



Brighstone C.E Aided Primary School

Headteacher – Mrs R. Lennon

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Parent Survey June 2021 - Results

Dear parents and carers,

We would like to thank those of you who contributed your feedback in our parent survey. At Brighstone, we feel it is important to gather parent views, because we believe in the importance of working together to be the best school we can be for your child. We were delighted to see so many positive comments, and I would like to extend a heartfelt thank you to everyone in the team at Brighstone, and to you, for your continued support.

The results from the questions are below, along with responses to your queries and concerns, which I hope reassures you and provides answers to any questions you may have. If you have any further questions, please do not hesitate to contact the school.

(1 person = 4.17%)

1. The school curriculum engages my child in learning.

100% of you agree or strongly agree.

1	Strongly agree		58.33%
2	Agree		41.67%
3	Disagree		0.00%
4	Strongly disagree		0.00%
5	Don't know		0.00%

Thank you for your positive feedback. The National Curriculum forms just a part of our wider curriculum at Brighstone. Each year when we map out the yearly curriculum, we try to ensure that we choose topics and areas of learning that spark the children's interests as well as extending and widening their learning, knowledge and understanding of the world around them and beyond.

2. The school helps my child develop the skills to succeed in the next step of their learning journey.

96% of you agree or strongly agree.

1	Strongly agree		37.50%
2	Agree		58.33%
3	Disagree		4.17%
4	Strongly disagree		0.00%
5	Don't know		0.00%

Each area of learning is progressive and builds on previous knowledge, skills and understanding to ensure that the 'building blocks' of learning are in place. We work hard to identify and close any gaps that the children may have. Sometimes further support or interventions are needed to help close these gaps. If, at times, parents do not feel that their child is developing the skills that they need, please do not hesitate to contact the school where we will talk it through with you and address any concerns that you may have.

3. My child experiences a wide variety of learning opportunities, including in and out of class, sporting activities and trips/visitors.**96% of you agree or strongly agree.**

1	Strongly agree		54.17%
2	Agree		41.67%
3	Disagree		0.00%
4	Strongly disagree		4.17%
5	Don't know		0.00%

When planning the curriculum, we aim to provide a range of learning experiences and opportunities, as we know that these help to build and develop the whole child, both academically and pastorally. This year it has been difficult to offer such a broad range as we usually do, due to the Covid restrictions that have been in place, but we tried to squeeze some in where we could. We have planned in a range of opportunities for the new academic year, which we sincerely hope will be able to go ahead!

4. My child has made progress this year, including academically and pastorally (e.g. spelling, handwriting, reading, phonics, Maths, group work, independence, following instructions, turn-taking etc...).**92% of you agree or strongly agree.**

1	Strongly agree		62.50%
2	Agree		29.17%
3	Disagree		0.00%
4	Strongly disagree		4.17%
5	Don't know		4.17%

It has been a tumultuous year and a half in which learning has been disrupted and many adaptations have had to be made to accommodate home learning and to address gaps in learning that have emerged. However, children still made progress, even if some of that progress may be small steps to rebuild skills that have been lost. The Department for Education (DfE), and Hampshire Inspection and Advisory Service (HIAS), brought out an adapted curriculum for Reading, Writing and Maths, which we have been following, and the DfE has recently brought out further (non-statutory) guidance for the new academic year, which identifies key areas to be addressed across the wider curriculum. We have also been working hard on developing children's pastoral and learning behaviours, such as resilience, stamina and wellbeing.

5. My child enjoys coming to school and has a positive attitude to learning. 96% of you agree or strongly agree.

1	Strongly agree		75.00%
2	Agree		20.83%
3	Disagree		4.17%
4	Strongly disagree		0.00%
5	Don't know		0.00%

We are pleased that such a high percentage of children enjoy coming to school and have a positive attitude to their learning. We know that, sometimes, there may be times when a child doesn't enjoy coming to school; for example, due to friendship issues or if they are finding their work difficult, so we encourage you to let us know so we can work on resolving the issue and building up their enjoyment again.

6. The school has a positive, respectful culture in which my child feels safe and well cared for.

92% of you agree or strongly agree.

