

Questionnaire Feedback responses 2022-23



14% OF PARENTS RESPONDED TO THE QUESTIONNAIRE



OF PARENTS WHO RESPONDED, 70% SUGGESTED IMPROVEMENTS



OF PARENTS WHO RESPONDED, 60% SUGGESTED NEW PROJECTS TO INSTILL



OF PARENTS WHO RESPONDED, 21% WANT TO STOP A CURRENT ASPECT

Here is what you said you love about our school...



I appreciate everything about Ash Grange they are a complete support network for my child and myself...

We love swimming, school trips, PE, school dinners and most of all the teachers are great, they make learning fun for the kids...

The amazing resources Ash Grange provides to the school community...

This was what you said we could improve on...

What you said:

Better communication between teachers and parents not an app / Information about the child's development

I think it would be useful to have a more frequent update about the children's progress without feeling like you are being a "nuisance" emailing the teacher asking for updates.

Access for collections from afternoon clubs

Short, basic, maybe termly, pointers for parents of how they can support the kids with homework / Knowing what topics are being learnt each week (in advance) so we can support at home.

Feedback on talents or achievements that parents might be able to build on

What we hope to do:

This is provided twice a year in a report. There are optional parents evenings throughout the year if parents wish to meet with the classteacher, in addition to being available each day on the playground for a short discussion. Please book a meeting directly with the classteacher if you want to discuss your child's needs.

You are never a nuisance to the teacher; Information is provided twice a year in a report. There are optional parents evening throughout the year if parents wish to meet with the classteacher, in addition to being available each day on the playground for a short discussion. Please book a meeting directly with the classteacher if you want to discuss your child's needs.

Parents come to the front playground where the children are bought to at the end of the club, this can be accessed through the front gate.

The teachers put on the school website the year ahead with coverage. At the start of the half term the teacher shares information about the forthcoming project. Each week the teacher's share what the children have been learning in different subjects, so parents are aware. Weekly homework shares key learning so parents can support children with home learning. There are parent guides on the website for help and support.

The two reports of the year share the areas of strength and achievement. Teachers use Marvellous Me to share achievements in all areas.

Communication throughout holidays, is there a manned email address for queries outside term time?

No as staff members do not work over the summer holidays. Nursery and School communication will be held in the office@ash-grange.surrey.sch.uk until the start of term.

Better communication in the office! Many times, I have had problems with them not communicating with each other or answering emails/voicemails.

I am sorry that this has been someone's experience. It is challenging for 3 staff members who are all dealing with matters each day to know a colleague's communications. The staff work really hard to communicate well with our community and be the point of information.

I like bits of 'Mathseeds' but it's not the most engaging at times. I think writing the numbers would help my child more. / Online homework is good, but I think there is a place for written homework also.

The online homework choices are reviewed annually and selected. In addition, we offer families workbooks to undertake additional written homework. Ask at the office if you would like these.

As a working mum who rarely gets to drop off and pick up it would be nice to have different times to go in and see your child's work

We changed this last year to be at different times of the day and at different times of the week. We publish this in the annual calendar so parents can book the time off. In addition, parents see the work at Parents Evening. If you would like a different time in the working day 8-4pm, please contact your child's class teacher directly.

Some of the indoor resources could be improved.

Unspecific details given so cannot comment on any specific items. We are a very well-resourced school and strive to provide excellent resources to children and staff. Obviously over time resources diminish and are removed if no longer fit for purpose.

Playground tarmac makes kids clothes black.

The playground tarmac is set and does not colour clothes, unaware of any issue with any item. Please provide further information if you would like me to investigate this further.

Practice writing own name for those who are ready

Children have regular opportunities to write their own name, using a teacher model and independently.

IPP communication/explanation (and sending them out). Speech and language updates/reports

Parents receive the IPP termly, all reports that we are given are usually copied into parents by the agency or therapist; if you have any questions about anything on your child's IPP, please contact their class teacher in the first instance. If you have any questions about SEND support, please contact Mrs Rumsby via the office or at inclusionlead@ash-grange.surrey.sch.uk

Information about assemblies and class events further in advance- so we know to take time off work to attend.

All the information for the whole year is published on the website at the start of the year, it cannot be published sooner.

Communication - there are a lot of emails to keep up with

Yes, we would like to send fewer but as a result of parent enquiries we are asked to send reminders. The calendar is published at the start of each school year, Half termly teachers share events and activities on the class web page, Marvellous Me messages are sent weekly and letters for specific events/communications.

