



BECOMING  
REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

### Parent Questionnaire April 2021

You Said	We do	We will start
Additional Comments		
<p>Golden Book is not effective for my child as it upsets them when they do not get chosen</p>	<ul style="list-style-type: none"> <li>• We aim to teach our children to be resilient through the learning powers and Christian Values.</li> <li>• We also aim to encourage our children to be pleased for those children that have been chosen.</li> <li>• The majority of the children like Golden Book so we have decided to keep it in place and continually review.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to use pupil voice more frequently to find out the pupils views on Golden Book.</li> </ul>
<p>Top end of children are not sufficiently stretched</p>	<ul style="list-style-type: none"> <li>• The curriculum changed and within these changes the DfE stated that pupils need to concentrate on year group objectives at a mastery level (not moving to the next year group objectives.) Therefore, this is how we plan our curriculum.</li> <li>• A few pupils, that have mastered the fundamental skills and knowledge, are encouraged to work at a greater depth level which involves challenge, applying skills and problem solving within their year group objective.</li> <li>• We are continually evaluating our curriculum so all pupils have the opportunity to achieve National Expectations and higher ability pupils have the opportunity to work at a greater depth level within all areas of the curriculum.</li> <li>• Data over time shows that we are in the highest percentiles for greater depth in both KS 1 and 2 with also extremely high</li> </ul>	

	<p>phonics scores within England. We are within the top 5-20% in schools for expected and greater depth levels.</p> <ul style="list-style-type: none"> <li>Children in KS1 reflect at the end of their lessons and often say that they are challenged.</li> </ul>	
<p>It would be beneficial if the full curriculum in EYFS was made available. It is difficult to understand what children are studying or reading in the curriculum</p>	<ul style="list-style-type: none"> <li>The Development Matters is currently published on the website with a detailed outline of what areas are covered at each stage of a child's learning <a href="https://www.amberleyschool.co.uk/eyfs">https://www.amberleyschool.co.uk/eyfs</a></li> <li>The EYFS overviews for each subjects are published on the website <a href="https://www.amberleyschool.co.uk/curriculum-1">https://www.amberleyschool.co.uk/curriculum-1</a></li> <li>Weekly blogs about learning are published</li> <li>TAPESTRY outlines a pupils personal learning journey displaying their foundation profile</li> <li>Plans are not developed for a year. Plans are produced termly and weekly depending on the cohort and the children's needs</li> </ul>	<ul style="list-style-type: none"> <li>We will start blogging key stories that are being read to the class in EYFS.</li> <li>Ask parents for their suggestions on what more information they would like?</li> </ul>
<p>Replace paper letters and tear off strips with emails</p>	<ul style="list-style-type: none"> <li>During Covid-19, we have used more paper copies as parents have not had the opportunity to request them as they cannot enter the building.</li> </ul>	<ul style="list-style-type: none"> <li>From September, we will aim to use emails and ask parents to request a paper copy of the letter sent out, if needed.</li> </ul>
<p>Encourage parents to walk their children to school</p>		<ul style="list-style-type: none"> <li>Encourage parents through Active PE to walk to school and collect steps. Children to calculate how many steps they walk to and from school a day, a week, a term and a year.</li> </ul>
<b>Questions</b>		
<p><b>Environment:</b> I feel that the school has a happy atmosphere (1 parent strongly disagree)</p> <p>I am welcomed when I drop my child into school (1 parent disagree)</p>	<ul style="list-style-type: none"> <li>We aim to give parents and visitors a warm welcome when they visit school. This has been acknowledged by many external visitors.</li> <li>Children are encouraged to use their reflection areas and worry monsters (in KS1) in order to discuss any worries or sadness they experience so that this can be addressed immediately.</li> </ul>	<ul style="list-style-type: none"> <li>Ask parents for their views as why school has not got a happy atmosphere so we can work on improving those issues?</li> <li>If we don't know, we can't fix it? Please let us know in future so we can welcome everyone.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff work tirelessly to provide the best outcomes for the children.</li> <li>• Staff work well with each other and are very much a team or we like to call ourselves 'The Amberley Family' which we welcome all our families into.</li> <li>• The questionnaire states that all parents feel that their children are happy in school and that the behaviour is good.</li> <li>• In the mornings (from 8.45am) and at the end of the day, there are always members of staff present in the playground to greet parents and family members as well as welcome children into the school.</li> </ul>	
<p><b>Curriculum:</b> I receive enough information about the curriculum that my child is following</p>	<p><b><i>All the below are posted on the school website</i></b></p> <ul style="list-style-type: none"> <li>• Class teachers write weekly blogs informing parents of what is being taught that week</li> <li>• Class teachers write termly letters</li> <li>• Class teachers produce an overview, of each foundation subject taught, which outlines objectives, vocabulary and skills covered in that unit, which is sent home</li> <li>• Class teachers produce yearly written reports for every pupil and carry out two consultation evenings. A third consultation is optional, if parents need to discuss contents of the written report</li> <li>• Before Covid-19, we held curriculum evenings three / four times a year, which parents were invited to</li> <li>• Before Covid-19, parents were invited in to look at children's work on a regular basis during 'Fantastic Fridays.'</li> </ul>	<ul style="list-style-type: none"> <li>• Ask parents for their feedback on, what more information would be useful?</li> </ul>
<p><b>Communication:</b> The termly parent/teacher consultations provide me with information about my child's achievement and progress</p>	<ul style="list-style-type: none"> <li>• Every parent has the opportunity to take part in a parent consultation that takes place 2 to 3 times a year.</li> <li>• In these meetings, parents can ask any questions about their child's achievement and progress.</li> <li>• Parents are invited to email in to discuss any questions or concerns that they have about their child's achievement and</li> </ul>	<ul style="list-style-type: none"> <li>• Ask parents for their feedback on, what more information would be useful?</li> </ul>

