



GENERAL QUESTIONS to be completed on this sheet and returned to school		Yes	No
1.	Can you confirm that you have completed the 14 questions online via Parent View?	84%	16%

Please continue overleaf. Please note – the form is printed on both sides.

Safety within school		Yes	No
2.	Does your child feel safe in school?	98.5%	1.5%
3.	Do <i>you</i> feel your child is safe in school?	98.5%	1.5%
4.	Does your child know who they can speak to if they are upset or unhappy at school?	96%	4%
5.	Do you feel the school teaches your child how to lead a healthy and active lifestyle and how to keep physically and mentally healthy? <ul style="list-style-type: none"> Healthy Living – food side for packed lunch I don't agree with (Y5) We follow the government guidelines for a healthy school packed lunch.	94%	6%

Please feel free to write any further comments below. If you answered no for any of the statements, can you explain why as this could help us to improve our practice.

Comments regarding safety:

- Our son in particular had been extremely well supported by his teacher and Mr Mansfield. He often talks about his meetings with him and he knows where to go if he is having a sad day. I always feel I can pick up the phone if I need to. My daughter is fine! (Y2 and Y4)
- I do sometimes feel the mental health side is pushed on them a bit much. My son has said a few times he as if there has to be something wrong with you the way it keeps getting pushed on to them. (Y5)

Post pandemic schools have been encouraged to be mindful that some children may be struggling. The school also has its Personal, Social, Health and Economic education to follow and this, rightly, includes mental health. It is also part of the digital literacy curriculum – ensuring that children can stay safe online. Children are encouraged to voice how they feel and how certain experiences make them feel. It's important to talk about this and to know what to do if they are feeling unhappy.

- For the most part I agree. However I still don't think it's healthy both physically or mentally when it comes to being worry about toilet use in lesson time (Y3 and Y5)

Children are encouraged to go to the toilet at break times and lunchtimes to avoid missing out on learning. However, they are allowed to go to the toilet during lessons if necessary. We wouldn't want them to be worrying about this.

- Won't tell the teacher if he has hurt himself (PS)

The Pre-School team always remind the children to tell an adult if they have hurt themselves. Given time, hopefully this child will be able to do this. Staff are vigilant and respond quickly.

- My son does not understand safety but I feel school will have best interest in him (PS)
- More work needs to be done around sexual violence and sexual harassment in schools to understand the possibilities and how staff should react so they do not normalise this behaviour and children can be safe (Y4)

Staff have had recent training on this subject and are aware of the guidance and how to respond to this. We take incidents like this seriously and respond appropriately.

	<ul style="list-style-type: none"> • Outside school is often like the Wacky Races during pick up time, with parents doing 3 point turns in the middle of the main road, opening doors into traffic etc. If felt a lot safer and less chaotic when the school operated with staggered finish times during lockdown. Is this something that can be considered as a permanent measure? (Y3) <p>We have a flexible starting time which will ease the traffic situation in the morning. The end of the day also has a small stagger but if we were to increase (as during Covid) parents with more than one child potentially had a long wait. We remind parents about how to behave outside of school but it's difficult to enforce this.</p> <ul style="list-style-type: none"> • You see the evidence of their activities supporting this on twitter which is nice to see (R and Y2) • My child has been introduced to a wide range of sports in after school club (R) • Could benefit from lunchtime/after school sports activities – not just after care (Y1 and Y5) <p>The children have a very active lunchtime – it's particularly good that this is not 'club' type activities. It's free play which children need. After School Sports Activities have begun this term.</p>
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Attitudes to Learning & Teacher Assessment forms, general communication & Parent Meetings				
Following feedback from a previous Parent Questionnaire we introduced the "Attitudes to Learning" and the 'Teacher Assessment' forms to complement the Parent Meetings held in the autumn and spring term. Parents wanted more regular feedback with regard to their child's learning and attainment and this seemed a good way forward. The 'Attitudes to Learning' informs you how your child responds on a daily basis in class and the 'Teacher Assessment' form informs you of their attainment, following the assessment week.				
			Yes	No
6.	Do you find the 'Attitudes to Learning' form useful?		94%	6%
	<p>Please feel free to write any further comments below.</p> <p>Positive comments about the form:</p> <ul style="list-style-type: none"> • It's good to know how my child settles into school and classes and any issues that arise (R) • It's great to know where your children measure academically. It helps to continue supporting them and if there are any further areas to develop (R and Y2) • Gives an indication of how my child is doing from the teacher's point of view. It's good to be made aware of areas for development/strengths. (Y3 and Y6) • A great addition! (Y5) • It's good to see how my child is progressing and if he is on track (Y3) • Any feedback on my child's progress is welcome (Y3) • Yes it gave a good insight on where my daughter required more help and support at home, for us to help and develop her further for the SATs in May (Y6) <p>Comments with suggestions:</p> <ul style="list-style-type: none"> • I can see where my son is at. Would like more individual information more instead of waiting for Parents Evening (Y5) • More individual targets would be beneficial to see progress/help at home (PS) • Yes to know he is on track but more information on what he is learning each term would be useful (Y5) • Could we have a few pointers and the children to be told how they can improve getting those ticks in the higher boxes (Y2 and Y4) • It may be useful to have an indication on how they can improve or what they are measure on (R and Y2) • I am unsure what the 'Attitudes to Learning' form is or if we have seen it (Rec) <p>Reception don't receive this sheet – instead you get a termly update sheet.</p> <ul style="list-style-type: none"> • Both this and the Teacher Assessment form are, in our view, of little value since they contain no context. This is especially true of any 'negative' opinion, which just serves to annoy parents if they don't know why it's been given (Y1 and Y6) 			

