

BOUSFIELD PRIMARY SCHOOL

<u>ANNUAL QUESTIONNAIRE</u>				July 2019	
QUESTIONS	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My child is happy at this school	68%	30%	2%		
My child feels safe at this school	72%	27.5%	0.25%	0.25%	
My child is well looked after at this school	68%	28.75%	3%	0.25%	
My child is making enough progress at this school	57%	36%	6%	1%	
My child is well taught at this school	65%	31%	4%		
My child receives appropriate homework at this school	49.5%	31%	15%	4%	0.5%
The school ensures the pupils are well behaved	51.5%	38.5%	8%	2%	
This school deals effectively with bullying	36%	27.5%	30%	5%	1.5%
The school is well led and managed	59.5%	33.5%	7%		
Behaviour is good at this school	52%	35.5%	11.5%	0.75%	0.25%
The school responds well to any concern I raise	44.5%	37%	17%	1.5%	
I receive valuable information about my child's progress	52%	41%	6.75%		0.25%
I would recommend this school to another parent	73%	24%	3%		

Ref: annual questionnaire 2019

RESPONSE TO PARENT QUESTIONNAIRE 2019

It appears from this survey that the majority of parents who responded hold the school in high regard. We are particularly pleased that 98% of children appear happy at school and that 97% of parents would recommend this school to another parent. However, the results from the “neither agree nor disagree” box are hard to interpret, and could mean that some parents are new to the school and have yet to find out how things work, or some may have no direct experience on which to base an opinion, or that parents simply do not want to commit themselves on a particular aspect of the school. Inevitably, there are a few parents who are unhappy about some aspect of the school and, while we are aware that it is difficult to please all the people all the time, we are keen to make improvements if we can.

Overall the response from parents about the school is overwhelmingly positive. Some parents have added comments and/or questions to their questionnaire but there is no real consensus about these. However, I have included some comments from a few parents, so you can see what they have said, and also my response, which is in *italics*.

- ‘The staff are all so warm and friendly and I am confident that my son is well looked after.’
- ‘My daughter absolutely loved this year.’

This year we are embracing and preparing for changes in the curriculum including Relationships and Health Education, Emotional Health and Wellbeing, baseline assessment in Early Year and the multiplication check in Year 4. All these changes require thorough planning, an investment in time, professional development through research and training, and then communication with all stake holders in the school community.

- ‘Parents should be more involved in Curriculum Weeks. Perhaps start with a coffee morning or workshop, or be given specific activities to do, like watching a documentary or reading specific stories.’

We are currently planning our first Curriculum Week of the year, ‘Emotional Health and Wellbeing’ and information was shared with parents during the Curriculum Evening in September. For those parents who were unable to make the evening, the information has been published on the school website. Further information detailing specific topics covered by each year group, e.g. the importance of sleep, a healthy gut and exercise, will be published in the newsletter alongside a request for any parents who may be able to come in and give a relevant talk. During the week we will be sending home activities for you to do with your child. The Governors will be conducting a learning walk and publishing a report of their monitoring on the school website.

- Several parents made comments about the breadth of coverage of the curriculum –

‘My son still talks about Linley Sambourne House. He really enjoyed the trip and book making project.’

‘My child really enjoyed the visit by the gymnast. She loved the workshop.’

‘My daughter told me all about wolves and she was very proud of her clay model.’

‘My son’s highlight has been making puppets. My highlight has been watching him gain confidence in reading and writing, supported by all the wonderful staff.’

‘I think that the Curriculum Weeks are a fantastic way of learning.’

‘The activities before and after school are great – thank you.’

‘The specialist music, dance and PE teachers are fantastic.’

‘My child’s highlight of the year was Sayers Croft.’

‘Meeting policemen and women in Reception was great.’

‘Participation in the Christmas play is a definite highlight.’

‘Learning about chicks hatching from eggs and having them in the classroom was really special.’

‘The Book Looks are great.’

The new Ofsted framework (September 2019) focuses on the quality of education and in particular on the intent, implementation and impact of the curriculum. As I mentioned last year (see responses to previous questionnaires), we aim to provide a stimulating and exciting curriculum, which is both inclusive and challenging, in order to get the best from every child. We review our curriculum annually to ensure the content, range of skills and experiences match the needs of our pupils. The curriculum maps, published on the website, will be updated during the course of the year in the light of the changes made by the DfE.

