



Parent Survey Results

Parent Survey 2019/2020

Our latest Parent Survey was carried out during the Autumn of 2019 during the Parents evening on October 24th, where Sarah Jones (school governor) was handing out the survey. It's terrific to see so many positive comments from parents and carers regarding Berkeley Primary School and the results give us much to celebrate. We will also be using the comments and suggestions to further improve the school in the future so thank you so much to everyone who took the time to complete it.

	Agree	Strongly agree	Total agree
My child is happy at this school	50%	50%	100%
The school makes sure its pupils are well behaved	64%	32%	96%
School makes me aware of what my child will learn during the year	71%	21%	92%
When I have raised concerns with the school, they have been dealt with properly	65%	26%	91%
My child has SEND and the school gives them the support they need to succeed	13%	63%	76%
The school has high expectations for my child	63%	33%	96%
My child does well at this school	66%	31%	97%
The school lets me know how my child is doing	71%	25%	96%
There is a good range of subjects available for my child	59%	28%	86%
My child can take part in clubs and activities at the school	52%	34%	86%
The school supports my child's wider personal development	57%	32%	89%
Would you recommend the school to another parent?	Yes – 96%		

Bullying	Agree		
My child has not been bullied	76%		
My child has been bullied	24%		
	Agree	Strongly Agree	
My child has been bullied and the school dealt with the bullying quickly and effectively	57%	29%	86%



Feedback included the following positive comments regarding Strengths of the school;

"Berkeley Primary school makes children want to learn and help them grow"

"My child is very happy to come to school"

"Berkeley's greatest strength is their understanding of the individual child"

"Berkeley is a very happy environment"

"Praising children for all areas, not just testing!"

"Range of subjects taught"

"Wide variety of subjects, lovely library and swimming pool on site"

"Friendly atmosphere"

"Great incentives for the children who work/ behave well"

"Broad -based learning"

"Encouraging children's skills and hobbies and the House competitions"

"Lovely teachers and teaching assistants"

"The children are very happy"

"Approachable, caring and academically focused"

"Inclusion: seeing the individual child positively"

"Topic structure across the school; reward systems; extra-curricular opportunities"

"Community spirit and great facilities; lovely teachers!"

"Focus on overall wellbeing"

"Communication"



Pupil survey 2019/2020 school response

Concern/Question from parents	Response	Actions
Staff retention needs to be addressed	<p>We agree, and you will have seen widely in the press that nationally, there are constant new initiatives, curriculum changes, Ofsted framework changes, and daily pressures and demands put on teachers in an over-stretched budget. Workload for teachers has undoubtedly increased. We tackle this workload here at Berkeley by ensuring we do not have strenuous marking policies, which mean teachers are not marking daily, late into the evening. We ensure marking is purposeful to help children make good progress in lessons. We do not have unsustainable systems for assessment and record keeping which takes focus away from teaching and learning. We have an extremely supportive team who work together to ensure that everyone can maintain a healthy work/life balance and we are consistent and positive in our approach to making Berkeley the best, happy environment for our children and staff.</p> <p>Quality of Education is at the forefront of everything here at Berkeley. Whilst we understand that changes in teachers can cause some unrest, we strive to ensure consistency for the children and their education through any such changes. There are many reasons for teachers leaving, and this is not unique to Berkeley. Teachers leave to progress in their careers, change career, family commitments and growth, and sometimes changes in personal circumstances, which are beyond our control.</p>	<p>Continue to ensure Quality of Education is of a consistently high standard, despite any changes that may occur.</p> <p>Continue to share positive words of praise and gratitude from the entire school community</p> <p>Parents to understand and respect teacher's privacy, and trust the school in all decisions regarding the Quality of Education for the children.</p>
One stop key dates need to be on the website	<p>The school publishes Annual dates at the start of each academic year on the website which can be found at: https://www.berkeleyprimary.org.uk/parents/diary-dates</p>	<p>Parents to be proactive and sync diary dates to engage with the school community.</p>
Greater communication	<p>Communication was also cited as a strength of the school during this survey, and as such, it would be helpful if we could have further information on what area of communication the school could improve on. As society has developed, there are so many channels that information can be communicated; not all channels are used by everyone. This is why we do not currently use facebook, twitter etc as we need to ensure we reach ALL parents on a mutual platform.</p> <p>The school currently communicates via the official website www.berkeleyprimary.org.uk where the most updated information will always be, which include class blogs. We send regular emails for all relevant communication in each year group, and texts to remind and inform for more immediate events. Regular newsletters give information on the latest news, and include a running list of diary</p>	<p>If you have any constructive suggestions for the communication you require, outside what the school currently provides, please pop your ideas into our positivity postbox outside the school office. Thank you.</p> <p>We will be launching a fantastic, child, teacher</p>



	<p>dates, which are available on the website from the start of September of each academic year. Bi-annual parent consultations inform headlines on children's achievement and progress, and allow a platform for discussion with class teachers, plus appointments can be made for meetings with teachers outside this for any further needs or queries. Full school reports are sent out in the summer term.</p>	<p>and parent friendly app in Term 4. This will give a valuable insight into what your child is learning every day. Watch this space!</p>
<p>How is RE taught?</p>	<p>The school is a non-faith school and not affiliated to any particular religion. We teach Religious Education as part of the curriculum where children are taught about the major world religions in accordance with the Gloucestershire Agreed Syllabus and we use a scheme called Discovery RE here at Berkeley to implement our RE teaching and learning https://discoveryschemeofwork.com/</p>	<p>Parents have the right to withdraw their child from R.E lessons. Please contact the school if you have any concerns about the religious curriculum.</p>
<p>Homework needs to be marked</p>	<p>Yes, homework should be marked, and is often done so with the children, so that it is interactive and informs progress. House points are given, and children are given subsequent homework to ensure they make further progress based on their achievements.</p> <p>If for any reason this is not the case, please address with the class teacher in the first instance, and if further incidents occur, please notify the Headteacher.</p>	<p>We are currently in the process of reviewing our homework policy, based on really constructive feedback given at our recent maths event.</p>
<p>Why is there a lunchtime seating plan?</p>	<p>Lunchtimes used to be somewhat chaotic when children were running to get their space, with lunchboxes often being thrown onto tables to 'get a seat' next to someone, which was both unsafe, and caused some upset with friendship groups. The lunch hall was the place that new reception children said they found 'scary' and so we researched different approaches to our lunchtime systems. Early in 2019, we introduced Dine and Shine! The reason for this was designed with careful thought and research into the psychology behind eating environments and social interactions. In order to build gratifying human relationships, it is vital that children learn and have the opportunity to practise the social skills considered appropriate by society. It is important to teach children to conduct themselves in ways that allow them to develop relationships with other people. We firmly believe that our Dine and Shine system allows for this. We believe, that our lunchtime 'restaurant' feel, has a positive impact on our pupils' well-being and behaviours, whilst equipping them with vital life skills. We listen to the feedback the children give us, and make positive changes where possible to enhance their happy lunchtime experiences. We have seen a huge, positive impact on behaviour at lunchtimes, both inside and outside. It is wonderful to see children across the school engaging in new</p>	<p>We change our seating plan every term, taking children's friendship requests into account. If for any reason your child is not happy and it is having a detrimental affect on their wellbeing and eating experience, please let the class teacher know and they will ensure this is addressed swiftly.</p>



	<p>conversations, helping each other and enjoying building new relationships. Furthermore, Dine and Shine has a superb impact on all children's learning, as afternoon lessons are able to start promptly, without the need for staff to follow up on lunchtime incidents. Our approach has been so successful, that it is now being observed and used by other primary schools.</p>	
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