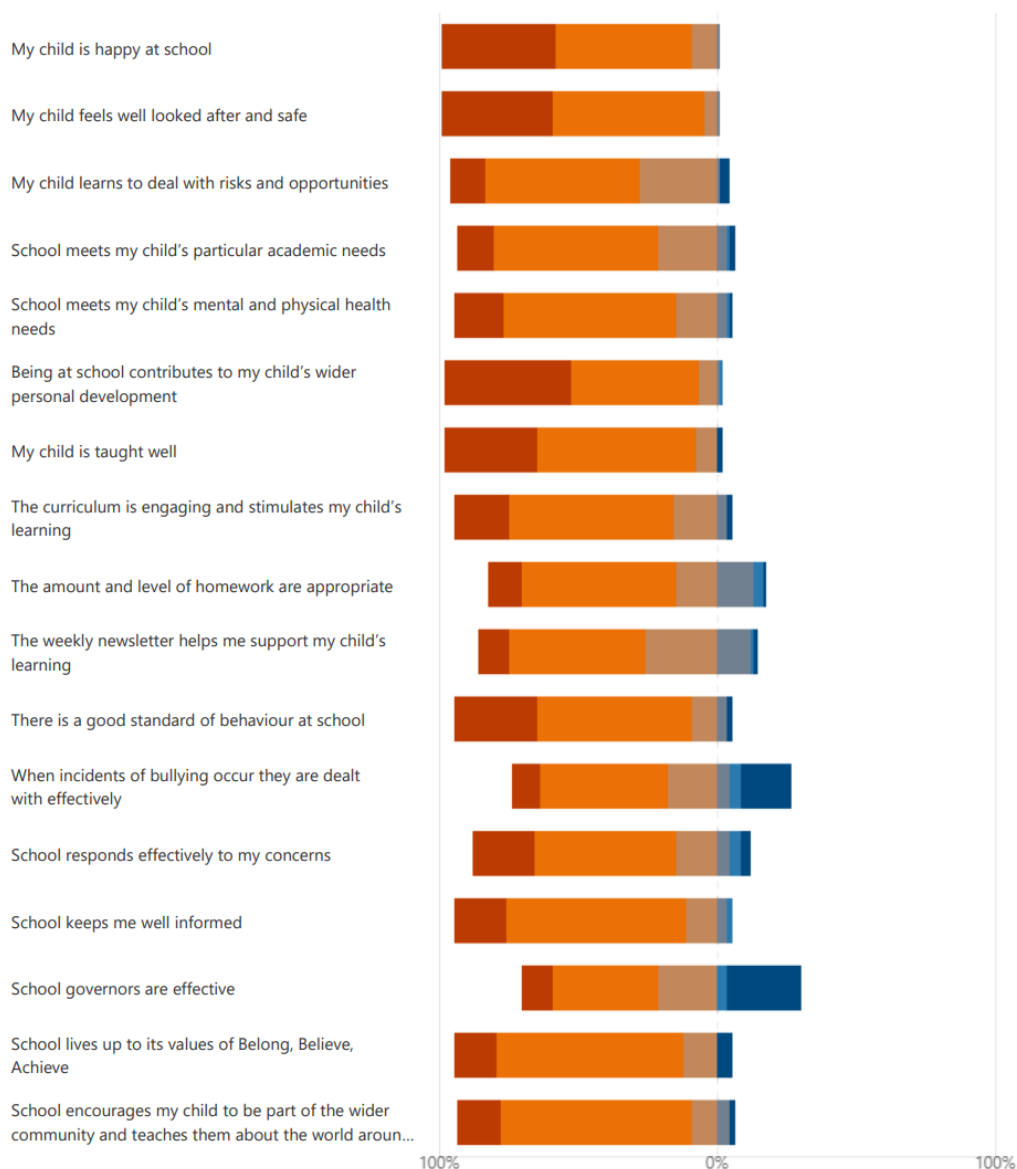


## Parent/carer survey 2022: headline results and responses

### 2. Do you agree or disagree with the following:

■ Strongly agree 
 ■ Agree 
 ■ Neither agree nor disagree 
 ■ Disagree 
 ■ Strongly disagree 
 ■ Unable to answer



Would you recommend our school to other local families? **84** responded 'yes' and **6** responded 'no'

**Total responses to the survey: 90**

## Responses to specific comments in the survey

The 2022 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.

### Mixed-year classes

The survey responses included a number of comments about the mixed-year classes. There will be a separate communication about this in due course.

