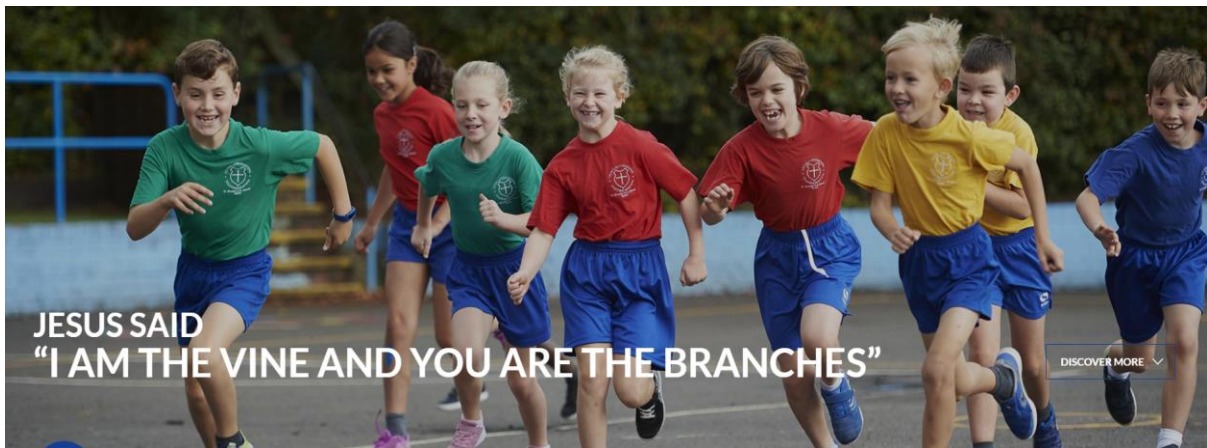




St Nicolas' CE Combined School Parent Survey February 2022



Your views count!

This document presents the results of our latest survey of parent and carer views, carried out in February 2022.

The questions were taken directly from the survey Ofsted send to parents when a school is inspected.

The survey, along with pupil voice and professional dialogue, will help us to shape the ongoing development of the school.

Thank you to all the parents and carers who completed our survey.

"I believe the school is great at knowing our children as individuals, not only do most staff know our children by name but I genuinely feel the teaching team have a good understanding of individual personalities and those children's personal needs.

Given how difficult it has been in Covid times, I think the school has done an exceptional job of maintaining this feeling within the school which only enhances the close-knit feeling.

I believe the school leadership team priorities the best interests of my children when making decisions within the school. This gives me confidence as a parent that my child is in very good hands whilst being educated in this school."

Comment from a parent in the Parent Survey. More inside...








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Overall results of the survey






69 families from reception class to year 6 completed the survey. Figures indicate the number of responses.

1. My child is happy at this school

 strongly agree	34
 agree	28
 neither agree nor disagree	5
 disagree	2
 strongly disagree	0



2. My child feels safe at this school

 strongly agree	44
 agree	22
 neither agree nor disagree	3
 disagree	0
 strongly disagree	0



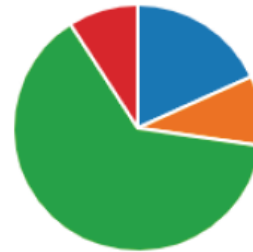
3. The school makes sure its pupils are well behaved

● strongly agree	20
● agree	39
● neither agree nor disagree	9
● disagree	1
● strongly disagree	0



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

● strongly agree	6
● agree	3
● neither agree nor disagree	21
● disagree	3
● strongly disagree	0



This is a standard Ofsted question, which can affect the outcome of an inspection. Ofsted make the distinction between bullying and friendship issues. It is worth noting that we have a low incidence of bullying at school, and that when it does occur, or when an accusation is made, it is taken seriously, carefully investigated, monitored and all actions are fully recorded and tracked in CPOMs (our online system for monitoring safeguarding, wellbeing and pastoral issues). The 'neither agree nor disagree' figure may indicate that some families aren't yet familiar with our strong anti-bullying message and the strategies in place across our curriculum to ensure children understand how important it is to be kind and caring.