1	Strongly agree		62.50%
2	Agree		29.17%
3	Disagree		4.17%
4	Strongly disagree		0.00%
5	Don't know		4.17%

We do our best to ensure that every child feels safe and well cared for, as we strongly believe that a positive, respectful culture is key to enabling everyone to flourish and thrive.

7. The school helps my child to develop good learning behaviours, including independence, resilience, collaboration and perseverance.

96% of you agree or strongly agree.

1	Strongly agree		54.17%
2	Agree		41.67%
3	Disagree		4.17%
4	Strongly disagree		0.00%
5	Don't know		0.00%

We believe that positive learning behaviours are key to developing lifelong learners, so this has been a focus for the school for a few years. These are especially important after the disrupted year and a half that we have had. Through the promotion and teaching of good learning behaviours, we encourage the children to become responsible for how they approach, carry out and reflect on their learning.

8. My child receives support and challenge appropriate to their needs. 83% of you agree or strongly agree.

1	Strongly agree		29.17%
2	Agree		54.17%
3	Disagree		4.17%
4	Strongly disagree		4.17%
5	Don't know		8.33%

To enable all children to make progress that is right for them, they need to have the appropriate support and challenge. This will look different across different subjects and contexts. As part of the usual programme of Continuing Professional Development, school practitioners have received training in this area and further training is scheduled for the new academic year, to ensure that we fully meet the needs of each child to enable them to make progress that is right for them. If you ever have any concerns or questions about your child's progress, please contact the school.

9. The school's core values of Love, Courage and Respect help to develop my child's pastoral and learning needs. 96% of you agree or strongly agree.

1	Strongly agree		50.00%
2	Agree		45.83%
3	Disagree		4.17%
4	Strongly disagree		0.00%
5	Don't know		0.00%

Our school values of love, courage and respect inform our ethos and culture, and we model these values in all our choices and actions. When helping children to make the right choices or to self-reflect, we encourage them to do this using the school values. We aim to develop love of self, of each other, of our planet, and of animals. We aim to develop courage to try new things, to have a go, to persevere and build resilience, to make the right choices and stand up for what you believe in. We aim to develop respect of people, places, belongings and animals, and treat others as you would like to be treated.

10. The school responds well to any concerns I raise. Where applicable, 96% of you agree or strongly agree.

1	Strongly agree		33.33%
2	Agree		41.67%
3	Disagree		4.17%
4	Strongly disagree		0.00%
5	Not applicable		20.83%

We believe that we are approachable so, if you have any concerns, you can raise them with any member of staff who we hope will be able to resolve them. However, if you feel that your concern hasn't been addressed sufficiently, then there is a clear procedure to follow for concerns and complaints, which is laid out in our Complaints Policy. In the first instance, the aim is to always try to resolve it at the initial stage.

11. The school is well-led and managed. 92% of you agree or strongly agree.

1	Strongly agree		54.17%
2	Agree		37.50%
3	Disagree		8.33%
4	Strongly disagree		0.00%
5	Don't know		0.00%

Following new and adapted leadership personnel, including changes of governors, new headteacher and members of SLT, as well as subject leaders, we have put many improvements in place, which have led to positive impacts and feedback. There are always sound reasons behind any decisions taken (some are externally imposed while some are internally made) and we know that, unfortunately, some changes may not be as well received as others. We aim to be as transparent as possible, where appropriate and necessary, about the reasons behind any decisions made.

Some of the extra comments from the above questions:

My children are very enthusiastic when talking about their learning and have even taught us a thing or two!	My son has had an excellent education at Brighstone Primary which has been personalised to meet his special needs.
My child wanted to learn the drums. Drumming lessons weren't currently available at the end of last half term. So Melissa looked into it and was added to the music lessons on offer. He has now had his first lesson and loved it! You couldn't ask for more.	I look forward to a return to more community engagement when restrictions allow but in the circumstances you've maintained a varied and engaging learning environment really well.
His LSAs have all been excellent and have provided scaffolding to help him learn, consolidate, then take the next developmental step.	RWI in particular is a fantastic learning model.
The school have provided the right level of support for all activities that occur outside of school.	The range of sporting activities and trips is incredible, particularly considering the restrictions.
They have also really enjoyed their forest school experience.	Tapestry has been a real help to seeing what both our children do in and out of the classroom.
The linking between subjects through the term topic brings everything together well.	Both trips organised this year for Bubble 1 have been great - the Zoo and Black Gang Chine trips have been so exciting for both children.
My child has come so far since joining Brighstone Primary. In their previous school they were seen as lazy but this teacher has encouraged them and raised their confidence and ability to no end.	We have noticed steady progress this year and impressed that learning seems to be tailored to children's needs, providing challenge and stimulation.
Our child seems to have grown in confidence in many areas, despite the disruption to lessons due to Covid.	Always very happy to come to school, never heard a bad word said about it.
The school is well-led more so now than ever!	My children have always loved coming to school.
The fact that my children want to come to school in the morning and are not so happy when it is half-term tells me all I need to know!	Both children seem to go into class and come out of class with a smile!
My child is in Lambert class. Learning about Natasha Lambert has taught her a lot about resilience, perseverance and independence.	My son has a faith he expresses through loving Jesus and caring for others. This has been encouraged every day at school, through friendships and daily interactions.
On a day-to-day basis, the teachers and LSAs always respond in a constructive and helpful manner.	Well done to all the team for stepping up under difficult circumstances to provide the children with a safe and engaging place to learn & play.
My child loves his Brighstone Primary School family.	

Here are some of your comments (and our responses in red where applicable) for the following questions:

12. What do you feel are the school's greatest strengths? What should we celebrate?	
Community spirit. Welcoming ethos. Approachable. The Newsletter is extremely informative.	It's small and personal. It has a community feel. Key stage one - super teaching staff. Celebrating children's individual successes.
Values, friendly, caring, adaptable to children's needs. Good links with pre-school - helps school starters prepare for school. Also, provides after school clubs.	The community and support for each other within school Encouraging the children to be the best they can be inside and outside of school.
Inclusivity and kindness	My child loves going to school. The school helps develop their confidence and makes learning fun. Good sports provision.
A responsive and receptive reception/ Year 1 teacher, Mrs Cousins, who has helped us and our children immensely in the last 2 years.	That students are so much more than a name. You know them and they feel that support.
The appointment of Mrs Lennon as the headteacher who is showing great leadership style.	The LSAs' dedication and excellent support
The continued caring spirit that runs through the school into the wider community. Your values aren't 'lip service' they are real and it shows.	Brighstone school is very inclusive, there is a real sense of community.
The lengths you go to for individual children.	All the staff, such a wonderful, calm, welcoming environment!
	Good communication, making the children feel very relaxed and comfortable, engaging topics, very friendly.
Our response:	
Thank you for such positive comments! We are delighted to know that you and your children value Brighstone Primary so much, and we look forward to continuing to work closely together to make our school even better!	

