

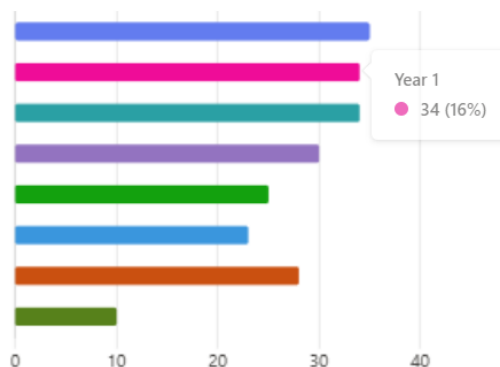
Blackhorse Parent Survey 2024-25 WEBSITE RESULTS

Below are the results of the 2024-25 Blackhorse Parents' Survey. Unlike most schools, we publish all survey information as we believe in transparency. We do, however, redact any information which directly criticises a member of staff or identifies a child or other parent – although this information is made available to the governing body. Parents who left contact details were offered the opportunity to meet with school leaders directly to discuss their responses.

1. My child is in:

[More details](#)

● Reception	35
● Year 1	34
● Year 2	34
● Year 3	30
● Year 4	25
● Year 5	23
● Year 6	28
● Resource Base	10



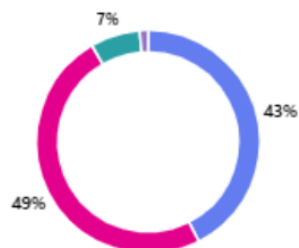
Headlines:

A good spread of parents from all year groups completed the survey.

2. My child is happy at school

[More details](#)

● Strongly Agree	71
● Agree	82
● Disagree	12
● Strongly Disagree	2



Headlines:

55 Comments left: 38 praising the school, 11 suggesting their child was unhappy (2 citing SEND needs and 3 anxiety). 3 mentioned specific incidents/ issues.

She is happy at school, but has some struggles due to age/possible additional needs which are being explored. She is struggling socially at the moment, but I am very grateful for all of the support and provision that has been put in place for her.

Most of the time

My child loves school. He feels valued as an individual and his teachers are exceptional.

She embraces all the extensive opportunities (Mission Master, Reading Ranger, Musical Theatre, football, etc)

They are well supported and they love their teacher

Settled well

My child really misses enrichment on Friday afternoons, he doesn't enjoy art and tells me that's all they've doing every week for a long time. My child has come home with a few concerning comments ref how XXXXXXXXXXXXXXXXXXXXXXXX

Both of my children have positive things to say about their days at school.

My child has joined the school this academic year. Misses old school and friends. Think adjusted okay and settled in.

My son is really happy to come to school, he loves the lessons and friendships he has in school, he looks forward to the school day, after school he shares the positives of the day.

The school environment creates too much sensory overload to allow our son to access school effectively.

My child is always happy to go into school. He goes in quickly and leaves happy.

Great teachers and teaching assistants.

My child has stated several times that they no longer get discovery time and that they don't get much time to play anymore, with only 15 mins in the morn and afternoon aside from their lunch break. 1.5 hours out of seven (most of which is spent going to the loo for morning and afternoon breaks) seems very low given their ages. We also know that play is really important - there is a huge evidence base around the success of children learning through play, so I think it should be more of a priority. Children in many European countries do not start school until age 7, so I wish they had more time to be children at Blackhorse. You also mentioned in the newsletter the success of the extended break for mental health week, and that is great but if it's improving children's mental health, why is it only being done one week out of the entire school year? Why not one day every week, for example, or even more frequently? It shouldn't all be about the school's statistics, they are still really very young and it can feel this is often overlooked at this school.

Although he finds school a struggle sometimes, I know he feels safe and has really positive relationships with staff.

Always happy to go to school with no refusal

Child very happy in XXXXXXXX. Has been noticeably less happy in XXXXXXXX but is still ok. She feels she isn't praised or noticed for doing good work, so she is feeling a lot less happy about school and is often despondent.

Has some great friends, and is enjoying the learning.

She enjoys seeing her friends and creative lessons such as art.

Doesn't like school as they have gotten older. Not a criticism of the school though but a true reflection of his/her feelings.

School is fun & Everyone is nice

He is always ecstatic to go to school, really enjoys all school activities

They are happy going into school and looks forward to new topics they are learning

My child hates going to school.

He is 99% of the time. We had some issues with boys in a higher year. I emailed the teacher and had no reply but the issues stopped immediately which I was very happy about.

One enjoys seeing friends and lessons although mental health is very low right now. The other struggles daily with going into school.

She doesn't enjoy school but I do think she is a happy as she could be at a school.

Finding it difficult to settle during drop offs due to shyness and difficulties in building new relationships. Doesn't enjoy the wrap around care.

They enjoy the teacher they have and the opportunities they have.

Happy that he can speak to the teachers confidently and enjoys his lessons

She has a great class teacher (who doesn't realise how good she is!) and lovely friends.

Great teacher this year. My child is thriving under Mr Denton, XXXXXXXXXXXXXXXX.

Both are happy to go to school and enjoy being there. We've never had any serious wobbles about going in, and the lovely teachers always do their best to make the children feel at ease.

My child has made lovely friendships and feels happy.

They generally enjoy school, however there are elements they might not like. They do regularly say they do not want to go to school, but they tend to come home happy enough.

N/a

He loves all the learning and wide variety of extra-curricular activities available to him.

Both enjoy coming to school and are enthusiastic about their leaning.

He loves his teacher and has felt supported with settling into Reception. He can find school overwhelming at times and feel tired but we have been speaking to his teacher on how to support him with this.

The teachers are wonderful and supportive

All of my children like attending school (although they might not like going to school) they do enjoy the learning and the experience they have when they are there. They all seem to have positive relationships with adults and have settled friendships among their peers.

The work done by any individual pupils are not recognised at all and can be ignored. it diminishes their aspirations.

Loves coming into school, seeing her friends and loves her teachers.

She has had amazing support throughout her progression. Especially this year. From a shaky start in year 6, her confidence and her grade expectation is soaring now.

Talks positively about school

She seems very happy in class.

General school-based anxiety

My child enjoys school but has found the transition from KS1 to KS2 challenging in terms of behaviour expectations. He talks about his class being too noisy and chatty, this leads to the whole class missing playtime and he feels this is unfair. He has also become increasingly fearful of being sent to the head.

She has loved the school but finds friendships tricky and has done throughout her time at school.

The reception teachers and TA's do a great job that result in my child being happy at school.