For further information on bullying and how we deal with it, please see our Behaviour and Anti-bullying Policies on the website. [Anti-bullying Policy](#) [Behaviour Policy](#)

5. My child has not been bullied

● strongly agree	14
● agree	35
● neither agree nor disagree	10
● disagree	6
● strongly disagree	1



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

● strongly agree	23
● agree	36
● neither agree nor disagree	7
● disagree	2
● strongly disagree	1



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

● strongly agree	27
● agree	27
● neither agree nor disagree	12
● disagree	1
● strongly disagree	0



8. My child has SEND, and the school gives them the support they need to succeed If your child does not have SEND, please leave blank and move to next question.

● strongly agree	3
● agree	2
● neither agree nor disagree	14
● disagree	2
● strongly disagree	1



9. The school has high expectations for my child

● strongly agree	12
● agree	39
● neither agree nor disagree	15
● disagree	3
● strongly disagree	0



10. My child does well at this school

● strongly agree	14
● agree	45
● neither agree nor disagree	9
● disagree	1
● strongly disagree	0



11. The school lets me know how my child is doing

● strongly agree	9
● agree	34
● neither agree nor disagree	16
● disagree	10
● strongly disagree	0



The timing of this survey means that our autumn reports and parent meetings were a few months ago. Spring reports have now been sent home and we look forward to discussing your child's progress with you in our parent meetings this week. Parents of children with SEND have been offered an appointment with the SENDCO.

12. My child experiences a wide variety of learning opportunities

[More Details](#)

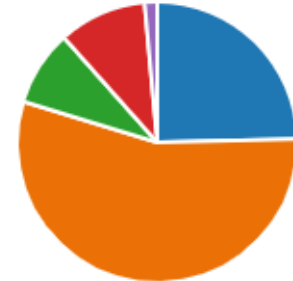
● strongly agree	11
● agree	45
● neither agree nor disagree	13
● disagree	0
● strongly disagree	0



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

More Details

● strongly agree	17
● agree	38
● neither agree nor disagree	6
● disagree	7
● strongly disagree	1



14. The school supports my child's wider personal development

● strongly agree	10
● agree	35
● neither agree nor disagree	20
● disagree	4
● strongly disagree	0



This question asks how well we support pupils to develop beyond the academic, and how we enhance pupils' spiritual, moral, social and cultural development. This includes but isn't limited to our work in PSHE, RE, assemblies, performances, events, competitions and the daily life of the school:

- building resilience, independence, confidence and strength of character
- deepening our children's understanding of the Christian values of respect, honesty, love and friendship, thankfulness, courage and peace
- providing opportunities to nurture, develop and stretch children's talents and interests
- developing understanding of the British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- helping children to reflect wisely, learn eagerly, behave with integrity and cooperate well with others
- enabling children to keep themselves mentally healthy and to recognise online and offline risks to their wellbeing
- developing understanding of how to eat healthily and maintain an active lifestyle e.g.in school: the daily mile, Supermovers, healthy eating etc
- developing age-appropriate understanding of healthy relationships
- promoting equality so that our children understand that difference is a positive, not a negative, and that individual characteristics make everyone unique.

15. I would recommend this school to another parent

● strongly agree	33
● agree	30
● neither agree nor disagree	5
● disagree	1
● strongly disagree	0



Parent and carers' responses to the question: "What do we do well?"

This school creates an exceptional environment where my children feel confident they can learn, have fun and be noticed for their contribution to school life.

The school is doing a wonderful job of ensuring there is a consistent culture of discipline, kindness and respect.

In my view the school is doing well in all aspects which is incredible considering the last 2 years! I think this is due to all the amazing staff who have been under so much pressure but still kept pushing forward.

Professional. Caring. Great teaching standards and high expectations. On the whole, a wonderful school, great team.

Great ethos & structure. Praising & rewarding children for their work. Having clear policies. Finding the best that each child can be.

