

# WESTON VILLAGE PRIMARY SCHOOL

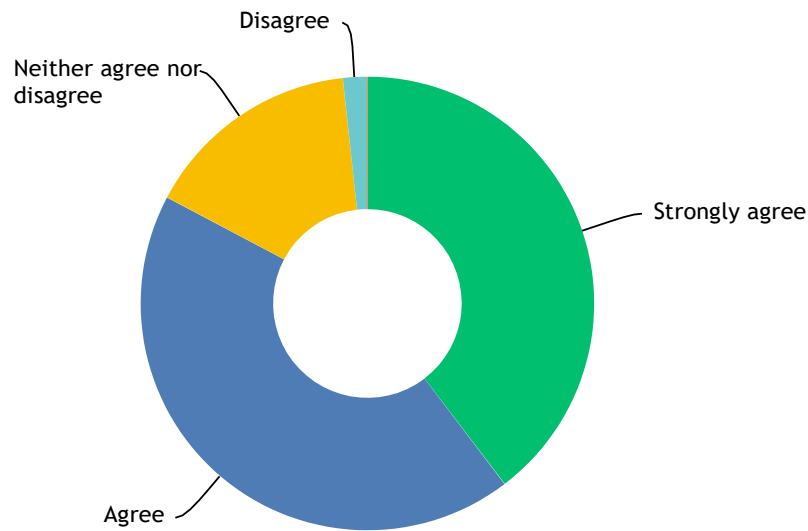


Dear Parents

Below are the results for the recent parent survey. Thank you to those who completed the survey. We received 58 responses this year, which represents approximately 23% of the parental community. Whilst not representative of the entire community, the responses do provide an insight into parental views. We have analysed the results carefully.

## Q1 My child is excited about learning and enjoys what he/she is learning.

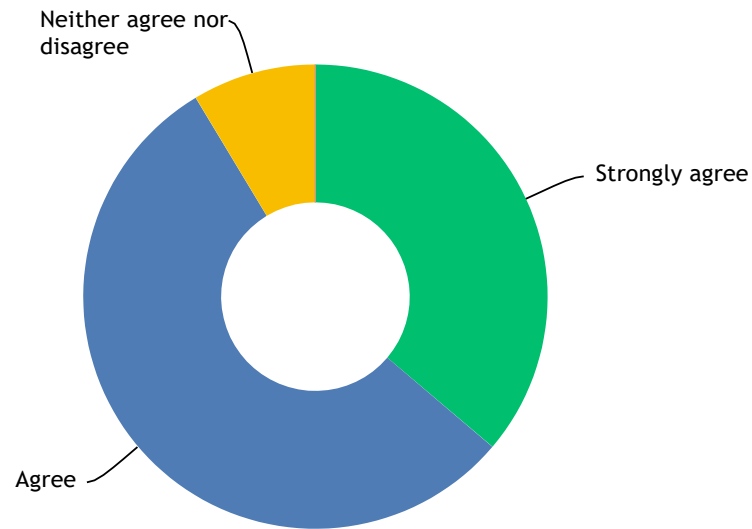
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	39.66%	23
Agree	43.10%	25
Neither agree nor disagree	15.52%	9
Disagree	1.72%	1
Strongly disagree	0.00%	0
TOTAL		58

## Q2 My child is taught an interesting and broad curriculum.

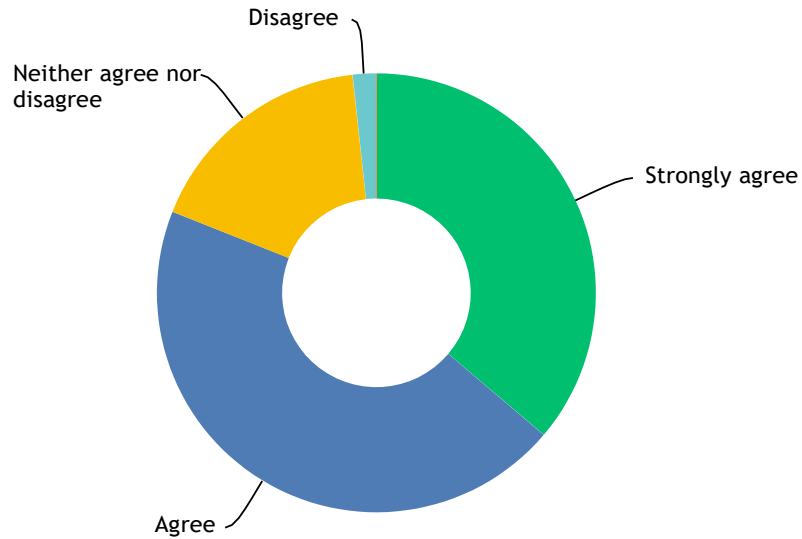
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	36.21%	21
Agree	55.17%	32
Neither agree nor disagree	8.62%	5
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		58

