

## Sharing your views with us

March 2019

Thanks to all who shared their views with us in our recent Parent Questionnaire.

In addition to the information presented in our Questionnaire Newsletter, the following is a record of all responses and, where appropriate, our responses to your comments (printed in green).



Opening Doors, Enriching Lives

<b>March 2019</b> 72 responses (as of 13th March 2019) <i>1 response = approx. 1.39%</i>				
Question	Strongly Agree+Agree	Disagree	Strongly Disagree	Don't Know
<b>My child is happy at this school</b>	97%	3%	0%	0%
<b>My child feels safe at this school</b>	96%	4%	0%	0%
<b>My child makes good progress at this school</b> <i>(You'll know this from Parent Meetings, Reports, looking at your child's work)</i>	98%	1%	0%	1%
<b>My child is well looked after at this school</b>	93%	6%	0%	1%
<b>My child is taught well at this school</b>	99%	1%	0%	0%
<b>My child receives appropriate homework for their age</b> <i>(e.g. weekly tasks, reading, spellings etc.)</i>	96%	4%	0%	0%
<b>This school makes sure its pupils are well behaved</b> <i>(e.g. rewards children get for good behaviour – team points, stickers, Success Cards as well as use of Warning System, loss of Privilege Time, phone call home for inappropriate behaviour)</i>	91%	7%	0%	3%
<b>This school deals effectively with bullying</b> <i>(swift action by school, good communication with parents, raising children's awareness)</i>	61%	6%	3%	31%
<b>This school is well led and managed</b> <i>(e.g. providing a purposeful learning environment to help every child achieve their potential; school runs smoothly, you are kept informed through newsletters, texts etc.)</i>	95%	3%	0%	3%
<b>This school responds well to any concerns I raise</b> <i>(e.g. quick response, listening to concern, discussion of any action to be taken)</i>	87%	6%	1%	6%
<b>I receive valuable information from the school about my child's progress</b> <i>(e.g. school report, information at Parent Meetings, discussions with teachers)</i>	93%	6%	1%	0%
<b>Would you recommend this school to another parent?</b>	96%	4%		

<b>GENERAL QUESTIONS</b>		Yes	No
1.	Can you confirm that you have completed the 12 questions on line via Parent View?	81%	9% + others no response
2.	<p>We aim to give your child a variety of enrichment experiences beyond the classroom. We feel this is really important to a child's education. We are also very aware of the financial demands a school can make.</p> <p>We constantly look for ways we can fund activities (through external funding, fundraising activities in school etc.) and also ask you, on occasions, for a voluntary contribution – particularly for educational visits.</p> <p>We have also requested that you send a card, or take time to speak to us, to show your appreciation, rather than buying a gift for staff.</p>		
		Yes	No
		97%	3%
	Do you recognise the steps we have taken to reduce the financial demands on you as parents?	97%	3%
	Do you feel that you get value for money (a good combination of things you don't have to pay for and those we request support with)?	97%	3%

<b>Sharing of information and payments to school</b>				
<b>We are looking at developing more efficient ways to share information and for you to make financial contributions. We want to make things easier for you but also to be more environmentally friendly.</b>				
3.	Newsletters are sent out at least twice a term. We send out one copy per family. They are also available on the school website. Letters for educational visits, residential etc. are also sent out as paper copies. Do you like receiving a paper copy or would you prefer it if you could access a copy on-line either through email, app or on the website?	Please tick accordingly		
		Paper copy	On-line via email/app/website	
		80%	80% + 7% would like both	
4.	We are considering offering the option of making payments to school on-line (e.g. ParentPay). This would mean that any payments could be made through an app or a website rather than sending in cash e.g. school dinners, voluntary contributions for school visits. Would you be interested in this facility?	Yes	No	
		89%	11%	
5.	<b>Attendance:</b> a) Are you aware of how we reward good attendance? b) Are you aware of how we tackle attendance that's a concern?		Yes	No
		a)	85%	15%
		b)	69%	31%

## Finally – the chance for you to say a little more...

75 paper responses returned.

