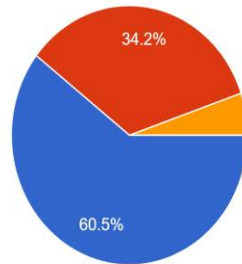


PARENT SURVEY 2023 Results

2023

My child is happy at this school.

38 responses

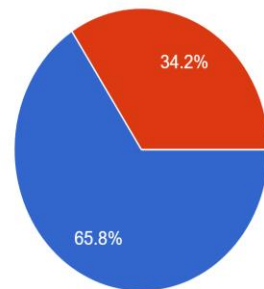


- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

2

My child feels safe at this school.

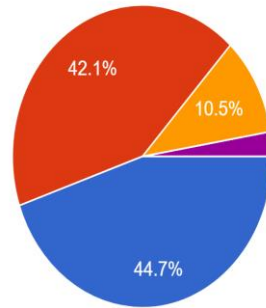
38 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

The school makes sure its pupils are well behaved.

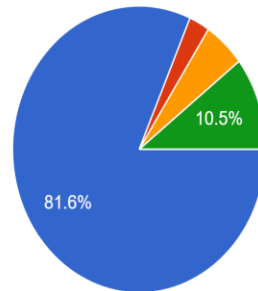
38 responses



- Strongly agree
- Agree
- Disagree
- strongly disagree
- don't know

My child has been bullied and the school dealt with the bullying quickly and effectively.

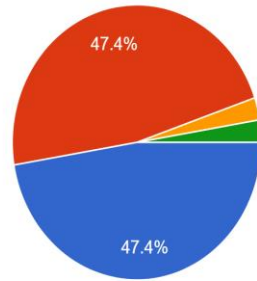
38 responses



- My child has not been bullied
- Strongly agree
- Agree
- Disagree
- strongly disagree

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

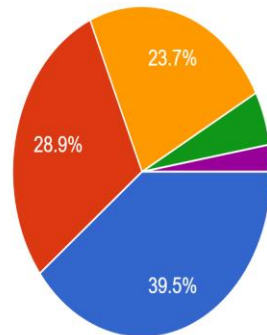
38 responses



- strongly agree
- agree
- disagree
- strongly disagree
- don't know

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

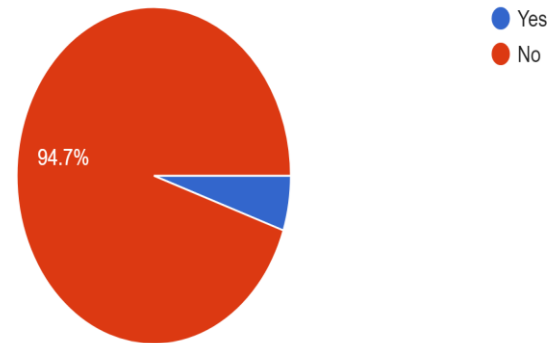
38 responses



- I have not raised any concerns
- strongly agree
- agree
- disagree
- strongly disagree

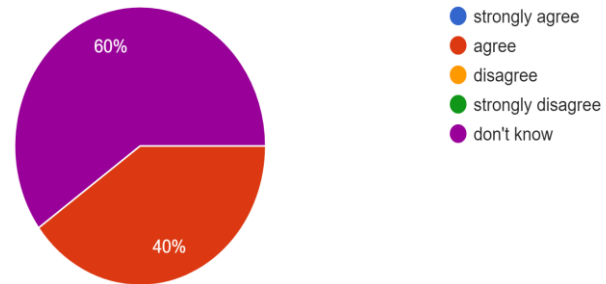
Does your child have special educational needs and/or disabilities (SEND)?

38 responses



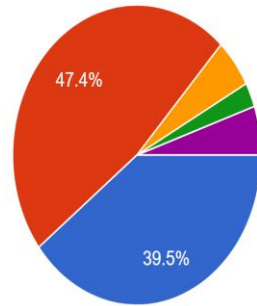
If YES, how strongly do you agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.'