13. What do you feel are the most important issues we should address in the next year to help us further improve?	
Your comments	Our responses
Making sure children are pushed as well as supported to be able to achieve the maximum.	Some children thrive on challenge, and this further promotes their enjoyment of learning. We have received some CPD on how to provide further challenge for children, and further CPD is scheduled for the new academic year.
Helping children to build confidence in larger group situations - post Covid.	We have all missed taking part in larger group and whole school opportunities over the last year and a half, and we are planning these in for the new academic year to help children work and play with children of different ages, and to further help develop their sense of confidence and belonging.
Remind children that there is a big world out there to explore, careers to pursue off the island etc - their worlds have been limited to home and their school bubble so much in this past year that we feel it is important to remind them of the many opportunities that are open to them.	This is so important and, while the children have had some opportunities this year to engage in the wider community and meet people (via Zoom) who have pursued a range of interesting careers, this is something that we want to further develop now that restrictions are starting to lift. We want to use our wider curriculum and a range of opportunities to broaden the children's horizons.
I am really looking forward to the time when parents can start coming into school again for things like Golden Assembly.	So are we! We are looking forward to the day when we can welcome you back, for Golden Worship as well as for other opportunities inside and outside the classroom.
Very difficult due to Covid to have any feedback from teachers about learning and progress. I know this year has been focusing of catching up the core areas lost through lockdown, but feel lack of feedback makes this impossible to gauge and difficult for parents to support children at home.	Schools are legally required to provide at least one opportunity per year for parents or carers to discuss their child's progress with a teacher. At Brighstone, we provide three opportunities throughout the year, through parent consultations, as well as through an annual report. We also set up an email for each class to enable clear, pertinent and relevant communication between home and school. We will keep you informed if there are any areas in which we feel you could support your child further at home. Equally, you can contact us if you have any questions about your child's learning.
Communication could still improve. On the whole it's fine but there remains an assumption that parents know what's going on with the school and their child. It's a shame when as a parent you learn information second hand.	We aim to be as transparent as possible with all of our communication, which is conveyed through a range of media, including Tapestry (EYFS/KS1), Facebook, email, website, the weekly Buzz newsletter, and texts. However, if you feel that there is something that you have missed out on, please let us know so we can close any gaps in communication that there may be.
Messages from the school come out on various media/social platforms, and these messages are not always the same e.g. parents email, Text, Edu spot messages, Facebook (school), Facebook (BSA), Tapestry, paper form/letters and children's Gmail (when these were used during lockdown). So we think that either all messages should be broadcast on all platforms identically to ensure messages are received and to avoid confusion; or, preferably, perhaps one platform can be chosen to disseminate all messages from the	We are aware that sometimes, if emails have been missed, it is because they have gone into 'junk', so this is always worth checking first. We understand that it may seem like an overload of information from a range of sources, as we know that parents like to access different media. However, the bulk of our communication is through the Buzz weekly newsletter, so this is the main 'go to' source of information. With a range of communication means being used, there may be occasional instances where there may be discrepancies, so please do let us know if you spot them so they can be rectified.

school, providing one clear line of communication, avoiding multiple messages and repetition of the same information?	
Stop putting the year groups together.	Sometimes, due to cohort numbers, this is unavoidable. Mixed age classes are formed in most schools partly because of the way in which the pupil roll is configured in any given year (i.e. the numbers of pupils in each different year group). It is not uncommon for this situation to change from year to year, as the sizes of year groups can vary quite dramatically. This is especially so in a smaller school. Research has shown that children in mixed-age classrooms have increased social and emotional understanding, engage in both collaborative and independent learning with greater ease, and have more positive peer interactions.
Expand community engagement to encourage intergenerational relationships.	Absolutely! We are planning to build this into our curriculum and wider opportunities for next year and beyond, as we believe that this is so important and beneficial for all generations.

14. Do you have any other comments?	
It would be nice for children to have a variety of outside play equipment in different areas of the grounds.	We agree. Our current play equipment needs replacing, and new play equipment needs introducing. The cost of these items are substantial, but the BSA have made a very generous offer to help raise funds towards a new trim trail. We are also in the process of developing a new outside area for Reception and Year 1, and will be reintroducing the raised beds for digging and playing in.
Since joining the school last September, our child has had a much improved attitude towards learning. Despite limited classroom time due to C-19 the teachers have picked up and addressed the gaps in their knowledge. Happy child = Happy parents!	Thank you for this positive feedback. We are really pleased that your child has such a positive attitude towards their learning.
Again well done and thank you for keeping our children's school days as "normal" as possible whilst keeping them safe.	We have worked hard to ensure that the Covid-safety measures that have been imposed on schools haven't restricted the school day too much; for example, taking the opportunity to hold Collective Worship outside where we can all join together in a safe, socially-distanced way.
My son has received the best education I could have asked for and we will remember the positive opportunities he has had, always. Thank you for giving him such a brilliant start to his learning journey.	Thank you for such positive feedback. We always aim to provide positive opportunities to spark the children's interests, engage them in their learning and widen their horizons, whilst helping them to develop into sensible, independent, respectful members of society.
We love Brighstone Primary School and the fantastic team.	Thank you!

If you have any questions, concerns or suggestions that aren't addressed in this letter, then please do not hesitate to contact us.

Once again, we would like to extend our thanks to you for giving up your time to fill out the parent survey and providing us with feedback. It is very much appreciated, and we look forward to continuing to work with you closely to enable us all to provide the best learning opportunities, both academically and pastorally, for the children at Brighstone.

Best wishes,

Mrs Lennon and the Brighstone Team