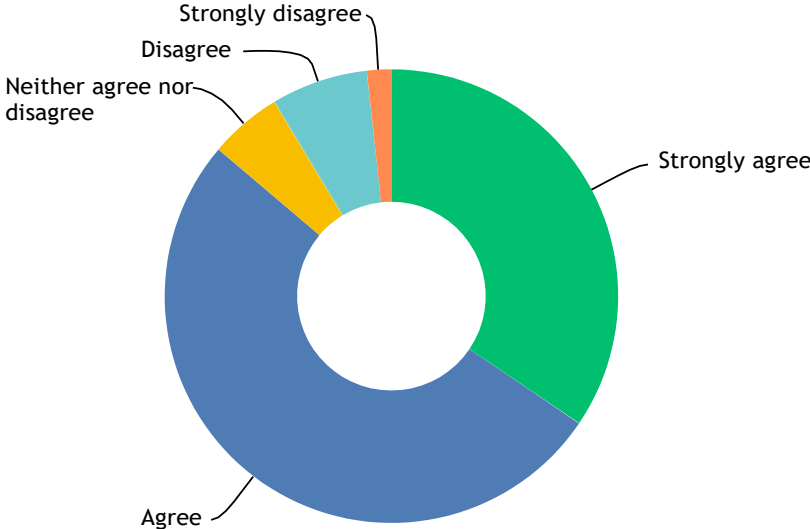
### Q3 I feel my child is making good progress.

Answered: 58 Skipped: 0



# Q4 I feel comfortable raising concerns or questions.

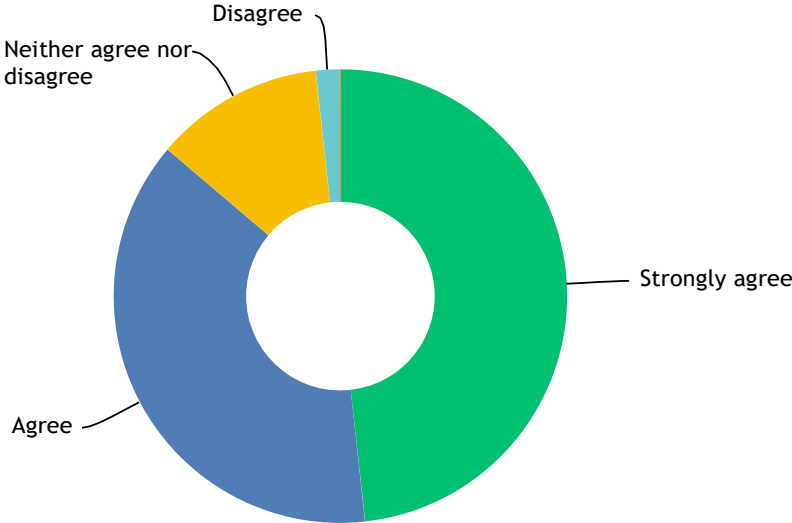
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	34.48%	20
Agree	51.72%	30
Neither agree nor disagree	5.17%	3
Disagree	6.90%	4
Strongly disagree	1.72%	1
TOTAL		58

# Q5 The staff are approachable.

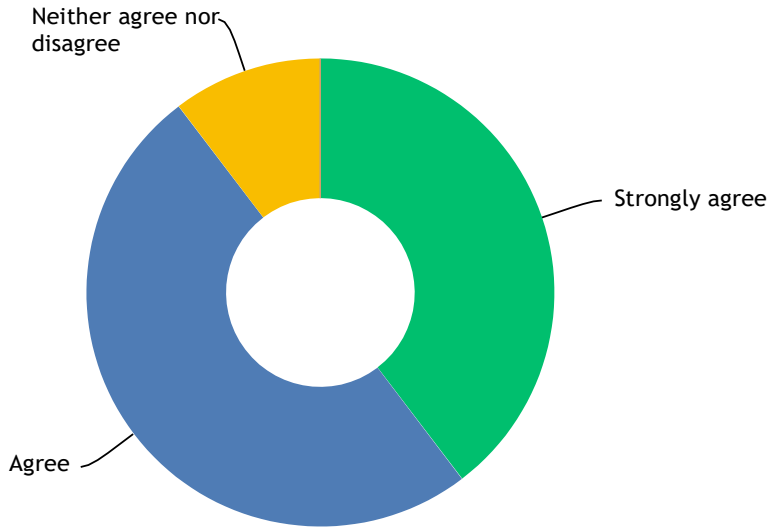
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	48.28%	28
Agree	37.93%	22
Neither agree nor disagree	12.07%	7
Disagree	1.72%	1
Strongly disagree	0.00%	0
TOTAL		58