### In your opinion, what are the school's strengths?

- ✓ Wonderful, enthusiastic staff who provide positive and encouraging environment for our children (Y3)
- ✓ I think the way the school educates, as of weekly homework, privilege time and attendance awards (Y3)
- ✓ Good teachers and staff (Y2 and 4)
- ✓ Fantastic Headmistress (Y3)
- ✓ Communication with parents, advice and support, to help your child achieve the best they can (Rec)
- ✓ Friendly and approachable staff. Great outdoor area (especially for improving different abilities), child friendly and safe. Encourages learning through different forms and awards children when they do well. (Rec)
- ✓ Staff – I find the staff very approachable and will always help when possible. (Y4)
- ✓ Organising events – World Book Day etc. (Y4)
- ✓ Friendly, supportive, offering a variety of opportunities. Added security has impacted a little (Y5)
- ✓ Working with the community (Y2)
- ✓ Good at dealing with any issues I have. Supported my son with his behaviour choices. (Y1 and PS)
- ✓ The effort in making/helping the children learn (Y1)
- ✓ I think Mrs Davidge is the school's strength when it comes to my daughter. I have seen a huge difference in her performance. She has a great way of teaching and is a credit to the school. (Y1)
- ✓ Good updates within newsletters from school (Y1)
- ✓ Learning is improving since being here and behaviour is getting a lot better too. Teachers are friendly and the school help out with problems as much as they could. Lovely school all in all. (Y1)
- ✓ Lots of good ground for out door play. The Pre-School is a big strength and has been very helpful to my and my tribe of children all being in the same school (Rec, Y1 and Y2)
- ✓ Friendly and involve parents in child's learning (Rec and PS)
- ✓ Wonderful staff who are approachable and helpful (Rec and Y4)
- ✓ OPAL (Rec and Y4)
- ✓ Pre-School (Rec and Y4)
- ✓ The quality of teaching is outstanding. All of the teachers my children have had had all got to know them really well, which has meant a lot to our family. We really appreciate all of the homework, spelling and reading books that come home to help us support their learning at home (PS, Y1 and Y4)
- ✓ The teachers in Pre-School are amazing and my daughter loves school because of them (PS)
- ✓ Different approaches to learning such as through music and songs. Our daughter picks this up much quicker. Friendly and helpful staff (Rec)
- ✓ A welcoming atmosphere. Consistent, reliable staff. Strong headmistress and leadership. Excellent communication. Great outdoor play facilities. Good offsite opportunities for children. (Rec)
- ✓ The outdoor play facilities. Miss Hemmings, Mrs Davis and Mrs Henderson. (Y1 and Y5)
- ✓ Very good school throughout – lovely staff and children. Good grades and Ofsted. (Y6)
- ✓ Care of the pupils (Y2 and Y4)

- ✓ All my kids have had the opportunity to be around each other in their school years. (Rec, Y2 and Y4)
- ✓ History of good education (Rec and Y3)
- ✓ Open, friendly and supportive culture where children can flourish to learn, through learning by mistakes, practise and growth mindset. Brilliant teachers too! (Rec and Y4)
- ✓ The enthusiasm and commitment shown by all staff. (Y5)
- ✓ The staff members are excellent. We feel that the teachers and other adults know our children well and treat them with care. We value the caring ethos of the school. Our children are able to make progress not only academically but also socially and creatively. (Y3 and Y6)
- ✓ Fantastic outdoor environment. Provide information for parents through social media, text, email etc. Provide opportunities for my child to learn in a practical way, such as outdoor learning, school trips and problem solving activities. The school provides wrap around care. The teachers have high expectations to help my child reach his full potential (Rec)
- ✓ Offer a variety of activities in the holidays and after school. Swift action taken when necessary. My children feels safe and valued. (Y3)
- ✓ Brilliant outdoor space. Supportive teachers and head teacher. Friendly and welcoming. (Y3)
- ✓ Eager to keep everyone happy and up to date. Go that extra mile to help children out in class work. Very open door policy. Someone always available to speak to. Help children to exceed. (Y6)
- ✓ Provision of OPAL is extensive and continuing to grow which is very pleasing. Senior management liaising quickly with parents over any issues/questions. Encouraging ongoing progression in delivered topics. (Y1 and Y3)
- ✓ Friendly and welcoming environment. Staff are brilliant with my son and have worked so hard to help him settle into pre-school – he loves to come and loves his teachers! (PS)
- ✓ The OPAL areas (PS and Y2)
- ✓ OPAL (Y2)
- ✓ Friendly environment – all kids and teachers are always polite and helpful (Y2)
- ✓ Friendly and personal (Y6)
- ✓ To help with those that are struggling etc and being given extra support (Y6)
- ✓ The school has a good community spirit, the children are given a good selection of activities both in and out of school to participate in. (Y2 and Y5)
- ✓ Breakfast Club and After School Club - it shows that the school cares for working parents. The trips that you have are very good, especially the Germany one. (Y56)
- ✓ I like how the school encourages the children to improve on their weaknesses with little incentives such as hot chocolate treats for attendance and good behaviour. Also with 'Growth Mindset' it helps the children persevere with tasks they are finding difficult knowing that with encouragement and practice they will eventually succeed. (Y6)
- ✓ Friendly, approachable village school (Y5)
- ✓ The school had been a great help in getting the diagnosis of ADHD for my son. (Y3)
- ✓ The teaching staff are all lovely and I know my child is safe and looked after in school. (Y4)
- ✓ Responsive Head Teacher – listens and responds well to any issues raised. Good range of extra-curricular activities. Strong Early Years Department. Strong arts/musical culture/ethos. OPAL (Y1)
- ✓ The commitment to students and parents. (Y1)
- ✓ Outdoor learning. Giving the children many experiences e.g. author visits, productions and external visitors to enrich their knowledge of the world. Love the photographs sent weekly (PS)
- ✓ Variety of activities (in addition to 'classroom learning') both inside and outside of school hours.( I asked our son what he thinks is good about school and his answer was the same – 'good activities to do'. Appreciating the local area and affordability of activities i.e. not expecting parents to have to pay out for things e.g. World Book Day – which leads to 'parent competition' anyway. (PS and Y3)
- ✓ OPAL. Growth Mindset. Recognising my child as an individual (Y2)
- ✓ Good communication via electronic media and newsletter. The Head Teacher has a good relationship with her staff and is respected by the pupils at the school. Always looking to evolve the opportunities to learn through play OPAL resource, applying for grant for extend facilities (Rec)
- ✓ Good facilities, especially Breakfast Club and After School Club (Rec)
- ✓ Communication, facilities, activities (Rec)
- ✓ We couldn't fault the work that goes on in Pre-School. Our child is very happy and has made some brilliant progress. The staff work so hard to provide a variety of experiences and have gone above and beyond to help my child settle, feel comfortable and valued. Thank you! (PS)
- ✓ We get a quick response and a good level of interest towards our child. We are grateful (Y1)