Lots of anxiety about going. We don't get daily updates like we used to.

Some issues with other children at times.

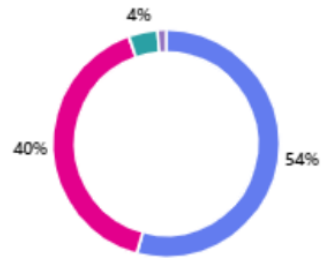
Great support from all staff.

School is engaging in a wide curriculum and variety of extra vocational skills

4. My child feels safe at school:

[More details](#)

● Strongly agree	91
● Agree	68
● Disagree	7
● Strongly disagree	2



Headlines:

36 comments left: 15 praising the school, 1 regarding wrap-around care, 2 reporting children's worries, 8 relating to specific lunchtime/ breaking incidents, 1 relating to child safeguarding and 2 relating to concerns about the behaviour of other parents.

The XXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX My child looks very awkward and afraid when left unsure where to sit.

My children feel safe I just worry about things like the recent reading event that when parents are invited into the school there isn't enough security measures in place to make sure no one that shouldn't be in the school isn't.

My daughter has a number of adults at school that she has secure positive relationships with.

None

Miss Waddicor is brilliant in providing a supportive environment where my child feels safe despite finding the school environment and demands difficult.

He feels emotionally safe (as well as being physically safe), enabling him to absolutely thrive.

I've never had any concerns

Please see comment below ref lunchtimes.

Safeguarding for staff, no staff should ever say they will keep a secret [\[This was investigated but no record could be found of a member of staff saying this\]](#).

There has been a couple of instances of a parent XXXXXXXXXXXXXXXXXXXX

I do hear comments from my child of Year 5's and Year 6's teasing him On one occasion I heard he got pushed into a muddy puddle. I am confident he can handle himself however do worry about why these instances are occurring, their frequency and ongoing resolution.

My son wouldn't be thriving as much as he is without feeling safe, he knows the behaviour expectations and what to do if he is feeling unsafe.

Our youngest son does not feel heard by staff members, and does not feel he can be effectively and consistently supported.

Good focus on Esafety

There're always adults around to help ease any worries.

My only worry is how fast parents drive in and out of the school car park at pick up and drop off

He has secure attachments with his teacher and teaching assistant. He knows he can ask adults for help.

My child feels safe at school, and as a parent, I feel my child is safe & well cared for.

She always feels safe at Blackhorse

They know to speak to teachers if they are worried or hurt.

Yes now the bully for my youngest from a year 6 has finally stopped after 6 months.

Safe with the teachers and procedures in place.

I don't feel comfortable the boys only being able to play football on the concrete

We've never had any notable concerns regarding safeguarding. Any small issues have always been promptly and thoroughly resolved by the leadership team.

We had some issues with incidents by other children at break time. This unfortunately wasn't picked up by the teacher but once I reported it, it had been dealt with swiftly

Yes they feel generally safe, however, at times my child feels being picked on by the other children and not being included in play. This can include some physical abuse on occasion, though I believe not intended to be malicious. This is mainly at break time and at times he has spoken to an adult about this at various times. The feeling is that there is not much done about this behaviour. This does not help with his general sentiment towards school and he finds it difficult to go to school in the mornings.

No queries on safety

The school do a fantastic job making sure the children are safe in school and also out of school with educating them about online threats

Never had any issues

There have been a couple of times when I have had to contact the school when something has happened, when maybe I felt the school should have informed me straight away. For example head injury and also an incident with another peer.

Concerns about other pupils behaviour has always been dealt with very well and followed up appropriately.

Feels safe and looked after.

N/A

It's difficult to know as we would have regular updates from their teacher

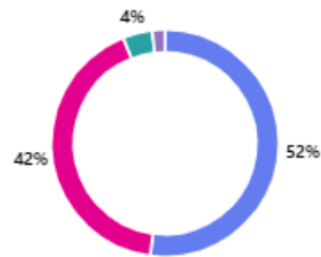
No concerns raised

Our child had quite a few incidents in his first term of starting. With another child hurting him and a lot of accidents. Since a meeting and a risk assessment has been put in place, we're seeing things are improving.

6. My child is well looked after by the Blackhorse staff:

[More details](#)

● Strongly Agree	87
● Agree	70
● Disagree	7
● Strongly Disagree	3



Headlines:

41 comments: 25 praising the school, 3 negative comments relating to Break/ Lunch, 3 negative comments relating to SEND, 6 negative comments relating to a range of issues (no theme).

Day to day school strongly agree but concerns with XXXXXXXXXX

There have been teaching assistants that have moved through the year groups as my daughter has gone up the school. This has really helped her settle into each year having those familiar adults. Throughout her time teaching staff have signposted her to members of the pastoral team. We have been very fortunate to have the support of Mrs A and Mrs Stainsby during XXXXXXXXXXXXXXXXXXXX, and now as difficulties are arising emotionally XXXXXXXX. In parents evenings historically I have had the sense that the teachers have understood and know my child.

None

The Y2 team are brilliant in addressing the needs of all children under their care, and taking into account that for some children they need far more than just academic support

Miss Jenkins is brilliant!

They know him as an individual - he feels liked and valued.

They know her and care about her as an individual

On the whole my child feels well looked after by staff and cared about. However they often come home complaining and upset by the behaviour and attitude of XXXXXXXXX.

The majority of staff have shown caring, nurturing attitudes towards my children and make the effort to get to know them

Good rapport with teachers.

The staff know what makes my son achieve his best and how to get the best from him.

The staff do their utmost within their resources to support the children, however some actions require a more personalised approach. Also application of SEN Code of Practice and wider SEN Government policy do not seem to be being implemented fully.

Great staff

Caring and supportive teachers.

Staff are so kind and caring and supportive.

His teacher and TA both really understand his needs and personality. He told me recently had to visit Mr Fry because he had shouted at his teacher for the maths work being too long and too hard. From what he told me it sounds like Mr Fry helped him to regulate, complete the work, and then return to class and apologise to his teacher. This demonstrates how he is supported by the wider school staff as well. And the impact of the Better Behaviours project.

Sometimes singled out not rewarded for being good at things. But quick to focus on the negatives.

All of the staff are kind and genuinely know the children well

But too much focus is on finding negatives all the time.

Any concerns are being addressed/ raised promptly

Generally I think the staff are great and care. There has been a reduction in communication from school- e.g. if they have been hurt (left with marks/bruising) nothing has been raised with us, or if hurt by others. I acknowledge not every little thing needs to be told, but if lasting marks, I feel this warrants being communicated.

