



## The Priory CE Primary School Parent Survey - Summer 2022

Just before the end of the Summer term, Priory parents completed an online survey in school using Google Forms. The focus of this survey was on behaviour and attitudes, wellbeing, safeguarding, SEND and opportunities to support parents further through workshops. At the same time, it gave parents an opportunity to reflect on the year and offer suggestions for how the Priory team could make 2022-23 an even better year for the school community. **51 families completed the survey - thank you for the thought and time you put into your responses; it is invaluable.!**

The answers will be used to inform our actions moving forward; for example, in providing appropriate support for families through workshops. The picture is predominantly a very positive one, with children feeling happy, healthy and secure at school. At the same time, the survey highlights any additional learning for the leadership team; for example, in streamlining some of the communication tools we use to keep parents updated or reviewing our school-wide approach to home learning.

We hope you find the results and the school responses of interest. We have not amended the wording of any of the parent comments but tried to group them together where possible.

The questionnaire is part of a cycle of surveys linked to wellbeing completed in 2021-22. In the Autumn term, we carried out a survey on staff wellbeing and in the Spring term, we carried out a pupil wellbeing survey which informed some of our decision-making for 2022-23; for example in continuing our commitment to the Relax Kids programme. There have also been a number of wellbeing initiatives, including the setting up of a schoolwide wellbeing team (with representation from staff, parents and governors). In every class, we have a '*What I'd like my teacher to know*' box, for pupils to share anything they wish to with their teachers. Every child's wellbeing matters to us.

<b>Part 1 - safeguarding</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
My child feels safe at school	86.3%	13.7%	0%	0%	0%
My child is safe at school	84.3%	15.7%	0%	0%	0%
School teaches my child how to recognise risks to their wellbeing - both online and offline	70.6%	21.5%	2%	2%	3.9%
My child knows who to talk to if they are upset or have a worry at school	68.6%	29.4%	0%	2%	0%
My child knows how to report concerns about bullying behaviour	60.8%	27.5%	2%	2%	7.7%
I know how to report safeguarding concerns	72.5%	25.5%	0%	0%	2%
I understand the school's policy on photograph and film consent	88.2%	11.8%	0%	0%	0%
The school teaches my school to have an age-appropriate understanding on healthy relationships and sex education	64.7%	33.3%	0%	0%	2%
The school teaches my child how to keep physically and mentally healthy	78.4%	19.6%	2%	0%	0%
<b>Part 2 - behaviour and attitudes</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
Behaviour at the Priory is excellent	64.7%	29.4%	2%	0%	3.9%
The school has a calm, friendly environment which helps my child to learn	72.5%	25.5%	2%	0%	0%
The school has clear routines and expectations for behaviour	78.4%	19.6%	2%	0%	0%
My child is encouraged to have good attendance and punctuality	84.3%	15.7%	0%	0%	0%
My child understands how good behaviour supports good learning	78.4%	19.6%	0%	0%	2%

The school has a positive, inclusive and respectful culture	76.5%	19.5%	0%	2%	2%
School teaches my child to have an interest in and respect for different faiths, abilities, feelings and values	72.5%	25.5%	2%	0%	0%
Bullying behaviour is dealt with quickly, consistently and effectively	45%	43.1%	4%	2%	5.9%
<b>Part 3 - SEND (optional)</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
The school values the views, wishes and feelings of children	62.5%	31.3%	0%	3.1%	3.1%
The school values the views, wishes and feelings of parents	59.5%	28.1%	3.1%	3.1%	6.2%
The school involves children as fully as possible in decisions	54.6%	30.4%	3%	3%	9%
The school involves parents as fully as possible in decisions	54.6%	30.4%	3%	3%	9%
The school provides parents with the necessary information and support	56.2%	31.3%	9.4%	3.1%	0%
I know who the SENCO is and how to contact her	78.8%	15.2%	6%	0%	0%
I know my child's targets and how they are progressing	48.5%	30.3%	18.2%	0%	3%
I am able to approach staff about any concerns I have	68.7%	21.9%	6.3%	3.1%	0%
The school offers me help and advice on how to support my child	51.5%	36.4%	6.1%	3%	3%
The school has helped signpost me to external agencies who can help my child progress	40%	23.3%	16.7%	0%	20%
<b>Part 4 - questions about emotional wellbeing</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>

