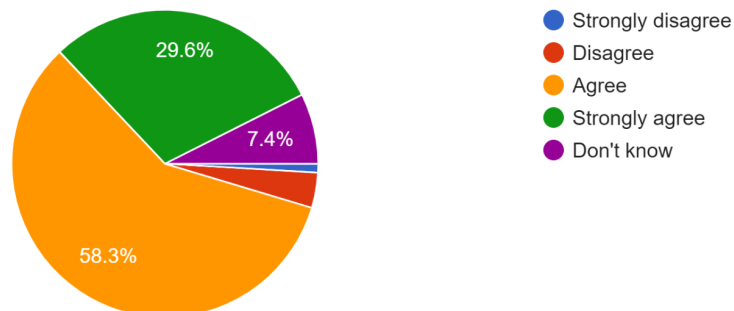
108 responses



93% of families strongly agree or agree that their child feels safe at school.

The school makes sure its pupils are well behaved.

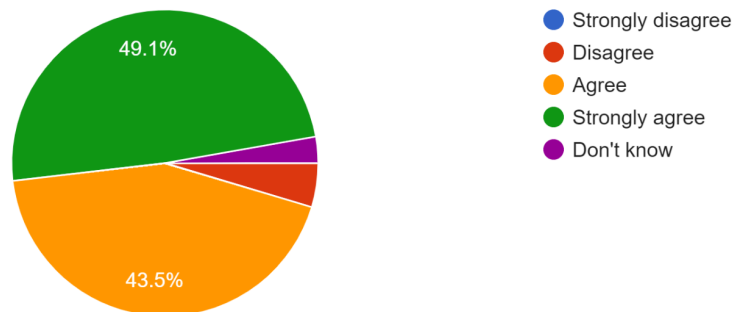
108 responses



88% of families strongly agree or agree that the school makes sure its pupils are well behaved.

The school makes me aware of what my child will learn during the year.

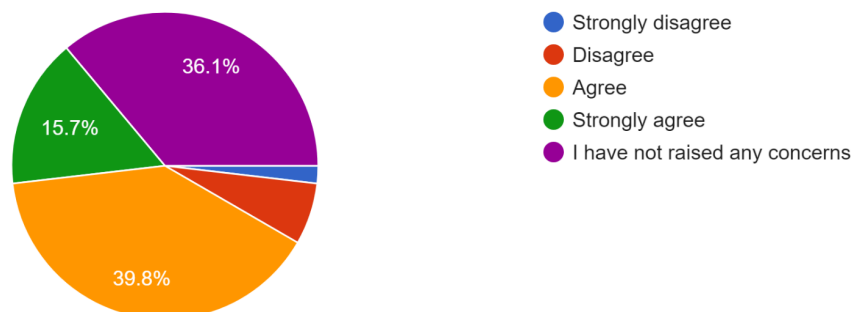
108 responses



92% of families strongly agree or agree that the school makes them aware of what their child will learn during the year.

When I have raised concerns with the school they have been dealt with properly.

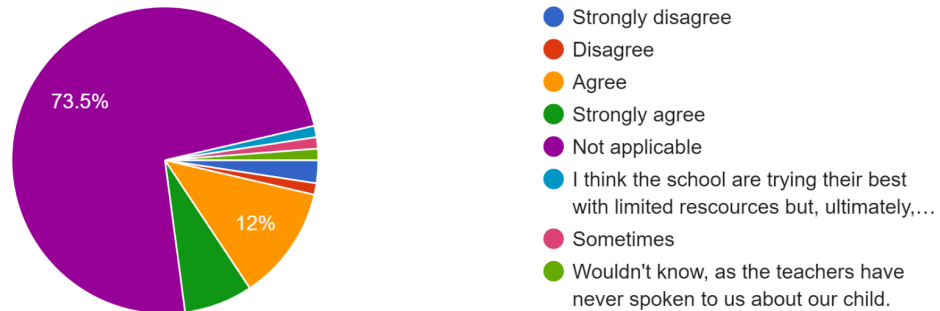
108 responses



Of those who have raised concerns, 87% of families strongly agree or agree that those concerns have been dealt with properly

If yes, how strongly do you agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.'

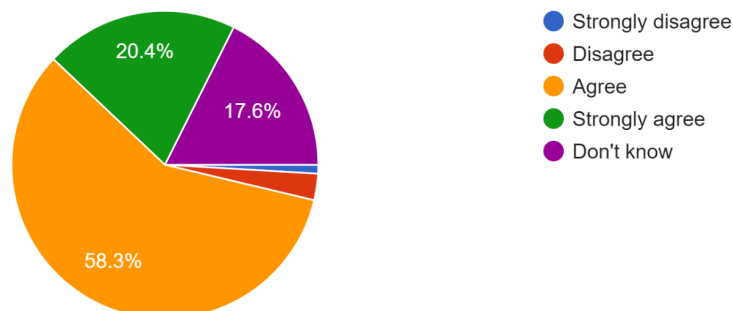
83 responses



Of those who have a child with SEND, 72.7% of families strongly agree or agree that the school gives them the support they need to succeed.