Their own teachers and tas are brilliant shame XXXXXXXXXXXXX

Teachers do really care about the children. Miss Waddicor and Miss Bettany in particular are fab with my children

It's hard to gauge how well staff know my child. He is strong willed and requires slightly different handling to most other children and I sometimes question how much of a personal relationship staff have built with him to support positive behaviour.

Staff are excellent at caring for and educating the children

Always emailing and phoning to give updates, I feel very confident that my child is looked after well

This year it is fantastic.

Again, never had any concerns.

My child has been struggling emotionally at home. It took a long time for me to secure some support for him via school. Appreciate resources are tight but I would have welcomed better support sooner.

I believe that sufficient educational support is provided in areas where our children struggle. I believe that there is not as much action from our child's complaints over class mates actions during breaktime.

Kind and caring

On occasion I have felt that not all sides of peer issues have been listened too leading to the young person not feeling valued. However, I understand that these issues can take up lots of staff time for what seems to be less important issues.

Generally very well. The only comment is sometimes he says he wasn't allowed to go to the toilet at certain times.

The teachers support my children's friendships issues

Lots of care

They usually reply very quickly to any concerns.

Overall I agree. Though I feel there is not enough supervision during lunchtimes and lunch playtimes.

I'm happy about the concerns and care of the staff

Staff seem to be personable

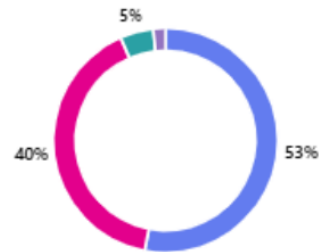
Happy with safety

Our child has amazing experiences with staff. XXXXXXXXXX we can see he has a great relationship with the staff. Only his safeguarding requires changes which are now in place

8. My child is well taught.

[More details](#)

● Strongly agree	89
● Agree	68
● Disagree	8
● Strongly disagree	3



Headlines:

44 comments: 23 praising the school. 5 comments suggesting work wasn't challenging enough, 4 negative comments about SEND provision (of which 2 suggested school had too much emphasis on SEND), 4 positive comments about SEND provision.

Very impressed with the phonics class.

None

Miss Waddicor and other Y2 staff work really hard to provide small group / adult support for my child with additional support needs so he can access the learning and progress at his own rate.

Exceptional teaching

The reading session I witnessed was amazing, truly inspiring!

Homework isn't consistently marked.

I have seen a teacher ignore my child and other children in class in favour of the few children obviously struggling who were placed in front of the teacher

Very impressed with how my child is progressing

My son talks about the lessons and he enjoys all the lessons the school offer, he talks about what he has done in school with pleasure and excitement

Our youngest son has not XXXXXXXXXXXXXXXX, despite this being detailed in the school policies. Also XXXXXXXXXXXX curriculum does not seem to be appropriately challenging for our eldest son.

My child's teacher I feel is fabulous she takes her time understanding your child and helps them in any way she can! Thank you Miss Coode!

There is far too much pressure on reading for such a young age. My child is reading brilliantly (I am honestly so impressed with them) and is reading so many books at home, but the teachers still complain he's missing a few of the phonics sounds, so they can't push him up to the next level. It feels like nothing is ever good enough. I am more concerned

with fostering a love of reading at this young age - not whether my child is missing one or two diagraphs from their vocabulary!

My child has additional needs and is on a My Plan. Extra support and class strategies have been put in place to help him learn - XXXXXXXXXXXX. The jump from XXXXXXXX to XXXXXXXX has been hard, but I am appreciative of all the additional support in place to help my child access the learning.

Not challenged enough

Basic learning is good, but I feel like she isn't being challenged, and nobody is noticing when she can do things unless I flag it up, eg asking for a new table in TTRS. The school maths work is very easy and I don't believe kids who can do it all get extension work.

Focus and resources seem to be spent on the SEND pupils leaving little resource for the rest.

I am not sure he is challenged enough and appears to be bored sometimes as he finds maths etc too easy.

They are progressing well, and feel they always have a tangible reading books sent home. They are motivated and keen to learn, and it is lovely to see that being encouraged.

Their teachers and really good. Just wish they had more they could do without the head teachers breathing down their necks.

I believe so, although I don't like some of the pressure placed on them, for example, when the kids had their TTRS assessment in school and were told they've only passed if they get 100%. I feel this sets a majority of children up to fail and feel disappointed.

They come home daily and tell us of the exciting things they have been 'enquiring' in school.

The lessons we have been invited in to see have been fantastic; the staff have so much knowledge and my children come home full of enthusiasm

Excellent

I agree the children are taught well. One area I'd like to see more of a focus on is pushing everyone of all abilities. I appreciate there is a strong effort on the lower performing kids, to make sure they reach the required level, but I'd like to also see a stronger emphasis on the high performing children / the children who are comfortable with the material / pace of learning. We should be pushing all children to be the best they can be, but i feel that at times, if a child is performing and comfortable, they are not pushed to see how much better they could be doing.

I don't get much insight into this unfortunately

N/a

So impressed with how much effort goes into the year 6 morning groups prepping for SATS

The teachers are always coming up with wonderful and unique ideas and trips!

All my children are doing as expected and love their learning.

But does I feel to much colouring rather then learning

Maths teaching is inconsistent with Numbots progress.

kids with different level of learning, they are not challenged enough. No where near any acceptable level.

Surprises me with her reading and numeracy skills as she is only in reception

We feel very lucky to have had XXXXXXX at Blackhorse. There is always a comprehensive plan of what will be achieved in the year and the extra effort that teachers put in on things like the choir, musical theatre and especially the early match clubs is amazing.

Can see clear progression

So far daughter has improved exponentially since she started school. Maths is still a bit dodgy but reading and art is vastly improved.

The teachers are all fantastic! Our child has progressed so much academically.

He has enjoyed taking part in times table rockstars lately and the 'Go Green day' really boosted his interest in timestables. He gets lots of opportunities to read and he has benefited from being part of a reading intervention with Miss Bruton. He also talks about assemblies and special talks. I feel he has a diverse curriculum and many opportunities.

Both of my children have gained high attainment levels at Blackhorse and this has set them up well for the future.

I feel that the teacher is still addressing other issues in the class that affect the time and effort teaching the children.

He has strongly developed in some subjects but more focus should be on the areas they struggle with

All the teachers have shown they are passionate about their role in teaching the children.

