



'Living life in all its fullness' John 10:10

Parents & Carers Survey Results 2024-2025

'Living Life in all its fullness' should enable all of our pupils to flourish both inside and outside the classroom by providing a nurturing, stimulating and welcoming environment.

As part of our school improvement planning it is important that we take time to reflect on the views of the whole school community.

This document presents the results of our Annual Survey of Parent/Carer views and was carried out in autumn 2024. Thank you so much for taking the time to complete the survey. It means we can use this information to improve the school further with your support.

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1. Overall Results of the Survey

At the time of the survey there were 164 Primary School pupils on role (our nursery have their own survey). Parents and Carers were asked to complete a survey for each child that attends Ditchling. A fantastic 67 responses were received from families. Please see the results below.

	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
1. My child is happy at school.	78.1%	21.9%	0%	0%	100%

	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
2. My child feels safe in school	79.5%	20.5%	0%	0%	100%

3. The schools makes sure its pupils are well behaved	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	75.3%	24.7%	0%	0%	100%

4. My child has been bullied and the school dealt with the bullying quickly and effectively	My child has not been bullied	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	78.8%	7%	10%	2.7%	2.7%	95%

5. The school makes me aware of what my child will learn during the year	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	61.6%	38.4%	0%	0%	100%

6. When I have raised concerns with the school they have been dealt with properly	No concerns	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	36%	43%	18%	2.7%	1.4%	97%

7. Does your child have SEND and/or disabilities?	Yes	No
	12.3%	87.7%

8. My child has SEND, and the school gives them the support they need to succeed.	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	33.3%	67.7%	0%	0%	100%

9. The school has high expectations for my child	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	50%	48.6%	1.4%	0%	99%

10. My child does well at this school	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	64.3%	34.3%	1.4%	0%	99%

11.The school lets me know how my child is doing	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	44.3%	50%	5.7%	0%	94%

12.There is a good range of subjects available to my child at this school	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	52.9%	42.9%	4.3%	0%	96%

13.My child can take part in cubs and activities at this school	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	68.6%	30%	1.4%	0%	99%

14.The school supports my child's wider personal development	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	61.4%	35.7%	2.9%	0%	97%

15. My child benefits from this school being part of the Hurst Education Trust	Strongly agree	Agree	Disagree	Strongly disagree	Total % in agreement
	58.6%	35.7%	4.3%	1.4%	94%

16. Would you recommend Ditchling Primary School to another parent?	Yes	No
	97.1%	2.9%

2. Responses to the question, 'In your opinion, what are the best things about Ditchling Primary School?' (These are a sample of the comments)

- The school has a strong focus on inclusion. It also provides a good range of before and after school options. It is very good at building connections with parents and the community. It is nurturing and lives by its core values.
- I think the level of reading and maths at Ditchling is higher than at the average primary school. I also think that the school is really good at promoting kindness and fostering a strong sense of community.
- They are good at communicating with parents. They are warm and friendly and create a lovely community. They are excellent at celebrating the achievements of the children. They are very nurturing. Excellent leadership.
- Kindness runs throughout the school and transcends year groups. I often see older children helping and playing with younger children. The school encourages public speaking with class and church assemblies which builds confidence even in pupils who are shy. The values, leadership and inclusivity
- The sense of nurturing, mentorship by the elder to the younger pupils and engagement with the wider community.
- They have put a breakfast club into place for children that struggle getting into school which they can attend once a week.
- Staff are incredibly kind, friendly and welcoming. There is a strong sense of community within the school and it's lovely to see children of all ages mixing together and looking after one another. Very open policy to meeting with parents if requested.
- Sense of community makes the children and families feel welcome

- Community feel; supportive; high expectations; lots of varied opportunities.
- Teaching and administrative staff organised and efficient. I like that my child is greeted by name by the headteacher at the gate each day. It feels like a community school
- Creativity in ideas and approach.
- Since the support from Hurst, I have noticed improvements in the educational content and environment.
- The staff at Ditchling do a great job - I hope they know that they are appreciated by the parents (but just in case, please tell them anyway!).