5 responses



The school has high expectations for my child.

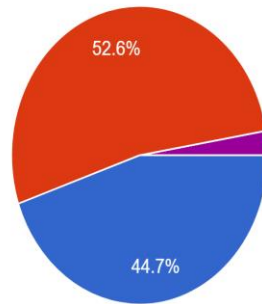
38 responses



- strongly agree
- agree
- disagree
- strongly disagree
- don't know

My child does well at this school

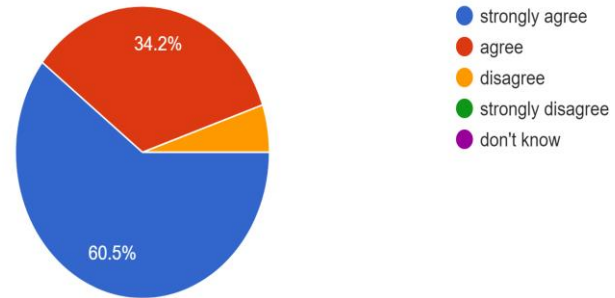
38 responses



- strongly agree
- agree
- disagree
- strongly disagree
- don't know

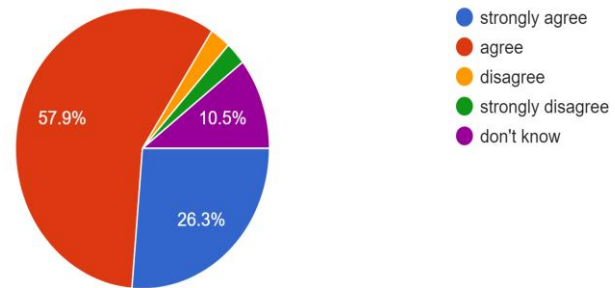
My child can take part in clubs and activities at this school.

38 responses



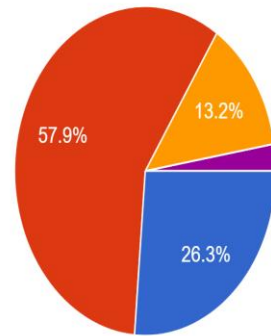
The school supports my child's wider personal development.

38 responses



The school lets me know how my child is doing.

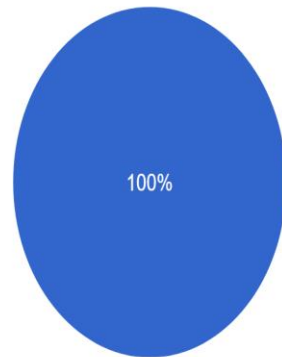
38 responses



- strongly agree
- agree
- disagree
- strongly disagree
- don't know

I would recommend this school to another parent.

38 responses



- Yes
- No

POSITIVES ABOUT THE SCHOOL:

The current strengths of my child's school include a dedicated and experienced teaching staff, great academic programs, a safe and inclusive learning environment, and strong community support.

Teacher child ratio

The school has a family environment and due to it's size, children can feel properly seen and valued.

The strengths of the school are the staff, who go above and beyond. As well as the ethos that runs through the school where every pupil knows they are valued and are expected to achieve to their best ability with the support of not only the staff but also their peers.

Kind, friendly staff. Lovely children, mixing well across year groups. Beautiful setting. Communication has noticeably improved under new leadership.

The school is a friendly caring place for my children. They are encouraged to learn and have progressed well in their classes. My children have developed strong bonds with their teachers and teaching assistants which is really positive and they enjoy their time at school.

Fab teaching staff, wonderful environment and fab subjects

The school ensure that every child gets the same support. All treated equally. When my daughter first joined, she told me that her teacher took time with her to ensure she understood her maths query she had.

My children are happy and the teachers are supportive.

The school made my daughter feel very welcome when she started this year. She made friends very quickly.

Lovely environment, friendly people

The school offers good school trips and this is important. The school learning curriculum is fair and our daughter has become very confident since starting the school.