# Q6 The school helps my child to develop skills that will help them to be successful in life.

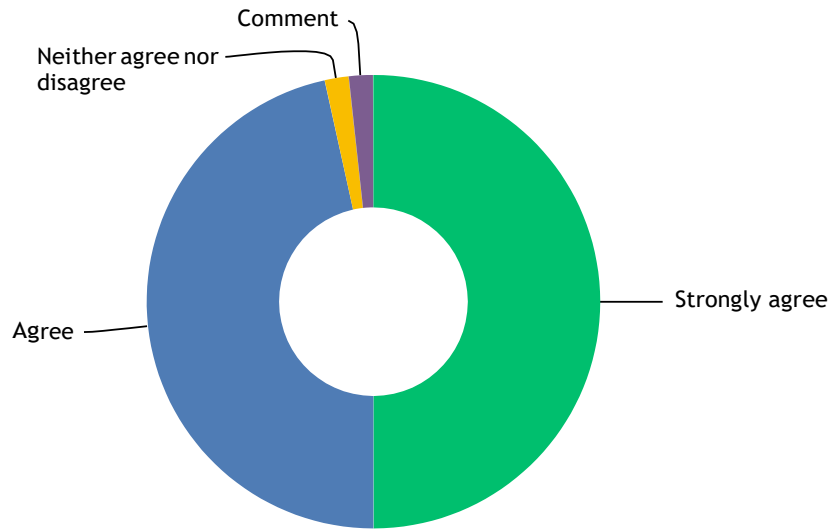
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	39.66%	23
Agree	50.00%	29
Neither agree nor disagree	10.34%	6
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		58

# Q7 The school encourages my child to be punctual and have good attendance.

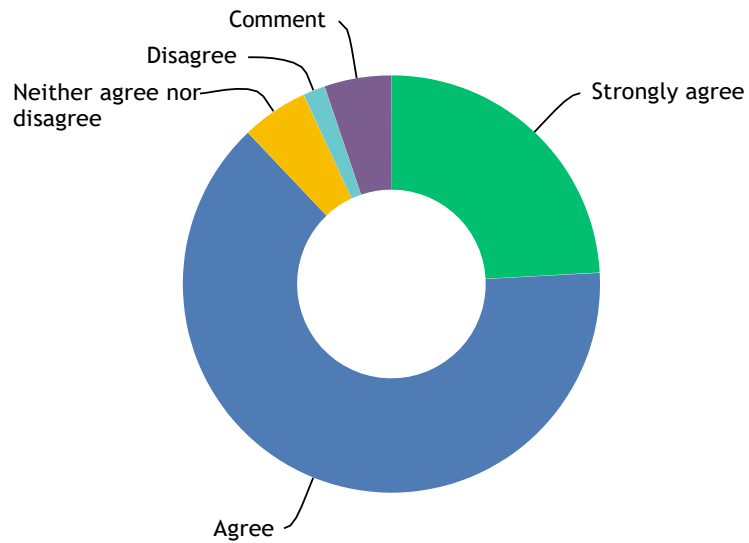
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	29
Agree	46.55%	27
Neither agree nor disagree	1.72%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Comment	1.72%	1
<b>TOTAL</b>		<b>58</b>

## Q8 Most pupils behave well at Weston.

Answered: 58 Skipped: 0

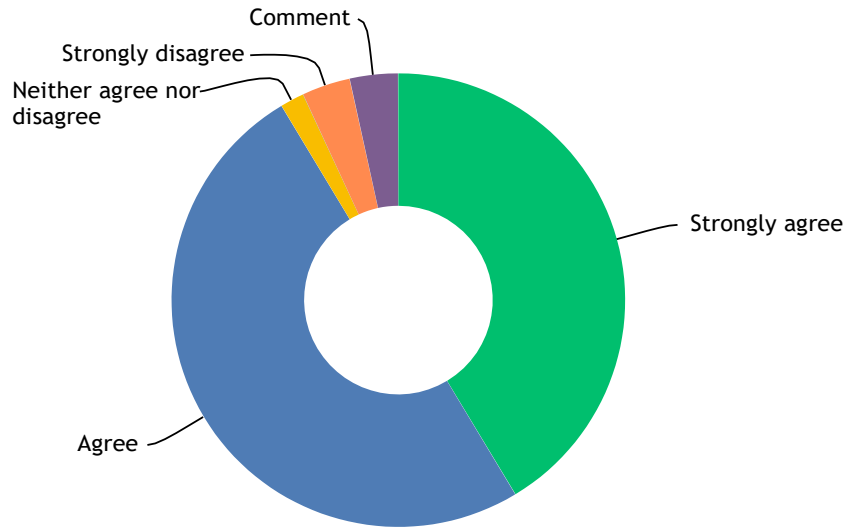


ANSWER CHOICES	RESPONSES
Strongly agree	24.14% 14
Agree	63.79% 37
Neither agree nor disagree	5.17% 3
Disagree	1.72% 1
Strongly disagree	0.00% 0
Comment	5.17% 3
TOTAL	58