You nurture a sense of well-being and belonging to a community and provide my child with the opportunity to thrive academically and socially in a safe caring environment. Foster a strong supportive relationship between children and teachers.

Personal interaction with the children, a strong nurturing environment, equal learning opportunities given to all children, in my opinion an outstanding school.

Communication has improved a lot especially over covid times.

All the staff are lovely.

Kind, happy and nurturing learning environment.



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Supporting the children at home (online learning /home learning) when isolating. Responsive teachers/TA on tapestry - this is really good for small queries and clarification.

All the staff know each child individually which makes a very special learning environment for the children and their parents.

I think you know each child well. School office support is excellent. Think you've handled covid situation extremely well. Love that there is always a teacher on the gate in the morning.

My child loves the school and is very happy and enjoys being there, he is very happy with his teacher and talks about what he has learnt during the day very positively. Thank you.

Providing safe environment.

Kind. Genuine. Care about the children.

Coping in the unknown, adapting and only letting the children and parents down as a last resort. Home learning last lockdown was much improved. Great experiences for children.

General level of education provided and progress of child development.

The Key Stage 1 learning program and EYFS has been the best foundation for my son. He has learnt so much during his time at school.

The care in reception is very good. The teachers are responsive, helpful and caring.

Providing resources for learning such as maths.co.uk, SPAG, cracking comprehension, spellings and weekly maths rapid tests..etc If kids need any support teachers are very helpful. Whenever I request any information from school always they are very prompt in there response.

The children are both happy to go to school and enjoy the environment. They are both developing well post lock down both educationally and socially

Growth mindset approach - nurturing, supportive and kind school- math mastery approach- teacher (year 6) knows students well - nice to see headteacher daily on gate promoting relationships with parents/pupils - well maintained school.

Create a sense of community, and an inclusive learning environment.

Small friendly school

Develop the individual. Individual talents and skills recognised and praised.

You listen, don't judge and try your best as a school in the difficult circumstances.

In my opinion the school does everything well particularly during the upheaval of remote learning. The school stood out as providing exceptional online learning.



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Teachers are personable and always approachable. I couldn't wish for a better educational start for my children.

Tapestry is great for short enquiries - teachers are responsive.

During isolation support at home learning was good.

Children behave well, are respectful, and are valued. Home learning for children isolating has really improved, the personal touches by teachers requesting to catch up with my children and see how they are doing show how much they are cared for by their teacher. Staff in the school office are great, communication from the school during the week, class trips organised.

I think that the atmosphere of the school is special- all the children and the staff seem really happy and fulfilled and that is absolutely terrific.

The staff are all very kind, caring and approachable. Any issues X had have been dealt with really well. The children get such a lovely greeting in the morning from Ms Holmes. The weekly newsletters are a really nice way of keeping parents up to date and involved with schooling.

The online learning set up is excellent with good support in place

Caring for the children. Keeping them safe. Remote learning. School trips. After school clubs. Improved newsletter

The school is a very nurturing environment for children where they feel safe and well cared for.

I'm very happy with my child's progress and support he's been receiving at school. I feel like my child is being encouraged to behave better and that the gratification system is very appropriate. Every member of staff is very approachable and it's so nice to see their friendly faces by the gates. Mrs Ash is ever so helpful and friendly. I really liked the decision to stop parents from parking next to the gates, it has made the pick up and drop off much safer.

Communication has improved over the last few years, the staff are excellent

Pastoral and well-being support. Managing the school/bubbles/home learning during COVID times. Whole school communication. Approachable attitude and lovely staff :-)

Nurturing environment

Good structured learning to a challenging timescale with right amount of homework and good encouragement to read and progress spelling.

They really care for the children and have their best interest at heart.

They really care for the children and have their best interest at heart. It has been clear how important my child's worries are with Mrs Cross and the communication around this has been good.



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Class pages and curriculum letter are very informative of weekly work/activities.

I feel the school is incredibly nurturing and welcoming and the staff have shown their dedication, courage and resilience over the last few years of the pandemic. It hasn't been easy but I have felt the right decisions have been made at the appropriate time. My girls are very happy and I feel the school takes their wellbeing and mental health very seriously which is a great comfort, particularly in the last few years.

