



ANNUAL SURVEY FEEDBACK SUMMER 2025

Once again, our sincere thanks to all who responded to the survey; your feedback really does give us food for thought and prompts us to reflect on how we do things. Every comment is read and considered.

Some matters raised lend themselves to an explanation of why things are as they are and others as to how we can consider change. Here are the first of those, the 'stand-outs'. We'll update on others if and when we have something to report:

Lack of enrichment opportunities

This one genuinely puzzled us, but it came from a few people, so there must be a perception that we only teach the curriculum. Conversely, we think we are rare if not unique in having a minimum expectation of enrichment, much of it based on wellbeing and promoting a traditional and active childhood. [This is shared on our website here](#) and gives a flavour of the enrichment we build into every Friday. We genuinely don't know another school that commits to do this.

Each term we report to Governors and Transform on the enrichment offered. The report for last Autumn (alone) ran to two pages and is also available at the link above by way of example.

70% of children attended at least one after school activity club last year. 100% had the opportunity to do so. 90% of key Stage Two children attended an overnight residential.

On top of this, we offered regular outdoor education in Parkdale Pines. We are aware that this 'tailed off' a bit in upper key stage two of late and we will seek to address this with more regular visits for Years 5 and 6. 98% of children reported in their survey that they have visited at least 6-8 times in the past year and 53% of children said they had visited at least weekly.

We would love to offer more, but we have to consider that a) we have a National Curriculum to deliver and b) everything additional is dependent on staff volunteers. Each and every teacher and member of senior leadership runs at least one club and most attend at least one residential visit. Similarly, so do many teaching assistants. This is unpaid overtime and much of it takes a lot of planning as well as the time to actually deliver. This has continued throughout the recent years of all teaching and support staff being under union direction to work to rule and not do anything beyond their core duties.

We are unable to offer the multi-sports club previously delivered by an outside provider. We are not longer able to offer this due to budget constraints – a provider cost us £25,000 a year, which is money we simply don't have to spare. To reinstate this would necessitate a redundancy amongst support staff and we already don't have enough of those!

There was a lovely, passionate request for a school netball team. We play netball throughout the school as one of our core sports. We play competitive inter-house netball in the Autumn term. When possible, we send a team to the only known primary schools competition locally, that run by the girls'

High School. There is no other organised inter-school netball to join in with. That said, if any parent would like to volunteer to run a club and has the relevant coaching skills, that would be wonderful. Please let us know.

In summary, rest assured, we'll keep doing all we can!

Swimming

A small number of people questioned the decision to continue with the visiting swimming pool. This was introduced as we realised that taking children to Carlton Forum was proving totally ineffective in turning non-swimmers into swimmers. Literally. Over two years, not a single non-swimmer learnt to swim adequately in those lessons. Some children also found the experience unpleasant; the loud echoey environment, the shouting at from the coaches on the poolside, the communal changing rooms.

Since we changed our provision, the outcomes for children's swimming have 'gone through the roof' and accessibility for children with special needs and sensory issues has improved dramatically. Very few children are left as non-swimmers and most make good progress towards the national expectation of being able to swim 25m. This target is important. Our outcomes are reportable to the DfE and Ofsted. All schools have to target getting as many children as possible to this milestone as they can. It is a life-skill and potentially life-saving. Our provision is helping us meet this target, whereas the previous provision did not.

Schools are not swimming academies. We have a lovely public pool nearby at which children can swim further. For keen and gifted swimmers who want to progress, there are local clubs at which they can develop with more intensive coaching.

Only teaching about one religion

This only arose once, but it concerned us that this is the perception. As a UK state school, we are obliged to be 'broadly Christian' in nature. That is the law. We recognise that we have a multi-cultural community and that the predominant faith within that is Islam. Hence, our approach to collective worship which makes explicit reference to both Christian and Islamic teaching, looking for commonality of values in both. We alternate 'Faith Assembly' with a Christian leader one week, followed by a Muslim one the next, with both purposefully focussing on commonality. As well as celebrating Christmas, Easter and Eid in a big way, our assemblies also inform and celebrate the main festivals of other world religions.

Our RE teaching follows the Nottinghamshire Agreed syllabus, which is legally binding for us. This covers education about each of the world faiths.

We respect the rights of people to have no religious belief and also discuss this as a life-choice. We do not encourage any religion over another, or none. Prayer is optional; . we reflect largely on values of kindness, respect, peace, social-justice and charity.

Teacher Availability

Again, we were a bit surprised by this being an issue and we thought we made ourselves very available. However, some concerns were raised and we are told it is a widely held concern in the community.

Teachers cannot be on the playground in the morning. Or rather, they could, but we would have to abandon the flexible start and extended day. They cannot be in two places at once – teaching from 8:25 and also out on the playground.

We have a choice to make here and recent surveys, including this one, suggest that the flexible start is highly valued. We do have members of senior leadership out on the playground each and every

day (unique, we think) and all families have access to teacher emails. Urgent messages can be conveyed via the Office, by phone, email or in person; these are then phoned or forwarded down to the teacher.

The Senior Leaders try to be diligent about delivering messages and we're not aware of having missed any crucial ones. We don't think we're any less likely to forget something than a class teacher is in the busy start to their day.

Going forward, Senior Leaders on the playground in the morning will carry a notebook for messages. Teachers will be directed to check their emails as they close their registers for the morning.

Communication on the Year 5 Residential

Our apologies. It does appear that we failed to send an app/text message that they had arrived at Ravenstor. This is indeed something we should do, We think this was simply an oversight and we are sorry about that. We apologise for any anxiety caused. We'll try to do better in future, but if for any reason we fail again, please feel free to call to give us a nudge. We honestly would let you know if anything had gone wrong, but appreciate that a confirmation text is a comfort.