3. Responses to the question, 'Is there anything in particular that you would change about the school?' (These are a sample of the comments)

Comment from Parent/Carer	Our response
<i>Can the school try and develop the children in all areas including art and music.</i>	Absolutely! It's crucial for schools to provide a well-rounded education that nurtures not just academic skills, but also creativity and emotional expression. Art and music are essential to our curriculum, and we have recently changed our Art and Design and Design and Technology overviews for each year group to ensure we cover the necessary skills. Each year group has its own production to perform during the year KS1 and EYFS have Nativity, Years 3 and 4 do a spring production and years 5 and 6 do the final year production at Hurst Theatre, as well as weekly lessons in these subjects. We have also won a bid for 30 ukuleles for the school to enable whole class teaching.
<i>As a parent I would like to hear more about the Hurst Trust and it's involvement with Ditchling Primary.</i>	This is a really important comment. We will do better to ensure we publicise the many ways Hurst Trust do to support us. We can use our newsletter for this.
<i>I understand that attendance is a vital issue, but the schools focus on this and the celebration of class and individual attendance, though announcements etc, makes children and their parents who struggle to attend though SEND and anxiety related conditions feel penalised. When they are already trying to work within a system that doesn't provide what they need for the complexity of their children's needs.</i>	We appreciate the complexity of these challenges, and we are continuously looking for ways to better accommodate and support each child's individual needs. The focus on attendance is a national priority. According to the Department for Education (DfE), good attendance is strongly linked to improved academic achievement and overall well-being, as it allows students to build relationships and engage fully with the curriculum. If you feel there are specific ways we could be more inclusive or offer additional support, please do not hesitate to reach out.

<i>The school could teach the students about St Margaret. After all, that's who it's named after</i>	We have a Collective Worship every year explaining St Margaret but you are right, we could do this more often to make sure the children know about her earlier on in the year.
<i>I feel that there are limited opportunities and frequency for PE exercise classes, and music (playing instruments).</i>	We have recently successfully applied for a grant from Turner Dumbrell for a class set of ukuleles, so we will be starting lessons with various year groups. Through Create Music, we also provide peripatetic teachers for strings, woodwind, and are just starting brass. We also teach an hour of music a week and 2 hours of PE a week. Most classes have a module on fitness and the importance of exercise is regularly discussed during their PE sessions. Children have movement breaks within lessons and after each Collective Worships.
<i>Sharing info with parents with how children are getting on</i>	We have parents' evening in the autumn, interim reports in the spring and parents' evening and an end of year report at the end of the academic year. We are always open to meeting with families throughout the year for further updates. Please do get in touch as our staff are always obliging and willing to meet to further discuss progress.
<i>Would like more various sports but appreciate this is difficult in the time available</i>	We have recently amended the overview for our PE whole school curriculum. We are incorporating new sports including fencing, volleyball, golf and orienteering into certain year groups and, as well as running a Paralympics day each year to provide the children with opportunities to take part in disability-aware sports. If you know of any sports experts in the field who could run workshops, we are always open to this.
<i>It seems like a contradiction to have the schools celebrate "Halloween". It's a Christian school, it should celebrate All Saints day</i>	Thank you for raising this. You are correct about marking All Saints Day. Our Church typically do a collective worship in on this. Our FPTA lead on the Halloween disco as a fundraising activity. As a school, we do not teach or celebrate this during learning time.
<i>In the reception class there seems to be a lot of emphasis on the Bible creation story which doesn't seem to be accompanied by any scientific discussion as to the story of evolution. My child has come home very confused as to how 'God made the world'. A bit more discussion that it's just a story and not completely factual would be useful.</i>	Thank you for sharing your concerns. We understand that it can be confusing for young children when they are presented with religious stories without further context. In our Reception class, we aim to introduce children to a variety of stories and concepts in an age-appropriate way, including both religious teachings and aspects of science. We appreciate your feedback and will review how we can provide a clearer explanation, ensuring that children understand the difference between religious stories and scientific perspectives. If you have any further questions or suggestions, please feel free to reach out.
<i>More school clubs</i>	We carefully track the clubs our school offers and the uptake by children. We fund and support our pupil premium children to enable all of our students to achieve their potential. For example, we recognized there was a lack of sports clubs for KS1 and EYFS, so we introduced the Tiny Tekkers club and dance. Recently, we have introduced new clubs, Tiny Tekkers, Dance, Little Foodies and a new languages breakfast club as well as a