- ✓ Excellent communication – the newsletters and text messages are great (Y1 and PS)
- ✓ The outdoor facilities – I love how the children can use anything and how creative it is. It's lovely how involved Miss Hemmings is. A happy and active playground. The relationships students have with their teachers. (Y1)
- ✓ We really appreciate the dedication from the teachers. Our son has come on so much since he started in Y1 with Mr McIntosh. His reading, writing and spelling and just general overall learning is fantastic. (Y1)
- ✓ Pre-School – recognising my child's strengths and challenging her – she has had a great start (PS and Y1)
- ✓ A happy and friendly environment. Hardworking staff – my children are always excited to tell me how their day went. (PS and Y1)
- ✓ Friendly – everything is for the children (Y1 and Y4)
- ✓ My daughter comes home feeling encouraged and wants to continue learning once she is home (Y2)
- ✓ Good teaching and facilities. Caring environment and diverse in thinking. (Y1 and Y3)
- ✓ OPAL, after school clubs, good learning environment (Y2)
- ✓ Great leadership, dedicated staff. (Y2)
- ✓ Well led and managed. Always kept in the loop with my child's progress. Responds brilliantly with any concerns I have. (Y1 and PS)
- ✓ Very inclusive. Tries to accommodate working parents as much as possible. Has a good community spirit. (Rec)
- ✓ Communication – I hear other parents saying it's poor. I then find out they don't keep newsletters, don't follow the twitter page etc. Also – dealing with any issues raised. (Rec)
- ✓ I feel the school is great on working on areas that some pupils may find a bit difficult. My son was behind a little bit on his reading but is now on the next level. (Rec)

#### **What opportunities is your child offered that you really value?**

- ✓ The huge range of opportunities offered from before and after school. Child care and groups, sporting activities, fun activities, like a campouts, residential activities and wonderful environment to learn and thrive in. (Y3)
- ✓ Trips, sports events at other schools i.e. Brandon, Times Tables Rockstars (Y2 and 4)
- ✓ A range of activities to help children explore and learn through different techniques (Rec)
- ✓ To attend fundraising events to help fund visits in the future. Adventurous areas for outdoor play so they can learn different skills that are needed in life e.g. growing plants and vegetables. (Rec)
- ✓ School trips – the forthcoming Apple Store trip seems to have gone down well (Y4)
- ✓ Speaking in public – as she comes across as shy but just needs encouragement. Outdoor activities – she loves challenges and working as a team. Think she would be good at leadership opportunities. (Y5)
- ✓ Outdoor Learning (Y1 and PS)
- ✓ Extra help with handwriting (Y1)
- ✓ Good teaching and learning. Good support 1:1 if needed (Y1)
- ✓ Friendship groups and 1:1 support (Y1)
- ✓ Opportunity to learn at their own pace, getting all the help and support they need (Rec, Y1 and Y2)
- ✓ Bug Club Books (Rec and PS)
- ✓ Playing a musical instrument (Rec and Y4)
- ✓ OPAL – I'm never keen on my children 'playing out' so the opportunity to run, climb, play and get dirty. (Rec and Y4)
- ✓ We really value the After School opportunities offered to our children as well as the access we have to additional resources like Bug Club, Mathletics and RockStars (PS, Y1 and Y4)
- ✓ The chance to learn (PS)
- ✓ Visits, OPAL, encouraged to learn (Rec)
- ✓ Consistent teaching methods. Varied teaching methods – through song, traditional and I.T. Good outdoor play and visits off-site. (Rec)
- ✓ Playing on the Y5 football team and my son loves football. Attending the school swimming galas. Really good school trips especially Eden Camp. My son was fascinated by this. Looking forward to Howtown next. (Y1 and Y5)
- ✓ All the trips that are offered or we're privileged to take part in. (Y6)
- ✓ After School Clubs, Breakfast Clubs, Opportunity to go on residential once in Y5 and Y6 (Y2 and 4)
- ✓ Extra sports and activities (Rec, Y2 and Y4)
- ✓ Weekly homework, lots of information/ communication in planned (Rec and Y3)
- ✓ Approachable teachers (Rec and Y3)

