

Parent/Carer Survey Feedback: 2025



A huge thank you to all the parents and carers that took part in our survey. 65 parents responded.

It is imperative we hear your voice. Below is a summary of the outcomes and any actions we will be taking as a result of your comments.

Q1: What year group is your child in?

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responses	NA	11	17	13	7	11	10	6
%	NA	37	57	43	27	39	37	21

Q2: How would you describe your child's ethnicity (these groups were taken from the 2021 Census)?

Asian, Asian British – 8%

Black, African, Caribbean or Black British – 6%

Mixed or multiple ethnic groups – 14%

White – 68%

Other ethnic group – 5%

Q3 and 4: My child enjoys coming to school, most of the time:

92 % said YES

8% said NO

Key Points Raised – 21 responses	Comments/Actions
<ul style="list-style-type: none"> • He likes the environment which is always joyful. • My child loves coming to school. • Always happy and excited to go to school • Learning outside the classroom- trips and experiences • Sometimes finds school boring • My able child is not being challenged enough 	<p>It is very important to us that the children enjoy coming to school and that they feel happy in their learning. We will monitor teaching to check higher attaining children are being challenged and that the lessons are as fun as they can be. We will continue to offer a wide range of trips, visitors and first hand experiences.</p>

Q5 and 6: My child feels safe at school:

97 % said agree/strongly agree
3% said disagree/strongly disagree

Key Points Raised – 14 responses	Comments/Actions
<ul style="list-style-type: none"> • The school makes sure all the children are safe and makes me feel safe leaving them here • My child likes her teaching staff and feels safe and confident to talk to them about anything. • Staff seem to respond to any incidents promptly. • Other children sometimes hit and push- child worries about the behaviour of other children. 	<p>Safety and safeguarding are at the top of or list of priorities. When there are incidents we will continue to respond promptly and work with staff to continue to provide a safe environment.</p> <p>The parent survey highlighted that children are aware that some children need support with self-regulation. We will continue to work with agencies, such as Outreach Inclusion Service and Drumbeat, in partnership with parents/ carers. Whole school work on Zones of Regulation will be refreshed in the Autumn Term and we will continue to ensure supervision in classes and on the playground is effective.</p>

Q7 and 8: The school makes sure pupils are well behaved:

92% agree/strongly agree
8% said disagree/strongly disagree

Key Points Raised – 13 responses	Comments/Actions
<ul style="list-style-type: none"> • Class discipline system is clear, fair and encourages consistency and a productive environment for all. • There appears to be some challenging/immature behaviour in one of my child's classes, but it sounds like the class teacher takes this seriously and addresses it appropriately. • Older pupils sometimes are not good role models for the younger pupils. • Smaller class sizes would support good behaviour 	<p>Consequences for bullying and misbehaving – We talk to children about expectations, our rules, children's Rights, and how every child is different and needs to be supported. We also talk to children about their responsibility to speak out if they see something wrong, and not sit back and let it happen. We want children to feel they have been treated with dignity but that they appreciate that unacceptable behaviour will require a consequence. This might be different for different children depending on their understanding, the size of the problem or if they have made poor choices in the past. We don't believe in a 'one size fits all' approach. We have reviewed our Behaviour Policy this year.</p>

Q9 and 10: The school has high expectations for my child:

80% agree/strongly agree

20% disagree/strongly disagree

Key Points Raised – 15 responses	Comments/Actions
<ul style="list-style-type: none"> • Personal best encouraged, progress is evident and child is retaining knowledge and skills. • Pleased with phonics and reading teaching in Reception • Parents find it hard to work out how the lessons are pitched and whether their child is getting what they need. • Not enough information about the homework. • SATs take over to the detriment of the wider curriculum 	<p>High Expectations – Teachers set high expectations for children and this is monitored by year group staff SLT, Curriculum Leads, and Lewisham. Children are expected to learn and practise skills, then use them in different situations. They are set challenges and asked to explain what they have done. This is to ensure they have mastered what has been taught.</p> <p>Support – Some children in school require more support than others. Some children need a 1:1 adult, others need additional interventions, and others need modified resources. All children receive the support that they need to allow them to be successful AND push them further in their learning.</p> <p>Home learning – We will look at the information given about homework at the Meet the Teacher meetings in September and put in more information. Homework builds as children move through the school to include maths, spelling and project work, but will always include reading, right from Reception.</p> <p>SATs- We think of these as a bench mark for Secondary School readiness so they do take high priority. We continue to teach the full curriculum including trips and visitors for Year 6.</p>

Q11 and 12: My child is making good progress at this school:

86% said agree/strongly agree

14% said disagree/strongly disagree

Key Points Raised – 20 responses	Comments/Actions
<ul style="list-style-type: none"> • Pleased with progress • Child's interest and enthusiasm in learning has been fostered. • Consistently good teaching and high expectations • Concern that child is 'behind' and not 'catching up'. • Child could be further challenged • Child with SEND- parents unclear about expectations for the child 	<p>Curriculum: Information about the curriculum is given at Welcome Meetings and on website: Brindishe Federation - Curriculum (brindisheschools.org)</p> <p>For children who are not working at age related expectations, the curriculum is tailored to their needs to move them on to the next steps. It may be that children with additional needs will have additional teaching in intervention groups to help them progress. Please speak to your child's</p>

	class teacher if you are worried about their progress and want more information about the expectations for your child.
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Q13 and 14: There are a range of learning opportunities and experiences provided by this school, such as visitors, educational visits, practical activities, creative lessons and different themes taught:

91% of you agree/strongly agree

9% said disagree/strongly disagree

Key Points Raised – 20 responses	Comments/Actions
<ul style="list-style-type: none"> • Lots of trips- broad, varied, educational and enjoyable. • Good range of after school options • Not as many Sportacus clubs • Not enough places in the clubs and unclear criteria for spaces offered. 	<p>Clubs: We have tried to make sure every child who wanted to has been offered a place in one of our staff led free clubs this year. We prioritise children in receipt of the Pupil Premium Grant for the club spaces as these children may not have the resources to attend any paid clubs outside of school. We are a small school and have a limited number of staff to run these clubs. The club sizes are decided upon according to a safe ratio of adults to children. We will liaise with Sportacus to see if they can offer more clubs again. Last year, not enough people applied for their clubs to make them financially viable for the company to run all of them</p> <p>Trips and Visitors: We are keen to continue to offer the range of trips and visitors we have had this year and will endeavour to make the offer even more interesting and exciting for the children.</p>

Q15 and 16: The school lets me know how my child is doing (eg Open Classrooms, Parent/Carer meetings, End of Year Reports, Newsletters, class messages on WEDUC, phonecalls home):

84% said agree/strongly agree

16% said disagree/strongly disagree

Key Points Raised – 17 responses	Comments/Actions
<ul style="list-style-type: none"> • Parent teacher meetings- they need to be longer and more frequent- they are too far apart to be able to know how to help my child. • Teacher absence has resulted in less communication via WEDUC • WEDUC does not give notifications • No communication from music lessons 	<p>Teachers are always available to speak to informally at the end of the school day. National expectations are that teachers communicate on progress three times a year – this is done through 2 1:1 meetings and end of year report. In addition, we held 'Meet the. We also hold Open Classrooms have been increased to three times a year. We have to consider teacher workload and have strict guidance around their directed hours but if you have any concerns about your child please contact the school.</p>

	<p>WEDUC: Teachers place their newsletters on WEDUC at the end of the first week back after a holiday as a matter of course, but we will change to sending the newsletters via email next year as well.</p> <p>Teacher Absence: We do our best to maintain the status quo when a staff member is off sick. Often, supply staff work fixed hours and have to prioritise planning and working with the children.</p> <p>Music Lessons: We have fed this back to the providers of the music lessons. They have arranged some concerts for parents in the upcoming weeks.</p>
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Q17 and 18: The school supports my child's wider personal development (behaviour, mental health, Rights Respecting, online safety, PSHE, assemblies)

90 % of you agree/strongly agree

10% said disagree/strongly disagree

Key Points Raised- 11 responses	Comments/Actions
<ul style="list-style-type: none"> • Children have good awareness of Rights Respecting School, how to look after the environment and mental health • Child needs more support developing confidence and public speaking • There could be more opportunities outside the main lessons and more for the pupil leader groups to do. 	<p>We will continue to develop the role of Pupil Parliament, Play Leaders and Eco Council.</p> <p>We have had visiting workshops this year to enrich the PHSME curriculum on the following:</p> <p>Online safety Careers Fair for Year 6 NSPCC Speak Up and Stay Safe Anne Frank Trust Born Free Foundation Online Kindness workshop- 52 Smiles Hello Yellow Day Children's Mental Health Week focus We will continue to develop this provision next year.</p> <p>Children lead assemblies regularly to develop their public speaking skills as well as the winter concerts. We will look at other ways of developing their public speaking and confidence next year. Please do not hesitate to contact the school if you have concerns about your child's wellbeing or mental health.</p> <p>We are proud of how well we teach the children about the Protected Characteristics, equality and diversity and this is a core part of our federation ethos.</p>

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Q19 and 20: I am given information on the clubs, activities and music lessons available at this school that my child can take part in

