



## Parent Questionnaire Results Nov 2017

Thank you to all of the parents that completed and returned the parent questionnaire, we really appreciate your feedback and use it to make further improvements. Well done staff, parents and children!

		Strongly agree	Agree	Disagree	
1	<b>My child feels safe at this school</b> ( eg security, adults to talk to, caring Staff)	<b>67%</b>	<b>33%</b>		<ul style="list-style-type: none"> <li>• Door security by office staff</li> <li>• Learning mentor available to work with vulnerable children ie. Through protective behaviour Work, nurture group, regular catch sessions</li> <li>• Staff who genuinely care about children and regularly 'go that extra mile' to help children and keep them safe</li> <li>• Open and honest staff who are happy to talk to parents and carers</li> <li>• Worry boxes in each class available</li> <li>• Staff who have strong relationships with children and therefore quickly identify children who need support</li> <li>• Well trained staff</li> <li>• Whole school ethos is a caring environment and a welcoming, friendly place for all</li> <li>• Behaviour has improved on the playground and in the classroom with issues dealt with effectively and quickly</li> </ul>
2	<b>The school meets my child's particular needs</b> (Child is generally happy at school, engaged in their learning and trips etc)	<b>71%</b>	<b>19%</b>		<ul style="list-style-type: none"> <li>• SENCo meeting regularly with individual parents</li> <li>• Clear sharing of information regarding children's progress and next steps</li> <li>• <math>\frac{1}{2}</math> termly pupil progress meetings interventions and support put in place quickly and then Effectively followed by regular review</li> <li>• Sharing intervention information more regularly with parents and carers about support given to children</li> <li>• Further development of the learning mentor role who's responsibility it is to address barriers to</li> <li>• Increased communication with parents eg., SENCo meetings, Behaviour reflection sheets completed and sent home daily for individual children.</li> <li>• Termly trips organised to support the curriculum</li> </ul>
3	<b>This school ensures that my child is well looked after</b> (Caring ethos, encouraging all	<b>67%</b>	<b>33%</b>		<ul style="list-style-type: none"> <li>• Caring ethos evident at all times</li> <li>• Children continuously encouraged to do their best- by all adults including MSA's and TA's in ever they do.</li> </ul>

	children to do their best)				<ul style="list-style-type: none"> <li>• Achievements both in school and outside school shared in assemblies, in class achievement</li> <li>• books and on the school newsletters</li> </ul>
4	<p><b>There is a good standard of behaviour at this school</b>  (Although children do have occasional fall outs and disputes, do children generally behave well when in the care of teachers)</p>	42%	58%		<ul style="list-style-type: none"> <li>• Expectations now consistent throughout the school</li> <li>• Staff training eg MSA's autism training, anti bullying training etc</li> <li>• Behaviour policy well embedded and understood by all staff and children</li> <li>• School ethos of being kind and supportive and not accepting poor behaviour is well embedded.</li> <li>• PSHE curriculum and British values within the curriculum supports children to behave well</li> <li>• Quality of teaching has continued to improve and therefore the interesting and varied curriculum ensures children are interested in lessons and so behave well</li> <li>• Strong relationships between staff and children mean children are motivated and eager to Please</li> <li>• Sharing of achievements with regards to improved behaviour for learning</li> <li>• Open discussions with children regularly about 'good learning' behaviour</li> <li>• Weekly 5 R focus fully embedded and rewarded</li> <li>• The value of the fortnight introduced Sept 2017</li> <li>• 5 r focus shared with parents and a weekly focus for children</li> <li>• Continuous poor behaviour addressed through support as necessary with parents or carers</li> <li>• The 'unpicking' of reasons why a child may be behaving in unacceptable ways though engaging with parents</li> <li>• Effective use of counselling and play therapy for identified children when trauma has occurred ie for CLA children and young carers</li> <li>• Engagement through CAFs</li> <li>• Friday before school whole staff meeting to share information about individual children</li> </ul>
5	<p><b>This school deals with any cases of bullying effectively</b>  (If you haven't heard of any cases of bullying do you think it would be dealt with swiftly and successfully?)</p>	40%	56%	4% (2 parents)	<ul style="list-style-type: none"> <li>• Bullying incident log in place and used by all staff to identify if an incident is bullying and how it can be addressed</li> <li>• Open discussions with parents about incidents immediately and therefore issues dealt with quickly before they potentially develop into bullying</li> <li>• Increase in parent/carers confidence in the school SLT and teachers as an overall as communication improved.</li> <li>• Information shared with parents on the newsletters and on website about bullying and about the the children are doing regarding this</li> </ul>
6	<b>My child is taught well in this school</b>	71%	29%		<ul style="list-style-type: none"> <li>• Teaching continues to improve with a larger percentage of outstanding teachers</li> </ul>

	(Quality teaching and support staff, a Variety of experiences, homework etc)				<ul style="list-style-type: none"> <li>• High and consistent expectations for all children and staff</li> <li>• Better communication between parents/ carers and school through the daily link book</li> <li>• Parent curriculum meetings focused on how to help at home</li> </ul>
7	<b>My child is making good progress at this School</b> (information from meetings with teachers, Learning review meetings etc)	<b>73%</b>	<b>27%</b>		<ul style="list-style-type: none"> <li>• Effective sharing of progress information with parents</li> <li>• Parents having regular meetings with teachers when necessary</li> <li>• Information sent home about how to help at home</li> <li>• Clear and concise next step targets shared with parents and carers for writing and maths</li> <li>• More children knowing their times tables and this is regularly celebrated within school assemblies</li> </ul>
8	<b>This school helps me to support my child's Learning?</b> (Parent information eve, maths calculation Policy, success criteria on homework etc)	<b>58%</b>	<b>42%</b>		<ul style="list-style-type: none"> <li>• INCo meetings with individual parents</li> <li>• Learning mentor supporting the parents and carers</li> <li>• Parenting workshops delivered by Link Family services.</li> </ul>
9	<b>Communication between school and parents is good</b> (Phone calls, emails, texts, letters home, Face to face conversations etc)	<b>56%</b>	<b>44%</b>		