

# TWERTON INFANT SCHOOL & NURSERY JULY 2021

Dear Parents and Carers,

In July 2021 we received 46 responses to our Parent Questionnaire. Thank you for taking the time to complete the survey.



Parent Questionnaire	strongly agree	agree	disagree	strongly disagree	don't know
<b>1) My child feels happy at this school.</b>	<b>61%</b> 28	<b>39%</b> 18	<b>0</b>	<b>0</b>	<b>0</b>
<i>Last questionnaire November 2019</i>	80%	20%	0%	0%	0%
<p><i>At the end of a very challenging year with much uncertainty and anxiety across the community, it is very encouraging that all parents and carers (who responded) believe their children feel happy at school. Our school curriculum engages and excites children and provides a broad and rich experience. Children to have a clear voice in negotiating what they learn, within our Explore Curriculum (in Y1 and Y2), and we provide regular opportunities for children to pursue those things that interest them. We also believe that play is a vital aspect of children's learning and development and that the best learning takes place when there is a good balance of challenge and fun.</i></p>					
<b>2) My child feels safe at this school.</b>	<b>63%</b> 29	<b>35%</b> 16	<b>0</b>	<b>0</b>	<b>2%</b> 1
<i>Last questionnaire November 2019</i>	80%	20%	0%	0%	0%
<p><i>This year we have face additional risks and worries due to the pandemic. Therefore, we are reassured that parents and carers feel their children are safe in the school. We have followed the governmental guidelines fully and worked closely with the Local Education Authority and Public Health BANES. In school we have three simple school rules to be "Safe, Respectful and Ready to Learn". We frequently revisit the rules to make sure all children clearly understand the behaviours we expect. We regularly review site safety and safeguarding measures and address concerns very quickly. All members of staff have high expectations that children maintain our high standards for behaviour and mutual respect.</i></p>					
<b>3) The school makes sure its pupils are well behaved.</b>	<b>50%</b> 23	<b>33%</b> 15	<b>4%</b> 2	<b>0</b>	<b>13%</b> 6
<i>Last questionnaire November 2019</i>	83%	12%	0%	0%	5%
<p><i>Behaviour is very good in the school. We direct a lot of thought and energy towards developing the social and emotional intelligence and skills of our children. We have three simple rules that are accessible to all children. We have an effective Behaviour Policy and we actively help children reflect on the different ways they learn and interact with others. We also use Emotion Coaching across the school and help children to respond constructively to minor disputes with other children. Behaviour incidents are recorded on CPOMS and they regularly monitored and tailored support is provided for children in response to their needs.</i></p>					
<b>4) My child has been bullied and the school dealt with the bullying quickly and effectively.</b>	<b>17%</b> 8	<b>26%</b> 12	<b>2%</b> 1	<b>0</b>	<b>54%</b> 25
<i>Last questionnaire November 2019</i>	8%	10%	0%	0%	82%
<p><i>We take any concerns about bullying very seriously and we strive to be "The School that Cares". We have planned the curriculum to promote children's wellbeing and social and emotional development. All staff members care deeply about the wellbeing of children and this is very evident in the warm and supportive relationships that exist between staff members and children. Communication between the class team and parents is very important and supported by the use of SMS messaging, Social Media and Marvellous Me.</i></p>					
<b>5) The school makes me aware of what my child will learn during the year.</b>	<b>35%</b> 16	<b>48%</b> 22	<b>9%</b> 4	<b>0</b>	<b>9%</b> 4
<i>Last questionnaire November 2019</i>	72%	23%	3%	0%	3%
<p><i>Lockdowns and Social Distancing have changed some of the ways we interact and communicate with parents, and face-to-face conversations between teachers and parents have been much more limited. We have developed news mechanisms to support learning and communication using technology but this does not always suit the needs of young children. Early in the next academic year, we will survey parents to find out how what additional information would be helpful to increase awareness of children's learning.</i></p>					
<b>6) When I have raised concerns with the school they have been dealt with properly.</b>	<b>48%</b> 22	<b>43%</b> 20	<b>2%</b> 1	<b>2%</b> 1	<b>4%</b> 2
<i>Last questionnaire November 2019</i>	28%	15%	2%	0%	54%
<p><i>Members of the school's Senior Leadership Team (SLT) are visible throughout the school and are available to parents at the start and end of the school day. Three members of SLT greet children and families on arrival at the start of every school. This high level of visibility and approachability means that parental concerns can be effectively addressed without delay. The SLT meet weekly and communication between SLT and with class teachers is very effective.</i></p>					