The Open Morning this year was during 'Wolves' Week and several parents commented on this being the highlight of the year for them. I have collated the feedback and this is published on our website in Parents > Feedback from Parents > Open Morning 2019.

- Some parents new to the school suggested themes for Curriculum Weeks including space, geography and recycling.

These are all great suggestions and, for those families who have been at Bousfield some time will know that, we have in fact covered those themes. We select our themes based on National agenda and to raise the profile and ensure coverage of a particular subject/s. Previous themes have included Amazing Spaces, Mindfulness & Wellbeing, Save the Planet, Shakespeare, Beatrix Potter, Inventions, Under the Sea, Painting, Space, Enterprise, Sculpture, Gardening, Book Making, Art/RE, Bridges, International Week and the Local Area. All year groups study geography, Year 5 study Space and we regularly revisit ways to save our planet.

- A couple of parents made comments about the quantity and quality of school meals

The school kitchen was refurbished in the summer and we now have new equipment and ovens, which has made a significant impact to the quality of the food and, as a result, food waste has decreased. Children have also reported to me that they enjoy the meals. That is not to say that there are days when certain children may not like a specific meal. Indeed, they may have reported back to you that there was nothing to eat. I can assure you that that is not the case. There is always food to eat. Despite our efforts to encourage children to eat vegetables, salad and fruit, some children do not. If we do have concerns about a child's eating, we will speak to you. Likewise, if you have concerns, please let your child's classteacher know. Keita and I spend quite some time amending the menu provided by the catering company to ensure that the food on offer is balanced and will appeal to the majority of children.

- Although there were no written comments about behaviour and bullying, the figures and verbal feedback suggested a need to review our practice.

We have updated the Behaviour and Anti-Bullying policies, as well as the Bullying Information on the website (see Parents). This details what bullying actually is and how we deal with it. The Coffee Mornings this term will focus on 'Managing Behaviour' and 'Anti-Bullying', which will hopefully provide you with a greater insight into how we deal with incidents as well as top tips for you. We continually emphasise the importance of kindness, respect and consideration of others through our assembly programme, the curriculum and our day-to-day interaction with the children.

- 'The school has been a caring, safe and loving environment for my daughter and her friends.'
- 'I am so grateful that my son is at Bousfield. There is no better place than here.'
- 'I would like to thank you all for the amazing teaching.'

I would like to thank parents for taking the time to fill out this questionnaire and also for your many encouraging comments.

If, however, you are unhappy about something to do with your child, or when things go wrong, I would prefer to know immediately, so we can remedy matters as soon as possible, or as soon as it is practical.

RESPONSES TO PREVIOUS PARENT QUESTIONNAIRES

- ‘I can think of no higher praise for the school than my son daily running into school full of eagerness to learn.’
- ‘My daughter is so happy at the school and is highly motivated to learn.’
- ‘We are proud and happy to be part of this school.’

From September 2017 Ofsted will be asking schools to provide a detailed explanation of how their curriculum is designed and why it is designed as it is. This is in response to the narrowing in some schools of the curriculum over recent years due to the pressure to raise standards in core subjects.

Ofsted wants to see schools providing a broad and rich curriculum. At Bousfield, we pride ourselves on doing just that. We aim to provide a stimulating and exciting curriculum, which is both inclusive and challenging, in order to get the best from every child. We review our curriculum annually to ensure the content, range of skills and experiences match the needs of our pupils.

- Several parents made comments about the breadth of coverage of the curriculum –
 - ‘I think the school is wonderful and we are all very lucky to have our children here. I think the additional focus on sport over the last couple of years has been great.’
 - ‘Save the Planet led to a lot of discussion and scary facts about the lack of care we take looking after the environment.’
 - ‘Bousfield’s Spring Music Concert is the highlight of my year.’
 - ‘The Christmas show was brilliant.’
 - ‘Having the same curriculum (during Curriculum Week) is amazing as we have more opportunities to discuss it as a topic for art activities at home.’
 - ‘I am so glad that the school has placed emphasis on Mindfulness in addition to the prescribed curriculum (maths, English, etc.).’
 - ‘I attended the Mindfulness workshop for parents and was thrilled to hear that children had been taught about self-understanding. It is a really valuable skill for life.’
 - ‘My daughter loved the ducklings.’
 - ‘I was very impressed with the passion, enthusiasm and knowledge demonstrated by my child in respect of the Curriculum Weeks. Thank you for the excellent teaching and experiences provided for the children by the school, including school trips and preparation for assemblies.’
 - ‘We are incredibly impressed with all the morning and after school clubs we have this year.’

