



## Parent/carer survey 2018: headline results

	<b>Strongly agree/ agree</b>	<b>Disagree/ strongly disagree</b>	<b>Neither agree nor disagree</b>
My child is happy at this school	92%	4%	4%
My child feels safe at this school	93%	4%	3%
My child makes good progress at this school	81%	5%	14%
My child is well looked after at this school	90%	4%	6%
My child is taught well at this school	80%	4%	16%
My child receives appropriate homework for their age	70%	11%	19%
The school makes sure its pupils are well behaved	87%	4%	9%
The school deals effectively with bullying	55%	12%	33%
The school is well led and managed	81%	7%	12%
This school responds well to any concerns I raise	70%	8%	22%
I receive valuable information from the school about my child's progress	69%	10%	21%
Total number of responses to each question			115

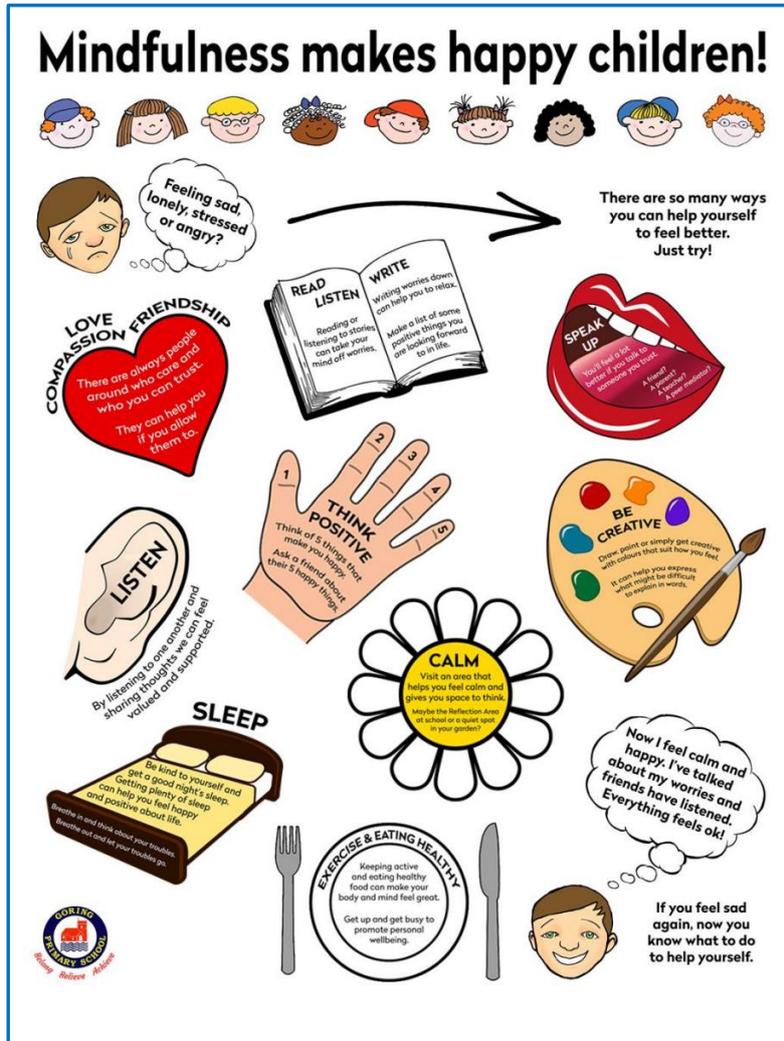
Please scroll down for more detailed responses to various comments.

## Responses to specific comments in the survey

The 2018 parent/carer survey has provided the staff and governors with some very helpful feedback. While we are unable to answer every point here, the key themes are set out with details of what we are currently doing and what we plan to do over the academic year.

Mental health and wellbeing	
Comment	What we are doing now
More focus on wellbeing	This is an area of development across the school, and the promotion of a culture of mental wellbeing is central to the School Development Plan, with clear targets set for all staff.
Consider mindfulness and talking about feelings	Embedding the principles of the Church of England's 2017 report 'Valuing all God's Children' over the past year has increased awareness about how to tackle bullying, with a number of school policies being updated. Inclusiveness is central to the school's vision and a recurrent theme in assemblies and class-based discussion.
Develop coping mechanisms to deal with stress	The mindfulness poster (see below) is in each classroom and is a central display in the school. It helps the staff and pupils to articulate concerns in day-to-day classroom discussion and to think in clear and simple terms about how good mental health can be encouraged.
Encourage the children to talk about their feelings and anxieties	The Mental Health and Wellbeing Policy provides details about how concerns are identified and dealt with, and lists the lead staff members.
	The Feelings Register, which is taken daily, allows children to 'score' how they are feeling during afternoon registration. Where scores are high the teacher discusses the issue with the child on a one-to-one basis. Similarly, the pupil survey, which is undertaken annually, gives children throughout the school an opportunity to express if they feel safe at school, if they are happy, etc.
	Regular circle time and PSHE (personal, social and health education) lessons enable pupils to explore their feelings and concerns.
	The new Reflection Area provides a quiet place for children who wish to escape the noise of the playground during break times. There is also a friendship bench by the year 1 classroom.
	What we are planning
	'Make Me Smile Day' from the One-Eighty charity and a 'mental health awareness week'.
	The use of relevant parts of the 'Philosophy for Children' programme, which encourages critical thinking and focuses on happiness and wellbeing. Its impacts on the promotion of mental health will be monitored throughout the year.
	Whole-school assemblies focusing on empowering children to assert themselves when they are not happy and to learn how to respond when other children are giving this message. Children will be discussing the 'stop it, I don't like it' message, including how and when to use it.

