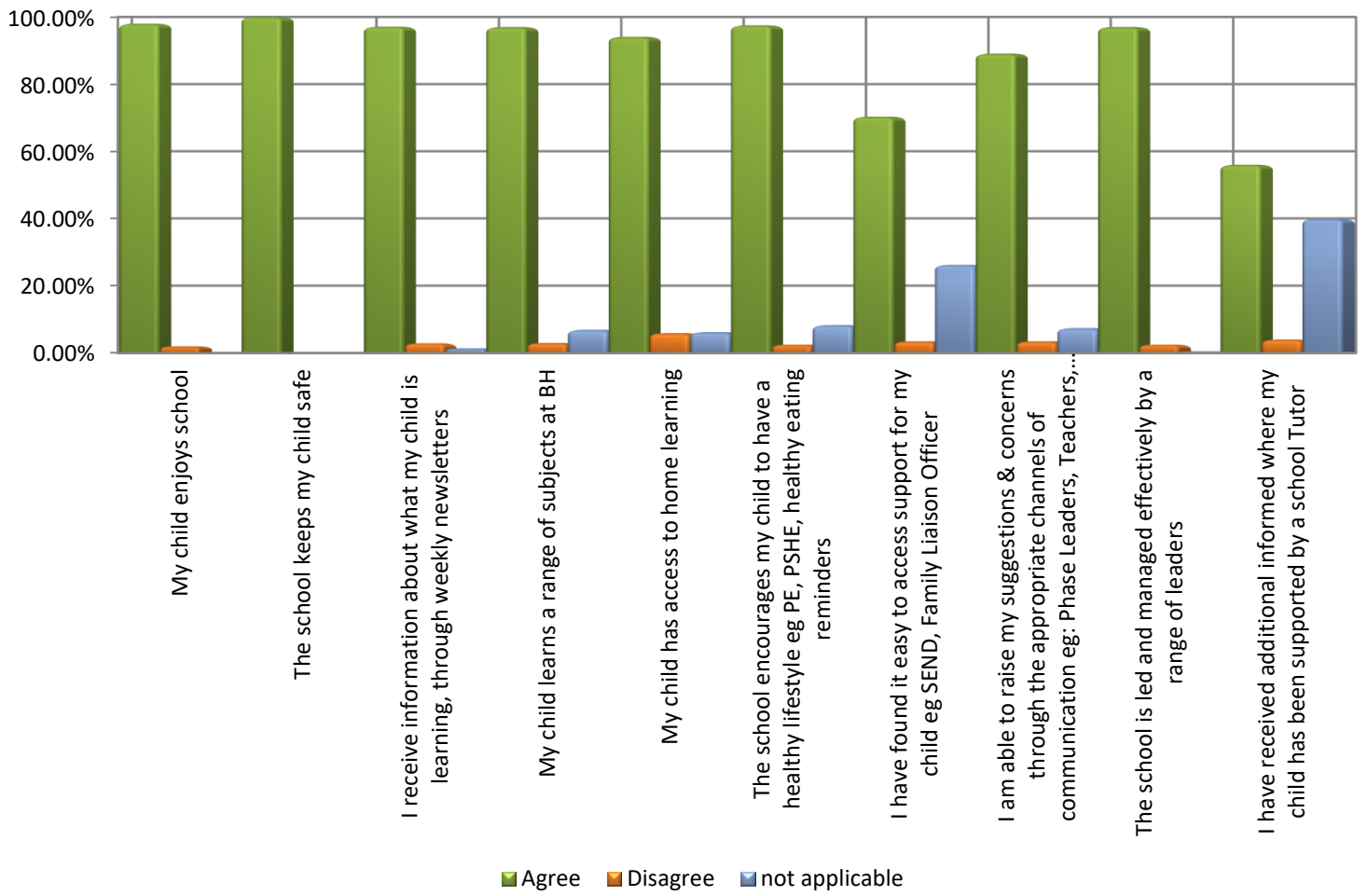


Analysis of Parent/Carer questionnaire

Autumn Term 2024

Parent/Carer Questionnaire 2024



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	Out of 202 responses	Agree	Disagree	Not Applicable
1	My child enjoys school	98%	2% (4 people)	0%
2	The school keeps my child safe	100%	0%	0%
3	I receive information about my child's learning through weekly newsletters	97.1%	2.5% (5 people)	0.5%
4	My child learns a range of subjects at Brunswick House	97%	1.5% (3 people)	1.5% (3 people)
5	My child has access to home learning	94.1%	1.5% (3 people)	4.5% (9 people)
6	The school encourages my child to have a healthy lifestyle eg: PE, PSHE, Healthy eating reminders.	97.5%	1.5% (4 people)	1% (2 people)
7	I have found it easy to access support for my child eg SEND, Family Liaison Officer	70.3%	3.5% (7 People)	26.2%
8	I am able to raise my suggestions and concerns eg through the appropriate channels of communication eg: Phase Leaders, Teachers, SLT	89.1%	3.5% (7 people)	7.4%
9	The school is led and managed effectively by a range of leaders	97%	2.5%	0.5%
10	I have received additional information where my child has been supported by a school Tutor	56%	4% (8 people)	39.9%

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Brunswick House
Primary School



Brunswick House
Primary School

Brunswick House Primary School

Parent Questionnaire

2024-2025

You said:	We do or will do:
<ul style="list-style-type: none">•If they provide learning stuff as a homework •Less hectic playground at pick-up would be better. Mornings are easier as it's quieter (families all arrive at different times in the morning). •Learning was differentiated for the higher ability in year 1 •If in reception classes left jacket inside, not outside •More access to physical activities. ie ball court been open and have available correctly inflated balls. Children getting access to the grass areas *We could receive more individual information about our kids and their learning.	<p>Brunswick House currently provides Home Learning banks on weekly year group newsletters, which offer a range of home learning opportunities, including maths and English support as well as a variety of other cross-curricular activities.</p> <p>Year one parents now pick up at the year one gates, reducing the number of parents on the other side of the playground</p> <p>All children receive daily high quality phonics input at their current level (streamed) Maths mastery- problem solving and reasoning questions are offered to all and explored as a class during carpet sessions. The maths challenge station in each year one classroom ensures that children have access to further challenges once they have demonstrated their understanding and application of the concept taught.</p> <p>Coat and belongings racks are now located in the classrooms.</p> <p>All areas are used by the children. Zoned areas with specific play resources are a feature at every lunch break.</p> <p>Grass areas will be used for lunch play when the weather is drier and the ground safer to use.</p> <p>Fields are used for specific sports such as cross country, rugby and football.</p> <p>Brunswick House already provides non-statutory mini reports in the autumn and spring terms for parents, as well as the statutory full report in the summer term. The SENCo also provides updates and feedback to parents about their progress and interventions and tutors provide mini reports at the end of a child's tutoring sessions with them.</p> <p>Tutors will be attending Parents Evenings from now on and parents will be able to book appointments with them to discuss their child's progress.</p> <p>Tutors will send letters to parents to inform them what their child is receiving tutoring in.</p>