	wide range of after school and before school clubs. In total we have 15 different clubs on offer as well as Kudize. We are always open to suggestions for clubs.
<i>More regular book changes for reading practice would be handy when children are not forthcoming in requesting a new one.</i>	We pride ourselves on prioritising reading and highlighting its importance. Adults change the books for phonics, and as the children move onto Accelerated Reader, we encourage them to change their books. However, we realise this isn't always achievable. We take your feedback seriously, and therefore, we have asked teachers to monitor the reading of KS2 children weekly to track changes and observe the books that have been quizzed through Accelerated Reader
<i>I would love them to do more learning outside in the brilliant forest school area (normal lessons, not just forest school).</i>	This is something we would like to develop as a team. We are planning to use our outdoor classroom more regularly as well as further outdoor learning to link with our Geography fieldwork plans.
<i>The school needs a dedicated PE teacher</i>	All our teachers are trained to deliver PE. We have a dedicated yoga instructor, and during some terms with various year groups, Hurst Sports leads come in to deliver sessions focused on a particular sport. Every child is entitled to two hours of PE each week, which we ensure is included in our curriculum. We do have two fantastic PE leads quality assuring the PE lessons Mr D and Mrs White.
<i>I have heard comments with respect to the lack of stationary and I know parents have contributed to the purchasing of essentials for the children in some classes. It would be good to understand stock levels for this sort of thing and opportunities for greater collaboration on how it can be ensured the school has what it needs in respect resources.</i>	This is a great point. We always maximise our budget for the curriculum and environment, ensuring it directly impacts the children. Thanks to the FPTA, we are incredibly lucky to have the resources and improvements that we do. Class teachers can add items to their Amazon 'wish lists' which we are always grateful that you all support.
<i>Accessibility beyond Christianity, openly supporting LGBTQIA+ families</i>	At our school, we are committed to fostering an inclusive and welcoming environment for all families. We have recently invested in new LGBTQIA+ stories that we share in collective worship. Our Life Skills curriculum educates students about families. We have an equalities parent and carer group, where we always ask our families for ideas on how best to support the protected characteristics. Please do come and speak to the school if you have any suggestions; we are always here to listen and improve.
<i>Some areas of the buildings are tired esp the fabric of the outer cabin showing its age. Any development is difficult and costly so understandably hard to make changes.</i>	This is something we are always working to develop. So far, we have worked tirelessly to fund new carpets, resources inside the classrooms, electronic whiteboards, laptops, repaint the school inside and out, new playground markings, a new main gate, and improvements to the front garden areas with the help of parents and carers. We have many plans to revamp other areas, including the quiet garden and our nursery. The cabin

	has now been repaired on the exterior over Christmas, which has improved its appearance. We are always creative with grants and local area funding.
<i>Possibly creating more colourful classrooms with the children's artwork and decorations.</i>	This is a great point. We have opted for our classrooms to be 'low sensory,' meaning they feature calm, neutral colours. We have decluttered all our school areas to ensure they are clean and tidy. Low sensory classrooms are designed to create a calming environment for students who may be overwhelmed by sensory stimuli, with reduced noise, soft lighting, and minimal distractions. These classrooms provide a space where children can focus and feel more comfortable, especially those with sensory processing challenges or anxiety. In turn, this benefits all of our children.
<i>The preschool surfaces - I'm not sure if they have in fact been done recently but my daughter has had awful problems with it and has a tendency to trip on even flat surfaces as it is :)</i>	The resurfacing of the nursery outdoor area has now been completed.
<i>Some parent involvement events are at parent working times so we cannot attend but I realise this is difficult to arrange out of hours</i>	I apologise that our events can be during school hours, as a working parent, I fully appreciate the difficulties of attending school events. Thank you for sharing your thoughts. We understand that scheduling parent involvement events during working hours can be challenging for many families. We always strive to offer a variety of events at different times to accommodate as many parents as possible, but we recognise that balancing work and school commitments can be difficult. We appreciate your understanding and will continue to explore ways to offer more flexible opportunities for all parents to get involved.
<i>Being informed of extra things like the excellence awards, ? golden lunch table and play leaders etc would make parents more aware when young children may not be able to explain</i>	This is a great point. We could use our newsletter to publicise these events and initiatives we run in school. We can start this asap! Thank you.
<i>(Appreciating there are budgetary limits) the school would benefit from a bit more space. The class sizes seem to have grown, but the classroom sizes obviously haven't(!)</i>	This is a great point. We know we have grown. We completely understand the concerns about classroom space, especially as class sizes have increased. While budgetary constraints can limit our ability to expand physical space (although we are thinking of strategic ways forward), we are always exploring creative solutions to maximise the use of our existing classrooms. With certain classrooms we have capped numbers. We are committed to providing a conducive environment for learning and will continue to look for ways to improve space and resources for all our students. Size and growth is necessary and will increase the budget moving forward. Most of our places are taken now so growth will dramatically slow.

If you got the end of this, well done! Feedback and ideas are always welcome here at Ditchling. We are always open to listen and improve.