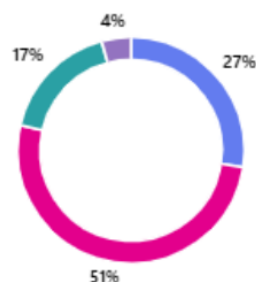
We are lacking a TA in the XXXXX classroom, especially as there are children that have EHCP's, on the SEN register and don't have the support they should have funding for

No major issues

10. My child receives the appropriate amount of homework for their age.

[More details](#)

● Strongly Agree	46
● Agree	86
● Disagree	29
● Strongly Disagree	7



Headlines:

57 comments: 9 said there was too much or they disagreed with the principle of homework, 2 said there was too little, 4 said they felt it was about right.

Can be a struggle to get engagement especially when home late from wrap around.

My child hasn't received homework for the last 2 weeks as they are deemed as 'on target'. Why isn't my child being challenged more beyond the blanket target level? Likewise with reading, I frequently request a more challenging book for her but she gets sent home with the same level book which isn't engaging her sufficiently. We were told when moving into year 1 that children working above the expected level would be identified and given appropriate work for their level but I do not feel this is the case and the school focuses just on getting all children to the required level which I understand but t feel this is at the detriment to individuals working at a higher level.

Too much they learn enough in school time and will have to do it till they are 18 so no need yet!

Although it can be a challenge to get homework completed sometimes, I feel it is setting her up for the demands of Secondary school.

None

Too much homework

Perhaps a little too much.

My child is exhausted by school and there is little benefit to him (and a lot of stress to parents) in forcing TTRS and spellings because these are areas where he gains little at the moment. I don't feel KS1 children should have any homework beyond reading and phonics, and that spellings are not appropriate for all children at this stage.

There is too much focus on SATS preparation and I don't feel it is necessary to have so many worksheets and still need to do TTRS - instead focus on what is going to make the greatest difference for each child so reading for some, maths for others

I feel it is a lot of homework for their age, they are at school 5 days a week and then at home it's TTRS, Reading at least 5 times, Spellings and more Maths, I feel the children get little respite when it's also encourage that they attend after school clubs

I think the homework is too much especially when your child finds certain subjects more challenging due to dyslexia and when parents work full time meaning you rely on after school clubs and grandparents and my child often doesn't get home until 6pm ish, it's difficult to find that balance he is often too tired and there is limited time between home time and bed time

The amount set for Year 4 is proportionate and balanced. Reading and TTRS are part of daily routine and one separate maths task each week allows me to support my child with the maths he has already been successful in in class that week, allowing him to consolidate his learning and feel proud of his achievements in school/at home.

I really like how the tasks are accessible online, which gives her independence in accessing the tasks, but I can still support her if she needs. The checklist is also really helpful and gives her responsibility which will help prepare her for secondary school.

It is a lot of homework and I don't actually agree with homework at any age (I would prefer reading for fun and a discussion point about something they have been learning or an incentive to be active outdoors) but my child completes it all and has grown in confidence. As homework is expected at senior school it is good prep. I hope that one day the UK moves towards less formal homework and more holistic family learning.

Homework often is not marked. Please do not put so much pressure on the children to do work at home if you are not going to look at it or acknowledge it in school.

In year one there is only a couple of questions a week, this could be extended out to multiple times a week

Some homework stretches my son, the expectations are clear.

Expectations around Numbots and reading specific school books to meet school criteria is unrealistic. Some children respond better by reading a variety of books around their interests, rather than the same book repeatedly for a whole week.

There seems to be a lot of homework for their ages

It would be great if stickers were given out for reading x 5 a week or completing Numbots were given consistently.

I don't think Reception should have any homework

I don't think year 1 school kids should be getting any homework at all. It's absolutely ridiculous to expect this from them on top of 15 mins numbots and reading every single night, after they have been at school for seven hours. They should be allowed to come home and play/be children. [\[Children are asked to complete 15 mins of numbots per week\]](#)

Feels pressure of homework

Could do more.

I think it would be useful to have the homework on the school website so that if your child isn't in school or misplaces the sheet, you can print it off. It has started, but it would be great if the Year XX parents always had an example of how to answer the maths homework so that there is consistency from school to home.

The weekly reading is good but I still think they need the weekly maths homework too

I feel spelling as well as reading and maths and TTRS is too much. Either cut the spellings or have half the amount to learn.

They look forward to the homework they are given.

I would personally prefer my son learned at a slower rate and didn't have homework. I don't feel the positives of additional work at home outweigh the negatives of the endless whinging and arguments it causes.

I really feel that the homework set is way too much for oldest child. The child struggles to complete homework due to sen needs and then worry's about being kept in. But in then to the child home is home and school is school. These 2 don't mix in child's mind and life. Think school need to learn more about learning difficulties in general and be a little more lenient. Especially when it comes to loosing lunch breaks if homework isn't done. A lot of the time I'll now do the homework for them as it's too much mentally. I know some children need homework and enjoy it but when you have children struggling you should be thinking about being a little bit lenient or lessen the time of ttrs etc for them.

I would personally prefer my daughter learned at a slower rate and didn't have homework, or anywhere near as much. I don't feel the positives of additional work at home outweigh the negatives of the endless whinging and arguments it causes. I don't like the time pressure placed on knowing times tables and, although I can understand it forms a good maths foundation, I don't feel it's necessary or a particularly transferable skill for day to day life in adulthood.

I do feel the level of homework is far too high. I think it be more realistic if sen needs were taken into consideration maybe differentiate the homework. I do feel taking away a child's break if they haven't completed ttrs or homework is not great and makes our children feel anxious about homework not creating a positive feel towards this.

I find numbots isn't the best programme to encourage stretch. The timing element makes it hard to garner rewards and pupils have the opportunity to opt for easier levels all the time which means they prioritise the easier maths to ensure they maximise their rewards.

Usually fine but occasionally has maths homework on subjects not yet covered in class. Eg: particular types of fractions.

Spot on

Good balance for both my children, however time table rockstars can be challenging to complete with my Y2 child. Ideally, I'd rather have paper-based questions we could do, as I believe it would be better received by my child than the consistent chasing for them to log into a device to complete maths homework 5 days a week. Our children are exposed to screens so consistently, if we have the opportunity to be away from a screen or complete a task such as homework without it we should embrace it.

It seems to be a lot more than friends at other schools.

A bit of homework during the holidays would be helpful, especially as they get older.

Yes, totally fine. If anything I think they could comfortably receive a little more homework. I think the school has struck this balance exceptionally well.