When issues have arisen in the form of name calling they have been dealt with very quickly and appropriately.

I feel the school communicates very well and throughout our school journey so far, the school has been incredibly accommodating of our vegan lifestyle which has been welcomed and I feel the girls are listened to and it has been an inclusive environment for them.

The girls enjoy their time at school and love their teachers, who show great passion and commitment to their roles.

The focus on reading since September has been notable and Ms Holmes kindness and empathy is radiating throughout the school. She should be commended on her ability to both provide an excellent learning environment whilst supporting children and their return or start to school life in such a turbulent time. Her passion for education and the children shows daily.

A small, friendly, nurturing environment where the staff know all the children and they feel safe to be themselves, explore learning and have fun doing it.

Average school

High expectations, great teaching and learning, responsive to parent concerns, unsatisfactory behaviour is dealt with quickly and this ensures my child feels safe at school.

*** neither of my children have been bullied though there has been some low level behavioural concerns (power struggles) in Yr 6 that have been upsetting and I have notified the class teacher of. I only know from my daughter whether the situation has improved and am uncertain if the class teacher is monitoring the situation closely enough and is satisfied all is ok as I have not had further correspondence with her.*

Communicate with parents via newsletter and emails. X really enjoys going to school and is very good at completing homework and reading - we are very grateful he enjoys school so much and has developed so much since starting.

Being a friendly and approachable school, which is largely due to the change in head teacher.



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Nothing

I am sorry that you feel we do nothing well. Please make an appointment so that we can discuss this. RH

Supporting the children with their work and expanding their learning and making sure they are happy and safe.

Great focus on child happiness. Strong and active PTA. Super wraparound care and flexibility around the booking of this.

The office is very helpful, friendly and responsive. Newsletter informative. Like seeing teachers at the front gate every morning/afternoon Believe that high standards are expected.

St Nics has such a wonderful, warm, caring culture around it. Each child is welcomed by name at the door by the Head, and I feel there is such value in the ethos of a vine to which all "branches" can contribute and emphasis is put on their approach to learning and the growth mindset.

I feel the introduction children get with Miss Cork in chestnut class is simply fantastic - such creativity, passion but also encouragement to explore their interests whilst understanding what is expected to be a good citizen in school. I think the presence of Mrs Dobson as an internal music resource is also fantastic.

Generally my children feel happy at school, I feel the school know them well and that I trust them to get the best out of them.

Community feel of school means that students feel part of something meaningful and staff know students throughout the school.

Staff appear extremely enthusiastic, kind and diligent (thank you!).

Office staff respond to emails and calls promptly and efficiently and extremely friendly.

Students are offered fun learning experiences within their school day and opportunities for clubs. Structured and system reading/phonics programme. Opportunities for home learning. Good communication re: topics of learning from class teachers. Art and music opportunities - although my daughter would always live more of these subjects.

My daughter loves coming to school, it's warm and welcoming and she is thriving both on a personal/emotional level as well as educationally.

Thank you very much for your encouraging responses. We will keep trying!



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Parent and carers' responses to the question: "What do we need to develop?"

I think you need to encourage more competition; ie St Nics is a non competitive school, fine. Why put them into matches/ competitions against other schools when you've not actually trained them in that team or sport. You know they will lose, maybe not in all cases but certainly most. I also understand the lesson of not winning all the time but you've got to give them a fighting chance at least. SEND parents need more updates as to how their children/ child are developing; I.e. are you seeing improvements? What are the next steps? I know my child is under SENDCO and that's about it: I don't know how often he's seen by SENDCO if he's been seen etc. This isn't really a school issue but the parking not in car park on the verge because parents can't be bothered to park in car park needs to be addressed. The signs work where they are placed. You need more signs from village hall to school. It causes such traffic problems both getting into and out of car park. Parents to be invited to celebration assemblies.

