

Brize Norton Primary School



We **SHINE** for ourselves and others with kindness
Striving, Helping, Inspiring, Nurturing, Excelling

Monday, 19th February 2024

Dear Parent/Carers,

Parent Voice – Spring 2024

Thank you very much for taking the time to complete the questionnaire at the end of last term. As always, your opinions are very important to us. We are delighted that so many of you took the time to answer the questions: the more voices we hear, the better we can SHINE for your children. Please do get in touch if there is anything else you would like to share.

Below is the analysis of the data from the 47 responses which were submitted. The team and the governors were pleased to see that the overall responses (although fewer in take-up, with receiving 67 responses in the last questionnaire), were fewer in number with regards to those who disagree or strongly disagree in comparison to the last questionnaire which was sent out in 2023. As the majority of our community are aware, the school has experienced some challenging and uncertain times historically; we feel reassured the community's support of the school is strong and our rapid and positive journey of growth is felt by the wider community. We are still on that journey of embedding, reviewing and revising new initiatives and this is where your views are so important. On the following page we have listed the key findings, including your thoughts on what we do well.

In terms of what we can consider, your comments will support us to make decisions going forward. I have summarised these in categories sensitively but if you wish to speak with me further about anything in more detail with regards to your individual response, or to which I have not fully responded to, do make an appointment to see me.

Within this term, we have sent out a further questionnaire to the parents of children with Special Educational Needs as well as to those who are Service families to gain further information with regards to our provision and support in those areas. Feedback from these will follow in due course. Thank you for your feedback too with regards to homework: the overwhelming response was we provide the right amount and that school's should provide this for children.

Many thanks for all your support over the past year; it takes a village to raise a child; we do appreciate your partnership and support.

Yours sincerely,

The Brize Norton Leadership Team and Governors.



Contact

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Responses:

The school makes sure its pupils are well behaved	92% agree/strongly agree
My child is happy at Brize Norton	92% agree/strongly agree
My child feels safe at school	94% agree/strongly agree
The school provides a nurturing environment	96% positive
School deal with concerns properly	90% agree/strongly agree
Good range of subjects offered	94% agree/strongly agree
School supports the wider development of my child	92% agree/strongly agree
Would you recommend Brize Norton school	90% would recommend Brize

What the school does well:

- ✚ The office ladies are very efficient and friendly. My child is listened to and supported when needed and has a good relationship with all.
- ✚ I feel that academically the school is amazing.
- ✚ I feel the school is a safe and enjoyable environment for my child.
- ✚ Supporting my child while his daddy is serving away.
- ✚ It is a welcoming school and the teachers and head are very approachable.
- ✚ I am very happy with the school and the implications of the teachers in education and learning for my child.
- ✚ Forest school is excellent and a great chance for children to get out and learn about the outdoors and express their creative side.
- ✚ New initiatives such as library, awards, committees.
- ✚ Military support has massively improved and really happy with the support my child received whilst parent was away on deployment.
- ✚ Providing a nurturing environment - my child is always happy at school.
- ✚ There has been an increase in activities and trips in school which is great for the students. I am very happy with the school and the regular communication.
- ✚ Lovely community feel, teachers strongly encourage children to feel part of a supportive environment.
- ✚ Forest school is a massive hit with our child, they have a wonderful range of experiences and the planning and detail that goes into the themes each week are superb.
- ✚ Staff are caring and nurturing.



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- ✚ Keeping parents informed.
- ✚ Very encouraging.
- ✚ Forest school is one of my child's favourite subjects. Phonics - his reading abilities are amazing in such a short space of time since being in the school from September.
- ✚ Creating a well-rounded child.
- ✚ The teachers are amazing and the head is a true asset to the school.
- ✚ Making my daughter feel safe, listened too and happy, while building her confidence.
- ✚ Excellent staff, who have the best intentions for our children, it shows!
- ✚ The children all appear happy, they are kept safe and the teachers appear to have the best intentions for our children. All staff are approachable and friendly.
- ✚ My daughter is in Reception & enjoys the variety of her day, she's learning even through the fun & games.
- ✚ The opportunities provided in terms of trips and experiences for the children. The staff work incredibly hard in clearly some challenging circumstances.
- ✚ All teachers and staff at Brize are really kind and welcoming to everyone. Really great sense of community.
- ✚ Focus on reading is improving.
- ✚ Promotes a friendly community feel in which the children all seem to know each other and it's lovely how the older children look out for the younger children.
- ✚ Working towards addressing bullying.
- ✚ Communication.
- ✚ Really grateful to efforts of Mrs Jones, Mrs Baker and Mrs Rae.
- ✚ The forest school offer is fantastic, Thank you.
- ✚ Buccaneers has been brilliant - nurturing and fun environment, my child has developed so much knowledge and confidence. Forest school is also amazing.
- ✚ Our children are well cared for & educated, they are happy.
- ✚ The support for my child with SEN has been outstanding
- ✚ Overall happy with the school and the positive leadership.