- ✓ Outdoor OPAL play. Variety of curriculum and in school activities e.g. sports events (golfing, rugby, swimming) playing the ukulele, celebrating national events e.g. World Cup (Rec and Y4)
- ✓ Expansive range of opportunities for children across the year groups; both academically and in terms of wider opportunities. (Rec and Y3)
- ✓ Interesting learning methods of all subjects she's interested in. (Y5)
- ✓ The school offers a wide range of activities and experiences ranging from sporting opportunities to music, to educational visits and creative pursuits (Y3 and Y6)
- ✓ Opportunity to do homework which is very well structured. The opportunity to learn about different celebrations eg .Chinese New Year. + school trips (Rec)
- ✓ Swimming and singing at the Gala Theatre (Y3)
- ✓ Being able to play without too many restrictions, while still being safe. Able to engage in lots of activities including swimming lessons. (Y3)
- ✓ The school football team – my son loves it and the boys are doing really well (Y5)
- ✓ Extra small group exercises. Booster groups. Recognised strengths a child has and asked to use them. (Y6)
- ✓ Extensive outdoor play. Swimming lessons. Ability to join talent shows. Extension classes in literacy. (Y1 and Y3)
- ✓ Breakfast and After School Clubs. OPAL (PS and Y2)
- ✓ The sports after school – the athletics she loves. Miss MacDonald and the way she teaches it. (Y2)
- ✓ OPAL – it encourages my son to be outside more at home and uses his imagination. He is always talking about making dens. Privilege Time – makes my son understand it's important to get things done and love reading. (Y2)
- ✓ The opportunity to learn and progress (Y6)
- ✓ Given extra support and being encouraged to try things that's beyond their capability. (Y6)
- ✓ Ukulele and football have helped our daughter gain confidence and skills, as did the Grinton residential. (Y2 and Y5)
- ✓ Trips away, fundraising for good charities and all the activities that happen all year round (56)
- ✓ The trips to Grinton and Howtown are particularly valuable because children learn independence, new skills, more confidence and make new friends who they learn to trust and communicate with when in new and different surroundings.
- ✓ School trips and Grinton (Y5)
- ✓ Grinton will be an invaluable experience for them (Y1 and Y4)
- ✓ My son is offered the same opportunities as the rest of the class as far as I am aware, (Y3)
- ✓ None, I was happy my child was overlooked for the swimming gala. Some students picked time and time again. (Y3)
- ✓ Our daughter loves choir. Outdoor play. (Y1)
- ✓ Taking part in the Christmas production. Trips (e.g. Hall Hill Farm). Visitors (PS)
- ✓ Interaction with other schools i.e. sporting competitions and through the school choir. Singing at the Gala Theatre was a very unique experience (PS and Y3)
- ✓ Extra-curricular – choir (Gala trip), Spanish Club, Child Care if needed. (Y2)
- ✓ Great outdoor play facilities. The children are encouraged to be individuals. (Rec)
- ✓ The opportunity for parents to attend 'Stay and Play' sessions to see the children in their school environment (Rec)
- ✓ Even though our daughter started mid-term we were accepted by all staff and pupils. We received full support from all of staff of school and council. (Y1)
- ✓ A wide range of activities that goes beyond the national curriculum – sledging, author visits and trips to the Gala Theatre (Y1 and PS)
- ✓ The freedom to explore outside and the wide range of toys and facilities. Non-Uniform days – my daughter looks forward to these days and makes her excited to go to school. The chance to play with wheelchairs, crutches etc. I think it is fantastic that they are normalised (Y1)
- ✓ I think the fact that my daughter has choice at 'privilege time' is great. It's showing her good work leads to rewards. She gives it her all and I like she gets rewarded with free time on a Friday afternoon. (Y1)
- ✓ Friendship building. Behaviour Policy. Time spent on development (Y1)
- ✓ Privilege Time – rewarded for hard work or helping with jobs (with stickers, badges etc.) gives the children a boost (PS and Y1)
- ✓ Healthy eating requirements for packed lunches. Outside play areas and allowing kids the freedom to use it. (Y3)
- ✓ After School Activities (Y1 and Y4)