Late Notice of the Y4 Residential

We appreciate that there was not as much advanced notice of this as some may have liked. This was beyond our control, with our original destination closing down at short notice. The intention following that was to simply not have a residential this year, but parent and pupil voice suggested that the preference was to try to organise a replacement, which we did. Staff had to work very hard and very quickly to get anything in place at all. Hopefully, this will be less of an issue in future years.

Cost of Residentials

Again, we recognise that the residential are expensive! We conducted an extensive survey earlier in the year, suggesting some cheaper alternatives, but the vast majority expressed a preference to continue with the residentials as they are. We do offer substantial subsidies for children eligible for Pupil Premium, paid for out of that funding stream. Overall, we are beholden to market forces, inflation and, particularly, massively rising transport costs. We try very hard to get the best deals we can.

Accessibility to water

Children have continual access to water throughout the day. In the recent hot weather, teachers continually reminded children to drink. Additionally, at Parkdale, no child sits still for extended periods of time (it is part of our Creating Active Schools policy), so water breaks are built into every movement break – every 20 minutes in Early Years and Key Stage One and every 30- minutes in Key Stage Two,

Length of lunchtime and amount of play

All children have an hour at lunchtime. Unlike many schools, we have kept to this traditional length rather than shortening to 45 minutes. We do this to facilitate longer to eat and longer to play. Extending the lunchtime beyond an hour is not feasible. The staffing costs would be prohibitive – all midday staff and kitchen staff would be into overtime – and we would be unable to fit enough learning time into the school day.

Flying in the face of Ofsted, who prefer to see no afternoon break, especially in Key Stage Two, we have kept to an afternoon break. We did – on Ofsted suggestion - trial removing it for KS2 for a while a few years back, but this didn't really fit with our objectives and values.

We think we are unique in having additional movement and play break built into each lesson and an extended enrichment and play break on a Friday. We also have additional movement, play and exploration time in Parkdale Pines.

In the past two years, we have (again) gone against Ofsted direction to create a play-based Early-Years-like curriculum in Year One. Our commitment to play is very well embedded!

Communications

This always comes up and this year has been by far the most positive feedback we have had over this tricky issue. Thank you!

Arbor seems to work well for most, although some parents and carers have not signed up. Tapestry is valued in Early Years and Year One, but is not appropriate higher up in the school.

We go to a lot of effort to communicate a lot – maybe we overdo it? – with a weekly bulletin and spontaneous news stories on the website, which are signposted on Facebook.

In response to previous surveys, we try to share as many dates as we can right at the start of the year. INSET Days etc are published in the Spring Term for the following year – the actual requirement is for Summer, so we are a term early with this.

Things do arise at short notice. There may be the chance to get involved in something fun or exciting that someone has offered us or that we've become aware of. We do tend to go for these opportunities on the grounds that the children might miss out on something nice if we didn't. We're sorry if that causes problems at home.

Our general target, with the caveat above, is to do nothing at less than two weeks' notice and the diary in the weekly bulletin always runs at least two weeks ahead.

We'll keep working on this and trying to always give as much notice of events as we can.

Timing of Events

We have had a big push on community events and inviting people into school this year and we aim to develop this even more. The feedback has been lovely, thank you!

We realise that attending events in the school day might be difficult or impossible for those with work commitments. However, we're not in the position to be able to put on evening events, so this is the best we can do. Again, we'll try to give as much notice of events as we can.

Behaviour

Behaviour here is famously good – Outstanding according to Ofsted. Like all schools, we have some challenges, way fewer than the vast majority, but we have robust – strict even! – policies and procedures in place.

There are a few comments about excluding children for their behaviour. This is a big step - life altering for the child - and the threshold is high. It is also rare. The last available numbers were 3 in every 10,000 pupils, which would equate to one every 24 years here. Of course, that figure is skewed by schools facing much more challenging behaviour and we would expect to be well below that average.

You'll have to take our word on this, but there is no child in our school remotely near the threshold for exclusion. Of course, one highly serious incident might change that, but in terms of general ongoing behaviour, no child anywhere near. You're talking assaults with weapons, drugs on the premises, sexual assaults, racially or culturally aggravated assaults. Exclusions cannot be related to a child's special needs.

We are sorry that a parent witnessed a child behaving unacceptably at an event and ore so that it is reported that staff did not intervene. We will look into this further, but it might be hard to get far after the event. In future, we'd hope that everyone would feel free to raise concerns at the time they happened.

Authorising Holidays and Absence

We know that this is a big issue, here and nationally. Our hands are tied by law and regulations. We cannot authorise holiday in term time. This applies equally to children who are not yet of statutory school age. We are expected to do all within our powers to reduce term time absence. We are repeatedly challenged on this and it will be a big focus at our next Ofsted, no doubt, as our attendance overall is not likely to be deemed adequate, particularly in Early Years, which is a cause of concern nationally.

Part of the expectation is that we encourage high attendance is that we incentivise it for children, through challenges and reward. Another part is that we sanction in the form of Fixed Penalty Notices, parenting orders and prosecutions. The former may be seen as harsh on children who do not have high attendance and the latter harsh on parents/carers. There is a whole philosophical debate to be had there, but for now it remains how we are expected to operate and how we have to be seen to operate. We never set out to make life difficult for families or to cause friction, but in having a place in a state primary school, these are the laws and regulations you are signing up to be part of. The state provides a school place – children are largely expected to attend at least 96% of the time and not miss school for avoidable matters such as holidays

Thank You

Again, our thanks for all the feedback and suggestions. We really do try to take heed of what our stakeholders tell us. Some things we cannot change or are just the 'best we can do'. Rest assured, we will remain reflective and try to be the best we can for our community.