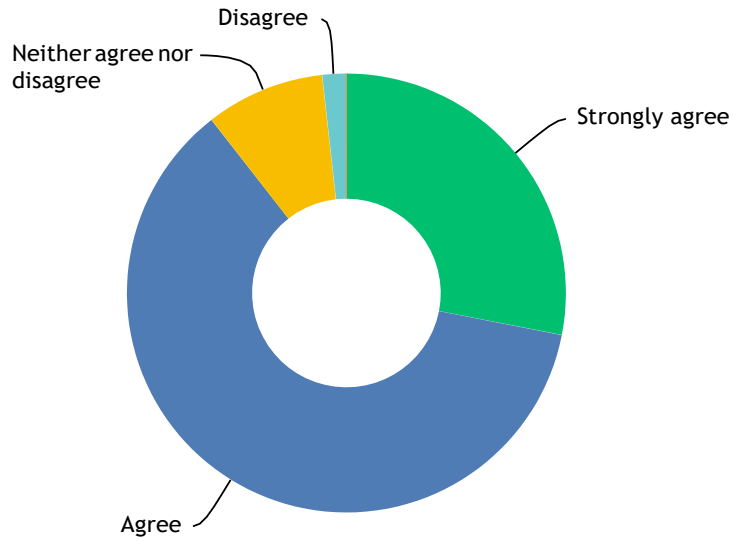
# Q9 My child is safe and well cared for at Weston.

Answered: 58 Skipped: 0



# Q10 The school teaches my child how to be safe online.

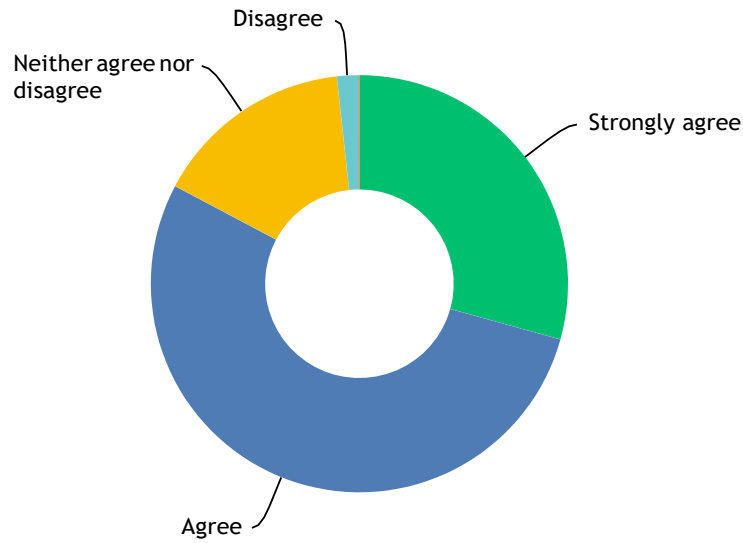
Answered: 57 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	28.07%	16
Agree	61.40%	35
Neither agree nor disagree	8.77%	5
Disagree	1.75%	1
Strongly disagree	0.00%	0
TOTAL		57

# Q11 The school encourages my child to be tolerant of others and celebrates diversity.

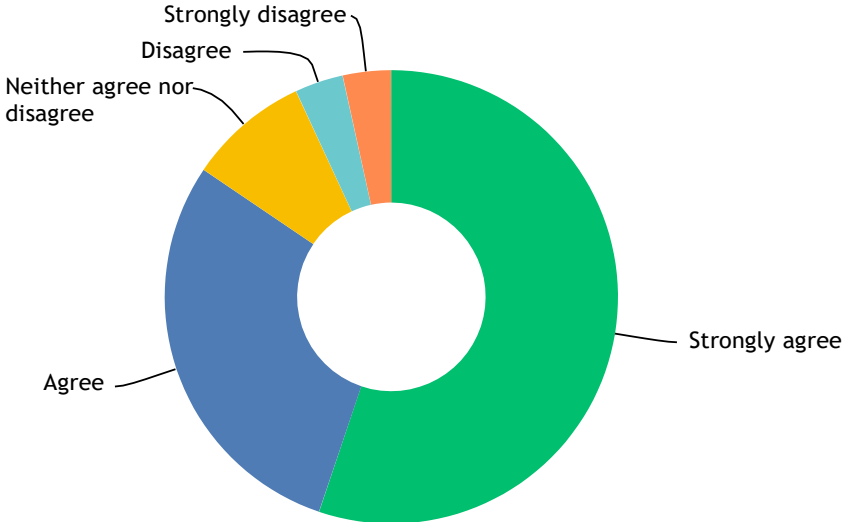
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	29.31%	17
Agree	53.45%	31
Neither agree nor disagree	15.52%	9
Disagree	1.72%	1
Strongly disagree	0.00%	0
TOTAL		58