- ✓ Choir – outside school activities (Y2)
- ✓ School trips. The accelerated reading programme. Morning and evening care. (Y1 and Y3)
- ✓ Although we personally don't fully use wrap around child care and believe it is an important facility for working parents to be able to use, as and when required, rather than having to 'join' term/half a term at a time. (Y2)
- ✓ Breakfast Club and After School Sports and learning. (Y2)
- ✓ Music concert, breakfast club, music tuition, competitive sporting activities, outdoor provision, residentials, Accelerated Reader, Educational Visits (Rec and Y3)
- ✓ Milk monitor (Rec)
- ✓ Not sure. Sorry, maybe I can answer this by next year. (Rec)
- ✓ The after-school club has been a great help. (Rec)

## What do you think the school could do to improve?

### General Comments:

- I don't think you could improve but you always do, year on year. Thank you for everything you do ☺ (Y3)
- Nothing as any concerns I've had have always been addressed, they 'listen and act'. (Y6)
- We cannot see any need for improvements. Miss Hemmings and her staff deserve praise for how well the school is run. (PS and Y3)
- Very supporting and friendly staff. School goes above and beyond to make school fun. The resources and outdoor facilities are amazing. When you enter the school it almost feels homely and a happy place for children (Y1)
- Get a M.U.G.A. (Y2 and 4) **Unfortunately our application for the funding for this was not successful. We will continue to look for funding opportunities but there are not a lot of funding pots for such large amounts.**
- I think the school needs to improve security in a morning e.g. staff on the school gate. My daughter ran out after I sent her in school. Also I got locked on the playground. I could have been anyone. (Y1) **We have considered what we can do to further increase our security. Mr Barclay (Caretaker) now stands at the exit gate to ensure that no children leave, once they have come onto the school grounds. He then locks the gate at about 9:10, when all parents should have left the school grounds by then.**
- No improvements – really satisfied (Y56)
- Realise attendance is important and various reasons not all appropriate that other parents keep their kids off. But wellbeing of a child is important – not just numbers (Rec) **Wellbeing is our priority and attendance is part of this. If children are ill then they need to be at home but, as this parent appreciates, there are times when children could be in school when they are not.**
- Some of the teachers could be a little more fair and get to the bottom of things before handing out punishments. Like Miss Hemmings and Mrs Davis do. (Y1 and Y5) **All staff will investigate incidents and only give a consequence if they feel necessary.**
- More rewards for those who have 100% attendance. Recognition of good effort in class (Y2 and Y4) **We recognise 100% attenders every term. We feel this is appropriate. We have also started to recognise those children with 98% and above attendance. It is the expectation of our school that all children should be good attenders and work hard in class.**
- More variety of after school clubs – rather than just sports (Rec and Y3) **In addition to sports, during the year we offer choir, Spanish, OPAL, ukulele and cooking. In addition to this, during Privilege Time for Key Stage 2 children can access a specific club every half term – these change throughout the year e.g. chess, Let's Dance, sewing, art etc.**
- Being able to pay for school dinners and trips electronically would be useful. Sometimes to have parents guidance notes to support homework tasks where more complicated tasks or to explain how it is being targeted in school. **Meet the Teacher is used to share some teaching strategies, the Personal Organiser also contains guidance. We appreciate that sometimes it is difficult to support your child with their home learning, however, we would encourage parents to come in to school if you need some support.**
- Share social media content via email/website for parents who don't use social media (Y3) **Twitter is a quick and easy way to share school news. It's too time consuming to try to share this through other media. We use twitter and have it locked to ensure it's safe. Sadly, this means that the link on the website does not work and we will remove it. It's well worth following us on twitter and we now have 379 followers. We hope that if anyone wants to see what we are up to then twitter is the way – all you need is an email address and then download the App. Ask any member of staff and they'll help you with this.**