The leadership within the school is greatly improved. My child seems to enjoys their time in school and come home sharing lots of new knowledge

Very focused school enabling the pupils to reach their potential with clear expectations and boundaries

N/a

Mr Williams running rugby club and beautiful school church services led by a fantastic up to date Reverend.

The presence of the head is amazing

Passionate about teaching my children. Wide range of activities/clubs/sports events available to them.

Small, close knit community. Fantastic open space that the children are allowed to play in.

My daughter has only been here for a short period of time but the one time I have raised something her teacher supported me and I felt comfortable and at ease talking to her

Friendly. Pupils mix between year groups. Mrs Roberts.

The drive to do what's best for the pupils and their development.

Support between different year groups. Family feel. The focus on literacy and the nice level of competitiveness

The manageable size and attention to each child

Communication has improved hugely in terms of newsletters, allowing the children to play responsibly with sticks etc

Teachers, head teacher, head teacher assemblies, topic work, clubs, sport tournament opportunities, trips, curriculum, desire to engage with outdoor learning.

Nurturing environment

I think the staff are great individually and have managed the school Through a very turbulent few years. After school clubs have improved so much in the last year or so which is incredible. Kids love tuck shop!

Encouraging the children to be kind, caring and considerate of each other. To role model good behaviour and be kind to each other at all times.

My sons teacher is very good at seeing each child as an individual and working with their individual strengths/interests to encourage learning.

Treating the children as individuals with various needs. The curriculum is well balanced with the wider needs and is caring and supportive.

Cross-year connections

Great staff Great opportunities - like the London trip Loads of lunch activities like football and Elsa I think Mrs Roberts trips and workshops are very good and fun Really enjoy the kids performances and all the work that you all put into it

The school always strives to give the children the very best opportunities and education it is a fantastic school.

don't know

The teachers and teaching assistants are the schools biggest asset. They do a great job of supporting the children and making sure they feel safe and nurtured.

The excellent staff. Good community feel.

As a parent I am worried that my child's teacher will be changing again but it's positive that the TAs have remained constant and my child seems unaffected by the upcoming change. The headteacher has kept parents informed of new developments. My child likes going into school and is very happy there.

WHAT CAN WE DO TO IMPROVE THE SCHOOL FURTHER

Later pick up time for after school club- until 6

I have put this to PH Sport who run our wrap around care and they will be asking parents for take up response. They don't have a problem with doing it if the need is there.

Forest school sessions for all years. More arts based after school clubs, many of them are sports based.

Further development of Forest School and a roll out across all years is something we intend to do. There are budget implications and so once we can guarantee that it is sustainable over time it will happen.

There was far too much pressure put on the children for the Yr 4 tables test. Having spoken to other parents this began at the autumn parents evening and continued for the months until the actual test. Many children were in tears for what is essentially a pointless (to the parents and children) tables test. They also missed one lunch time a week and despite the free biscuits many of the children felt this was unfair and just another way the pressure was piled on.

Having a solid grounding in times tables is an important life skill. One that is invaluable for children if they are to compete and succeed in any profession. As maths becomes more challenging in Years 5 and 6 there is an important need for children to be fluent in multiplication in order for the brain to focus on the new learning. If they are still struggling to secure their recall of the 12x tables then they will not be as successful in accessing the higher order mathematics that comes in later education. Once children get to Year 7 plus the complexity of maths increases even further.

The Government introduced the Year 4 Multiplication Test for all children two years ago. In 2022, the NATIONAL mean average score of pupils taking the MTC (Multiplication Tables Check) was 19.8 (out of 25). At Longparish it was 14. 42% of Longparish pupils scored 16/25 or above compared with 80% scoring 16/25 or above nationally.

Which is why we had a bigger push last year; and why the class teacher also gave up her lunch break to support and encourage children to learn their times tables. As a result, last year, the average score in Longparish was 20.8 which was (only) nominally above the national average of 20.4 but much better than the previous year. Little but often practise will support children recall and become more fluent in their times tables.