# Q12 The school offers a wide range of clubs and extra-curricular activities.

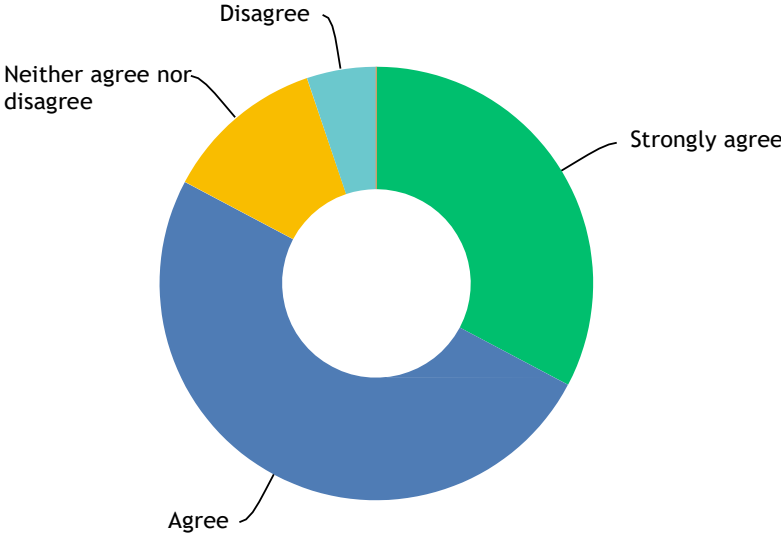
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	55.17%	32
Agree	29.31%	17
Neither agree nor disagree	8.62%	5
Disagree	3.45%	2
Strongly disagree	3.45%	2
<b>TOTAL</b>		<b>58</b>

# Q13 The school encourages my child to lead a healthy lifestyle.

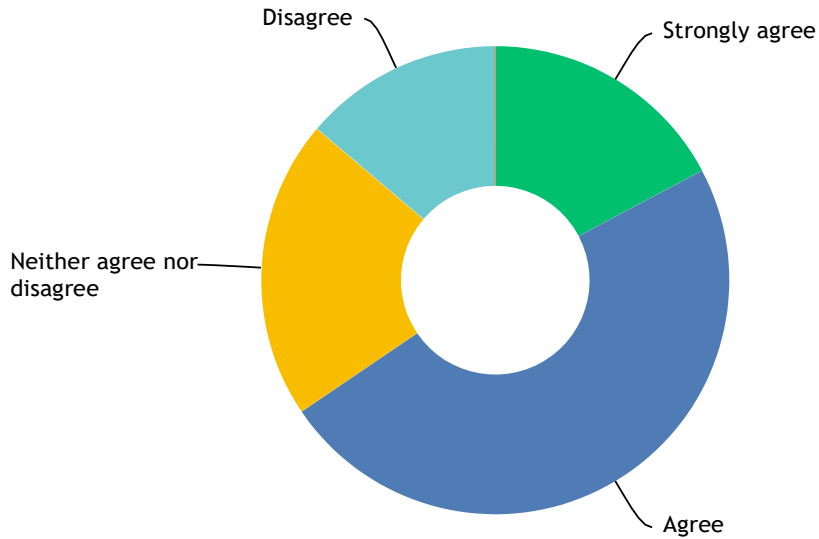
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	32.76%	19
Agree	50.00%	29
Neither agree nor disagree	12.07%	7
Disagree	5.17%	3
Strongly disagree	0.00%	0
TOTAL		58