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<p>•The catering considered a well-balanced diet and seasonal options/changes.</p> <p>•Slightly cheaper after school club or ability to use government tax free childcare scheme.</p> <p>•The parents have a bit more update how their child has been through the day</p> <p>*Differential attainment- my daughter has reported occasions of not being stimulated when recapping on the previous year's activities. My fear is that this could lead to a position of reduced engagement, so any additional work within this area would be welcomed.</p> <p>* I have slight concern regarding the religious element within Year One; I'm not sure how much emphasis is given to a secular; humanistic perspective- I'd welcome this as an inclusive approach.</p> <p>•Also, communication about events was better, stick to dates that are set rather than changing them last minute as it makes it</p>	<p>The company has to follow the government's strict guidelines around the ingredients for and cooking of school dinners and nutritional standards.</p> <p>We have shared contact details of our area supervisor with families if parents/carers have any questions relating to this.</p> <p>We consulted with a range of schools about pricing before we set up our own after school provision and we also costed all the expenses as part of the charging calculations.</p> <p>The school also then provided ASC at a reduced cost for December and January.</p> <p>The price we charge covers staffing costs, healthy food options, heating and lighting of the hall.</p> <p>Many families use child care vouchers to pay for BFC and ASC. You need to register with your voucher scheme and then contact bursar@ with your reference. You will then be able to book the club without making payment. Your voucher contributions will reduce your 'debt' once processed by the school.</p> <p>Teaching staff are on the playground every day at home time for parents to talk to. Parents also have the email addresses of all phase and upper senior leaders</p> <p><i>To know more and remember more</i> is part of the Ofsted guidelines.</p> <p>It is crucial that teachers empower children to make links in their learning, both within subjects and across subjects. Recapping learning enables children to make these links and reduces the impact on their short term working memory.</p> <p>In all year groups we learn about the religious faiths but always with the emphasis on Article 14 of the UNCRC 'All children have the right to their own religion and beliefs.' Throughout our RE lessons we talk about how different people believe different things, including those who do not believe in God/s.</p> <p>Year 1 focus on learning about Jewish and Christian faiths alongside what is important to the children themselves. Humanism is covered in detail in KS2 and will be mentioned where appropriate in discussion in KS1.</p> <p>Dates are set a year in advance. A portion of our INSET day in June will be dedicated to the planning and timing of trips for 2025/26 academic year to give parents advanced notice and the ability to budget for any costs.</p>
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Analysis of Parent/Carer questionnaire