As a school we buy access to Times Tables Rock Stars as a fun way of learning times tables. This is used in school but we encourage parents to ensure their children use it at home.

The school is sometimes reluctant to deal with poor behaviour, preferring to take a softer approach which has not always yielded the expected results, the poor behaviour could be interpreted as a mild form of bullying but I do not consider it as such. The communication from school has been more sporadic this year than in the past and could be more consistent, it does feel like it is improving but has not yet returned where it was last year.

We continue to have a strong drive on behaviour in school. We have a whole school approach as outlined in our positive behaviour policy. Whilst being consistent in our use of strategies we tailor targeted approaches to meet the needs of individuals based on starting where the child is, not where we would expect or want them to be.

I'm not confident that kids who are tricky or troublesome towards other children are really dealt with in a manner that stops the repeat behaviour.

Please see above. Children are learning how to manage themselves and self regulate at different paces. Their needs are met on an individual basis and sometimes the underlying issues are complex and will never be resolved with punishment.

Please give more feedback / direction on children...especially those that are struggling. We are parents not teachers so sometimes we need a little more direction to support our children and the school

Please do speak to your class teacher, at any time, if you want any support.

Happy with everything at the school.

:)

Cannot think of anything at the moment.

N/a

Concentrate more on helping kids deal with stress and anxiety - life skills

We do a lot in class around PSHE and managing emotions. If you are concerned about your child being stressed or anxious please let us know. We have a fully trained ELSA (Emotional Literacy Support Assistant) in school but can also get further outside support through MHST (mental health support teams) and CAMHS (Child and Adolescent Mental Health Services). We fully recognise that there is a growing need for mental health support in young people as they try and find their way in today's ever complex world.

We also have created our own school squirrels (your child might have come home with a squirrel certificate), we do a lot of work around our squirrels who help children develop life skills that will help them manage stress and anxiety.

Mental Health support is also frequently sign-posted in our newsletters too.

Communication is key I think and I'd say that you can never over -communicate. It is hard to chat to teachers at the beginning and end of the day so any way that this can be made easier would be great.

This came up last year too. Whilst we have members of staff on the gate to meet and greet children and to support any who may be struggling to come into school, the teachers and other teaching staff have to be manning the classroom where work has been set up for children to make a start on as soon as they get into class. They also can check in with individual children in the classroom too as needed.

If you need to speak to a teacher please email or call the office and they will pass on the message or arrange a time to meet.

Keep the staff on board. Don't let them leave.

All staff who have left in the last year have done so for promotions. The fact we grow our staff, so they then go on to bigger schools and greater roles, is both a good thing and not!

Parents should be notified about all staff changes regardless of whether it's in their class as teachers often teach in other classes if there's an absence.

Parents are informed by the school at the appropriate moment within a recruitment process. Sometimes parents may see the advert ahead of any school communication but that is because we rush to get an advert out quickly in order to recruit the best that we can.

Please respect the operational aspects of the school and trust that we are doing the best for your children at all times.

Music. Music is part of the National Curriculum and so taught in all classes. We use a highly recommended scheme of work for primary schools. We also offer additional piano lessons. We also have a school choir open to all children. We buy into Hampshire music service 'Listen2me' for children. In Kingfisher class who learn a different musical instrument every term. There is a performance for parents at the end of term to celebrate their musical achievements with that instrument.

More one to one reading opportunities. We are very grateful for our bank of volunteer parents, governors and church affiliates who come into school to listen to children read. Children are also heard reading by their teacher, this can be 1:1 or within a small group or class. After school clubs for younger years (Music classes, drama etc). We try to maintain a wide range of after school clubs, run by different providers. Communication- I have never seen our child's teacher at the gate to welcome pupils which limits opportunities to speak to them. Please see other response to the morning gate.