St Nicolas' **is** a competitive school, and since restrictions have allowed, we have played a record 24 fixtures against other schools. We asked the children, and made opportunities for every UKS2 child who wanted to play for the school to do so. Other competition in school includes the weekly House Cup, sports day, the singing competition and a range of art and writing competitions that children are invited to take part in as well as inter-class rivalry to achieve the most dojos and whole-class rewards for them.

More after school clubs run by the school and not outside companies charging a lot of money. At our older childrens previous primary school teachers and TA's ran lots of different after school clubs like cooking, art club, games club, girls football etc and they charged around £2 a week and all the money went to the school.

A better choice of after school clubs would be nice instead of just using magpies for everything, a few years ago you offered sewing club, art and kids zumba, I think it would be nicer to see a better variety of clubs.

Apparently the girls' toilets in yr 5 are dark and scary!?! Don't leave the lunch trolley in the sun! Additional clubs please including teacher led activities after school. There used to be computer/coding, knitting, Dungeons & Dragons, science, Lego etc. Would like to see other sport clubs too rather than just football. Need more communication from class teacher if homework is changing/reminders of specific things to bring/work the whole class need to improve. Even if communicated through class rep.



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A wider variety of clubs that aren't football based e.g. sewing, drama, yoga. Give the more average child more opportunities to push themselves.

Covid has impacted on our capacity to run after school clubs and this continues while we focus staff resources on recovery in writing, reading and maths. Teachers have additional work to review, plan and implement focus groups and interventions for more children as well providing remote learning for children in self-isolation. There is also a significant increase in the number of children and families needing pastoral support in the form of phone calls or emails home as well as increased work to safeguard children, much of which can only be done after school.

This said, we are working to offer a broader range of opportunities to interest every child. We currently offer the following clubs:

Year 2 and 3 choir

Year 4-6 choir

Year 1-3 ukulele

Year 4-6 ukulele

Year 3-6 chess

Year 1-2 Lego

Year 3-4 recorders

Year 5-6 recorders

Year 1-6 dodgeball

Year 3-6 netball

Year 3-6 girls only football

Year 1-2 football

Year 3-6 football

However, our main club is the Busy Bunch, which we plan to develop to include a range of teacher-led activities to inspire and interest everyone, including yoga, sewing, craft and art activities. We have introduced a half session, until 4.30pm, which includes a snack, so that children can book specifically for these activities. We invite families of children in receipt of pupil premium to contact the school office, so that we can ensure fair access to all.

Running these activities within Busy Bunch avoids issues encountered previously with individual free after school clubs:

- Safeguarding: children were signed up for a club, then did not attend, causing delay in starting activities while the teacher and office contacted parents to ensure the child was safe. We have more staff and are better able to keep children safe at Busy Bunch.
- Behaviour: children were signed up for clubs they did not want to attend, resulting in disruptive behaviour. In Busy Bunch, there are always options for free play.
- Uptake: after similar surveys in the past, we laid on the clubs asked for but take up was disappointingly low, making them unviable.



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Some teachers could be quicker to identify and communicate when a child is falling behind or showing any concerns. SEN communication could be better. On reflection, when an incident occurred in the past, it was the physical behaviour of my child that was focused on, but not equally the verbal behaviour of another child. The saying sticks and stones may break your bones, but words may never harm me, is nonsense. You always remember what someone said and how that made you feel as opposed to a minor physical incident. And kids always react for a reason.

As discussed with Ms Holmes the communication around the SEND needs has been poor to begin with. The work being done with the children was fine, it just hadn't been communicated to us. However, that appears to have been addressed now.

Thank you for your feedback. Communication of the work we do to support children with SEND is an area we will work on. The SENDCo has oversight of all provision, which is regularly discussed and reviewed with class teachers and the senior leadership team. Class teachers are responsible for the progress of all children in their classes and are the first point of contact for all parental concerns.

Information sharing - particularly for new parents with no experience of having a child attending school. It has been difficult to navigate how best to support our child. My child appears to have lost confidence since starting school, including appearing anxious and will say he is sad but is not able to articulate why. It would be helpful to have a bit more information about how he has settled in and time available to discuss beyond academic progress.