### Communication

Comment	Response
The newsletters could be more detailed and include some photos. They don't give much information on what the children are actually learning.	<p>The weekly newsletter is intended to provide a brief overview of what the children have been learning about and achieving in that particular week. Newsletters for all classes can be seen on the Classes section of the website. For regular updates on various events and classroom activities across all classes, follow the school on Twitter (@goringprimary) – you can also access this via the school website. For example, Tweets (including 15 photos) during the week from 21st–26th March covered the Goring 10k, sporting achievements, the cake sale for the UNICEF Ukraine appeal, and classroom activities for Greenfinch, Ibis and Nightingale.</p> <p>For a more in-depth look at what children are learning at any given point in time, the staff have developed medium-term plans which can be found on the website's class pages under the newsletter. These medium-term plans break down what the children will be learning each week for different subjects. Detailed long-term plans for English and Maths can also be found here. In addition, there will soon be further curriculum-related updates on how we teach subjects and deliver the curriculum. These will be shared as soon as they become available.</p>

Communication	
Comment	Response
More communication from the teachers in addition to parents evening, which is too short given that there are no progress reports throughout the term.	<p>We fully appreciate and regret the fact that classroom access has continued to be severely curtailed during this academic year. However, the informal half-termly drop-in session which staff held on Friday 25th March was very successful and we are keen to continue with this format (also planned for Friday 20th May and Friday 8th July, 2.45pm–3.15pm). Staff have reported that the session enabled children to show parents work that they have been doing, and classroom displays, etc in an environment that is less rushed and more organised than the very brief pre-registration Friday morning sessions we offered pre-Covid. These half-termly sessions will enable parents to have a look at their children's books, in addition to the twice-yearly parent consultations and end-of-year report. Greenfinch Reception parents are welcome to see their child's Learning Journal at any time – please arrange with the class teacher.</p> <p>Please also note that class teachers are of course available to discuss issues. If you would prefer to approach the teacher in confidence, you can arrange this by emailing the school office (office.3803@goring.oxon.sch.uk).</p>

Wellbeing, resilience and behaviour	
Comment	Response
More coaching around developing resilience and self-esteem.	<p>This is an area which the school has focused on for some years now – and of course we can always do more, particularly in light of the pandemic. Many areas of mental health and wellbeing have been embedded in school life for some time – from the contemplations each class practises and PSHE curriculum content, to our pupil Mental Health Ambassadors (see the <a href="#">Pupil Leadership Groups</a> page on the website) and regular staff training in this area. Relevant training that has taken place in the past two years includes Mental Health First Aid training (all staff, from Mental Health First Aid England); Whole School Approach to Mental Health (Headteacher and SENDCO, from the Carnegie Centre of Excellence for Mental Health &amp; Minds Ahead); Zones of Regulation training (all staff, from Communication and Interaction); and various seminars for all staff focusing on social, emotional and mental health from the Oxfordshire Schools Inclusion Support Team.</p> <p>A now well-established routine in place across the school is our 'Zones of Regulation' system in which children state during registration whether they are green, blue, yellow or red, depending on how they feel. Yellow or red flags to the teacher that there may be an underlying issue that requires further investigation.</p> <p>The contemplations referred to above are now an integral part of school life and use the Contemplation Toolkit, developed by the Diocese of Oxford and piloted and championed by our school. Click <a href="#">here</a> for a short film about how this process of reflection can help the children deal with anxiety and stress.</p>

Wellbeing, resilience and behaviour	
Comment	Response
	Outside the classroom, the Reflection Area (next to Robin classroom) provides a quiet place for children during break times, and we also have the 'playground bus stop' where children can go to signal to others that they would like someone to play with them.
Incidents of poor behaviour should be dealt with more effectively.	<p>While standards of behaviour are consistently found to be high by staff, governors and external visitors, there are inevitably incidents of challenging behaviour. These can occur for many reasons and, where appropriate, interventions are put in place to address root causes. The <a href="#">Pupil Behaviour Policy</a> is reviewed annually by the full governing body, and related issues are discussed as a regular agenda item by the Curriculum Committee.</p> <p>Our Play Leaders from Goldcrest class organise lunchtime games and activities for the younger children, which enables them to learn skills from their peers such as problem-solving and social skills. It also helps the children learn how to resolve minor playground disputes, instilling a sense of responsibility in the Play Leaders, and promoting a culture of working out differences through cooperation and understanding. The Anti-bullying Ambassadors lead school activities to raise awareness among their peers on bullying, and help organise Anti-bullying Week.</p>

School trips, extracurricular clubs and sport	
Comment	Response
School trips would be a very welcome return.	School trips, workshops and other enrichment activities are an essential element of our curriculum, and it is regrettable that the Covid disruption we have continued to face so far this year has meant that we have been unable to offer our usual experiences. There have been a number of virtual workshops and events which the children have enjoyed, but we understand that these are not as beneficial or exciting for the children. We were delighted that Goldcrest's residential trip did in the end go ahead, but the outbreak of Covid in this class just prior to the trip made it far from certain. The Senior Leadership Team are now looking ahead to organise trips for all classes as soon as this is viable.
There should be more extracurricular activities in addition to Energy Kidz and the after-school sports clubs.	<p>While our extracurricular activities have not yet returned to their pre-Covid levels, we currently offer for certain year groups running club, gardening club, choir and newspaper club. In addition, the library is open one lunchtime each week, with a planned expansion to two lunchtimes (we rely on volunteers for this). Bridge club has unfortunately been halted for Covid-related reasons. Mr Monk and Mr Trimmings also run lunchtime sports activities, and Mr Monk is hoping to relaunch chess club from September. We are optimistic that orchestra will resume in the summer term.</p> <p>As with our pre-Covid clubs, our parent volunteers are absolutely crucial to any new clubs being launched. If any parents would like to propose running clubs (such as restarting the Lego club which ran successfully for many years), the Senior Leadership Team would be more than happy to discuss this.</p>