- Have opportunities for lower school/links to upper school activities. Set up a facebook page as well as twitter, this is popular with other schools and a lot of parents don't have twitter. We find the clubs to be expensive especially as if more than one child in comparison to other schools (Breakfast Club) (2 and Y5) **Breakfast Club is £2 a day and if a child is in for the whole week it is £8 (other schools we know charge between £3 and £5.50 a session). We feel that we are offering value for money.**
- Reduce/remove costs for extra-curricular sports clubs. (Y1 and Y3) **CNS offer many of our extra-curricular sports clubs and there is a cost for this. We do offer free clubs, some of which are sporting ones, but they can't all be free.**
- The supervision during play time as my daughter often says she was punched or kicked (Y2) **Appropriate supervision is in place at break times and lunchtimes. Adults can't see everything that happens and it's important children come and report things they are aware of so we can act on it.**
- Reading – accelerated reading earlier? Or to use this programme? (PS and Y1) **When we started to use Accelerated Reader we introduced it to the Upper School. We have since introduced it as part of our transition work in Y2. Bug Club is available to all children in the Lower School.**
- More staff to support children 1:1 if needed (Y1 and Y3) **1:1 support is rare and has to be funded through the Higher Needs Budget through county. It is only available to children who have significant special needs and even then, it is very unlikely to be 1:1 support. Currently the county has frozen the funding for this.**
- You should always strive to improve (Y2) **We are continually looking for ways to get even better.**
- After school care for Reception. Have online portal to pay for (non-uniform, Breakfast Club, etc.) be much easier. Advise parents on how their child needs to improve to become start of the week. (Rec) **After School Child Care is available for all children from Reception through to Y6 from the end of the school day until 5:30. CNS offer this. The Reception children don't take part in the sporting activity straight after school as the age range is too great, but they are still cared for, for this first hour, by CNS staff.**

#### **Reponses to comments on a similar theme:**

##### **School Grounds:**

- Sometimes on arrival to drop or collect my daughter there are a number of large items left on the footpaths of the school e.g. plastic tubs, planks of wood. I've seen a number of little ones when it's busy fall over these. They should not be on public walkways. (Y1).
- All that annoys me is this. On a number of occasions children and parents have tripped over crates, poles. Upon school drop off and collection the paths should be cleared. It gets very busy and you can't always see these until you see a child or parent tripping over them. Accident waiting to happen. (Y1)

**We apologise for this and, since the questionnaire, have referred to this problem in the March newsletter. We will monitor the situation and endeavour to ensure that any obstacles are put away. We are also conscious of litter that blows on to the grounds. We are considering organising some regular litter pickers.**

##### **Meals related comments:**

- Unfortunately, our children have not enjoyed their school lunches this year and this has resulted in us (reluctantly) deciding to go down the packed lunch route. (Y3 and Y6)
- Provide enough hot dinners for everyone – my child often does not get his first choice of hot lunch, one day telling me he'd been given a sandwich with cabbage! (Y4)
- More regular reports on how the children are doing at school – particular in relation to meal times (Rec)
- Send menus out for lower school children if possible or online as my children always choose a sandwich as they are fussy eaters and scared to try things they don't know what's on. (Rec, Y1 and Y2)
- It is often difficult to find out what my child had for lunch and how much she ate. Copies of menus would be useful (Rec)

**We work the school meals on a rota in the Upper School – Y3 and 4 get first choice one week/Y5 and 6 the next. Unfortunately, Taylor Shaw (meals provider), have a budget to work within and so can't ensure all 3 choices are available for the last children in. We continue to look at ways we could adopt to manage this better. We will investigate how to make the menus accessible on the website.**

## World Book Day Comments:

- A bit more communication about activities. The World Book Day and the alien. My daughter was upset when she came home and when I saw the pictures on twitter of the 'alien' I was able to explain to her and calm her down. So, a little more detail there is something that might cause unexpected reactions as other children had been comparing it to 'Momo' (Y5) **This is a difficult one – we want the children to be excited in their learning and inspired by what they experience. The tweet did show to parents that this was harmless. If we'd forewarned you, it would spoil the impact. We always do something a bit different during the week of World Book Day so watch out for next year! We would never do anything to deliberately alarm children. Unfortunately, it coincided with the 'Momo' incident.**
- Involving the children in more (e.g. World Book Day, Children in Need) (Y2)
- Take part in the fun things like Pudsey, World Book Day etc as the kids used to love doing all this but not they don't take part. (Rec, Y1 and Y2)
- The chance to have more creative days such as dressing up for World Book Day – have pyjama days and so on – it's a great way for more fundraising and these days are looked forward to. They inspire kids to get creative and it refreshes them – a talking point for all. (Y1)
- It would be good if the children could dress up for World Book Day. Our children loved doing this and we have all (as many parents) been disappointed it stopped. (Y2 and Y5)

**We have actively chosen not to dress up for World Book Day since it has become more commercialised. Instead we have planned for creative weeks where we have a different stimulus to excite and motivate the children as well as paying for an author to come in and work with the children. e.g. linked with this year's author, Lou Treleaven, we had a number of different themes during the week including KS2 – Alien visit, Y2 Inventions and EY making toys. With regard to the charity days, the School Council decide on 3 charities to support during the year. Sometimes they choose the 'big' charities, at other times they are more local and they decide on the activity they want to do to raise the money.**