The mindfulness poster is a resource in every classroom, and is a central whole-school display, used by all staff in addressing concerns expressed by pupils.



## Playground behaviour

Comment	What we are doing now
There should be greater emphasis on behaviour in the playground	Our updated Behaviour Policy sets out the staff expectations of positive behaviour and how this is rewarded. It also explains how poor behaviour is sanctioned. All staff adhere to this policy and communicate its key messages in assemblies and class discussions. Likewise the Anti-bullying Policy defines types of bullying and how symptoms can be identified, and explains how the staff address these.
Focus on inclusiveness, making friends and playing together	Our peer-mediator system enables children in year 6 to learn how to help younger children resolve minor playground disputes. This instils a sense of responsibility in the mediators, and promotes a culture of working out differences through cooperation and understanding.
Provide more supervision in the playground	The Feelings Register allows children to 'score' how they are feeling during afternoon registration. Where scores are high the teacher discusses the issue with the child on a one-to-one basis.
More focus on positive behaviour	The new Reflection Area provides a quiet place for children during break times.
	There are a variety of lunchtime clubs which provide different areas of focus and activity.
	<b>What we are planning</b>
	Staff and governors understand that children can be anxious about interactions with other children at break time. We are aware there is a delicate balance between giving children the space and freedom to resolve their differences without adult intervention but also ensuring that no child feels bullied or unsafe. This will continue to be a regular topic of discussion at meetings and will be routinely monitored.
	We are keen to promote a culture of children being listened to. This includes refining a system of information being fed back to class teachers, as well as further training for lunchtime staff on how to respond to children's concerns.
	We are also training some of the older children to be play leaders which involves engaging the younger children in structured games.

## Teaching and learning for the most able

Comment	What we are doing now
More should be done in terms of the talented and able at school	Teachers ensure that there isn't a 'ceiling' placed on children's learning. The NACE (National Association for Able Children in Education) programme encourages teaching to each student's highest abilities. This applies to all children, regardless of ability, and to this end the 'Think Big' poem used in school encourages children to have high expectations.
There is no provision for gifted and talented	Teachers differentiate work in class (such as working on different tasks in small groups). Incorporating mastery activities into lessons allows teachers to challenge pupils. This may be done in a variety of ways, such as a discrete area in the classroom with mastery activities permanently available, to extension sections in work books for children who have completed the core tasks.
The work is not challenging or differentiated enough for the more able student	Teaching staff continually collaborate and share best practice in learning and assessment. Such collaboration focuses on, among other aspects, effective differentiation, whereby children of all abilities are encouraged to reach their potential.
	There are opportunities for children to attend activities at different schools (such as maths challenges), and to benefit from small-group, externally run workshops, such as the recent STEM session for a small group of year 5 pupils.
	Moderation of work takes place with other local schools. This allows staff to share ideas and ensure that our teaching and assessment are consistent and in line with other schools.
	What we are planning
	We have recently changed the way in which Teaching Assistants support classes so their work is more subject/specialty-based. This is opening up new opportunities for them to work with pupils across the ability spectrum in a more subject-specific way such as in STEM and IT.