Communication on how new child is settling in school - for parents who are new to primary school it can be hard to know how child is settling. My child seems unhappy at times and anxious but I'm not sure why.

We were sorry to hear this and the class teacher has been in touch with you. Parents, if you have a concern about your child, please contact the class teacher via the school office – we want all our children to be happy in school.

More opportunities for work to be sent home when they are self-isolating but remain well enough to work

I'd like more clubs available to Reception - football, for example. More after school clubs free of charge.

More clubs/activities-Free one's. Increase reading books for early years



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Better support for working parents.. ie parent teacher consultations during non office hours, curricula reviews after 5pm etc. Offer better clubs... language club Spanish, French etc instead of Lego! The kids these days play enough Lego. Offer Tennis/cricket/rugby instead of dodgeball (In what professional environment do people play dodgeball?? Don't understand how teaching dodgeball is a useful life skill)

Parent meetings on Teams have been welcomed by many parents who can now attend during a break in their working day, from more than one location, and do not need to arrange childcare for younger children or work around ballet/cubs etc. Like many other workplaces, we feel this is a good example of smart working learned during covid. We have already begun to welcome parents back in to school for class assemblies and most events on the website calendar are planned to be IRL: [News and events](#)

Providing more of an update on how children are doing outside of parents evening. Perhaps a monthly update provided on teams? Anti-bullying zero tolerance policy - not letting popular children get away with unacceptable behaviour just because there was no proof. How to have more fun in the curriculum - these are the prime years before lift gets serious so the more we can give them - trips out, people in, fun Friday's - the more mentally stimulated.

How disruptive children are dealt with, in class and with communication to the parents regarding such issues.

We have a comprehensive behaviour policy which is followed by all staff in school. Behaviour incidents, actions and follow up are all logged on CPOMs and monitored by the senior leadership team. Our behaviour policy is found here: [Behaviour policy](#)

Would like more feedback on how X is developing and particularly areas where he needs focus and support. Feel that homework needs to come with a greater level of instruction for parents. For example, we have been informed there are spelling to learn in the planner book. The list contains about 50 words, however, it was not clear which words/ how many we had to start with.

I think more child led projects would be beneficial

More in depth feedback on child's specific development and ways to improve in those area at each age group.

We will look into this. Thank you for your feedback. For more information on what children learn in each subject and year group please see our website: [Curriculum pages](#)



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Enable pupils back on playgrounds in mixed year groups and lunchtimes now restrictions are lifted. Allow children to play football at playtime. Provide more equipment at playtime. Both my children complain they are bored as cannot play football and there is not enough equipment to use/share (skipping ropes/climbing frames etc), they sometimes choose to stay inside because of this. Provide teacher led after school clubs. It is not fair that children can only do after school sports such as netball and football unless paid for. This is unfair on families who cannot afford it and does not make it equal opportunity for all. PE teachers often run these clubs and I cannot understand how the school expects to have successful sports teams that compete against other schools when they never get a chance to practice together during school playtime or in clubs after school. Consider a mini bus for school. If children want to participate in school sports teams this does not support full time working parents who are expected to drop children off at odd times during working hours for events. Why is there 20 mins time gap between classes being released from school? This was originally introduced because of covid I think. I can understand a 5 min gap but 20 mins is a tad excessive. Suggest these timings are reviewed to make this more convenient for families with children across school years. It is a huge inconvenience and even larger schools I know of don't have such a lengthy waiting periods for pupil release. In my view it unnecessary especially for a such small school. School newsletter a little repetitive, think I've seen the same green eco box in every newsletter for the last year. I just ignore that bit now and only ever read the first page. Consider electronic system for permission slips etc - these can often get lost and children forget to return. Digital is immediate, quick.

Thank you for your feedback. We will look into reducing the wait at the end of the day, although with seven classes to hand over safely to parents through one gate it is unlikely to be less than 15 minutes from start to finish.

More physical education activities and a wider range of after school sports clubs.