I find it really hard to not know who members of staff are...It would be very helpful for the website to have a staff list with photos, for staff changes to be announced promptly, even if it's just a 2 line email to say "sorry, your child's teacher will be taught by Mr/s X until further notice" I really like school websites to have photos of staff on them too. To change the staff page of the school website will incur a cost, so cannot be done at the moment. However, we do have photos of the teaching team on the class pages.

1) give more children opportunities to develop leadership skills Children can become House Captains, School Librarians, Peer Mentors, Sports Ambassadors, School Bishop and work with the headteacher on the School Council to look at ways to improve the school. This term the school council have had a lot of input in choosing the new trim trail design to replace the 15 year old one by the playground. Within each class there will be different children who are given different responsibilities, for example to be in charge of the class chrome books, or even to have responsibility to hand out books
2) stronger science / design technology curriculum to support those children keen to pursue engineering/science subjects You may have seen our Robin class children in a recent newsletter pictured cutting wood with large saws. We have recently developed our DT curriculum. Last year Chaffinch class

learnt all about Bridge design; exploring the differences in arch, cable stay, beam, truss and suspension bridges and making their own truss bridge out of wood. Alongside the National Curriculum teaching of Science we have a yearly science day. We just had one that was based on the UN Sustainable Development Goals. Some of our Year 6 Children recently had a STEM (Science, Technology, Engineering and Maths) day at John Hanson. We are always on the lookout for other opportunities to promote STEM for all children and as a school we also recognise the need for more women to pursue engineering.

This year we have also adapted the way we introduce every topic - be it History, Science or Geography by starting the topic looking at prior knowledge and then looking at the types of careers that one could have in that field. So, for example, in a study of Vikings they learnt that this could lead to them being a museum curator or archeologist.

3) more play opportunities in the winter when the field is out of bounds

Our Peer Mentor children are timetabled to run netball skills and football skills on different days of the week during play and lunchtimes. This helps children with something to focus on.

Some more extra curriculum activities for Year 1 after school or breaks

We will try.

Encouraging girls into the sporting clubs, hockey, cricket

We try to encourage all children to take up sport and are proud of the rising number of children in Key Stage Two who are able to represent the school in a sporting competition.

Clubs for KS1 are very light, even just one or two extra would be great.

Please see above

find a magic pot of money to provide extra staff, so teachers have more time to give each child the individual attention they need/deserve! Thank you! As discussed in other responses, there is a funding crisis in education. Teachers go above and beyond in this school for their class but more staff would be magical!

Nothing. This school and it's staff are a breath of fresh air. They care deeply about the children and encourage a love of learning by having fun and adventures.

I would like to know more often if my kids are meeting their targets. Maybe a termly report which i appreciate might not be always possible. It would be great to have an app (or something) where we can track the kids progress There may be an opportunity for us to incorporate academic progress through the Arbor system that we have just invested into. I know that Secondary Schools that use Arbor can do this.

Again, I feel that communication is letting the school down. The only notice we had of the PE days at the start of the year came via WhatsApp and we only received notice that reading books were to be on Oxford Owl rather than hardcopies via WhatsApp. We appreciate that there are staff changes at the moment but communication via WhatsApp does make it hard for parents to keep up and often only goes to the mothers who are on those groups. The handling of Mrs. Sandford's resignation was very poor, and no doubt also upsetting for Mrs. Sandford, with parents finding out via the advert on the day of a parent briefing rather than through any formal notice. I have also heard that emails to both the admin office/headteacher and the head of governors have been ignored - there are no clear ways to raise concerns and these are often just dismissed when they are raised. Whilst this questionnaire is an excellent idea the responses to the last one felt more like a list of excuses/justifications rather than things the school would take into consideration and action. Maybe an update in Term 2 of where concerns have been addressed would be helpful to make this feel like a more useful exercise?

The school does not manage or communicate on WhatsApp. These are parent run means of communication, although the school will always know when inappropriate communication takes place.

The school communicates through Arbor, email and newsletters. The newsletter is weekly compared to the majority of schools that have a fortnightly or monthly newsletters. We do have a Facebook page but as neither the Business Manager or the Headteacher are keen users of Facebook, I am the first to readily admit it is not updated as much as it could!