My child is generally happy and confident	66.7%	25.5%	5.9%	0%	1.9%
As a family we talk about our emotions	70.6%	27.5%	1.9%	0%	0%
My child feels valued as a member of the Priory family	72.5%	23.6%	3.9%	0%	0%
My child feels supported at school if anxious or worried	63.5%	25%	3.8%	1.9%	5.8%
School helps my child to manage emotions and feelings	61.6%	30.8%	3.8%	1.9%	1.9%
If we had a concern about our child or family's emotional wellbeing, we would feel confident to talk to a member of the Priory team	76.4%	19.6%	2%	2%	0%

**What do you think we do well to support your child's emotional wellbeing?**

She is not afraid to let any of the teachers know if something is troubling her as she is aware that they will listen to her concerns and will deal with the situation accordingly - The whole school team appear to be approachable and supportive - Listen and value each child - Provide a consistent, structured and safe environment - The work done with Heart Smart is enjoyed by children and talked about at home - Lets her talk about her feelings - Everything - A good focus on exercise and the recent relaxation classes which are a brilliant idea - my child knows he can talk to his teachers when he is worried about anything - Mrs Poulter is a friendly reassuring presence within the Priory School community and my daughter knows that if she has any worries or concerns that she is available for a reassuring chat. This has been invaluable and hugely beneficial for her - She feels valued and she has a voice - She has always felt safe at school and doesn't have worries - You have dealt with any concerns we as a family have had really kindly - Provide someone to listen to his worries - Having teachers that are there to listen and help with their emotional needs - Openness and plenty of discussion about the children's feeling and emotions - When there's a problem, the school listen and take action - They discuss feelings and emotions during worship - Offer multiple ways for children to discuss their well being, whether that's bullying ambassadors, teachers or their peers - All staff are approachable and know the children well as individuals and therefore the children feel they can talk and express themselves without being judged - Help is always there - Giving her the opportunity to talk to staff about her concerns - Access external support - Offer opportunity to think and talk about issues - Knowing that there are good members of staff to approach and talk to if need be.

Having positive support from ALL staff - Staff are always available and take an active interest in each child, know each child by name and treat each child as an individual - Teachers at the school gate in the morning - Staff available to speak to parents if we have worries or concerns about our child when dropping off - Having topics of drawing and writing down feelings - Learning through friendships and the school's ethos to respect themselves as well as others - Understand when she is feeling unhappy in the playground - An inclusive environment where all children get their turn to be heard - ELSA support - timely and appropriate - Attuned, sensitive staff in the classroom who understand individual needs - regular contact with parent - The end of week sticker for consistent good behaviour is great and not only motivates good behaviour, but makes the child feel appreciated for their good behaviour - join up to MYTIME Young Carers. Write an excellent Young

Carers' Policy that is embedded across the school.

**How could we further support your family in promoting and supporting emotional wellbeing?  
(Parent comments in black, school response in green)**

To have a regular run around the track at school to help with the children's wellbeing - My child says what they find hard about school is having to sit and do maths or writing for long periods of time - More movement and creative topic based work is what keeps them engaged and motivated the most.

**Yes - totally agree. Our new curriculum has been designed to be engaging, creative and knowledge-rich. We will continue to provide regular physical activity brain breaks during lessons such as the daily mile or skipping. Each class is different and teachers have discretion on how to do this. Alongside a number of other local schools, we will also be joining the Stormbreak programme, designed to do exactly that; embedding mentally healthy movement into the school day.**

We find homework very challenging; the homework set during the week feels like an extra pressure on the children who are already exhausted from having to sit and do work all day. It seems that what they really need after school and clubs is to rest, have time to reflect and integrate their learning from the day - less focus on home learning

**The quantity and level of challenge of home learning is often mentioned in school surveys (it crops up later too). Families are different and some want more homework and others none at all. Our current approach is to set online homework using the programmes such as IXL, Reading Plus (for some in Y5 and Y6) and Times Tables Rockstars on Google Classroom. We feel this extra practice supports their learning in core English (especially spellings) and Maths (especially number fluency) and also helps inform parents about how their children are doing. Children unable to access a laptop at home can borrow a school one for the year.**

**Our priority in 2022-23 is to encourage children to read for pleasure at home and this is the area we will be focussing on, not checking that other weekly homework is completed. Based on this feedback, we will also be reducing the number of special home learning projects to 2 a year: in Autumn and Spring.**