More scheduled fundraising so parents can plan, budget & offer support ideally dates / activity set out for the year. Finer details can always be given nearer the time but would be nice to look forward to being able to support the school for each school year.

This is a tough one in our personal experience you do an amazing job and go above and beyond to meet each child's needs always providing the best learning experience to the children with the resources available and in very challenging times - no complaints from us.

I can't think of anything!

Due to the outsourcing of your PE classes, my child has been bullied numerous times. I hear this from 2 of my 3 children. The coach does not act or respond when my children tell him what has happened. Sports can bring out the competitive side and



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I am dissatisfied with the PE Lessons. Only recently as last week did my son come back from hockey being injured by another class member. I do not feel comfortable with PE lessons and my children's safety. On the positive, I am confident in the class teachers' handling of bullying. After school clubs that are not run by Maidenhead Magpies again due to the same reason above, and the high cost. It adds up when it's 3 children. I am disappointed that the school-led clubs have all been removed, even the Lego club, which was always free. The high cost of clubs puts families that are not as fortunate as others to miss out. I have concerns over my son's development and I haven't had enough support from the Senco lead. Finally, I think it's time now we move back to face-to-face parent meetings.

An advantage would be more extra-curricular clubs, both sports led and other interests - musical, dance, games, religion/faith, personal development, etc. I have heard in previous years the school has been particularly engaged in sports led activities and I think all children would see an advantage if this could be encouraged even further.

Some non sport after school clubs would be great.

Would be nice to have more sporting opportunities for the children with more competitive matches. I appreciate its difficult at the moment but it was the same when my older child was here.

School sports teams with coaching. One online platform for homework. Keeping parents informed with results of tests including weekly spellings - we used to be able to see the spellings mark each week written down but now this isn't the case.

Communication via teachers can at times be hit and miss - often hear about big issues via the child rather than teacher

A better variety of clubs, not all led by one provider, you used to have clubs like art, zumba, sewing , not all kids like sports based clubs so it would be nice to have a wider variety,

Communication could sometime be better.

We would like to see more outdoor learning and exercise in the form of the mile a day and forest school type learning for each year group as we have seen huge benefits to the girls mental and physical health from connecting with nature. We would like to see more connections with the local community where possible, supporting local initiatives and ensuring the children have a sense of responsibility for the community, be that through working with the church, the Parish or the THRGA group to help plant trees/litter pick/befriend the elderly/support conservation efforts. This may help where instances of damage to trees or stone throwing occur on the green and give children more sense of responsibility. It was disappointing that the nativity couldn't be attended by parents and some form of work around couldnt be put in place. We would like to see some form of arrangement to celebrate our children in the summer months outdoors, to see them perform or sing. These



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memories are a huge part of childhood, and it is disappointing for Yr 2 who have missed so many of these and for parents with children in Yr R and 2 who missed their one opportunity to see both children in the same show. We would like to see improvements to communication and service from the caterers who were excellent pre pandemic but it has been challenging since.

We are also keen to develop outdoor learning and re-engage with the local community as we did pre- March 2020. Please let us know of any exciting opportunities coming up.

We were all disappointed that rising covid infections before Christmas prevented live performance of the nativity play at the last minute, and explained the reasons for the decision at the time. Our workaround was to film it, so at least the children had the experience, and families were able to see them. Please see the website for upcoming events: [News and events](#)

X had complained of being bored so we would welcome more opportunities for learning at greater depth where needed. Y needs more hand holding and often tells us she understands something to avoid looking silly even though she does not so more reassurance during term time on their progress and their grasp of subjects would be helpful.

Communicate more with the parents!!! This needs massively improving. I don't feel like my sons teacher communicates effectively with the parents, i have no idea what my son is currently learning (we are given a rough plan of action but are just given subjects, i.e science, maths and not specifics and it is only given on the website once a year that i am aware of) and trying to get my 5 year old to tell me about his day is sometimes hard especially when he is tired as he normally will say he cannot remember. I do like this school but compared to his previous school i feel the class is behind in what they are learning. My son had already learnt half of what he is currently learning when he was in reception and now he is having to re learn it again in year 1 which worries me as i feel he is not being challenged enough. Im also concerned by the constant cakes and ice cream my son gets with his lunch...this should not be given at lunchtime and should only be given as a treat and at the discretion of the parents! Lunch should be a healthy meal and needs to be reassessed and improved.

