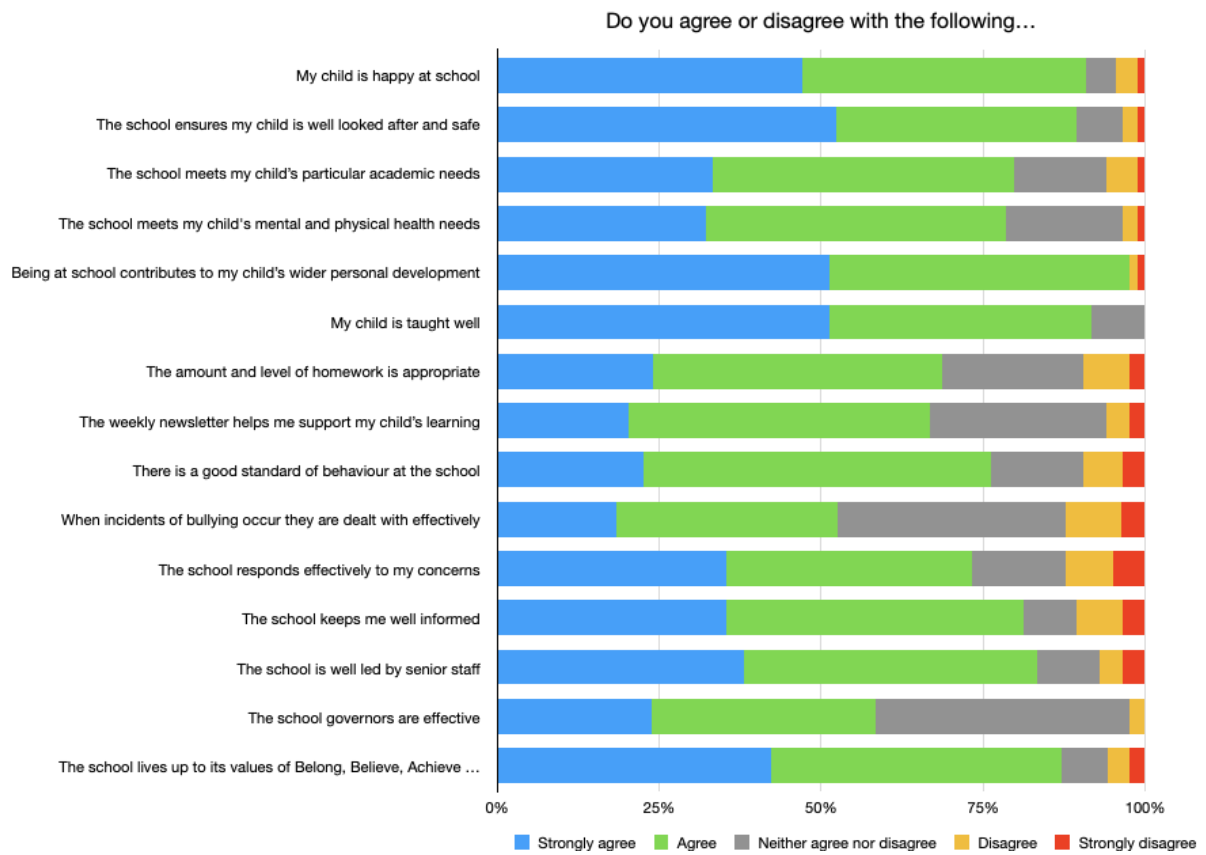
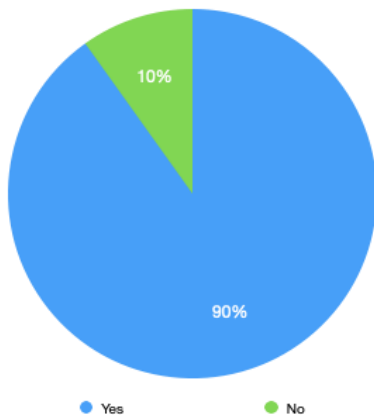


## Parent/carer survey 2024: headline results and responses



Would you recommend this school to another parent?



## Responses to specific comments in the survey

The 2024 parent/carer survey has provided the Senior Leadership Team and governors with some very helpful feedback. While we are unable to respond to every point here, the key themes are set out with details of what we are currently doing and what some of our future plans are. Please note that some of the comments in the tables below are paraphrased.