## Sport and physical activity

Comment	What we are doing now
PE should take place at least twice a week and is a recognised sport or activity that gets the children active, work together as a team	<p>All pupils have two PE lessons per week in the autumn and spring terms, and one per week in the summer term in addition to two weekly swimming lessons during May, June and July. The PE Curriculum Map on the school website (<a href="http://www.goring.oxon.sch.uk/curriculum/long-term-plans/">http://www.goring.oxon.sch.uk/curriculum/long-term-plans/</a>) provides details of the broad range of activities.</p>
Ensure inclusion and opportunity in sports and other fields even though they may not be the strongest	<p>The sports funding we receive from the government is used to provide, among other things, a range of extracurricular sporting activities for key stages 1 and 2. Crucially these are free of charge and available to children of all abilities (although some clubs are over-subscribed and have a waiting list). See the document on the school website for details of how the sports grant is spent (<a href="http://www.goring.oxon.sch.uk/children/sport/">http://www.goring.oxon.sch.uk/children/sport/</a>). In addition to the after-school clubs, organised activities during the school day encourage children who are less inclined to engage in sporting activities – such as the lunchtime dance club, which is led by an external teacher. We also have the annual skipping workshop which is extremely popular among boys and girls of all sporting abilities.</p>
By choosing the same talented people for all the external school sports events, you leave others feeling left out and less valuable	<p>Cycling proficiency is available to year 5 pupils. As well as the obvious safety benefits, a key aim of this programme is to encourage pupils to cycle to school.</p>
Running club for younger children	<p>The school has an impressive sporting achievement record at all competitive levels, and children of all abilities are encouraged to participate – it is not the case that only the ‘elite’ athletes take part. Examples are the recent orienteering competition among the cluster schools (which Goring won), and the tennis tournament where the Goring team reached the county final. Staff promote clubs for all children, not just those seeking to represent the school. Money raised for the school by parents and the local community through events such as Hairy Legs and the Muddy Fun Run is spent on sports-related resources that the whole school benefits from.</p>
	<p>The Eco-schools and Healthy Schools committee regularly discuss a range of topics relating to a healthy lifestyle and the school environment. Data from the annual Walk to School Week is collated and displayed, with discussions in class about the importance of daily physical exercise.</p>
	<h3>What we are planning</h3>
	<p>We are planning a programme of training year 6 children to be sports leaders.</p>
	<p>With the popularity of Running Club (for children in years 4–6), which is organised by volunteer parents, Mrs Wheatcroft would be very happy to talk to any parents who would be willing to run a running club for younger children.</p>

## Responses to miscellaneous comments

Comment	Response
Learning outdoors – classes outside in good weather where possible	Outside activities are central to learning. Aside from the Foundation Stage, where children spend a large part of each day learning and playing outside (including regular Forest School sessions funded by the PTA), many lessons take place outdoors: from PE (of course), science, maths and art classes to Mrs Parkinson’s recorder group practice. The Reflection Area has also provided opportunities for small-group work and play, and the kitchen garden is used for Gardening Club and as a learning space throughout the school.
The use of Facebook by the class representatives means that some parents are excluded from some of the school communication	The class representatives communicate valuable information for the PTA, which is a separate body. Some classes also communicate such information via WhatsApp. However, ‘official’ school communications are only ever made by Parentmail, text or phone. There are also newsletters circulated each term from the school office and the governors, and updates on various events are communicated via Twitter (@goringprimary).
It would make more sense if you were able to look at your child’s books <i>before</i> your parents’ evening appointment	This is a very helpful suggestion – at the October parents’ evening you will be given your child’s books on arrival so that you can see them before meeting the teacher.
Key Stage 2 SATS pressure	<p>The staff and governors understand and appreciate the pressure that year 6 children experience, and the great importance that is placed on results. However, reports of any child feeling unhappy and anxious about the prospects of sitting these tests are concerning and we would urge parents to talk to the class teacher at the earliest opportunity. Likewise if staff see any indication that a child is affected by the pressure of tests they will alert parents immediately.</p> <p>We are also committed to ensuring a positive year 6 experience. The rearrangement of the current year 5/6 classes was in part to ensure that the current year 6 children were exposed to the full experience of being the most senior year in the school with the privileges and responsibilities that this entails.</p>

### Would you consider being a parent governor? What are the barriers preventing you from volunteering?

Several people expressed an interest in being a parent governor but were unsure what is actually involved and the time commitment. The attached leaflet gives some more information, and any of the current governors would be more than happy to tell you more. In addition, if a lack of childcare would be a barrier for you attending evening meetings, reasonable babysitting costs can be claimed under the Governor Allowance Policy.



## Become a Parent Governor

### What do governors do?

Governors are strategic leaders within the school and have a vital role to play in making sure every child gets the best possible education.

The role of the school governor is demanding but very rewarding and is a great way to give back to the community. Good schools need good governors.

Governing bodies have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of the staff
- Overseeing the financial performance of the school and making sure its money is well spent

As a governor you will attend meetings, be prepared to ask questions after having read the associated paperwork, and make frequent visits to the school. You will be expected to attend training and will probably have a special responsibility assigned to you, such as chairing a committee, safeguarding or health & safety.

No one governor is expected to know everything. The strength of a governing body lies in its ability to attract and rely on members from a wide variety of backgrounds, share out the duties among its members, and be able to take decisions as a group.

### How much time does it take up?

We suggest about 20 to 30 hours per term, often in the evenings.

### What would I be doing as a Governor?

The work varies depending on the areas of responsibility you take on, but you may be involved in:

- prior reading of paperwork and the preparation of questions before meetings
- attendance at whole governing body and committee meetings
- visits to school
- special projects
- reviewing policies and the school's budget

### What skills are required?

The skills you need to become a governor include:

- commitment and interest in our children's future and improving educational outcomes
- willingness to read reports, analyse and question
- the ability to assimilate information, make judgements and take decisions
- good interpersonal skills and the ability to work as a team

### What help is available?

There is an induction process for new governors and also plenty of training available locally covering all aspects of governance.

Being a school governor can be a very rewarding role. If it is something that interests you please leave your contact details with the school office or email [chairofgovernors@goring.oxon.sch.uk](mailto:chairofgovernors@goring.oxon.sch.uk)