Sometimes we get communication wrong but we work hard to get it right.

Some of the correspondence is a bit last minute and don't always get a response

Sorry to hear this. Please do come back to us if you don't get a response. We are but human, and try to respond quickly and efficiently.

Better communication to parents

Please see above.

Have someone in the office on Friday afternoon. Communications have improved a lot, but some simple things get missed - for example, no one knew what days PE was the first week back.

We would love to have someone in the office on Friday afternoon and apologise for the inconvenience. All schools in the UK are struggling with massive underfunding and we are no different in that respect.

More regular feedback about my child's academic progress. Homework clubs or remedial classes to help my child improve his writing and to catch up where they may be falling behind. I don't get the sense that the school has high expectations of my child and this worries me a lot.

I am sorry you feel this, but want to reassure you that we do have high expectations of all children. Teachers meet termly with the Headteacher to discuss all children individually and to assess their needs. We have parents evenings in the Autumn and Spring term and a written report in the summer

term. However, should you have any concerns at any point in the year please do get in touch with your child's class teacher and they can meet and discuss any specific concerns.

ANY OTHER COMMENTS:

No

Thank you for all that you do!

My children are happy and enjoy every aspect of school life because they are happy they are engaged in learning. A lovely school who I would recommend to anyone thinking of sending their child too.

My children are happy at the school and enjoy all the activities it has to offer. More sensitivity from school in how much it puts parental attendance at the end of terms would be appreciated, particularly for those families where both parents work - the tone of recent emails to parents asking them to attend events has not been the best recently and were verging on guilt-tripping. We try hard to support all school events between us but often poor timing (same day each week or multiple events in one week) make it hard for us to do this.

Thank you for all of your hard work - we appreciate you

Thank you for your hard work. Excellent service.

Lovely school and our daughter has become very confident and aware.

Why are the children not allowed into the school playground like in the past rather than waiting outside on a dangerous school corner with cars turning in or parking on the side of the road and also a massive puddle of standing rainwater that children and parents cannot avoid.

Thank you for all you do.

Thank you for doing your job at high level!

We love the school but would appreciate more feedback on our child's performance and a better rotation of reading books (not just once a week).

My child is not the most vocal due to being shy, they have complained about missing opportunities in key roles: e.g. leading, team captain, bishop, presentation which they have expressed interest for. Suggest to spread opportunities equally and give the less vocal children a chance too, which would also help bringing them out and confidence.

We have been very happy with Longparish over the years, our children have done /are doing well and have been happy which is no small thing!

I would like to express my gratitude to the teachers who have supported my child through difficult times and celebrated her accomplishments, even when she didn't believe in herself.

Keep up the brilliant work and let us know what more we can do to support your efforts.

The lack of support for working parents at the school disappoints me and upsets my children. At the end of every term activities are packed into two or three weeks with the expectation that parents are able to attend. This term alone there are five sharing sessions within school hours that we are expected to attend, for many people this is simply not possible. It puts a strain on parents who are already stretched and causes immense upset for those children whose parents are unable to attend. No provision or acknowledgement is made of this, in fact quite the opposite - for the 'open evenings' (3.15 - 4 pm: surely 'open afternoons') when the children's books were on display parents were heavily praised for attending and supporting their children. There is no thought to provide the slides from the 'meet the teacher session' or have the meeting on teams for people who simply can't go into school at 3.30 pm. Equally, spacing out some of the events would help - for instance in the summer term do you need to have the parents come in for lunch in the same week as they are asked to come in for a school assembly and then sports day the following week? Or maybe some events could be recorded? Or one of the nativity plays held later in the day, as was the case for the KS2 play. I 100% believe that both the school and parents want the best for our children and it is great to have parents integrated into school life but having families where both parents work should not become a negative for children - we need to show our children that both men and women can have careers and that girls have the same opportunities as men when they are older.