# Q14 I am well-informed about how my child is progressing.

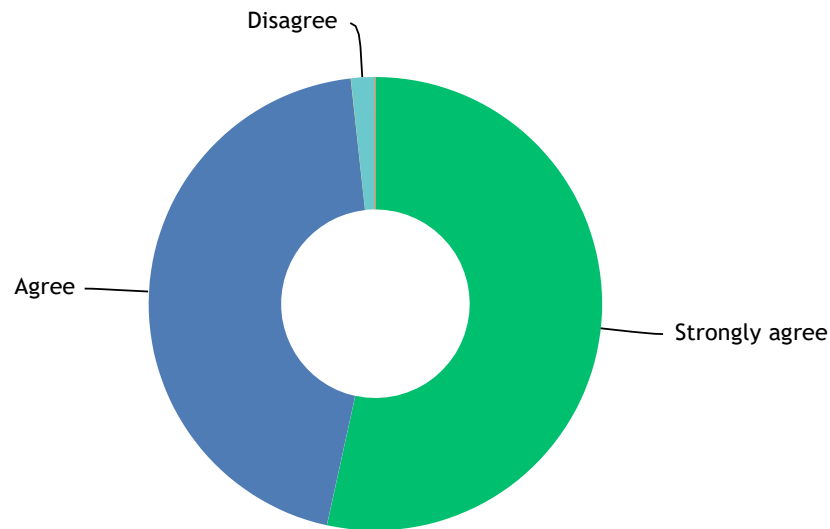
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	17.24%	10
Agree	48.28%	28
Neither agree nor disagree	20.69%	12
Disagree	13.79%	8
Strongly disagree	0.00%	0
TOTAL		58

## Q15 Communication from the school via ParentMail, newsletters, Tapestry (Reception) and social media is effective.

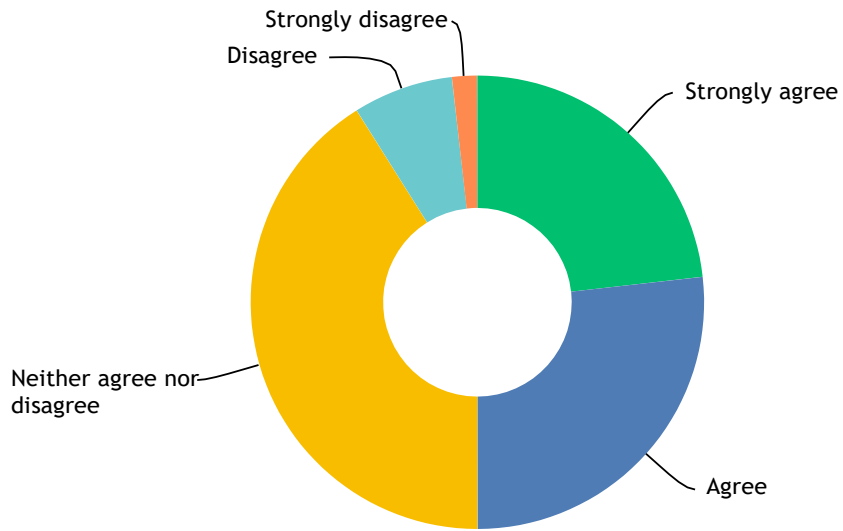
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	53.45%	31
Agree	44.83%	26
Neither agree nor disagree	0.00%	0
Disagree	1.72%	1
Strongly disagree	0.00%	0
<b>TOTAL</b>		<b>58</b>

# Q16 Any concerns about bullying are dealt with quickly and effectively.

Answered: 58 Skipped: 0

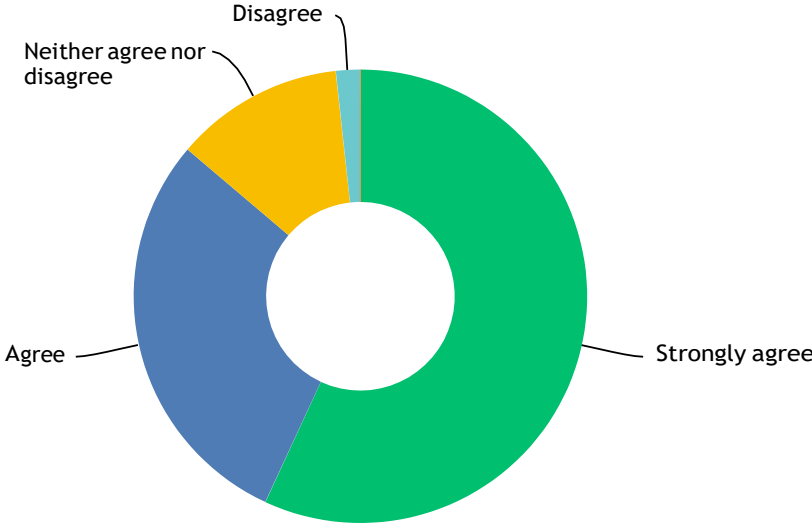


ANSWER CHOICES	RESPONSES	
Strongly agree	22.41%	13
Agree	25.86%	15
Neither agree nor disagree	39.66%	23
Disagree	6.90%	4
Strongly disagree	1.72%	1
TOTAL		58