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<p>difficult for working parents to attend.</p> <p>*Also, making all activities and events inclusive to all pupils regardless of religious beliefs. This would relieve a lot of stress for parents of faiths that do not celebrate all the holidays that the school bring in to the education environment. Education should be education, leaving religious festivals and holidays to be celebrated by families if they so wish to outside of school.</p> <p>•If diversity and equality is a priority</p> <p>•Everyone would be more consistent with the expectations from the children and all the rules that are expected that children follow should apply to everyone not only to some children.</p> <p>•There was more clarity/consistency with regards to rules relating to yr 6 students being able to leave school alone. Sometimes my daughter has been allowed and sometimes she hasn't after a club.</p> <p>•Greater access to after school classes</p> <p>•I could communicate directly with the teacher through an app</p>	<p>All activities are open to all of our communities regardless of their religion.</p> <p>At Brunswick we emphasise respect for others and this includes understanding about how people with beliefs different to ourselves. Learning about key festivals in our classmates' lives fosters good relationships and understanding between communities and individuals.</p> <p>We are an RRSA Gold accredited school, recognised for the work we do to champion all children's rights.</p> <p>We have diversity displays around our school. Diversity and Equality is always on our school development plan (governor and pupil speak plans), so that it never loses momentum or importance in our school community.</p> <p>We have a clear Behaviour policy in place, consistent rewards systems and clear guidelines around sanctions and how this is communicated to parents. All staff know the Behaviour Policy and are expected to apply it consistently.</p> <p>Upper Key Stage Leader to email all year 6 parents to clarify this.</p> <p>Wording to be added to 'walking home from school' forms.</p> <p>Every child has access to every after school club that is offered to their age group</p> <p>Phase Leaders can be emailed</p> <p>Teachers are available at home time or can phone a parent outside of teaching hours if this is agreed to in advance</p> <p>Work-life balance and workload of teachers is also a priority to the school</p>
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<ul style="list-style-type: none">•Children can receive more support about emerged feelings and behaviours internally and externally.•I didn't have to wait till parents evening to talk to teacher about my concerns.•More regular updates about my child directly to me. We've only had one FS photo since she started and I'd love more direct communications•If different culture could be celebrated throughout the year. It seems like diwali and Christmas have been given a lot of attention which i am happy with but would be good if children are taught more about other cultures celebrations.•The children had consistency day to day with the same teacher being present in the classroom•If they will provide transportation service for those who comes from far distance it will be better of them.•Provide a channel of communication between parents and the company in charge of food.	<p>We are an accredited Nurture school, with 2 FLOs, mental health first aiders, a private play therapist, zones of regulation, restorative conversations and an open door policy for all children to senior leaders. We provide parent workshops and deliver weekly PSHE lessons and provide Worry boxes/Bubble Time to enable all pupils to raise concerns with their class staff.</p> <p>We also deliver assemblies that cover a range of these strategies.</p> <p>Teachers are on the playground at the end of every school day (or their HLTA2). Concerns can also be emailed on a daily basis to phase leaders - their emails are on the website and the headteacher newsletter every week.</p> <p>In the autumn term, FS were primarily focused on settling pupils and getting their phonics off to a strong start, so most parent communication began with phonics and reading.</p> <p>In the lead up to Christmas, FS staff increase the number of updates sent via Evidence Me.</p> <p>DfE guidance urges FS practitioners to prioritise spending time extending children's learning rather than recording information and observations to send home.</p> <p>What EYFS staff do record are called 'wow moments' and they are captured as staff see them. Staff are available at the start and end of every day and parents are encouraged to ask if they would like a direct update on your child's progress or to email fsleader@brunswick-house.kent.sch.uk</p> <p>We celebrate a wide range of festivals through our weekly assemblies as well as learning in RE lessons.</p> <p>PPA time for all teachers is statutory. Leadership release time is part of our school's commitment to the rigorous monitoring of all our subjects. We only use trained in-house staff as opposed to supply teachers to cover these sessions. These staff are permanent members of our team and follow all the school policies that the class teacher would.</p> <p>This is the responsibility of Kent County Council.</p> <p>Contact details to be re sent every seasonal term in the HT newsletter</p>