I feel there isn't an individual approach to homework. My child finds ttrs extremely boring and has disengaged with it as we only have access to one game. I'd like to see more attempts to make homework more engaging and interesting

The homework can be a real challenge for my child. They are tired from school and then don't want to do as much homework as they are given. It is also a large burden on parents.

Too much for the week

Too much homework and very little compromise for children with disabilities/difficulties

Good amount of homework that supports the weekly/terms learning.

Feel they get to much homework a lot is expected of the parents to do over the week think they should be allowed to be children

A little young to start numbots

The homework is barely enough to be seen as a reminder of the work done during any week.

Homework manageable

There is enough. Don't add any more yet they will burn out.

They work hard at school. The school encourages club involvement.... Time then should be spent with family. We do spend time completing homework together but the children find this too much. The academic pressure my children feel is too much.

I believe that after school clubs and activities are important and wouldn't want more homework to encroach on that time or family time so I think the current HW expectations are enough.

Homework is standardised, with a big focus on maths. It could be improved by tailoring to a child's needs, for example my child is academically strong at mathematics, and has to complete TTRS and a big maths homework sheet, but the areas they really struggle with are

writing, and spelling (learning basic rules and patterns). So really homework is helping them to excel in an area they are already strong but does not support areas they are falling behind. In the long run it is their writing and spelling which may hold them back in succeeding.

With a very busy home life and extracurricular activities I think the expectation for homework to be completed is just right.

I would assign additional homework to help the students develop a strong study habit and ensure they are well-prepared for upcoming challenges in secondary school

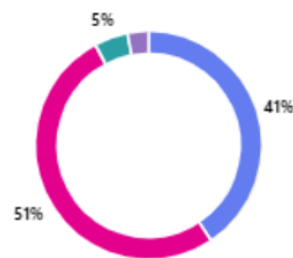
There is on the whole a lot of homework for primary school children

Seems a fair amount

12. The school ensures that pupils behave well

[More details](#)

● Strongly Agree	68
● Agree	86
● Disagree	8
● Strongly disagree	5



Headlines:

39 comments: 17 comments agreeing with the school's approach. 5 suggest the school's approach is too behaviourist, 7 comments were neutral or expressed suggestions, 3 suggested the school was not strict enough, 3 suggested the policies did not work for SEND pupils.

None

Robust, clear and simple behaviour policy and high expectations

I don't like this question but I think the pupils do behave well.

Too much emphasis on compliance and no emphasis on understanding

I think on the whole yes. Just worry about senior kids

I hear about when others haven't followed rules and how this has been managed.

Management of pupils behaviour appears to be punitive rather than preventative. Removing pupils break/play time as a punishment for being dysregulated will only create further dysregulation for children. Having the appropriate level of staffing or scheduled sensory breaks for all classes would be a better preventative solution.

Generally good. Would prefer more communication regarding when there are small behaviour issues (e.g. when they are sent to the next class) so we are aware and can work together to help nip it in the bud

They are very young children, who fidget and move around. They are not developmentally capable of sitting still and focussing for long periods of time but this is of course expected of them.

On the whole but there have been occasions when children who have misbehaved still been allowed to go on school outings and take part in performances

Again, quick to focus on the negative. I don't hear much about good behaviour . Assume no news is good news.

Excellent

I appreciate the effort that goes into discipline at Blackhorse. Children need clear boundaries and I am very happy with the firm but fair approach used.

I feel XXXXXXXX has cracked down on the low-level behaviour displayed further down the school and as a result my child learns better in her class.

Some pupils seem to never get in trouble yet are always there when it happens.

School is strong on behavioural aspects

They are aware of the behaviour policy and can express if someone has been escalated through it. It acts as a deterrent to them.

Shame we don't hear from the school when our children are bullied, hurt etc. but hear when they are not behaving. Also you need to read your own policies on what is acceptable for a sen child and that they shouldn't be "punished for bad behaviour" no it's not necessarily bad behaviour just their sen needs showing and probably means they need a movement break or some time to decompress in the right way. That's not being shout at by head teachers or forced to miss breaks. Yes I know children can misbehave but really you need to come up with ways that help these children understand what's happened and help them.

I think there is a lack of communication about what happens in the school day. It's hard to gauge if there is a problem with behaviour, or if previous issues have been resolved as there isn't any communication apart from the odd chat at the door for pick up. It would be good to be able to work more closely as a team on this.

Good behaviour policy

Outdated approach to nuerodiversity. Boundaries between Blackhorse Primary School and the Resource Base are blurred. Not proactive. Parents having to state the obvious ie Social story before play time of expectations.

Almost all of the time however there have been incidents with y6 children engaging inappropriately with younger year groups. This has been dealt with swiftly by the school.

Most are good, but a couple of pupils are disruptive to others.

I wish the school would put less emphasis on rewarding children with stickers and certificates, and focused more on harnessing their intrinsic motivation. My daughter often feel left out, even though she tries hard and there are no concerns about her behaviour.

Discipline seems well managed. At times we have seen the incorrect child be disciplined, whereas if effort were taken to get to the root of an incident a different approach may have been deemed more suitable. But in general the teachers are managing admirably.

N/a

Continuing your assemblies on behaviour reiterates the values for kind, respectful behaviour seems to work well.

Bad behaviour is ironed out by SLT

There seems to be robust systems in place.

Good processes

The School general attitude is not about promoting well-behaved pupils vs those who bully. Instead to make pupils to recognise the bully as they are and to accept that sort of behaviour and to learn how to accept it.

I've put disagree as behaviour is a bit more complex in the resource base with extra needs, I don't think this is fully understood.

Poor behaviour is dealt with effectively.

Clear consequences

More demonstration and understanding that behaviour isn't always linear or a choice but a form of communication would be appreciated.

If there have been any issues with a child's behaviour it is dealt with quickly and appropriately.

The schools core values are strong amongst most children to encourage good behaviour.

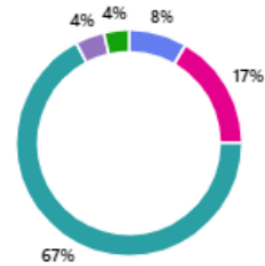
Agreed

I don't feel the way Blackhorse responds to inappropriate behaviour is appropriate or beneficial to the children in the school as in my opinion it is based on fear.

14. The school deals effectively with bullying. NB: Bullying is defined as repeated, targeted incidents over a period of time by the same individual, not a single incident.

[More details](#)

● Strongly Agree	14
● Agree	28
● I have no experience of this so can't comment	113
● Disagree	7
● Strongly Disagree	6



Headlines:

14 comments: 3 relating to specific incidents, 3 supporting the school's approach, 1 relating to rumoured behaviours of others.