Sports/extra-curricular	
Comment	Response
<p>We would like to see more sports, although we know the school does all it can.</p> <p>We wonder if the children are doing fewer sporting activities after school due to staffing.</p>	<p>The school has an impressive record of sporting achievement, with many highlights this academic year. Our years 3/4 and 5/6 cross country teams were local champions and our year 3/4 team qualified for the county finals by finishing as runners up in the South Oxfordshire finals. Both our year 3/4 and 5/6 QuadKids athletics teams have qualified for the county finals due to their success in the local and South Oxfordshire competitions, our year 5/6 cricket team recently won the Bradfield College tournament and our boys school football team finished as runners up in the Vale of the White Horse league. Our year 1/2 QuadKids team were the local champions and also had success in local cluster football and cross country competitions, as did our year 3/4 football teams. Unfortunately participation in competitions like these is sometimes limited by the number of staff we have. We are extremely grateful for the support of parent volunteers who support these activities.</p> <p>After school sports clubs are generally not run by school staff; specialist sports teachers are employed to do this. We have an annual school sports budget of around £15k, which has to cover not just clubs but also in-school sports sessions and equipment.</p>
<p>We would like to see more clubs on offer, e.g. art, chess, drama, science.</p>	<p>We recognise that in the past there have been more clubs on offer than at present. In part this reflects some clubs not having restarted after the pandemic break, but we are also dependent on having the right people available to run these clubs. We have some promising leads which we will be pursuing with the hope of starting some new clubs next year.</p>

## Religion

Comment	Response
<p>We're not sure how much religious content is required by the diocese.</p> <p>We would like to see less daily prayer/religious content.</p>	<p>Our Religious Education curriculum is centred around helping children to understand broad concepts such as beliefs, teachings, practices, lifestyles and values, and how these are reflected in different religions around the world. In addition, as a Church of England School, we also have a duty to provide all of our pupils with regular opportunities to experience Christian worship and learn about Christian values.</p> <p>We see Collective Worship as a key part of creating a welcoming and caring community. Many children enjoy it and say it helps them feel calm as they start their day. As well as providing time for personal reflection, it is an opportunity for celebrating achievement, sporting success, and learning about news and current events.</p> <p>Because we value Collective Worship so highly, we would love to give parents the opportunity to experience it for themselves, as has happened occasionally in the past. More details about this will follow, in the early part of next term.</p>
<p>Teaching about God should be a choice, not something that is forced upon pupils.</p>	<p>A central part of our ethos is that everyone's contribution is valued, and diversity is celebrated. Pupils are encouraged to say what they believe, without any assumption that this will be in agreement with the Christian faith. When prayers are said or other forms of worship engaged in, pupils are invited to join in if they would like to. The RE curriculum, which includes study of several different worldwide faiths, is planned around a series of questions. Some of these are general, such as "can we know what God is like?" and "does wisdom look the same for everyone?" Others are more specific to particular religions, such as "how far does the Mosque contribute to the Muslim concept of Umah?" This questioning approach is designed to encourage pupils to explore the issues for themselves rather than being given dogmatic answers.</p>

## Wellbeing, behaviour and Special Educational Needs

Comment	Response
<p>The majority of comments in this area were that the school manages behaviour very well. However, some parents expressed concerns about the way bullying had been dealt with.</p>	<p>We are pleased that the majority of parents commenting about bullying felt that it had been taken seriously and dealt with thoroughly.</p> <p>We are keen to learn from instances when this does not seem to have been the case. In recent years we have introduced procedures to enhance our recognition of behavioural issues and welfare concerns, including an electronic central reporting system which we have found is effective in picking up patterns of problematic behaviour early on. Our Pupil Behaviour Policy is reviewed annually by the Full Governing Body, and related issues are discussed by the Curriculum Committee.</p>