# Q17 Weston is well led and managed.

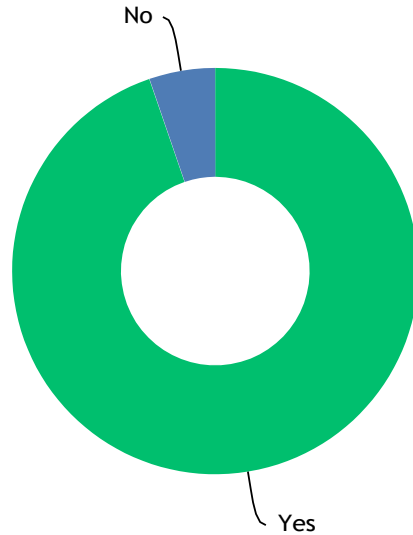
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	56.90%	33
Agree	29.31%	17
Neither agree nor disagree	12.07%	7
Disagree	1.72%	1
Strongly disagree	0.00%	0
TOTAL		58

# Q18 I would recommend Weston to other parents.

Answered: 57 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	94.74%	54
No	5.26%	3
TOTAL		57

There was overwhelming positive support expressed for the school and the staff through the open comments received. The nurturing ethos of the school has been noted as a real strength with lots of comments made about how happy the children are and how well they are encouraged to be the best they can be.

Here is a snapshot of some of the open comments:

“Weston is the most amazing primary school focussing on the children as individuals and encouraging them to be the best they can be. It is an inspirational school celebrating individuality and success in all areas.”

“A local school that engages well with the local community. Our children are happy at this school”

“The evolving ethos and direction of the school has been good to witness this year, staff are approachable and friendly”

“The friendly culture fostered by the pupils and staff, supporting academic and emotional growth.”

“The promotion of life skills and values throughout school activities, communication with parents and rewards for children.”

“The care & kindness that is shown to all pupils & families, which is reflected in how the children behave”

“In my opinion this school has to be one of the best schools within the UK. The leadership, management, school values, supportive nature, the excellent quality of teaching and the encouragement of all of the staff have made my

children's experience wonderful and they have both received a once in a lifetime foundation on which to continue to build their education, personal values and beliefs as they grow throughout life. What a fantastic school, thank you very much from an extremely grateful parent."

"The calm and welcoming environment and the varied curriculum."

"The Weston Village Primary School is not only a school but a family and that makes my children putting so much effort in their learning."

"My kids love their teachers and they love having juice and biscuits with Mr Cutts when they are star of the week. So the best quality is the staff."

"The teaching is of a high standard and my son is encouraged to be his best"

Of course we did also receive some developmental feedback, which is well received. We know that we should always strive to do things even better and appreciate the parental perspective. These comments are summarised on the table below, together with our actions.

<b>You said (general development points)</b>	<b>We are doing</b>
Clarity over reading	<p>We have reviewed our approach to teaching reading this year and will formalise the adjusted policy soon. I have communicated some of these changes already and will continue to do so, when appropriate. As broad as our curriculum is, we consider reading to be at the very heart of it – a fundamental skill that is essential to, and should be developed through, every lesson.</p> <p>In addition to this, we have dedicated reading lessons and whole class guided reading in which children formulate written responses to comprehension questions from a young age. Younger children develop their reading fluency through lots of child-led or teacher directed activities and daily phonics lessons.</p> <p>This year we have ensured more consistency in the way we describe different reading skills by introducing the 'Totally Pawsome Reading Gang' characters (more information to follow but ask your child and they will tell you about them).</p> <p>As much as possible, we aim to hear younger or less confident children read in order to develop their fluency and application of phonics. Beyond this, we apply a research-based approach in order to yield the biggest impact on reading comprehension development, which is through whole class reading lessons.</p> <p>The children (or a teacher/parent if the children are very young) are expected to record everything that they read at home and school in their diaries. With longer books that are read over several days it isn't necessary to write the title every time, just log the page number.</p> <p>Teachers monitor what the children are reading and this year the reading expectations will be even higher in a move to both support and extend the children with their reading choices. You will soon receive a recommended 'reading spine' for each year group to help you to guide your child's reading choices at home.</p> <p>Bug Club remains a fundamental part of our reading approach. We use it at school and reinforce its use at home as often as possible in different ways. Those children who use it regularly always make good progress due to its impact on comprehension skills. It is</p>