## Communication:

- Communication is sometimes last minute (Y1)
- Communication with parents or children and proper systems in place for this which I think may be implemented now for children being picked up by relevant people. (Y1)
- Communication isn't always great. The on-line payment ability would also be extremely helpful (PS, Y2 and Y4)
- Organise and inform in advance (Y6)
- Communication with parents (Y1 and Y4)
- On-line payment. More notice with text messages. (PS and Y1)
- Communication, especially by text, often last minute. (Y2)

BUT one parent said the following :-

Communication – I hear other parents saying it's poor. I then find out they don't keep newsletters, don't follow the twitter page etc. Also – dealing with any issues raised. (Rec)

**We set the vast majority of dates in September for the whole year. This is shared with parents by mid-September on the newsletter. After that we tend to do termly updates as and when required through further newsletters. There are some dates that are added during the year and these are added to the 'Dates for your Diary' sheet on the newsletter or parents are informed separately. Text messages are sent out nearer the time for most events, but these are merely a reminder. We will explore these concerns and, if possible, make further improvements.**

### Online Payments:

- Parent Pay would be helpful for school lunches, trips etc. (Rec and PS)
- On-line payments would be a big help to our family (Rec and Y4)
- Possibly providing ParentPay and to introduce more instruments to learn at school – lessons for violin or piano lessons (Y6) **We offer instrumental teaching for woodwind, ukulele and guitar. There is a limit to what we can offer due to financial restrictions but feel this is a good offer. Children throughout the school also benefit from specialist whole class musical tuition.**
- On-line Parent Pay would make payments easier. (PS)
- Definitely using schemes like ParentPay – never really carry money for things like Breakfast Club/non-uniform etc – always a concern if it goes missing in transit. (Y3)
- On-line payments for trips and school dinners – the ability to set up a direct debit would be beneficial. (PS and Y1)
- On-line payments would be fantastic to help – this would be top of my list of improvements. (Y4)
- Definitely the option to pay on-line (PS and Y1)

**Following the data gathered from our questionnaire we are continuing our investigation into adopting an on-line payment system and hope to be informing parents about this after the Easter break.**

### Communication with parents re progress:

- Communication with parents re progress – there is no information between Parents Evenings. There appear to be no rewards for good behaviour, positive attitude to learning and positive engagement with learning. (Y1)
- Perhaps an on-line portal where parents could view their child's progress. (Rec)
- Better system for viewing activities and documenting learning – something on-line. (PS)
- More info on how my child is progressing rather than waiting until next parent evening e.g. texts, email or notes in organiser (Y5)
- I would like to have more regular updates on my son's performance at school. A meeting with the SENDCo or a monthly plan to get him to where he should be academically (Y3)
- A bit more communication on goals and how they are trying to reach them and if there is anything I could do at home to help a bit more. (Rec)

**We appreciate it is important to know how well your child is progressing. Currently we have 2 Parent Meeting events plus the end of year report. We introduced last year an 'Attitudes to Learning' sheet which is completed for all children from Y1 through to Y6 and sent out prior to the Parent Meetings. At the Parent Meeting teachers will share with parents the progress their child is making and if they are meeting the expected standard – Age Related Expectation.**

**Having reflected on the comments made by parents on the questionnaire and considering the value of what we already do we are going to tweak our approach to this next year which will mean that Parent Meetings will take place earlier within the term, data regarding attainment will be shared by the end of the term and a 'drop in' session will be added to the final term.**

**There are other ways of tracking your child's progress. You can sign up for a report on Mathletics, log on to Accelerated Reader (KS2) for reports and of course there is Bug Club. Times Tables Rockstars and Mathletics which the children can use at home also.**

**We're going to add this information to the Personal Organiser to make it easier for you to find this next year.**

**Additional comments – If you want to explain any of your answers or if there is anything else you would like us to know about, please tell us here.**