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<ul style="list-style-type: none">•The children could have sibling photos taken like they used to•Just would be better if we can get more details about how our kids spend their times at school, like individual details•Children could bring home weekly packs, ie: reading books, spelling books instead of everything having to be online or technology based.•You could book breakfast/after school club further in advance.•I would love see to a bigger focus on PE. It does seem to be the 1 lesson that will be cancelled over anything else. It's proven that physical activity improves mental health, so I strongly believe there needs to be a bigger focus in this area.* If there was more focus on languages (French/Spanish/German or languages commonly spoken by peers at home).•The events held could be supportive of working parent's. Having a code to watch live for people who can't physically attend certain things but desperately wish they could•More communication about the child's day to day - food intake, good bad parts of the day•They continue in their current excellent performance with more research and development for improvement	<p>This has always been offered.</p> <p>All this can be found in the weekly year group newsletters</p> <p>All children are able to bring home reading books- All other learning can be accessed via the year group newsletter. App for the promotion of mathematical calculations and language support are just another tool to supplement the paper based approach the school has in place. There are also after school clubs for children to be able to access these that might not have access to technology at home.</p> <p>The bookings are released in termly blocks. Parents have previously reported that slots were being booked in advance in order for the place to be 'reserved' and only cancelled at the last minute. This was causing an issue with availability.</p> <p>Every class has two hours of PE per week, swimming is part of this allocation, as well as access to physical activity at break and lunchtimes and at after school clubs. Children also participate in early morning sports clubs and take part in competitions and tournaments against other schools. PE is monitored by a dedicated leader.</p> <p>The national curriculum for Key Stage 2 is to teach one MFL and we have chosen Spanish as it is spoken in more countries across the world than French and German and supports improving children's future job opportunities.</p> <p>This is being looked into by the leadership team, with the aim of being offered in the next academic year.</p> <p>Teachers and HLTA2s are on the playground every day to talk to parents if they have questions</p> <p>This is already part of our appraisal approach for all staff.</p>
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<ul style="list-style-type: none">•There is a covered Parent waiting area•More information was given about your child if they are receiving extra support within school (how they are getting on or if they have progressed and are working at a higher age level than previously)•It would be better if provide more parents meeting so we would be able to discuss more about our children with their teachers and support each other to help children have greater time in their school.•If parents can have one or two pages of summarized topics covered for the week.•There were more opportunities; different trips, more variety of after school clubs.•If there weren't so many different apps, it would be better if some of these were merged. It would be helpful if parents could make changes to After School club requirements up until midday on the day. There's often a lot of contradictory information. The general admin accuracy and communication from the school needs improving. I seem to have encountered so many errors and confusion within the first month of my child attending school, this isn't helpful when you're a new school parent trying to juggle work times and school.•Children were released promptly from class as often they are late out, usually when it's PE in the afternoon.•If it will be open early Thanks	<p>With over 850 parents and three different gates, this is currently not practical or physically possible</p> <p>All pupils who receive additional support will have a pupil passport or a tutor report if supported by a tutor.</p> <p>Pupil passports are shared three times a year with parents. Tutor's write a report for parents to summarise the support provided</p> <p>We provide these already</p> <p>Teachers also always meet with parents when they request this, as well as providing two parents evenings and an open evening.</p> <p>The curriculum covered each week is provided in class newsletters which go out every week.</p> <p>We run up to 19 after school clubs each term, most years, more than 3 times compared to some of our neighbouring primary schools</p> <p>We have different apps for things as we are using what we think are the best platforms for each specific subject i.e mathletics for calculations in the maths curriculum whereas TTRockstars for specialised times tables practice, Purple Mash is our computing scheme, Spelling shed is used in English and Language Angles for MFL.</p> <p>Phase leaders have addressed this at phase meetings with HLTA2s and class teachers. It is something we will be carefully monitoring.</p> <p>We open at 07:30</p>
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