None

There is no clear communication, just one side heard from my own child, nothing is discussed about what has been done or what will be done, feel left in the dark

I don't think the case as I've heard an individuals name a number of times over the 2 years and haven't heard of any intervention. This has also been discussed with teacher

No enough experience with the school

This year it is clear the behaviour expectations are shared and they know what to do if they feel something isn't right.

Issues during Reception Class kept occurring between our son and another child. Whilst these were dealt with (e.g. other child spoken too) their parent was not aware that anything had happened, similarly the situation continued to occur in to the start of term 1.

One of my children had months of bullying from one child a lot older and I know the child had major issues with bullying lots of children from younger years and all we were told was it's being put on the system.

N/A

Limited experience of this so unable to comment. The one incident (not repeated, so not within the definition of bullying) was handled rapidly and admirably by the school.

I believe the school is slow to act effectively on bullying behaviour. I believe bullying is not always just an individual, but quite often a wider group of children. I see similar behaviour towards my child by different children which tend to be within a group. The behaviour tends to be taunting my child and sometimes chasing him, or not allowing him to participate, rather using him as a target. This sometimes comes with some physical force, though I do not believe it is malicious. But the effect is that my child feels excluded and at times driven out by bullying behaviour of the group.

Can't comment

When my child was having difficulties with bullying the school dealt with them quickly.

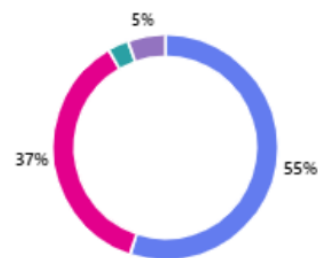
Have no comment or frame of reference

Agree. Whilst it has not been classified as bullying by the school, he has been attacked on several occasions. After a meeting to put measures in place, we're hopeful and confident it has been dealt with appropriately

16. The school is well led and managed.

[More details](#)

● Strongly agree	92
● Agree	61
● Disagree	5
● Strongly disagree	9



Headlines:

34 comments: 19 comments praising school leaders, 4 negative comments (all relating to SEND provision), 7 requesting improved communication, 1 comment about After-school club, 1 suggesting too much emphasis on SEND. 1 concern about outdated policies.

XXXXX needs better management, staff not engaged or motivated.

None

Sometimes it feels like the school leaders are too authoritarian, do not understand the needs of all children and this is at odds with the teachers who work hard to provide a very supportive and inclusive environment.

Approachable, visible and dedicated SLT

The SLT are visible and approachable, they are supportive to parents and children. They make sure all children have the opportunity to share their achievements

SLT are doing the best they can with the resources they have, however they are not implementing or reviewing the policies which the school are responsible for.

Great staff who are very dedicated

Excellent SLT - visible, approachable and knowledgeable. Couldn't ask for any more.

Communication is very poor overall. Too much reliance on a newsletter with zero explanation of events listed. If I didn't have whatsapp - I would have no idea what 'go green' day meant. Communication needs improvement.

Brilliant SLT. We couldn't ask for more and feel very lucky

Too much focus on SEND. There needs to be a balance and not all resources spent looking after the same SEND pupils.

Sorry when my 1st child joined the school it was amazing. Over the years it seems to have got progressively worse. What happened to parents know their children best? When we go to anyone about concerns it's either not followed up or we're given a load of information that is really not relevant to side track us and make it look like issues etc are being dealt with. But never hear of an outcome. No child or parent should have to fight this hard for answers and just someone to look into any issue.

Would like member of SLT to listen to parents concerns around SEN

Excellent SLT

Resource Base being managed by leadership whom have not got the educational theory of neurodiversity. If they do, then uncaring and discriminatory of disabilities. Less resources being placed into the Resource Base, is it a cash cow?

Text reminders would be helpful For parents for example the day before non uniform etc we have so many of these kids of things to keep up with a text remind would be helpful

It was excellent under Mr Botten, and that has continued under Mr Fry.

Noticeable drop in the quality of communication this year especially around clubs.

Good leadership team, reasonable PTA, responsive governors. Overall a very strong leadership team.

I would welcome better communication from SLT. I do feel updates can be scatty and we don't know much about the direction of management

I think is it generally well managed.

Excellent leadership that is visible and approachable. Consistent in their messaging.

Leadership team are great

Excellent leadership with Mr Botten at the helm!

Simon and Neil are both very experienced and open with parents.

Communication of information to parents can be inconsistent or lacking.

I'm always kept up to date and well informed on what's going on in school upcoming events etc. Get regular tapestry updates on what Poppy has been up to.

Great senior leadership team

Senior MGMT seem competent, highly driven and effective at gaining funding and very good engagement with the children from what I've seen so far.

Sometimes the 'tone' of communication to parents can be patronising. Ie when asking parents to demonstrate values when parking.

Leaders are effective and approachable.

Amazing SLT - approachable and always so friendly.

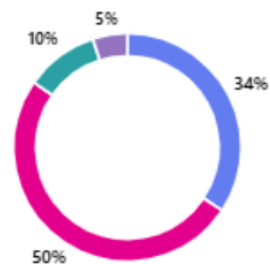
Good leadership team

Communication is very poor internally passing on to the teaching staff and also to parents. Also the way in which the senior leadership team communicates is very unprofessional. It seems to be that the schools (some out of date) policies "trumps" the law.

18. The school responds effectively to any concerns which I raise

[More details](#)

● Strongly Agree	56
● Agree	82
● Disagree	17
● Strongly Disagree	8



Headlines:

30 comments: 7 comments supporting the school, 9 comments requested improvements following up on concerns raised. 6 were neutral comments, 2 negative comments related to XXXX provision.

A concern XXXX has been raised via email which was totally ignored, not even a "thanks we will look into"

None

The school have always been happy to discuss concerns I have raised but I would like to see greater follow through of actions and consultation with parents.

Apart from my child's Teacher I have had to chase to get a response to certain concerns or have heard nothing back at all and yet if my child has done something wrong I'm contacted straight away

I have only ever had one concern and that was my child's attendance due to ongoing health issues. I requested a brief chat multiple times and I was always shut down at the first step to then be sent a generic letter regarding his poor attendance. The above being said the teachers were always great and aware of the situation and I feel this issue has now been addressed and everyone on a need to know basis is aware of why my child has poor attendance and are very supportive. I am confident that if I had any other concerns that the school would address them appropriately

I have no concerns

I have no concerns.