Having a full time family support worker for parents as well as children

**BCP Council have invested in a new approach to support local families and are planning to introduce 'Navigators' in all schools. Navigators are trained to provide early help support for families such as with attendance or general wellbeing concerns. We do not yet have any timescales for when this will be introduced at the Priory School.**

Things we could do at home to help talk about wellbeing - A talk - Offer more things to try at home with our child and workshops for parents - By having workshops that promote help for people that need support for emotional well-being - Information evenings - It would be good to know who we could talk to (externally) outside of the school, about our child's behaviour/ emotions and how we can help our child with that at home - Well-being support groups - Maybe workshops for the whole family

**Thank you, these are great ideas and very welcome. We have a wellbeing team in school led by Mrs Fidge and we will consider how we can implement some of these suggestions.**

Have more time for parents to chat to staff at the time, not with an appointment made days later

**Our aim is to speak to parents on the same day, however it is not always possible to speak immediately. Staff may be supervising children or the conversation may need to be a private one. If the concern is urgent or there is a safeguarding concern, a senior member of staff will always be made available.**

I'd like to discuss any drills, gunmen etc, before it happens again

I appreciate that this was upsetting for some parents and children. Governors requested that lockdown drills take place so lessons can be learned, in the same way that regular emergency evacuations teach staff and pupils about what to do when they hear the fire alarm. We are a town centre school and surrounded by public roads so there is an intruder risk.

We were careful in how we worded the lockdown drill and did not say there was a gunman in school. As a school, we try to balance protecting children's innocence, while preparing them to be alert to dangers.

I apologise if anyone felt that we got the balance wrong on this occasion, however the exercise was valuable and as a result of the drill we will be making changes to our front door security.

Next year, we intend to carry out termly fire drills and an annual lockdown drill. We also need to practise what to do if we need to leave the entire site (such as a gas leak or bomb threat). We will not be giving advance notice of these, but Mr Ruffle is happy to discuss any individual concerns with parents.

Sending out Communications sooner to give the parents an opportunity to participate - More regular communication

Communication is another area where we often receive feedback (good and bad). The fortnightly newsletter is our primary means of communication and any upcoming meetings are included in the diary dates on the back page. We do not have the administrative capacity to send text reminders for every school event and try to prioritise the most important ones.

The main challenge we had last year (and will continue to have) is adequate notice for sports fixtures and we aim to give a minimum 5 days notice for sports competitions.

Perhaps be a little more aware of unkind play and games that exclude children, even among friendship groups -- Be more proactive if a child is bullied

We have worked hard on our anti-bullying programme and have been rated gold standard by both the anti-bullying alliance and Diana Trust. The point regarding being excluded by friends is a valid one and lunchtime staff had training on this last year. We will keep promoting our 'stay safe' code to children, so they feel confident to share with a trusted adult any worries that they have.

By understanding difference and diversity within families - offering parents to give a brief idea of children's behaviour and personality away from school so this can be considered when interacting with the child in class

The home visits in Reception class allow the staff team to have a very good understanding of the needs of each child and family. The October parents meeting is also an opportunity for parents to share information about their child with the new class teacher.

More mindfulness and practical ways of addressing emotional upset/distress - By continuing to discuss matters relating to wellbeing which is encouraging our children to talk as openly at home too - Revisit mental health in the future

Thank you, this is helpful. The school continues to invest in Relax Kids, which offers weekly wellbeing support across the school. Mrs Fidge and the wellbeing team will make sure this remains high on the school's agenda.

Talking to them (children) more on a one to one basis if they seem unhappy

The school continues to provide emotional and pastoral care support through Mrs Fidge and Mrs Poulter

(our trained ELSA). There has been a high demand for ELSA since the pandemic and we are aware some children have been on a waiting list. In 2022-23 we have planned to release Mrs Poulter every afternoon to do this important work. All staff have regular training in what to look for when a child is in distress and I am confident we have a vigilant and highly proactive team in this area.

My main concerns are when it comes to online safety and wellbeing

We deliver the Google 'Be Internet Legends' online safety programme to all year groups on a half-termly basis, which was commended by Ofsted. We will continue to run whole school 'Online safety' assemblies throughout the year. If you have further questions about this, please speak to Mr Ruffle or Mr McLean.