The school has high expectations for my child.

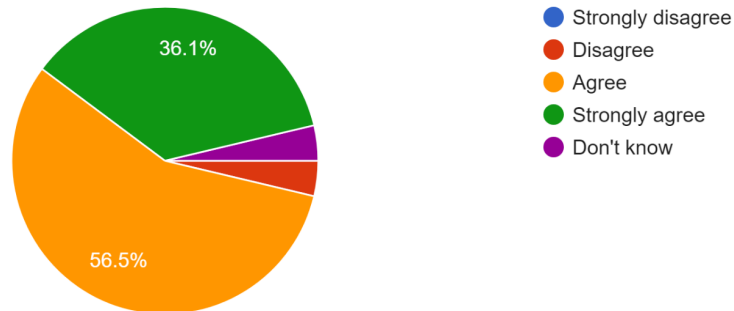
108 responses



78.7% of families agree or strongly agree that the school has high expectations for my child

My child does well at this school.

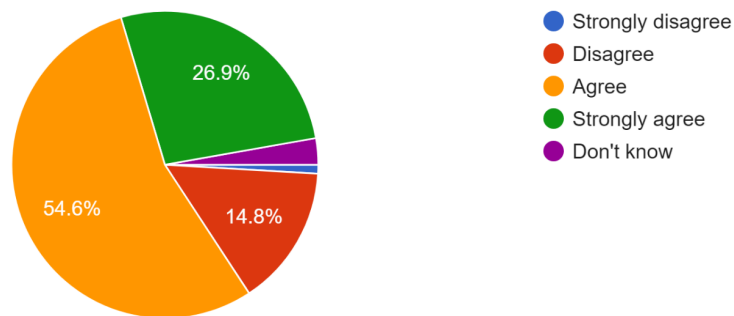
108 responses



92.6% of families agree or strongly agree that their child does well at our school

The school lets me know how my child is doing.

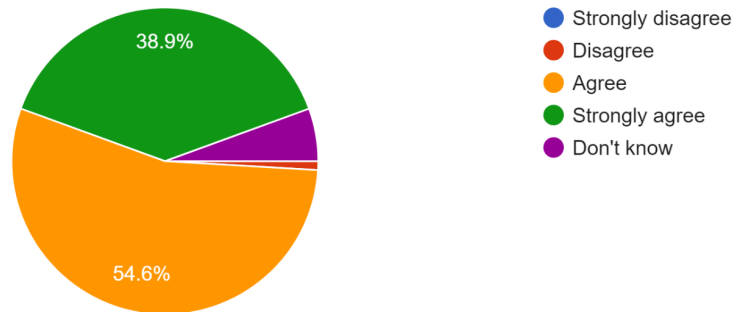
108 responses



81.5% of families agree or strongly agree that the school lets them know how their child is doing

There is a good range of subjects available to my child at this school.

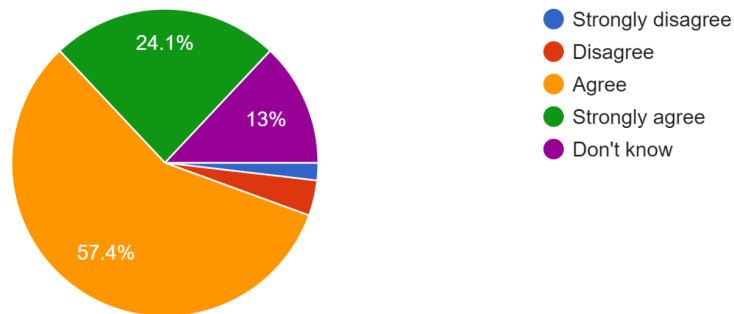
108 responses



93.5% of families agree or strongly agree that there is a good range of subjects available to their child.

My child can take part in clubs and activities at this school.

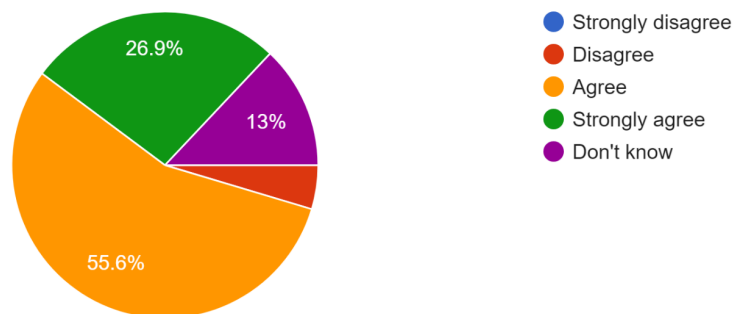
108 responses



81.5% of families agree or strongly agree that their child can take part in clubs and activities at our school.

The school supports my child's wider personal development.