	<p>important that children in all year groups access it, especially those in Years R – 4. The books are allocated based on ability and the potential level of challenge is as high as a key stage 3 reading ability. In this way they are entirely appropriate for children in Y5 and Y6. If children aren't reading ambitious books at a good pace (some children read ambitious books but take weeks to complete them) then their teacher will direct them to appropriate books, including Bug Club.</p> <p>We have made other changes to enhance our reading provision and will share them in due course.</p>
Communication consistency in diaries	<p>We have reviewed our use of the diaries to communicate in order to ensure absolute consistency across the school. The teacher will write in your child's diary at least once a week to give you an idea of how they are working, where they are finding success or certain areas that they might need support in. Although we check the children's diaries in Reception every day, we expect children in Y1 – Y6 to bring any notes from home that are written in their diaries to the teacher's attention as they aren't checked every day. We expect all reading to be recorded in diaries.</p>
Informed about how child is progressing	<p>The majority of parents felt well-informed but it is useful to revisit this area. We have removed the target sheet that we have previously used at parent consultation evenings in order to broaden the conversation and not just limit it to maths and English. In these meetings, your child's teacher will talk to you about your child's performance across the curriculum, including their attitude and application. We will be sharing dojo totals at key points throughout the year and are looking into ways of providing measurable information about your child mid-year in addition to the end of year written reports. We strive to get the balance right between telling you what you need to know about your child and teacher workload, which is already considerable.</p>
Children having more than one teacher	<p>Some classes have more than one teacher. Some teachers are part-time and others have senior leadership responsibility which takes them out of the classroom on the same days every week. Every teacher has a 10% timetable reduction for planning, preparation and assessment purposes and subject leaders (most of the teachers) have time to monitor their subjects on a timetabled basis. This is the nature of primary school staffing. It isn't ad-hoc, it is part of a considered and clearly timetabled approach which is established before the start of the year. Although confusion over 'who teaches my child?' was only raised by one parent, I wanted to take this opportunity to clarify this structure.</p> <p>In the 'Meet the Teacher' evening, parents are fully informed of the staff structure for their child's class and any changes are communicated. What is important is that the children know who is teaching them and when and that it doesn't change from one week to the next. We will continue to ensure that this is the case. Of course, as a school which prioritises professional development and offers staff training opportunities which can occur during the school day and with a staff team who, like anyone, can occasionally be unwell, there are times when the usual structure is altered.</p>
Approach to anti-bullying	<p>We have several measures in place to prevent bullying in school, beginning with education. We have assemblies and spend curriculum time teaching the children what bullying is and what they should do if they are worried about bullying. We remind children that falling out with a friend isn't 'bullying', which is a term which describes regular targeting of a child by another in one of several ways. Our ambassadors and play leaders help the children to play well together and mediate when there are fallings-out on the playground. The staff are expert and alert to any potential risk of bullying behaviour. Children are encouraged to talk through various approaches – to their</p>

	<p>teacher or trusted adults, to Y6 leaders and through the school worry box. This year we have introduced worry monsters into classrooms to promote discussion about worries and make it easier for children to share concerns. We have also introduced Chat Café which offers a further facility for children to be heard. When there are concerns of any nature, all relevant parents are informed. If bullying were to be evident then sanctions and support would be implemented and parents would be informed. Central to our approach to any allegations of bullying or unkind behaviour, is to investigate before acting, in order to treat all parties fairly. This year, we will make our anti-bullying message even more overt through events and initiatives led by staff and our safety ambassadors and will continue to ensure that playtimes and lunchtimes are safe and happy occasions for all the children.</p>
Get the front gate sorted	<p>An electronic gate will be installed soon so that parents and staff who come to school during the day can access the car park more easily.</p>
Holiday club uncertainty	<p>When the numbers for the club, both term time and especially through the holidays, fell to a point that it was losing money, we had no option but to close it through holidays last year. The staff team and governors have worked tirelessly to implement a positive staffing restructure and completely overhaul the ethos and general approach of the club. This happened to such an extent that we renamed it and The Hive was born. Although some children, who had previously used Stepping Up, joined The Hive after the other club closed, many, many more have started coming to The Hive who had previously used neither club. This, together with the popularity of The Hive over the summer holidays has led to us committing to opening at October half term, regardless of bookings. We intend to open through all other holidays too, with the exception of the week of Christmas (23<sup>rd</sup>-27<sup>th</sup> December). All of this will be communicated properly in the near future but please be assured that we are fully committed to ensuring that we will continue to do all we can to offer hard working parents a school holiday option for their children.</p>

Whilst parental surveys will be conducted annually, your feedback is welcome at any point throughout the year. Through open dialogue, we can work together to provide the very best provision and achieve the highest academic and personal outcomes possible, for all the children. As parents, your perspective into life at Weston is most valuable.

We have been praised repeatedly for our approachable nature and are here to listen and help at any time.

Warm regards

Thomas Cutts



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