Recognise other attributes of children, not just the academic or behavioural achievements. For example, kindness, leadership, resilience, caring, inclusivity, creativity, sport achievement - Take some risks and don't pressure the children who are not as academically or behaviourally able -

I hope this is part of our school culture. During the weekly Celebration every Friday, 'Learners of the week' are chosen for excellence in learning but also for the reasons stated above. I feel that having high expectations of each child is healthy as it helps them to perform to their best and reach their potential both academically and socially. If you ever feel we get this balance wrong for your child, please let us know.

Parent workshops - we hope to organise a series of workshops to support families next year. Which of the following would be of interest to you?

Workshop	Yes	No	Not sure
Phonics and early reading	29.4%	54.9%	15.7%
Parenting support	35.3%	39.2%	25.5%
Online safety	62.7%	21.6%	15.7%
Number fluency in younger children	41.1%	43.1%	15.8%
Supporting children with SEND	21.6%	51%	27.4%
Supporting the emotional wellbeing of your child	68.7%	17.6%	13.7%
Relationships, sex and health education	60.8%	25.5%	13.7%
	<b>At school</b>	<b>Online</b>	<b>Either</b>
Where would you prefer these workshops to be held?	14.3%	20.4%	65.3%

What have we done well this year?

Achieving a good Ofsted report - Created a loving and nurturing school where our child was happy to attend and achieve - Welcomed our child into your school community and he really has come out of his comfort zone - Provided a friendly, warm and engaging atmosphere for learning - Promoted a growth mindset, provided a range of exciting learning experiences - Developed trusting relationships and a school community where children feel safe, held and valued as an individual - Continued to build on good practice - improvements to teaching and the environment - Made time to listen to each and every concern and question raised - Engender a feeling of each and every staff member knowing our child, from headteacher through to staff on the reception desk and all in between - Music on Fridays. Do not underestimate how much this illustrates the caring and nurturing environment we feel as parents when we leave our children with you! - Mr Ruffle being the perfect blend of fun, levelling with the children, being jovial, but equally carrying an effective authoritative role and executing a leadership quality that translates to respect and boundaries for all children and delegates - Senior management team being consistently on the school gate and fully approachable, knowing the children by name and taking the time to personally interact with them even after 3:10 - Making parents fully believe they are invested in our children - Great ofsted Literally everything :) - Everything! - My child is happy and content, there have been some great events this year, the science exhibition was superb and we loved the whole school doing the same project - The Ofsted result is amazing and so well deserved and you got through covid and kept the children in school - Getting back to normal and embracing all the fun activities that makes your school years wonderful. Sports days, school trips, eating lunch together, theatre visits, the school library, summer fairs and nativity plays to name just a few! - The school reports were very clearly laid out and gave a good overview of my child's progress and targets. You also did amazingly well to get your 'Good' Ofsted result! - Coming to the end of year 6 I feel it's been her best year. At the beginning of the year we couldn't see how she would be ready for senior school but she has developed and grown so much. We have watched her bloom and feel a lot of the credit for this goes to the Priory school team. Thank you so much we are going to miss the school hugely! - Keeping the PE kit days - Our child has settled in so well this year, we were a little concerned before he started that he would struggle. Even though he has struggled he is a very happy boy and you have supported him in a lovely way - Demonstrated it has my children's best interests at heart, provided fun activities and engaged well with educational trips, fundraising has been successful, managed to provide a wonderful end to year six with school trips that were cancelled or postponed going ahead, reinstated fair, musical, provided a fun place for the children to re-establish themselves after the chaos and confusion of Covid, allowed the children to grow and show their own strengths and the use of IXL and TTRR has been a great resource my children have loved - Your continued support for the children after the unsettling past two years. Your understanding that some pupils/year groups have found it more difficult depending on their age and year group - The red card behaviour rules - Being a fantastic supportive school - Held very good summer fetes and school concerts - Momentum- Despite the pandemic, the Priory have been committed in providing first class education and support to their students - The community spirit has been phenomenal - Supported my child through their learning and growing up journey, allowed and celebrated them becoming well rounded, confident young adults - More specifically the trips and residential have been amazing and the staffing of those faultless - The after school clubs have been a great opportunity for the children to try new experiences which is what life is about. The Priory is back to being a wonderful school with great staff. Many thanks for this - Very happy with all aspects of the Priory School. My child has developed on an academic and personal level very well and that's largely due to the support and encouragement she has received from the school's staff and other pupils - Helped my child's confidence grow through constructive encouragement and wider school activities - Easier to say what you haven't done well = nothing. Have been fab - keeping children active and in a safe environment - Seen my child as an individual and encouraged her strengths - Supported the children in every way and ensures they have enjoyed this year - Getting the school back to normal, the way it was pre-Covid: church services, sports' activities, summer fayre. I think coming into PE kit on PE days is a great