AC in summer - kids say it's cold, is this energy efficient?

The AC is kept to a comfortable temperature and only used when the temperature outside affects learning.

Report that the pool is slimy on the floor and there is leaf debris, child reluctant to go in.

The pool is cleaned daily and has an auto-doser to ensure chemical balances do not allow build-up of slime. All pools can have a different feel and maybe ours is different to the one the child is used to.

Transitions for new classes - I feel that a week before the end of term is not enough time for children to be supported in moving to their next class and meeting their next teacher.

It is a balance as children get very unsettled if they start transition early. The staff do prepare the children for changes throughout the last half term of the school year, but they do not meet the class teams until 10 days before the end of term. SEN children do have additional support and if you feel your child needs this too, please raise this with the Class teacher.

Consistency of the rewards. Pen license being rewarded consistently throughout the year.

Staff have clear criteria and we have key points in the school year for the assessment of achievements and the related rewards.

Should allow home pack lunch.

We do not allow pack lunches from home until Year 3 as the Government provide a free meal for the children. There is a packed lunch option every day if the children want to select it.

Improve on teaching more resilience to kids. Not everyone is a winner so teaching kids to face the reality of the competitive world we live in. Prepping kids more for-the real-world work.

There are many events over the school year which aim to teach and foster resilience. Our curriculum includes additional provision such as ME time, Zones of Regulation, and more specialist programs such as emotional literacy support.

Further building all children's confidence and self-esteem around learning so they believe they can achieve. (How? Difficult to answer as don't know what you do)

There are many events over the school year which aim to teach and foster positive self-esteem and resilience. Our curriculum includes additional provision such as ME time, Zones of Regulation and more specialist programs such as emotional literacy support.

Holding sports day in May of an afternoon instead when it's cooler

Sports Day is provisionally booked for Wednesday May 22nd, 2024

These are the new things you would like us to start...

What you said:

Pantomime trips again as my child has never been

I think that more activities at lunchtimes for the children who struggle with the social and hustle and bustle of the playground would be a good area to work on

More opportunities for parents to watch our children's sporting activities e.g., last day of school club parents invited to see what has been learnt.

Variety in clubs...they seem to be very focused on sport. Which I assume is based on your funding. I would like to see more STEM and Art based clubs. Even with associated costs.

Maybe more musical things? I'm not sure what you already do.

What we hope to do:

Children are consulted annually: it is our intention to go to the pantomime every other year.

Children have lots of options at lunchtime, for example library, gardening club, access to the Green Room and quiet area for quiet games/colouring.

The school has opportunities to celebrate sporting achievements – e.g., weekly celebration assembly includes match reports, PE display and star of the week for PE.

Our aim of the school clubs is to promote participation in competitive sport across a wider range of sports to broaden children's experience. This is not based on funding decisions as teachers kindly give up their time to support clubs. There are other opportunities during the school day, such as gardening.

We have a full music curriculum which includes performing, singing and learning to play a wide variety of instruments. Each year group takes part in a performance each year. Year 3 have Tune up as part of our enrichment program. We have instrument lessons weekly, each half term which parents can book.

Is there a way to safely open the side gate at 12/3pm pick up?

The side gate opens at 3:10 pm every day to facilitate pick up. It is not possible to open the side gate at 12 o'clock without compromising the safety of all children.

Better communication about events, sometimes things get sent out at very short notice

The school Calendar is published on the website one year in advance. Due to parental feedback, short notice reminders are sent. The class pages containing information pertinent to each class.

Communication/reading book- little notes can be made on areas of concern- excelling - a heads up throughout the year of how child is doing, what needs more practice etc rather than waiting for a formal parents evening to discuss overall performance and may miss the little things.

The school is committed to using less paper. We use Marvelous Me to celebrate children's achievements. Homework aims to consolidate/extend learning. Our Shine program in school aims to close gaps in learning. Parents can request a meeting at any time with the class teacher to discuss progress; workbooks for additional practise are available at no cost to parents- please ask at the office.

More feedback on progression in PE and swimming as although get it in reports would be better to get more than once a term update / Feedback on swimming progress would be great, I only recently found out they are split into abilities

The two reports of the year share the areas of strength and achievement. Teachers use Marvellous Me to share achievements in all areas. Certificates are also awarded to celebrate achievements.

For kids who are struggling in certain areas- what resources are available to us to help at home and knowing what is being taught.

All information about what children are learning is on the class webpages, "What to expect in Year..." additional workbooks for further practise are available at no cost to parents- please ask at the office.