I haven't raised any concerns

Somewhat agree, I think there could be a standardisation email that responds when you send something in and try and put a 48/72 hour window where you would respond within this timeframe.

A bit early to tell due to just joining school

Teachers are responsive and reassuring when there have been any concerns

Regular communications with school have occurred, with meetings in person and virtual as needed.

Not applicable

The school has always responded well to any issues and the children are always at the heart of everything the school does.

When points have been raised by me little to no action was taken by the school including a few safeguarding issues. But when the situation is reversed the school are quick to jump to conclusions and set things in motion without taking a step back and reviewing.

This year raising concerns has been harder. You are made to feel like you shouldn't at the door, but if email, they are not always responded to as promptly (within 2 days). Last year, communication was brilliant and staff clearly cared for the health and well-being of pupils. This year, that feels a lot less important.

The teachers do. Head teachers you rarely see and trying to get meetings etc or even a reply to an email when they emailed you 1st without even using a proper email format ie no dear... kind regards nothing. You can chase and chase and chase and most of the time you either don't get a reply or you get a xy and z has been sorted with no reason behind it. Oh if you also want to speak to XXXXXX good luck. Many emails have been sent for XXXXX attention to not even have an email or a call.

Only on a surface level. Not heard or acted upon.

Several times in the past I have emails the head about class concerns when they were mixed around and I did not get a reply, this happened on more than one occasion

Only raised one issue but received a generic response that only partially answered my concerns although the resolution was acceptable.

On the very few times I have had to raise a concern, there has always been rapid and appropriate responses, resolving any issues.

Emails to staff go unanswered.

Sent a complaint about the inadequate attention XXXXXXXX and apparently fell on dead ears. No response.

The school is now better and quicker at dealing with concerns.

I have put disagree, as I feel that there is not good enough communication dialogue that is needed especially for reception children. Although use of email, previously notes could be written in diaries.

Yes, concerns are addressed appropriately and effectively

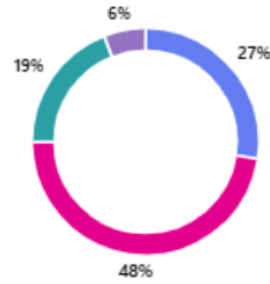
Previous concerns raised I was not sure if things would change. My child thought his feelings didn't count. But now he knows that every situation is listened to and child talked to.

This is not always done through the channels that we are asked to follow .. but through the kindness and support of particular teachers who are supportive and understanding

No concerns

The staff are always accommodating to when or if we want to have a meeting or conversations regarding our child's safety or any other concerns

● Strongly agree	46
● Agree	80
● Disagree	32
● Strongly Disagree	10



Headlines:

46 comments: 27 comments said that they would like more feedback/ Parents' Evenings/ Reports. 10 supported the school's approach, 4 suggested improvements to processes, 2 unspecific negative comments.

I don't feel I get appropriate feedback about development and progress.

None

Only at parents evenings and end of year report.

Miss Waddicor is brilliant at keeping parents updated at the start and end of the day

This could be improved through greater communication on areas where you could support your specific child children - improving vocabulary, handwriting etc

Apart from the school reports I do not receive much information about my child's progress, no emails etc

School staff give meaningful feedback throughout the year, allowing me to support my child at home.

Bit too early to tell

Only been 1 parents evening so far (our first child and in reception, but we expected more) Only feedback otherwise we have had is an occasion of being in trouble and one line remarks in reading record

The first parents evening is too soon, would be better to be further into the term so the member of staff can get to know the children more first

I would like more opportunities to see the learning books so I can support more at home.

Apart from complaints about my child not being able to recite 2-3 of their diagraphs, I never receive any updates on how well they are doing or what they have actually progressed in.

In addition to parents evening, the My Plan target review meetings allow for discussion on progress and how best to support learning at home. I do miss the weekly newsletter we received in reception that briefly informed us of what had been covered in phonics, maths and the wider curriculum as this allowed us to explore things further at home.

I think that parents evening is the only time we receive information on progress. More frequent updates would be appreciated, albeit not necessary, particularly if your child is doing ok, so maybe that's why we don't have more feedback.

I don't hear much at all, and communication with teacher has been very limited since joining Year XX. But I know how busy teachers are so I'm not sure what can be done without piling more on them.

I think this is very much down to the teacher, but my child has a lovely teacher who is always smiling and takes the time to answer any questions on the school gate, or reply to an email with a question

I have missed the weekly reports we had in reception about what the children are learning. I would like more regular updates but know I can always speak to the teacher.

Please could we have the mark sheet and additional information to contextualise termly assessments. This would also allow us to support and to also know where our children sit in relation to working towards, expected or greater depth.

No idea how he/she is tracking against where he/she should be throughout the year. The teachers are now unapproachable. Not sure you can even email them anymore? The communication is the worst it has ever been but to be honest can only improve going forward.

Information given at parents evening is useful, but very limited beyond that. I find no comment on the reading log odd- as parents you are encouraged to write something, yet may only get a stamp to say they are read. One line stating how they are doing would be beneficial, or tricky words. Or words of praise/ encouragement you can share with them at home!

More 1:1 parents evenings would be nice but I understand that this would be a big undertaking.

No issues as stated above with teachers/ta, they are working very well considering the huge standards the head teachers and leaf have put onto them.

More 1:1 parents evenings would be lovely. I understand this could be difficult to accommodate however.

I think the school could do more in this space

Very few parents evenings and limited specific information sent home.

Perhaps we would benefit from more parents evenings. I felt the first one was too early. Don't receive any information about my child's progress and often have to ask a lot.

I would prefer more. My daughter started school almost 6 months ago and we've had one parents evening and some Tapestry updates. More info would help us support her better.

Good information at parents evening. But not much in terms of ongoing updates on their performance, areas the teachers would like us to focus on at home. The information within the homework book / reading logs is usually fairly light and generic.

I get minimal information about my child's progress. Biannual parent meetings are not sufficient. I also don't really know what programme is covered beyond maths, reading and writing and how well my child is doing

I think teachers are open and try to support my child with their weak points.

I don't get any progress reports

I feel that perhaps more frequency check ins regarding whether the children are meeting expected targets would be helpful, twice a year at parents meetings isn't an awful lot, having said that I'm sure if there was a problem, we would be told.

Would be good to be informed about areas of learning where the child is not meeting expectations to be able to support.

We have updates from parents evenings, book bandings and spelling tests results. Reception don't use tapestry as much as they did 2 years ago. We don't get many updates about our reception child's progress.

Progress is only communicated at parents evenings and feels like box-ticking rather than tailored to the child.