<p>(1 parent disagree and 1 parent doesn't know)</p>	<p>progress. They are also able to use the contact form on the school website.</p>	
<p><b>Communication:</b> The school suggests ways I can support my child's learning (2 parents disagree)</p>	<ul style="list-style-type: none"> <li>• If children are struggling at school, teachers will inform parents and suggest activities that can be carried out at home with their child.</li> <li>• Information evenings are usually held however due to COVID these have had to be put on hold.</li> <li>• Suggestions for 'help at home' are sent out with each Immersion Curriculum overview.</li> <li>• BLOGS state what the children are learning in all subjects, so that parents are able to support at home, if they wish.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that parents understand that they are able to contact the teachers through email at any time to request ways in which they can support their child.</li> <li>• Ask parents which evenings they would like us to focus on, when the COVID rules relax.</li> </ul>
<p><b>Communication:</b> I understand the role and responsibilities of the Governing Board (1 parent and 1 parent does not apply or don't know)</p>	<p>On the website, <a href="https://www.amberleyschool.co.uk/governors">https://www.amberleyschool.co.uk/governors</a>, we publish</p> <ul style="list-style-type: none"> <li>• Names of all the governors and how to contact them</li> <li>• The role of the Governing Board</li> <li>• The Governors Newsletter</li> <li>• Governors attendance to meetings</li> <li>• Before Covid-19, Governors attended parents evenings and school events</li> </ul>	<ul style="list-style-type: none"> <li>• As soon as Covid-19 regulations relax, governors can re-introduce themselves during pick up, drop off and school events.</li> </ul>
<p><b>Behaviour:</b> I have no concerns about bullying within the school (3 parents disagree) The school's system of reward and sanctions is effective (2 parents disagree and 4 parents don't know)</p>	<ul style="list-style-type: none"> <li>• The pupils produced and agreed the school behaviour policy</li> <li>• Parents agreed the policy and signed the home school agreement which is published on the website</li> <li>• Any reported cases of bullying, are dealt with using the Anti-Bullying Policy which is published on the website</li> <li>• The school reward system is based around 'The Sower' and the Amberley Vision Wheel.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask parents for their feedback on, why they have concerns with bullying or why they do not feel the rewards system is effective?</li> </ul>