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Parent Questionnaire	strongly agree	agree	disagree	strongly disagree	don't know
7) My child has SEND and the school gives them the support they need to succeed.	<b>83%</b> 5	<b>17%</b> 1	<b>0</b>	<b>0</b>	<b>NO SEND</b> <b>87%</b> 40
<i>Hala Langan is the school's Inclusion Leader and works 4 days a week to ensure there is appropriate support for any child with additional needs in the school and nursery. Mrs Langan regularly meets with class teachers and teaching assistants to evaluate the effectiveness of the work we do and to maximise the positive impact for children and their development.</i>					
8) The school has high expectations for my child.	<b>48%</b> 22	<b>28%</b> 13	<b>0</b>	<b>0</b>	<b>24%</b> 11
<i>Last questionnaire November 2019</i>	69%	17%	0%	0%	14%
<i>Over three quarters of respondents agree that the school has high expectations for their child. The SLT will consider further ways to make our motto "Excel at Twerton, the school that cares" more explicit to parents.</i>					
9) My child does well at this school.	<b>59%</b> 27	<b>33%</b> 15	<b>0</b>	<b>0</b>	<b>9%</b> 4
<i>Last questionnaire November 2019</i>	79%	18%	0%	0%	3%
<i>A reassuringly positive response but we will work with parents to improve communication so that all parents have a clear understanding of how well their child is doing in school</i>					
10) The school lets me know how my child is doing.	<b>43%</b> 20	<b>43%</b> 20	<b>4%</b> 2	<b>0</b>	<b>9%</b> 4
<i>Last questionnaire November 2019</i>	74%	23%	0%	0%	3%
<i>A mostly very positive response but a small proportion of parents do not feel well informed about how their child is doing. When we survey parents early next academic year, we will find out how parents want to be informed and make any changes that appropriate.</i>					
11) There is a good range of subjects available to my child at school.	<b>52%</b> 24	<b>39%</b> 18	<b>0</b>	<b>0</b>	<b>9%</b> 4
<i>Last questionnaire November 2019</i>	80%	20%	0%	0%	0%
<i>Bearing in mind the impact of the pandemic, this is a reassuringly positive response. We strive to provide a broad and balanced curriculum in the school that places emphasis on the development of core skills and that also enables children to build a body of knowledge across a wide range of subjects. We also nurture children's curiosity by giving them opportunities to direct lines of enquiry that extend their understanding.</i>					
12) My child can take part in clubs and activities at this school.	<b>57%</b> 26	<b>39%</b> 18	<b>0</b>	<b>0</b>	<b>4%</b> 2
<i>Last questionnaire November 2019</i>	86%	11%	0%	0%	3%
<i>We provide a range of after schools clubs on four days of the week and provide bursaries so that children eligible for FSM can attend. We also make the most of cultural and community opportunities within Bath but some of our usual activities have been impacted by the pandemic. Children in Y1 and Y2 usually visit Bath City Farm and attend the Bath Children's Literacy Festival, but this has not been possible this year. We also usually perform at the Primary Dance Umbrella and the Primary Schools Advent Concert, again this was not possible. We have our own Forest School facility within the school site which is led by a qualified and experience Forest School Leader.</i>					
13) The school supports my child's wider personal development.	<b>54%</b> 25	<b>26%</b> 12	<b>4%</b> 2	<b>0</b>	<b>15%</b> 7
<i>Last questionnaire November 2019</i>	76%	18%	3%	0%	3%
<i>Children's social, emotional and moral development is at the heart of the school and nursery. Undoubtedly, the pandemic has impacted children's physical and mental health and it has also limited some of the work that we have been able to do.</i>					
<i>As we plan the curriculum for September 2021 and beyond, we will prioritise children's personal development alongside academic progress.</i>					
<i>The development of the whole child has never been more important. Throughout the academic year, we focus on key virtues and values that we want to foster and develop in children. This is supported by weekly PSHE activities within the classrooms, which are tailored to the needs of the children and closely informed by the Thrive Approach. <a href="#">SMSC Themes</a></i>					