idea too! It was also lovely to get back to face-to-face Parents' Evening - Created a really lovely, safe environment so that my children enjoy coming to school every day. All of the staff are present and available at all times and really care about the school, children and community. The opportunities that the children have been given this year have been amazing - Supported our child in getting help with their communication from NHS SALT and a diagnosis. Adopted personalised ways of teaching her. Offered a variety of ways of making school life more fun ie music on Friday mornings, ice lollies etc - The second hand uniform shop is brilliant, hopefully we can keep the uniform! - Communication from the school is excellent - Approachable staff. Friendly staff who feel like they have the child's best interests in mind - providing a really positive, nurturing, inclusive environment and really helping and encouraging the children to foster and value friendships. Great teachers, great reading/writing/maths instruction and guidance. Incredible teacher's assistants that the children love. Fantastic events that involve the whole family & community. Great values & just being part of the school really makes our family feel like part of an important, wonderful community - the main thing for us is how well the staff know the children and how supported I feel we are if there are any concerns with my child - Provided a safe, secure and inclusive environment for our child to thrive with her learning. It's like we as a family are part of your community and it's a special thing to have - Everything. I couldn't ask for a better school for my daughter to attend. She enjoys school so much and the teachers make it such a fun and friendly environment. Thank you - To have survived a gruelling OFSTED inspection and come out smiling - Managed to maintain a happy and supportive environment for the children and their parents (even with Ofsted; pandemic etc) - Created an environment where our child feels safe, happy and is contentious about learning - Great communication - getting the school back to a normal after the last couple of years! - Consistency in communication, homework, routine / structure which I think they have needed after so much instability - Made learning fun - Created the most caring environment which feels like a family...a real community/tribe

**What would make the Priory school experience even better?**  
*(Parent comments in black, school response in green)*

More of the whole school community activities

**It was a joy to have these events back last year, after the pandemic. We can not run them without the support of FPS and parents are welcome to get involved.**

Homework that encourages application of learning to everyday situations - now able to be evidenced on Google classroom through parent comments or photos - Home learning that is back in book form to lesson the pressure off parents who have only one device - Less homework - reading and spelling is crucial, and should be done regularly but I feel like this is enough at primary school

**See the home learning response above. In regards to Google Classroom, this will remain a platform for children and teachers to interact - not other adults. Parents should contact class teachers through the school office rather than through Google classroom.**

As a parent of a child who was on the SEND register, I am not sure if they are still on it as I haven't been informed of any IEP updates in 2 years.

**Currently the school has approximately 40 children on the SEND register (special educational and medical needs). For every child on the SEND register, there should be an up to date IEP (individual education plan). Individual Education Plans can take a number of forms:**

- 1. A school IEP (reviewed in October and February)**
- 2. An external plan (such as a speech and language report). These are reviewed by professionals as appropriate. A SALT report can often be the same for 12m or longer, especially in the current**

environment.

3. An EHC Plan (a statutory education and health and care plan, previously known as a 'statement'). These are reviewed annually and may also come with additional funding.

Our expectation is that all parents should know that their child is on the SEND register. Any school Individual Education Plans are agreed alongside the parent and the child, as it is important the child remains at the centre of any support plan. If you are unsure about the support your child is receiving, please contact Mrs Sibbald, our dedicated school SENCO (Special Educational Needs Coordinator).