My child had a dyslexia test at school and no mention was ever made to either myself or my partner as to why this was done.

Nothing detailed nor enough information on pupil's performance

The regular email updates are helpful but could be better with tapestry updates so see what they've been doing.

Although the class teacher always makes themselves available, more frequent updates (like use of the home/school diary) would be appreciated.

I have always had insightful conversations about my daughters' progress and staff know the children well.

The additional weekly reception newsletters are great to read, along with the tapestry though the frequency of these have reduced. Infrequent 10 minute parent evening is not substantial enough to understand your child's progress.

I am impressed

We feel there are not enough SEN meetings

Nope

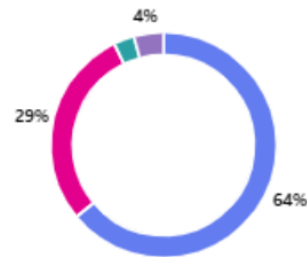
We have great updates on class dojo and with his home diary. Staff are always willing to have a chat after school about things my child is doing well in during that day etc

I have no idea about the progress of my children other than the school reports.

22. I would recommend Blackhorse to another parent

[More details](#)

● Strongly agree	107
● Agree	48
● Disagree	5
● Strongly Disagree	7



Headlines:

34 comments: 14 praised the school, 2 raised concerns about the school (both related to SEND provision), 7 suggested communication could improve, 5 offered specific ideas, 1 raised concern over XXXX.

The school itself.

I feel fortunate to have Blackhorse as the school my children attend. Thank you for all of the hard work.

None

Communication on things that require time off work or potentially buying items for non uniform often leave little to one to arrange.

One of the best decisions we made for our children was choosing Blackhorse.

A lot of different things going on at the school each week which are hard to keep up with sometimes, longer notice would be better if possible. Dad quite often misses out due to short notice.

Being in Year 6 and seeing my other son in Year 7, you can see how the preparation for independence grows, all the work that goes into the children over the years builds to have a confident child leaving primary, prepared for learning in Secondary and the strong base for developing further. Blackhorse really builds champion learners and it is great to see at the top end of school! Thank you for helping build their confidence and resilience

For children without SEN the mainstream is well equipped. However, for those whose children have SEN, unless they are in the RB I would not advise them going to the school.

Please could a phase 5 phonics sheet be created to compliment the phase 3 and 4 in the reading record book.

Overall, communication is poor. The schools approach to child development feels far too stats driven (at least, for the very young children). The vegetarian lunch menu is also unacceptable for young children, most things on the meat menu are available in veggie format but they end up with options that you'd never find on any other kids menu.

I know first-hand how stretched schools are when it comes to supporting children with additional needs. For us, difficulties have become even more apparent as the demands of school have increased in year XXX. However, it is clear his teacher really understands his needs. We are grateful for the support he is receiving.

The parent workshops are always on a Tuesday, Wednesday or Thursday which causes a bit of a nightmare for us in having to ask for time off work. The children get upset if we don't come and so it puts us in a tricky situation every time. I dread the email that says there is a parent work shop coming up. Please please please put them on a Monday or Friday as this is when most part time parents can come.

As many parents are working, more advance notice of "in hours" events would be really helpful, but the school is a fantastic setting for my child and I am very happy with the care and teaching she receives.

We haven't had new reading record in Year XXX for several months. Could different versions be given out?

Yes, Blackhorse is a good school. Last year I said strongly agree. This year it feels slightly heavily focused on academic progress (which I guess schools should be), but it should still have a caring and nurturing feel. They are still so little and trusting your most precious thing with others is a huge deal. I feel this year that has been lost a little.

Sorry I would never recommend Blackhorse to any other parent looking at the school especially if they have a child with sen needs in mainstream. The school since going to the leaf is majorly going downhill. You focus so much on getting everyone up to the top grades that you forget that they are only children and need to be children. Us parents have to battle you daily for anything to be done. XXXXXX is a joke most parents who needed XXXX support haven't even had a chat XXXXXX. And the head teachers should be looking at children's mental health more at the moment. If you really wanted to hear from parents and find out what's going wrong maybe you need to hold a discussion with all sen parents, all head teachers, senco, parent link for us to actually tell you what we feel is going wrong without you telling us that your the professionals on our children. From what I've seen over the years you only care about being top of all the schools.

I think the school should invest in some more sporting facilities. The track is great but would love to see some basketball hoops to support other types of activity

Wrap around car requires improvement. Occasions where the mobile number didn't work, the buzzer hasn't worked on numerous occasions, XXXXXXXXXX

It would be good if events organised by the school are communicated in other ways apart from the newsletter. Some events are sent via email but not all, this can sometimes lead to parents being unaware of a particular events which can lead to the children missing out. for example a non school uniform day, it would be good if a reminder close to the day was shared with parents via email or via Arbor rather than relying that it will be remembered from a newsletter sent the previous week.

Excellent teaching, excellent opportunities for all children! My children have made fantastic progress, I am overall very impressed

None.

Overall, we are happy with the school. My child is happy, has made lovely friendships and seems to be progressing OK academically.

Great for sen children..

We feel lucky that our children attend Blackhorse. Our children are proud to be part of a wonderful school.

A lovely place to send my child to with excellent opportunities and many happy memories to look back upon

I am not expanding on my responses for fear that it will be possible to identify us and this will have further negative impact on my children

And I do..

Cannot fault the school. It is a great school!

Already recommended to my neighbour

It's a very good school and both my children have been well taught, nurtured and cared for.

Parents should be notified when class teacher is absent. Planned absence could be communicated in the newsletter. Unplanned should be emailed at the earliest opportunity.

I dislike your email messages to parents. Some are extremely condescending. I don't think that's the intention but I do feel like a pupil when I receive these. One that springs to mind is where you went on a mission to find the person responsible for hitting a car in the car park. This could have in my opinion been handled much better than it did by the school. Also, some of your 'personalised' messages get taken in the wrong way where it should be a generic 'to all'. The nuts in school message where I, like many other Is felt this was a specific message for me. I was scratching my head thinking how I managed to breach the policy.

SEN parents should have more support for direct communication with their child's teacher where possible. 5 days to return a request is not suitable in most cases. Thankfully we have had great teachers who have offered their email addresses to resolve any instant issues, with a personal touch. Thank you teachers [\[The school has a policy to allow all parents to](#)

access individual teachers' email addresses to allow parents to contact staff directly. If staff express a concern that a parent is sending an unmanageable number of messages in a week, this is sometimes reviewed on a case-by-case basis.

Yes I would