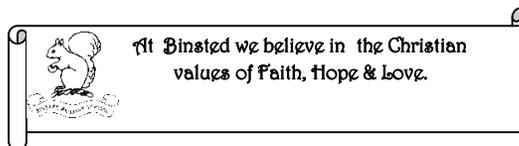


Binsted C of E Primary School - Questionnaire for Parents and Carers 2022 - Results



Method.

Details of the parents' survey were circulated via the weekly newsletter and on the school website in addition paper copies were sent to each family. Reminders were put in the weekly newsletter until the closing date of 20th July 2022

Response rate:

Paper survey forms – 25 received representing 37 pupils

Total of 57 Families – 40.4% response rate

Total of 89 children – 41.6% response rate

Response rate by Year group

	YR	Y1	Y2	Y3	Y4	Y5	Y6	No Year indicated
No. of Responses	7	1	3	7	5	7	5	2

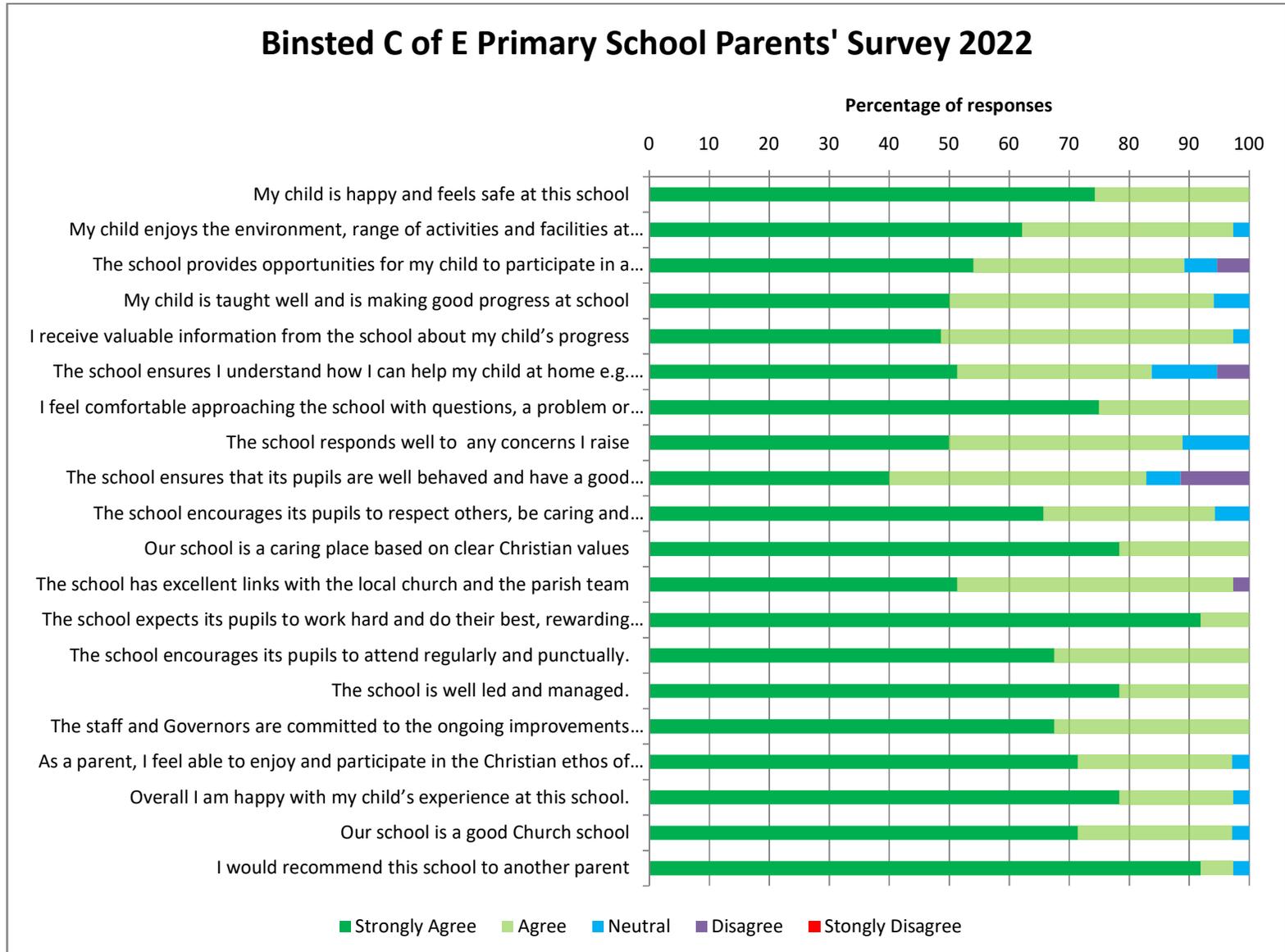
Results

See attached chart.

Responses to feedback "What I really value about the school is:" are summarised in Table 1. Below Where comments were very similar the items have been combined and summarised.

Responses to feedback "I think the school could improve:" are summarised in Table 2. Below Where improvements suggested were very similar the items have been combined and summarised.