Maybe you could invite some important or special people to introduce it to the children. E.g., Firefighters, police, police dogs, doctors...

There is a regular program of visitors across the year groups, including parents who have these roles.

Ash Grange is great at celebrating children's successes within school, but it would be lovely if they had time for children to celebrate their achievements outside of school, such as gymnastics certificates, brownie badges, medals earned etc

Each year we hold club day where children can wear their special uniform. If children achieve success out of school, we are keen to celebrate this at school either in whole school assembly, or class assembly.

Coffee morning for parents - get to know each other. Could it coincide with the exhibition time?

We have tried this in the past; unfortunately, working patterns of parents/carers meant low attendance.

Getting to know individual children's motivations to achieve more to ensure they feel encouraged.

Our curriculum is based on creative projects to engage all children: following early years principles, teachers find out children's interests and tailor learning where possible to motivate and encourage.

Consider a lengthier personal comment on termly reports. One line about my child's strengths and areas for improvement does not seem sufficient.

The End of Year Report is the place for this, the mid-year report is an indicator of progress and next steps. We are required by the DfE to produce one report per year.

I think huge emphasis on spelling lower down the school would be beneficial.

Ash Grange follows the Little Wandle phonics scheme. This begins in Nursery and continues across early years and Key stage 1. In Key Stage 2, this changes to The Write Stuff spelling scheme. Children have a dedicated spelling/ phonics lesson every day.

I feel there should be more "noncompetitive" sports clubs" or extracurricular clubs for children after school, especially lower down the school.

Our aim of the school clubs is to promote participation in competitive sport across a wider range of sports to broaden children's experience. This is not based on funding decisions as teachers kindly give up their time to support clubs. There are other opportunities during the school day, such as gardening.

I feel parents should be made aware of children's scores in class assessments, to allow us the chance to help them in weaker areas.

Classroom assessments inform our progress reports, we assess at different points of the week, month and term; there are not weekly assessments with scores. The targets from the reports show you where you can support your child at home. We have an open-door policy and parents are welcome to book meetings with teachers if they wish to discuss progress and support at any time in the school year.

Current programmes you said you want to stop...

What you said:

Anything to do with transgender kids

*Half term projects- on top of clubs/
weekly homework/ reading/times tables
trying to complete 3 projects is so time
consuming and takes away from valuable
family time during term time*

*Segregation of the children by
age or class groups during
playtime. Research shows that
children have far more to learn
from playmates who differ from
themselves in age and ability than
from those who are at their same
developmental level /*

*Splitting year groups at play time
so children can play together
across classes to enable all
children to socialise and play with
friends in other years/classes.*

What we hope to do:

No specific programme exists. In PSHE the children learn about the diversity of humanity and are taught to respect difference and similarities.

The project homework deadlines are published a year in advance. The aim of the project homework is for children with support from parents/carers to create something linked to their interests at age/stage level.

Weekly homework should be no more than ten minutes per day and children should be able to complete this mostly independently to consolidate what has been learnt in class.

This was a covid practice that the children wanted to keep in school year 2022-23. This academic year, the children have voted for Key Stages to be mixed at breaktimes.

Projects, the consistency and the value to learning. Some days the children are bringing it home, the same day they take it in. They are not being displayed for parents like they used to. What value do they bring to the learning? Some children really enjoy and want to do this but not all teachers are consistent with sharing and valuing the efforts.

This would depend on timing; project homework should be completed the week before the end of term to give children time to share it with the class and display it. If homework comes in on the last day of the homework period the children are given the opportunity to share it and it is then returned home the same day. All homework is celebrated in class and via Marvelous Me.

Personally, I don't find the parent council useful, but appreciate others might.

Communication system, for parents to use as they wish to. Parents kindly give up their time to support.

Clearer emphasis on handwriting in KS1. Children are trying to join their writing & given pen licenses before they are forming letters correctly.

Ash Grange has its own handwriting policy: which we publish on the website. Children will pass through the stages at their own pace, we do not expect specific steps at certain ages.

Children who have physical dexterity challenges have modifications and alternative pens/pencils.

- Step 1 Form letters correctly – using a pencil
- Step 2 Pen licence with related gem – given school pen, left or right-hand versions
- Step 3 Join pairs and triples and all letters in a word
- Step 4 Fountain pen awarded to value their joined writing with related gem
- Step 6 Termly special ink awarded with related gem
- All age and stage

Thank you for all your responses and feedback.

We hope this answers your questions.