More sporting opportunities for those showing flair and talent - Access to after school clubs, many seemed to only kick in from year 2. - More free or lower cost after school clubs, some year groups had hardly any free after school clubs available to them (could be teacher and experienced/qualified parent led) - More musical events would be great - more sport and music - Peripatetic Music lessons, group music lessons with more variety of instruments & much more singing - And having more music related material or music classes  
**We've had a lot of feedback about this. In an ideal world we would love to provide more free opportunities in the Arts, sport and music, but our budget and capacity are limited. My first priority is ensuring quality teaching in the classroom and, after a busy day teaching, class teachers need time to mark and prepare work.**

Last year, all teaching staff (our 7 teachers plus Mr Ruffle, Mrs Fidge and Mrs Miller, our sports leader) committed to run an extra-curricular club for at least a term, be it at lunchtime or after school. Many did much more than this and some of our TA's also volunteered. As a single form entry school, we aim to provide opportunities for as many children as we can to take part in a wide range of different activities. We have records to show that the majority of pupils were able to attend at least one inter-school sport competition or festival in 2021-22. For elite athletes or musicians, we hope to signpost pathways to external providers as we do not have this capacity ourselves.

We also found that after the pandemic, a number of our external providers did not want to (or could not) restart, but we are looking to increase the number of paid clubs held on-site from September 2022.

In regards to the questions about the teaching of music, Ofsted looked into this subject and the feedback was that our provision was strong. Not all our teachers are confident musicians themselves, so we use a scheme called 'Charanga' and whole class singing is a regular aspect of lessons. We also purchase a top up service provided by 'Soundstorm' and they provide instrument learning for every child in Year 4. In addition, if you total up the singing time when preparing for Harvest, Nativities and the Spring Gala for example, there is a healthy allocation.

Easier communication. There are too many channels eg Google classroom, the newsletter, emails - Better communication

**See previous comments on communication. Thank you for the feedback. We will continue to learn and adapt about what works best for parents.**

Once a month children could all play together in all the playgrounds or with one other class at a time as a reward or special treat?

**Thank you for this comment. The children do enjoy this. The half-termly House reward is an opportunity for children in the winning House team to cooperate together. In 2022-23 we will look for more opportunities to work with other year groups e.g. prayer buddy assemblies.**

A school pet! Maybe a rabbit, chickens or a tortoise?!

**This is not currently in our plans, although I would be keen to explore having a school 'reading dog' in the future.**

More one to one time at parents evenings - try where possible to maintain good communication between the teacher/parent other than parents evening where any smaller but still significant issues can be discussed so that we can help at home too - Longer at parents evening - felt rushed both online and face to face - A better explanation around the NFER papers / results / what we could do as parents - Continuing to inform parents what is being taught in school so parents can help support the child in preparation for upcoming school work. For example next week learning about X, Y & Z

**We will reflect on these comments. It is another possible consequence of the pandemic period, when social distancing requirements meant that parents could not approach staff and perhaps there is still a nervousness today? Please be encouraged to contact the school or mention it to a member of staff at drop-off if you need to speak to the class teacher.**

**In 2022-23 we are no longer sending home the half-termly curriculum newsletters as they were a lot of work to produce and they were not widely read. Instead, the new curriculum maps (available on the school website) will contain detailed information about what your child will be learning in each subject.**

**In terms of parent evenings, we are planning the same format as last year. The October parents' evening will be online, with 8 minutes allocated. The February parents' evening will be face to face (online offered), with children present and will be 10 minutes. Specific appointment times are available during the July open evening.**

**Children on the SEND register are offered additional time before or after the meeting to discuss the IEP, and I don't think we have made this clear enough in the past. Parents are also encouraged to contact the school at any time if they would like to discuss something further.**

On reports - a better indication if our child has potential to get to 'working above'

**We realise our current grading system is rather a blunt instrument as they only provide a judgement based on the teacher's knowledge and relevant assessments, about how your child is currently performing. Questions relating to future potential are best discussed directly with the class teacher.**

I'd like to see the children engaged in messy play and more creative fun

**This is an important part of our curriculum, especially in Foundation Stage and Key Stage 1. As children mature and move up through the school, lessons do become more structured as there is so much statutory content to cover. We work hard to ensure that even a Maths investigation can be creative and fun for the children.**

My child being extended to match her abilities

**Please speak to the class teacher if you feel this is not the case.**

more time for children to have a drink

**Children have unlimited access to their water bottles and reminders are constantly given by staff especially during hot weather.**

Get rid of attendance targets, children can't help if they are poorly

The Department of Education & Ofsted set attendance targets, and the school is accountable for its data. It has been a challenging year with a number of COVID outbreaks in school but there is compelling data to show that poor attendance significantly impacts pupils' outcomes. For example, at Priory School, 19% of children with 90% attendance or better were below in Maths. Sadly, that figure rose to 29% of children (nearly a third) whose attendance was 89% or below. Missing lessons will result in gaps.