## School trips, extracurricular clubs and sport

Comment	Response
	In addition to the clubs, we have a large number of <a href="#">Pupil Leadership Groups</a> , which enable children to contribute to many aspects of school life and to provide input into decision-making. These groups include Anti-bullying Ambassadors, Eco Warriors, Health Schools, Mental Health Ambassadors, Play Leaders, the School Council and the Worship Squad.
Sporting and other competitions are not available for the majority of children.	<p>The school has an impressive sporting achievement record at all competitive levels, and children of all abilities are encouraged to participate. Unfortunately many of the activities available to us pre-pandemic have not yet resumed (such as orienteering and tennis competitions). However, we were very pleased that Goldcrest class were able to experience real tennis this term, and some of Nightingale class participated in a boccia tournament. We hope that Nightingale will be able to complete the Bikeability course in the summer term (this was planned for March but was delayed by the course instructors due to Covid).</p> <p>The after-school sports clubs, which are funded by a <a href="#">government grant</a> ring-fenced for PE-related activities, are available to all children (years 1–6) on a first-come, first-served basis. In addition, money raised for the school by parents and the local community through events such as Hairy Legs is spent on sports-related resources that the whole school benefits from.</p> <p>In terms of non-sporting events, we were pleased to see the Nightingale maths challenge being resumed this year, and hope that other inter-school pre-pandemic events will also begin again imminently.</p>

## Responses to miscellaneous comments

Comment	Response
We would like to see a bit more outside play, learning and PE.	Outside activities are central to learning. In Greenfinch class children spend a large part of each day learning and playing outside (including regular Forest School sessions funded by the PTFA), and the continuous provision throughout Key Stage 1 often involves activities set up outside. Aside from this, many lessons take place outdoors: from PE, science, maths and art classes. The Reflection Area provides opportunities for small-group work and play, and the kitchen garden is used for Gardening Club and as a learning space for classes throughout the school.
The lack of healthy options for lunch is an area where the school could improve, especially as it has its own kitchen.	The school lunches are supplied through an Oxfordshire County Council catering provider. All children in Key Stage 1 have free lunches and those children in Key Stage 2 who are not eligible for Pupil Premium pay £2.30. Unfortunately, cooking a choice of hot meals from scratch in the school kitchen at this price is not viable and we rely on the efficiencies of scale provided by the OCC caterer to keep costs low for all our families. Along with the hot food provision, a selection of fresh salad and fruit is available to children every day.

Responses to miscellaneous comments	
Comment	Response
Improvements could be made to the fabric of the school.	<p>This is a challenge staff and governors have been tackling over a number of years. The school was built in the 1950/60s, with incremental additions and alterations over the years. The very severe funding constraints mean that significant improvements can be made only through successful applications for capital funding via the Diocese. In this regard we have been fortunate to have received around £500k over the past five years for extensive structural work, toilet block replacement, and window replacement – most recently to the school hall – with further work planned for the summer. Unfortunately we typically have to contribute 10% of the overall project costs which is in itself a prohibitive sum and a constraint on what we are able to undertake.</p> <p>Ongoing repairs and maintenance to our buildings and ageing infrastructure are costly. As an example, we had to make a £7.7k contribution to new fire alarm system in 2021. Such expenses are often unplanned and can have a significant impact on the school budget.</p> <p>In addition to these large capital projects, we have spent around £60k in the past five years on enhancements such as the library, a new minibus and playground markings – although these were generously paid for by the PTFA. We have also been fortunate enough to benefit from the goodwill of parents and volunteers who have contributed time and resources to improving the school site, such as creating and maintaining the fabulous kitchen garden, painting fences and providing planters.</p>

A selection of survey comments praising the school
The religious ethos is incredible
So nice to see the school encouraging the kids to mix across year groups ... The new library is a fantastic resource, they're lucky to have that on site
Forest school is well organised and taught and the children really enjoy and benefit from it
[My child] has grown so much since being at school and loves going in, learning and playing with their friends
A brilliant school with fantastic support
This year in particular has been a great breadth of topics and enthusiasm for teaching these
The library has resulted in my child reading a series of books due to recommendation from friends
Brilliant remote learning provision during lockdown
Overall we believe it's a great school where all the children seem happy in a comfortable environment that is well structured
I think the school does a great job at a feeling of community and mixing between the year groups which both of my kids hugely benefit from
[My child] has great memories of their time at Goring Primary and has been able to achieve and develop a lot
I always feel welcome to ask any questions and always have answers swiftly
We like the varied curriculum and method of teaching

## 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.

We are always very keen to hear from anyone who might be interested in becoming a governor. We currently have two foundation governor vacancies, with a further parent governor vacancy in the summer term. Please click [here](#) for details of what the role involves, and do not hesitate to contact Kerry Hughes, Chair of Governors, at [governor.kerryhughes@goring.oxon.sch.uk](mailto:governor.kerryhughes@goring.oxon.sch.uk), if you would like more information.