92% said agree/strongly agree

8% said disagree/strongly disagree

Key Points Raised – 10 responses	Comments/Actions
<ul style="list-style-type: none"> • All appropriate information is received for the varied range of clubs • We miss out on clubs because we are not able to respond quickly enough when the letter comes out. • The newsletters are sometimes information overload/ sometimes a lot of information comes out all at once and it can be confusing <p>Reception did not get any information about music lessons and were not able to sign up for the waiting list</p>	<p>We try to make it fair by putting children on a waitlist and they then have priority for the next term, regardless of when you respond.</p> <p>We will try to keep the newsletters/ communications simple but sometimes there is a lot of information to convey.</p> <p>We will make sure Reception parents know when the waitlist is open again for piano lessons. Guitar and violin start later in the school and parents will be informed when they can sign up.</p>

Q21 and 22: If I have raised concerns with the school, they have been dealt with properly

51% said agree/strongly agree

10% said disagree/strongly disagree

35% said this was not applicable

Key Points Raised – 13 responses	Comments/Actions
<ul style="list-style-type: none"> • Concerns dealt with and communicated promptly • Lack of attentiveness to my child 	<p>Communication – We will email all families who left their email address at the end of the survey and will address your individual concerns with you.</p> <p>We take your child’s safety and happiness very seriously and will do all we can to ensure they are happy in school. Please do make an appointment with Mrs Bannister if you feel your concern has not been attended to as we are keen for your child’s time at school to be happy and productive.</p>

Q23 and 24: If my child has been bullied, the school has dealt with the bullying quickly and effectively:

28% % said agree/strongly agree
5% said disagree/strongly disagree

66% said this was not applicable

Key Points Raised – 6 responses	Comments/Actions
<ul style="list-style-type: none"> • The issue we had was dealt with quickly • Don't have any problems – children happy in school • I did not receive any follow up after I raised a concern 	<p>We appreciate the support of parents to help us tackling bullying as children are learning how to function in social situations. We seek to work with children and families to help them understand the features of healthy and unhealthy relationships. Children are encouraged to speak up about bullying behaviours and this message is given through carefully planned PHSME lessons and assemblies as well as regular reminders about speaking to trusted adults.</p> <p>Please do not hesitate to contact the school if you have any concerns about bullying.</p>

Q25 and 26: I would recommend this school to another family:

91 % of you said YES
9% of you said No

Key Points Raised 14 responses	Comments/Actions
<ul style="list-style-type: none"> • Dedicated staff, hardworking and caring staff • More focus on progress needed • Happy children • Appreciation of the stability in staffing • Environment is challenging for children with additional needs 	<p>Environment/ SEN: We are currently in the process of creating an inclusion suite to provide a low stimulus space for the children with SEND who would benefit from that.</p> <p>Progress: We have a strong focus on academic attainment, with regular pupil progress meetings following our assessment weeks. Using this information, the teachers tailor their teaching to meet the needs of individuals and groups, through stretch and challenge or through additional support. Some children receive extra teaching in intervention groups to work on specific basic skills. We hold regular parent workshops in maths and reading to help you support your child at home. If you</p>

	have concerns about your child's progress, please do contact the school.
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Q27: Any further comments

Key Points Raised – 13 responses	Comments/Actions
<ul style="list-style-type: none"> • Thank you for attention to Equality, Diversity and Inclusion 	<p>We have slimmed down the responses if a comment has been addressed above.</p>
<ul style="list-style-type: none"> • Staff illness cannot be avoided but has impacted on the year. 	<p>We have been able to secure excellent cover for teachers off sick, including SLT members and parachuting in excellent teachers from across the federation.</p>
<ul style="list-style-type: none"> • Would like to see more SENDCo walk ins and more SEND engagement 	<p>We have offered three SENDCo walk in sessions this year but will endeavour to offer more next year.</p>
<ul style="list-style-type: none"> • Smartphone free school please! 	<p>We will shortly be publishing our Smartphone Policy- currently phones that are brought to school for children who walk to / from school alone, are kept in the school office for the duration of the day.</p>
<ul style="list-style-type: none"> • Would like the class teacher to be in class all week rather than a cover teacher for part of a day 	<p>Children like consistency as it helps them to feel safe. Class teachers are entitled to 10% of their teaching time to devote to planning, preparation and assessment. They also have time to devote to leading and developing their subject. These times are covered by SLT or our HLTA so the adults are all well known to the children.</p>
<ul style="list-style-type: none"> • Front office staff are brilliant! 	<p>They really are!</p>
<ul style="list-style-type: none"> • Food offer at Sportacus needs to be more nutritionally balanced 	<p>We will pass this on to Sportacus. They do welcome feedback and can always be contacted directly with important feedback like this.</p>
<ul style="list-style-type: none"> • More clubs on more days of the week, more STEM clubs. 	<p>Our clubs offered by our teaching assistants are dependent upon their skills and what they feel confident in delivering, but we will try next year to offer more of these types of clubs. We have training sessions every Wednesday so we cannot offer clubs on this day. Friday is used for preparation for the following week, so again, sadly we have no staff available for this day. Please do look at the Sportacus offer as they have availability</p>

	on every day of the week. They have said they can offer more clubs if there is the demand for them.
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