The Open Morning this year was during ‘Shakespeare’ Week and several parents commented on this being the highlight of the year for them. I have collated the feedback and this is published on our website in Parents > Feedback from Parents > Open Morning 2018.

- As in previous years, some parents mentioned homework and comments included ‘I would like more homework.’

We have made some adjustments to our homework/home learning policy and schedule, in the light of feedback from parents and teachers. We hope it will clarify expectations, be easier for parents to understand and facilitate their involvement. For further information, please see our website under Curriculum > Homework/Home Learning for the policy, schedule and links to useful tips about reading and learning multiplication tables, and useful websites and apps. The Brompton Library is also a great resource.

- Some parents made comments about improvements in the use of technology –
 - ‘The new online booking system for parent/teacher meetings is a really brilliant move, so much more practical and efficient.’
 - ‘It’s a great improvement being able to pay for lunches and trips with School Money.’

- Four parents made a request for more frequent feedback on the progress of their children – ‘Could we have access to more regular information on a website?’

With the changes to the curriculum and the removal of levels, all schools are in the process of developing new approaches to assessment. In order to help schools, a Report from the Commission on Assessment without Levels was published in September 2015. We are currently writing a new assessment policy, which will be published early next term, outlining our assessment principles, procedures and outcomes.

With regard to an on-line reporting system, the Commission is very clear that schools should ‘guard against designing or purchasing assessment systems’, because one of the many difficulties with such systems is that they can be open to interpretation. For example: A statement like ‘Can compare two fractions to identify which is larger’ sounds precise, but whether pupils can do this or not depends on which fractions are selected. The Concepts in Secondary Mathematics and Science (CSMS) project investigated the achievement of a nationally representative group of secondary school pupils, and found out that when the fractions concerned were $\frac{3}{7}$ and $\frac{5}{7}$, around 90% of 14-year-olds answered correctly, but when more typical fractions, such as $\frac{3}{4}$ and $\frac{4}{5}$ were used, 75% answered correctly. However, when the fractions concerned were $\frac{5}{7}$ and $\frac{5}{9}$, only around 15% answered correctly.

The Commission is also very clear that schools should not ‘overburden teachers with recording duties or data management’. Instead, the teachers’ focus is on making on-going judgements about children’s understanding of the learning and planning interventions to address areas of concern.

What is important is identifying the children’s strengths in terms of knowledge, understanding and skills, as well as their areas for development, the evidence of which is in their books. We hold ‘Book Looks’ in addition to termly Parent-Teacher Meetings to enable parents to look through their children’s work with them so they can see their progress and read comments from teachers.

With regard to progress, it is important to note that this involves developing a deeper or wider understanding, not just moving on to work from an older age group’s curriculum. Sometimes progress is simply consolidation and you will find evidence of this in your children’s books.

- ‘Really valuable information about my child’s progress – thank you.’
- ‘My daughter is very happy and making great progress. We are lucky to have such a great school for her.’
- Some parents made comments about the children’s behaviour –
 ‘Thank you for inspiring the children and making them into responsible citizens.’
 ‘The older children always make the effort to respect and play with the younger children, they are very caring.’

We continually emphasise the importance of kindness, respect and consideration of others through our assembly programme, the curriculum and our day-to-day interaction with the children.

Just recently, Year 5 children went on a Play Leaders training day funded by the FoB. The intention is that all children in the school will benefit from happy lunchtimes.

- ‘As parents we feel very fortunate that our children had the opportunity to learn and flourish at Bousfield. The school provides a fantastic learning environment where children experience an academic, creative and sporting curriculum.’
- ‘We have been very fortunate to be part of the Bousfield Community these past 7 years. Thank you.’
- ‘We would like to thank all the staff for their kindness.’