Children should not attend school if they are unwell, but many absences are not the result of illness. In 2022-23 a more rigorous implementation of the school's attendance policy will be coming into effect from September. For example, we will no longer be providing any work for children who take an unauthorised holiday during term time. Any unauthorised holiday over 5 school days (whether on consecutive days or not), will result in a penalty notice from BCP Council.

Encouraging challenges from different opinions

Our governing body meetings are robust and challenging, so we welcome different opinions to help our decision-making on some of these big issues.

Maybe additional classes after school for maths/English to further support the child if needed.

We continue to offer booster groups before school to selected children preparing for secondary school in Y6. We also offer the national tutoring programme to identified children in younger year groups. This is in the form of additional online Maths tuition through 'Third Space Learning' during the school day and small group tutor groups led by Mrs Russell after school.

We are mindful that the school day is very busy and tiring for children and further academic study after school is not always effective, especially for struggling young learners. Our particular focus in 2022-23 will be supporting all younger children to decode and read effectively and extra practice will be provided during the school day.

A possibility of having the option to drop children off a bit earlier to have some play time before school.

Poppets continue to operate the school-linked breakfast and after school club. Children being dropped off earlier need to be supervised, which means paying cover staff. This is not in our staff plan or budget. We would encourage an active journey to school instead, as physical exercise has been shown to help children's concentration.

Take more risks

This is an interesting comment, but not wholly sure what it means? As a school leadership team, we have an ambitious and exciting vision for the school to make it even better.

#### Any other comments?

I like the selling of preloved uniform idea to raise money for the school. Also selling ice lollies too!



The Priory team is amazing keep up the good work - Thank you for helping our children to be happy, confident and valued in their education. And for allowing a space for parent feedback to be considered!



Homework has been intermittent this year. Personally we've preferred that there's not been much as we do quite a lot after school and it gives us time to read every day; but it would be useful to know or have regular updates on the schools approach to homework in each year

**See response above**

Thank you to all the staff at the Priory School for all their hard work and effort, it is such a wonderful school. Enjoy your well deserved summer break!



The playtimes should be less structured. My child gets told of for swinging on the monkey bars for health and safety reasons. They are monkey bars that you installed?!

**We encourage children to have 3 points of contact when hanging off any equipment in school.**

We love the school and think everyone does a fantastic job, the only thing was the gunman drill that we do not want again as our child was traumatised after...discussions with parents for anything like this is a must first, please..

**I hope you can see our reasons for why we did it. Apologies for any upset caused, we tried to be as sensitive as we could. We do plan another one at some point next year, so perhaps an individual meeting would be helpful?**

Since the change of leadership at the Priory it has thrived and this is obvious to see in the children themselves and the staff - It is clear to me the Priory is back to being an excellent school and I wish it well and long may it continue - Very happy, thank you.



For parents comments to be taken more seriously and dealt with in a more compassionate manner

**We take parents' comments very seriously. I am sorry and surprised that your experience was not a positive one on this occasion. If the issue is still unaddressed, please contact a member of the senior team.**

My child has really enjoyed his time in year 4 - thank you to Mr McClean. He has had a great time with him - Thank you for everything the staff have done to keep the school running after a couple of disruptive years due to Covid. This academic year has felt great and my child has enjoyed it too, particularly enjoying Mr McLean being his teacher as well as Mrs Fidge teaching him on a Wednesday - Mr Ruffle and all the staff at the Priory School do an incredible job and we are very grateful - An incredible school, we feel extremely proud and lucky to be part of such a wonderful community - Mr Ruffle is an extraordinary leader, who shows compassion, understanding, respect and dedication beyond anything we could have wished for our children!



**Had to keep that comment in...**

Thank you for everything that you have done - Thank you to all the staff for everything they have done this last year and making it the school part of the community.



A suggestion would be to offer new starters the school prayer book that is given to reception children when they join the school to make them feel included and part of the school when they join. Nice touch and something to keep

**This used to be the case. We will revisit. Thank you.**

Implement public speaking/verbal social skills into the curriculum as an ongoing part of the school week  
**Thank you for the suggestion. The fortnightly 'Let's Think' sessions are an opportunity to develop debating and oracy skills.**