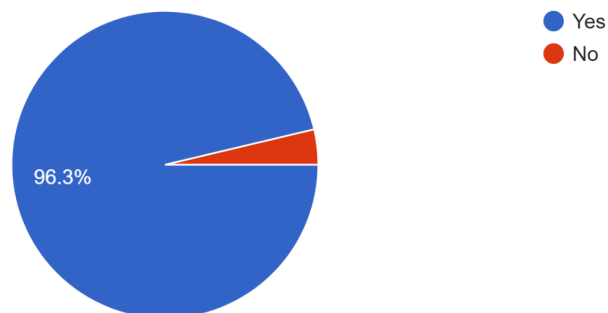
108 responses



82.5% of families agree or strongly agree that our school supports their child's wider personal development.

I would recommend this school to another parent.

108 responses



96.3% of our families would recommend our school to another parent.

We received 40 additional comments. Thank you for all your positive feedback. These will be shared with the staff and governors. Please see below for additional comments that require further feedback.

Enquiry	Feedback	Action
More after school clubs and clubs on other days and for Reception children.	<p>Tuesday is the only day that all teachers are available to run clubs as the other days they plan in year group teams, have a staff meeting or have family commitments. There are clubs on Mondays (Bubble club) and Wednesdays (Multi skills) run by outside agencies.</p> <p>Clubs for Reception children begin in the Spring term.</p> <p>All teachers and the Headteacher run a club so we have no capacity for further free clubs. More outside clubs would be fee paying.</p>	Investigate other outside agencies that can offer affordable and high quality after school clubs.
More feedback at pickup time.	<p>Home time is a very busy time and a time when teachers are only available to pass on quick messages so the children are safe. We have 3 parent consultations opportunities in the year. However families can make appointments any time to gain feedback.</p>	Parents receive slips at parents evening that summarises the child's development and interests and targets.
Books are only changed once a	We only change books once a week	Parent Reading and Phonics

week.	<i>so children become fluent. Fluency is key to being a confident reader. Teach your child also to use prosody when reading. Prosody involves using the appropriate rhythm, emphasis, pitch, tone, and timing to breathe life into the words you're reading and convey meaning. In other words, it's reading with feeling. Without prosody, we'd sound like robots as we read. Reading the same book confidently enables children to feel successful.</i>	workshop.
More Dojo updates and feedback in Nursery.	<i>Nursery will now have weekly updates on learning like the rest of the school. We are also investing in Tapestry which is a platform for sharing children's learning journey.</i>	Parent Induction on Tapestry
Children being let out late.	<i>We appreciate that time keeping is important. Especially families who need to collect from St Benedicts. We now ring a bell at the beginning and end of the day to indicate to all classes that classroom doors should be opened when the bell sounds.</i>	Internal bell rung at 8.35am and 3.05pm to inform teachers to begin to open doors
Whole school activities are mostly in the morning.	<i>We have a number of staff who only work mornings so we plan activities for then. Children who don't attend mornings are always welcome to join us.</i>	

<p>More access to music, languages and a better use of the paddock space at school</p>	<p>Mrs Maisey as Music lead has been developing a Music development plan for this year. This has included the development of a choir and ocarina club that will start after Christmas. Children across the school have regular music lessons within the curriculum. Singing assemblies happen once a week and singing occurs every assembly. Children have opportunities to sing in church and more musicians are being booked to come into school to inspire the children.</p> <p>Languages are taught at Key Stage 2 at St Bendicts, following the national curriculum guidelines</p> <p>The paddock is used for Forest School and we are fundraising to improve the space so we can use it more often.</p>	<p>Plans for fundraising for paddock Plans to invest in more pitched instruments including xylophones. More music experiences to be booked across the year</p>
<p>SEND - Staff need more training to recognise and support children with SEND</p>	<p>All teaching staff have been trained in following Somerset's Graduated Response toolkit.</p> <p>Before a child is identified as having a particular Special Educational Need, high quality teaching needs to be implemented and reviewed over a period of time, with adaptations made to the environment and teaching methods. This could be through using visual timetables, now and next</p>	<p>Training for SENCO in next year- Autism in Girls, Pathological Demand Avoidance, Sensory Modulation,</p> <p>Half-termly meetings with SENCO at St Benedict's Termly cluster meetings with SENCOs of local schools, Learning Support team, ASC (Autism) team, Educational Psychologist</p>

	<p><i>approaches with clear expectations, regular check-ins with a trusted staff member, adaptations to provision in the classroom or additional sensory breaks. Where solutions haven't been found, teachers then use Somerset's Graduated Response toolkit to further identify need, using checklists and putting in more specialised interventions as appropriate. If at this point the child is still presenting with a particular need, a discussion is held about putting the child on the SEN/D register and seeking additional support, as appropriate. Children are not given diagnoses for conditions such as dyslexia or ADHD until all alternative channels have been exhausted- aged at least 6 for ADHD and at least 7 for dyslexia. Mrs Maisey, SENCO goes on training when provided and disseminates this to teachers in staff meetings. SENCO/TA meetings have just been set up to help distribute the training to more staff members. All staff attend training courses wherever possible.</i></p>	<p>Monthly SENCO/TA meetings</p>
<p>CLASS DOJO</p>	<p><i>Class Dojo as a reward system works as a way of capturing when the children are following our school rules. Being Kind, Being Safe and Being Ready. This looks different for different</i></p>	

	<i>children. All children are rewarded for remembering to follow school rules.</i>	
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