**General Comments:**

- None, as addressed with Head Teacher or Mrs Davidge (Y1)
- Very pleased with my son's progress in school and all staff are kind and approachable. (Rec and PS)
- My girls love coming to school, I feel they are both doing really well and are push when needed – but also nurtured when needed. (Rec and Y4)
- Our daughter enjoys school and had learnt a lot. She loves all the teachers and assistants – especially her teacher, Mr Durham (Rec)
- I'm extremely happy with the teaching staff and the environment in Reception. You can really tell they are trying to build a strong foundation for the children starting school proper in Y1. (Rec)
- Very happy with the education my children are receiving. They willingly and happily go to school. They have a good rapport with staff and they feel valued. (Rec and Y3)
- Carry on the good work everyone (Y5)
- We would like to thank the staff for caring for our children so well. Our children love school! (Y3 and Y6)
- A great community school, very welcoming, teachers/head go out of their way to help, and really get to know the children and parents. We have nothing but positives for this school! (Y6)
- I fully believe the school does an excellent job in academic and personal development cohort of learners that attend. Long may this continue. (Y1 and Y3)
- Thank you for all your hard work making my son enjoy school and learning (Y2)
- Thank you for all the help and support you have given us. Our household is grateful. (Y1)
- We are really happy with our son's progress (Y1)
- My child had been at this school for just over a month and he absolutely loves it. No complaints. (Y3)
- The school and my son's teacher in particular have been understanding and very helpful in regards to his learning and behaviour. (PS and Y1)
- I absolutely loved the 'Stay and Play' sessions. It really helped me deal with homework on a better level. Loved seeing my daughter in the school environment. Outdoor area is fab. (Rec)
- I am really worried about safeguarding issues when it comes to internet safety. It would be great if you could continue to reinforce safety tips to children (Y4) **We do this as part of the curriculum but we are also looking at developing this further so that we have a menu of activities that are appropriate for every year group.**
- Perhaps to teach children another language such as German, Spanish, Latin or Classical Civilisation (Y6) **Children are taught French throughout KS2. This year we have also had a Spanish After School Club (£2 a session) which has run all year. 15 children in Y5 and Y6 also have had the opportunity to attend an After-School Club for half a term, linked with their visit to Germany.**
- As my daughter is in Y3/4, regarding the newsletter, other Y4 class visiting Apple Store. Is this something she is missing out as she is in a mixed year class? Is she doing a different topic to the Y4 class? (Y2 and Y4) **This visit was an extra one which the class was offered, not linked specifically to a topic. The classes generally experience the same things but there are additional opportunities during the year that not all classes can take part in. e.g.4B had this opportunity and then 3W and 34D took part in a morning of activities with Durham Cricket Club. We try as much as possible to give the children in the year groups the same opportunities but do not want miss out on enrichment as chances arise.**
- No problem with attendance so not aware of how school tackle that concern (Y6) **We recognise children's attendance on a weekly basis and have additional celebrations of good attendance at the end of each term. We will put more information in a newsletter to explain what we do when it is causing concern.**
- Communication in EY (YR) was good – ongoing communication in Y1 is virtually non-existent. We don't feel that there is a partnership in learning. We are really concerned about this. Our daughter's Y1 Class Teacher does not use the Home School Communication books to build partnership and we see this is as a serious weakness. (Y1) **Following this comment we have reviewed communication through the Personal Organiser and some changes have been made.**
- One small comment we would like to make is about the accuracy of text messages/letters/ forms which are sent home. These often have administration errors in either the accuracy of information (i.e. wrong day/dates), spelling errors or jumbled sentences. Not ideal when being sent from a school (PS and Y3) **We can only apologise for this. We will review our checking systems and try to ensure that we minimise any errors.**

## Responses to comments on a similar theme:

### Toileting Issues:

- Firstly I would like to stress this has not happened to my child (I hope it never does) but I have ears. All children, especially those in the lower school, should be allowed to go to the toilet when they need it. I understand teaching to go at break time is best but if an under 7 needs and asks for the toilet they should be allowed to go rather than having them soil themselves. They are children. I think sometimes a little more 'nous' from those in charge at the time. Yes, some will try to play it and those should be found out quickly, those that don't are allowed to go. Remember it is a basic human right – children are human. It also needs to be noted that children can be especially cruel, more so toward someone who smells of 'wee and poo'. (Y2)
- Sometimes toilet issues in lower school – not being able to go to the loos as and when needed – the children are still small in this school. However, overall, an amazing school with great facilities and some lovely staff! (Y1 and Y5)

The children are able to access the toilets at break and lunchtime. Sometimes, given their age and the exciting environment they have to play in, they may forget to go. Generally, in class, adults will encourage not to go but also recognise that they may need to and judge this accordingly. We encourage children to go during their breaktimes and discourage them going in lesson time as it can have domino effect.

### Communicating directly with staff:

- It would be good to have emails for our children's class teachers as it can be hard to get in touch with them if you don't do the school run. (Y2 and Y5)
- Have felt that it might be beneficial to have a means of messaging staff – via a message to teacher. As I used to just pop in but felt it might be better and more effective if this was done online. The increased security (which is necessary) I feel has made the school less accessible/approachable/friendly and needs a means of communicating online/reviewing. This is by no means a criticism. (Y5)

School communication takes place in a variety of ways. Face to face is the best, but we understand this is not always possible. For things such as absence then it's important we get a phone call from parents regarding this. For any concerns or for more information regarding something, then it is possible to email the school via the contact link of the website or, even better, ring school to either have a conversation with the person concerned or to arrange an appointment. The school email address is [tanfieldlea@durhamlearning.net](mailto:tanfieldlea@durhamlearning.net)