Apologies if communication isn't always as it should be. We have been extremely short-staffed this year due to covid absence, with staff in school covering numerous additional duties. We work hard to ensure all children of all abilities are challenged, however this does not necessarily mean new content, but the application and independent use of what has already been taught along with continual improvement in skills such as handwriting. Termly curriculum newsletters, and subject by subject curriculum mapping of progression through the school can be found on the website.



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Thank you for feedback regarding lunches. We will look into this.

Have a wider variety of after school clubs instead of lots of football. Yoga, dancing, crafting etc that appeals to girls

Non paid for clubs. I realise the challenge of this to teacher time. I feel the variety of clubs on offer is only really open to those prepared to pay and they aren't cheap.

I am not really aware in detail of what X is learning - and I would like to support him at home if possible. It would be great to have more detail on class pages - and keep class pages up to date. Transport topic is quite vague. Is there an opportunity for any free school clubs?

More variety for lunchtime and after school clubs e.g drama / confidence building and skills such as sewing/practical like cooking - self care and life skills that they can do in practice not read and write about.

Better communication with parents. Understand diversity and seriously address discrimination. Diversity and address racial issues.

Everything

Communication with parents.

It would be great to get improved visibility of what the child is learning within the term. The assumption should be that children tell their parents nothing at home. Parents evenings are good but not long enough or frequent enough to get realtime insight. Reception was the year when parents had most information about everyday learning - it's a shame this can't be replicated for other years. It would be great to get better transparency around when assessments are taking place too. Better visibility of the child's level and performance within the class. Apparently in some subjects, year groups are merged for learning. What are the pros and cons of this for all involved? Are there varying levels of homework and reading? If so, better communication about what the child needs to do to achieve the next step would be great. Support for parents in learning methodologies to support with home learning (especially for Maths), as this will almost always differ from how the parents/grandparents learnt it. Better partnership between the school and The Busy Bunch to create a 'homework club' for children of all ages. Currently tackling homework in the Busy Bunch is reliant on the autonomy of the child and for younger children who lack this discipline, it means they're doing their homework at 6pm at night when they get home.

We use Read, Write Inc in EYFS and KS1 and children are grouped by their progress in reading: English policy

Parents and grandparents will find our calculation policies for EYFS, KS1 and KS2 maths helpful: they demonstrate the progression in methodologies taught: [Curriculum maths](#)



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More variety clubs would be nice (Art, multi sports, hockey, dance, something outdoorsy). I would like to know more about what my child does during the day, Tapestry was always great for that now it feels like parents are shut out and all we know is what our child tells us.

It's such a challenge with resources but I'd love to see more opportunities for team sports, perhaps forest school options to explore the outdoors? Following covid I would also love the chance to come and see inside school again and see the work the children are producing.

We would love more opportunities to meet with teachers re: progress and how our child is getting on both academically and socially. We would love more sporting/movement opportunities - e.g. Mile a day.

All classes do the daily mile and/or supermovers or other active exercise.

After school clubs are too limited - it's always football or similar. More variety is needed for those who are less sporty. Art and crafts, languages (French or Spanish maybe), gardening, cooking, science, sign language, computers (like Mousewizards).

I see the school has continued to make great progress in offering children that may want/need extra challenge more ways to enhance their learning both in school (with challenging material options to push themselves, groups to nurture challenge) and at home through options to challenge themselves. I feel continuing to offer development in this area will support an even more rounded learning for children of all abilities and maintain engagement for those children to stretch and achieve.

Thank you for your constructive feedback. We are continually striving to improve.

For further information on how opportunities and enrichment please see our website: [Enrichment opportunities at St Nic's](#).