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Points for the school's consideration:

Curriculum provision:

- Project homework for the younger year groups/less homework for Year 5 and below
- More school trip opportunities.
- More outdoor learning opportunities
- Languages from an earlier age
- Food Education
- Input on social media use for older age groups
- Cancelling forest school in bad weather
- Support for children with Special Educational Needs and their access to the curriculum. More staff for children with SEN

- The general view from feedback with regards to homework was we provide the right amount and it is supported. As a team we will discuss the termly projects and what these may look like for the lower school.
- We are always looking for ways to enrich the curriculum through visits, whilst being mindful of costs. We do support this view – thank you.
- Yes to outdoor opportunities! This is the next development of our curriculum provision which grows from our OPAL (Outdoor Play and Learning) initiative and Forest School provision we are already prioritising.
- We follow the National Curriculum with regards to food education and languages, both of which can be found on the relevant pages on our school's website.
- We have a robust safeguarding and PSHE curriculum which includes social media use, we also teach this through Safer Internet days as we did at the end of last term. We do also respond to current themes that present with our children through assemblies and lessons.
- Forest School is only cancelled with extreme weathers due to safety eg. high winds, lightening. We support the mindset 'it's not the wrong weather, it's the wrong clothes'. You can find guidance on recommended clothing for forest school on our website.
- The team have undergone a lot of training with regards to inclusion and supporting those with additional needs from support of outside agencies, myself as headteacher and SENCO. This was a 2022-2023 school priority. As an inclusive school, a lot of scaffolding is unseen in books due to provision of manipulatives, word banks and access arrangements through alternative methods to name but a few. Scaffolding though remain a focus in our SEN development plan. Provision is primarily through Quality First Teaching provided by the teachers with Teaching Partners supplementing this through their deployment. It's a fine balance the team create, with ensuring the needs of those with SEN are met along with supporting the wider class. As a school, we are fortunate that our number of Teaching Partners is currently high in comparison to other schools with at least one full time member in every class. This is not always the case. School budgets, as you are aware are not unlimited sadly. A questionnaire will be going out shortly to parents of those with SEN to provide a deeper analysis of our provision from parental perspective, we will providing an in person Q&A opportunity this term with Mrs Penn, our SENCo (Special Educational Needs Co-ordinator) and an external agent who specialises in SEN. Class teachers and Mrs Penn are always happy and open to having a more bespoke conversation with regards to individual provision: I am hopeful the SEN review meetings provide this opportunity on a more regular basis for you as parents which we implemented last year.



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<p>How the school responds to behaviour</p>	<p>As you are aware, we have recently revised our Behaviour and Relationships policy within which there is a response flow diagram providing consistency in approach from the team. We have also created a Positive Playground Plan, both of which can be found on our website. The team have very high expectations of all children within the school, including those with Special Educational Needs. All high level incidents have involvement with Senior Leaders and all incidents are dealt with in line with our restorative approach. Whereby we understand the need for natural consequences, as seen in our flow diagram, our focus is also on understanding that behaviour is a form of communication and we want to teach children the ways in which to behave through managing their emotions and the impact actions have on others, as well as restoring relationships when they have been damaged. We believe in the long term, this will help children to make the right choices and grow into well-rounded, reflective individuals within society who take responsibility and own their choices. As an inclusive school, we support all children within our community with respects to their behavioural choices, whether this is through an additional need or choice, but also respond accordingly in line with our policy.</p>
<p>How the school responds to bullying</p>	<p>Incidents of reported bullying are rare; however, we take bullying seriously and are open to the fact that it may happen within our community. We will always respond swiftly and keep you informed if this is the case. The Governors and I monitor this closely. Our new Anti-bullying policy and supporting leaflets outline what happens if a case is reported to us either via yourselves as parents or the children. These can be found on our website. Through our curriculum, assemblies and participation in Anti-bullying Week we focus on teaching children what bullying is, how to differentiate it from relational unkindness (as this can often be confused with bullying) and what to do if it occurs to them. With our newly appointed Anti-Bullying Ambassadors, who are led by Mrs El-Masri, work will continue with regards to keeping the profile of bullying high as well as embedding our TALK approach, as we want to ensure that our school is a safe environment for all children with trusted adults who can support them. The teams' doors, as is mine, is always open to discuss concerns you may have with regards to this or how it is responded to.</p>