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Table 1. Feedback responses to “What I really value about the school is:”

Feedback	Responses
Friendly and relaxed atmosphere, Very welcoming	4
All the staff are great, friendly and approachable	6
My child is safe there and cared for	4
Always felt listened to and taken seriously when we've had a query or issue	3
Happy atmosphere, feeling like a big family	6
The strong link with the church and the Christian values and ethos	1
Binsted is a very special school. My daughter and flourished and I couldn't have asked for a better start to school life.	1
The school is well run with great teachers and wonderful Headteacher	3
The facility of Breakfast and after school clubs are really helpful	1
Nurturing ethos. Pastoral care is excellent	2
Treating every child as an individual	1
Pro-active when dealing with potential issues, taking a sensible approach	1
The care the staff and governors clearly give to the children	1
Watching the confidence of the children grow as they move through the school	1
FOBS – such a hard working team	1
Due to its small size ,all the children know each other and look out for each other	1
We appreciate the “non-pushy approach “and the focus on our children being happy.	1
All the teachers care about the pupil's progress and emotional; wellbeing.	1

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Table 2. Feedback responses to “I think the school could improve.”

Feedback	Responses	School Response
Sports and extra curriculum activities		
More sport, not enough sport	1	We offer a range of sporting opportunities via the curriculum and sporting clubs held after school. Some are provided by staff or parents and others by outside suppliers who charge for their services e.g. football, net ball and cricket. We can contact Chelsea Football I to ask if they could run a multiskills club for YR to Y2 but there would have to be sufficient uptake to make it viable. This term pupils from Y2 upwards can attend the football club. Gymnastics is offered as part of the PE curriculum.
Sporting activities afterschool for years R to 2	1	
Gymnastics club	1	
Communication		
More home-school communication about current work	1	Class teachers put details on the school website class pages about current topics and work for their classes.
More communication about trips or extra activities – do seem a bit last minute and vague	2	Staff will aim to give at least two weeks’ notice and details of any trips or visits. When school trips restarted after the pandemic restrictions there were a few teething problems.
Communication – Last minute cancellations of after school activities or changes to collection arrangements very difficult for working parents	1	The electronic calendar will be kept up to date for parents to check. Unfortunately there will some last minute changes due to unforeseen circumstances. We aim to communicate any changes as soon as we can.
School organisation, procedures and facilities		
There are some disruptive children – but maybe that is life? Procedures with children who are effecting other children	2	The school has a duty of care for all children. However we are working with external agencies to help improve learning across the school. We are an inclusive school which means that children may have a range of needs.
Level of classroom support for children with behavioural problems to minimise disruption to the rest of the class.	1	We work with Behaviour Support on action plans to help children, these do include specific rewards for good behaviour. This is a recognised behaviour strategy. An individual’s behaviour chart is linked to a whole class reward whereby the whole class will have an agreed reward e.g. extra playtime. Class teachers do explain to the class why an individual is rewarded or why they are not. The school behaviour policy is reviewed regularly and is available on the school website.
Dealing with behavioural problems – perceived “reward” of bad behaviour through special treatment e.g. Ipads. One child consistently causing disruption in Rowans class which impacts on all the children.	2	
Consistent homework with clear expectations knowing that it will be marked by the teacher and the consequences if it is not completed. A more formal channel to find out what homework has been assigned	4	At the start of the academic year (September 2022) homework, including marking, the days it is set and due to be handed in, has been reviewed by the Class teachers. Details of homework set can be found on the class pages on the school website. All homework will be looked at and/or marked by the teachers. The school’s Homework policy is also available on the website.

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Feedback	Responses	School Response
School organisation, procedures and facilities -continued		
Spellings need to be sent home with dates rather than week numbers	1	Dates have now been added to the spelling lists.
Guidance on how to improve shortfalls such as in writing as it is taught differently now	1	Literacy leader will plan a parent's information session on writing. Details will be sent out in the newsletter. Other subjects e.g. maths will be covered in future sessions.
Checking in with children who don't have SEN or behavioural needs – sometimes they don't feel they can speak out.	1	There a various avenues; <ul style="list-style-type: none"> • Personal, social, health and economic (PSHE) education is part of the curriculum. • “ Every child has a voice” programme • Children can always talk to the staff and each class has a worry box.
More reading with class teacher in school	1	Each class has guided reading sessions with their teacher
An open evening to see work and books	1	Parents' evenings are an opportunity to look at the class environment and children's books.
Safeguarding – very easy to walk into school without people noticing.	1	We have improved security by ensuring gates onto the playground are locked between 9.00 and 9.30am. This is now the responsibility of the Admin. Office. There will then be only one entrance into the school and grounds via the main gate through the car park and through the main security door which is monitored and opened by staff in the admin office.

Thank you for completing our survey. We value your feedback and hope you find our responses helpful.

Please remember that you are welcome to make an appointment and come into school to discuss any questions or concerns you may have with your child's class teacher, the Headteacher, Mrs Morton or the Governors at any time.

Sally Hibbert
 Chair of Governors
 Binsted Primary School
 October 2022