## Wellbeing, behaviour and Special Educational Needs

Comment	Response
	More positively, we continue to encourage pupils to promote an anti-bullying environment in school, through the activities of the Anti-bullying Ambassadors, and the Year 6 Play Leaders at break time.
SEND needs are not met.  Concerns were expressed around inclusivity and meeting the needs of the neurodivergent community.	<p>We are fortunate that one of our Deputy Heads, Mrs Mitchell, is an experienced SEND co-ordinator. Where needed, she arranges specialist support from other professionals in areas such as speech and language therapy, occupational therapy and educational psychology. All of this is with the aim of optimising educational outcomes for those with particular needs or disabilities. These outcomes are a particular focus of the Curriculum Committee in its termly reviews of the data relating to pupils' progress. The data consistently shows that these pupils are making good progress.</p> <p>We are aware that a lot of the work that goes into helping those with SEND needs happens out of sight and might not be known to many parents. We are currently developing clear graphical representations of how our SEND provision works. We are also very keen to find ways of partnering more effectively with parents and are looking into offering a regular coffee morning for parents and SEND professionals in the near future.</p>

## Learning and Curriculum

Comment	Response
Split year teaching has not worked for my child. I worry that there is now an academic divide in my child's year group which might affect pupils' confidence and ability to reach their potential.	Ideally we would love to have a separate class for every year group. Unfortunately, due to fluctuations in the number of pupils on roll, budget constraints have made this impossible for the last few years. Nevertheless, we review our class structure every year. No decisions are made lightly or without full support from the School Governors and advice from the Local Authority. A recent School Improvement visit from the Local Authority concluded that Goring Primary School is an excellent example of how split year group classes should be working.
Feedback about children could be more regular and informative.	We endeavour to give regular feedback about both the class's learning as a whole (via the weekly newsletters), and on individual pupils' progress (via certificates awarded for progress, helping others or contributing to the school). Feedback is provided individually to pupils in the classroom both verbally and in book marking. More detailed feedback is provided to parents at the 2 formal parent meetings and 1 informal report drop-in every year. The detailed written report at the end of the year is read and signed by the headteacher.

## Learning and Curriculum

Comment	Response
	Aside from these times, when there are particular concerns about a child, a member of staff makes contact with the parents. Equally the class teachers are very happy to hear from parents via the school office if there are concerns that need raising in between the regular more formal feedback opportunities.
We would like more practical activities and time outdoors.  Less time spent sitting and listening then doing a worksheet.	Children do have the opportunity to work outside the classroom where possible, but this is weather dependent and subject to staff availability. Class trips this year (for example to Kew Gardens) have been mostly focussed in exploring the outdoors and environment.

## Grounds and buildings

Comment	Response
We would like to see improved outdoor spaces, including the onsite nature reserve.	We have recently redeveloped the Reception outdoor area with help from a Local Authority grant. We are delighted with the new opportunities this gives our youngest pupils for both play and learning outside.
More equipment for break times.	We would love to improve other areas of the grounds but with a small budget, we are dependent on volunteers for the more cosmetic work. The wildlife area is no longer safe to use and would take considerable work to make it operational again. Unfortunately, any grants available for such work do not include the ongoing cost of maintaining and staffing this area.

## Grounds and buildings

Comment	Response
The school buildings could do with modernising.	<p>This is an ongoing challenge for the governors and staff. The school was built in the 1960s, and large parts of it have required significant structural work in recent years. This is of course very expensive. When the Diocese is able to provide capital funding for such projects, the school is still required to contribute 10% of the total cost.</p> <p>In recent years approximately £800,000 has been spent on improving the school buildings, primarily on replacement windows.</p> <p>We are always on the lookout for new sources of funding to enable us to maintain the fabric of the school, and we have good relationships with local grant-awarding organisations.</p> <p>We are particularly grateful for the tremendous support that parents and other local individuals have shown in giving to the school via the PTFA. Without this support - currently around £75K per year - our children's education would suffer.</p> <p>Information about how to donate, either regularly or as a one-off, can be found <a href="#">here</a>.</p>

## Are you unsure about what the governors actually do?

In fulfilling our long-term, strategic obligations, the school governors can sometimes appear to be somewhat distant from the day-to-day running of the school, with little direct communication with parents. However, you can find out who we are and what we do on the [Governance](#) page on the school website. The '[Scheme of Delegation](#)' document on this page sets out in detail our statutory responsibilities and the various roles we fulfil. In addition, if you would like to see detailed minutes of our full governors board meetings, of which there are five each academic year, please ask at the school office.