<p>Communication & payment requests for visits and fundraisers.</p> <ul style="list-style-type: none"> ➤ Too many forms of communication – centralised system ➤ Lack of clarity of dates/notice 	<ul style="list-style-type: none"> ➤ We are reviewing our methods of communication in the Summer Term. Currently all main information comes via email sent by the office, Dojo is for communication from/to teachers and text messages are sent as reminders. ➤ We try and give as much notice as possible but in some circumstances this is unfortunately not possible. All dates can also be found on the school's website as well as the bottom of the LATEST newsletter. Newsletters are now on the DOJO school story for ease of access if required
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<p>Cont...</p> <ul style="list-style-type: none"> ➤ Assumption of understanding of educational terminology ➤ Additional costs can be a lot for some. 	<ul style="list-style-type: none"> ➤ Thank you – we will bear this in mind for the future. ➤ We try to be mindful with regards to requests of payments/voluntary donations and appreciate there are some pinch points, such as Christmas. We are plotting key events across the calendar to hopefully minimise this going forward. Payment plans are available for higher costs. We are a small school and rely on the voluntary contributions to enable us to provide enrichments opportunities – we appreciate your support with this and are grateful to the BNSA who supplement as well as pay for some of these opportunities. Do contact the office with regards to financial support if required – they can offer help.
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<p>School Buildings and access:</p> <ul style="list-style-type: none"> ➤ Toilets ➤ Access to the school (not the school itself) can be dangerous / tricky with the narrow paths. ➤ School lacks grass area/field for playing. ➤ Release of children to parents at 3:15 and an earlier gate opening at the end of day for parental interactions and engagement. 	<ul style="list-style-type: none"> ➤ We share your view that the toilet facilities in some areas of our school need maintenance. ODST (our Academy Trust) who support us with premises is aware of this. ➤ We will raise this with the parish council – thank you. ➤ Sadly it does, but with OPAL (Outdoor Play and Learning) we are looking to maximise our play opportunities within our site for children, including the opening of the forest school area at playtimes and we are fortunate of the use of the recreational ground with regards to out PE provision. ➤ We have to be mindful of the use of our playground by children right up until the end of the day so from a safeguarding perspective this isn't possible. Staff are always on the doors at collection and available until 3:30 in classrooms if you wish to have a quick conversation with them. Please do speak with your child's class teacher if you require a more personalised hand over at the end of the day to aid transition. I am sure this can be accommodated.
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<p>Other considerations:</p> <ol style="list-style-type: none"> 1) Influence over Wrap Around Care bookings – only permanent bookings, difficult when parents don't have a consistent working pattern. 2) Sporting teams and clubs: more/diverse extra-curricular clubs 3) How the school selects children for sporting events and 	<ol style="list-style-type: none"> 1) I understand this difficulty and will pass this feedback on. 2) We will continue to review our school's after school clubs and welcome any suggestions as to what you would like to see offered. We take part in Burford partnership sporting events which happen across the school year. Currently there are no other sporting events that require teams, within the school's partnership. I will raise this at the Burford Partnership's Heads meeting though to see if there is an interest, as I agree, this would be positive for our children. 3) We have a mixture of democratic responses to the election of our committees and choices for sporting events but as a team we will reflect on this – thank you. As an inclusive school we want to ensure all children have the opportunity and ability to represent the school and their peers on their own personal merits as well as supporting their personal development. We do our very best to
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<p>committee representation.</p> <p>4) Lunch menu/school dinners</p> <p>5) Layout and options for answers within the questionnaire itself.</p> <p>6) Withdrawal of SHINE awards as child is disappointed when they don't receive one. Comparison to the number their peers may receive. Favouritism.</p>	<p>ensure all children have these opportunities throughout their time with us.</p> <p>4) I have passed these views onto our lunch company provider.</p> <p>5) Thank you – I will reflect on this for next time.</p> <p>6) This is a challenging one as we want children to be recognised for their efforts and this is widely supported by the community. We will reflect as a team on how children are chosen and the equality of this. There is no favouritism from the staff, as a team we work hard to enable all our children SHINE and be recognised for this. Do speak with your child's class teacher in the meantime if you have a concern with regards to this.</p>
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