	<ul style="list-style-type: none"> This is subjective, does not show progress – it is rest year on year and so can be discouraging and demotivating to children who do not know what they need to do to reach the standards expected or to ‘stand out’. (Y4) The only issue I had was that because it isn’t in an envelope my son hid it for a day or two as he saw one of his ticks wasn’t great – it was just his presentation to work but he hadn’t understood the meaning and was worried about bringing it home (Y2 and Y4) <p>The ‘Attitudes to Learning’ sheets were devised in response to parents’ requests for more information mid term. It is meant to be a summary of the child at that point in time. It’s not designed to show progress from one year to another. It shows how the current teacher views the child’s attitude to learning. It is sent out before the Parent Meeting so it can be referred to in the discussion. Any targets to improve would be discussed at the Parent Meeting.</p> <p>What we will do is look to see if we can give a general definition of each criteria to make this clearer to parents and children.</p> <p>We send the sheets out with the children as it should not hold any surprises for them.</p>		
7.	Do you find the ‘Teacher Assessment’ form useful?	94%	6%
	<p>Please feel free to write any further comments below.</p> <p>Positive comments about the form:</p> <ul style="list-style-type: none"> It gives you a chance to find out how they are coping in regards to lessons and what they require any further help with (R) Good to know how my child is progressing (Y3 and Y6) A good overview! (Y5) This is a great - quick and easy to interpret report on how my child is performing at a glance (Y3) <p>Comments with suggestions:</p> <ul style="list-style-type: none"> Yes but to be told how they are assessed and what this refers to would be good (Y5) Would need more detailed (No year group/name stated) It is useful to see how my child is doing however I think it lacks how our child is to be further supported at school to give him every possible chance of succeeding to the level expected (Rec) Would be helpful to have a small paragraph on what they need to work on? Improve on. (Y2 and Y4) The Teacher Assessment form gives you only where they are not what they need to do to improve – if they need to improve or info to reinforce the positive work children are doing. This is only available on request – but is available then. (Y4) Further info could be provided if your child is not on track (Y5) Marginally more beneficial than the ‘Attitudes to Learning’ form but unfortunately the same opinion applies here; a handful of ticks convey very little useful information (Y1 and Y6) <p>The ‘Teacher Assessment’ form is sent out after the Parent Meeting. Its purpose is to give you the updated teacher assessment. This will have already been discussed at the Parent Meeting. Your Parent Meeting will give you the information you are requesting above i.e. what they need to work on, how you can further support your child etc.</p> <p>We are considering how to use the ‘not on track’ column.</p>		
8.	Do you feel you are kept well informed of what is happening in school through letters, emails etc.?	98%	2%
	<p>If you don’t, can you explain below why not.</p> <p>Positive comments:</p> <ul style="list-style-type: none"> I particularly like the upcoming dates as a letter to pop on the fridge as we don’t have a printer at home (R) The newsletter is very detailed and we find it useful (Y6) 		

		<p>Other comments:</p> <ul style="list-style-type: none"> • Yes but feel there is a lot of information and sometimes miss important things – maybe emails just for son’s year (Y5) <p>For Year Group specific events we do just email the year group. Newsletters do have everything that is happening as a school but we feel this is important for you to see what is going on.</p> <ul style="list-style-type: none"> • Dad does not get any information (Y3) <p>We just need an email address and then we can add you to the mailing list.</p> <ul style="list-style-type: none"> • Would prefer more info about what he has done that day (PS) <p>Twitter is used by Pre-School on a weekly basis to show what the children have been doing. We do not have the capacity to report back to all parents every day on what their child has done.</p> <ul style="list-style-type: none"> • I would like to know if he gets bumps or bruises as we had a bruise the other week on head and Mrs Watson didn’t know about it (PS) <p>Any child who hurts themselves does get a green slip informing parents of this. There are some occasions when incidents are not seen or reported therefore staff don’t know about it. This is why it’s important for children to tell an adult if they have been hurt.</p>			
	Video	Face-to Face	Both		
9.	Due to Covid, we moved to virtual Parent Meetings. For the last 2 Parent Meetings this has been through a video call. We have no more scheduled Parent Meetings planned for this year (the children will have a written report at the end of the Summer Term) but when we start to plan for the next academic year, would you prefer a video call or a face-to-face meeting?	30%	65%	5%	
		<p>Please feel free to write any further comments below.</p> <ul style="list-style-type: none"> • I don’t mind either, both are productive. I missed seeing my son’s work. It’s nice seeing work whilst in to speak with the teacher. (Y5) • Find the video calls harder and I don’t like the fact they just cut out. Like to see child’s work at the same time as well (R and Y5) • It was helpful to have 7 minutes rather than 5 for the last meeting (PS and R) • Both methods are fine. Face-to-face is preferred and nice to visit classroom at same time and look at work (Y3) • Either is fine. It may be easier to discuss any issues for a child in person if they occur (R) • Would rather have a phone call instead of a video call if face to face is not possible (Y1 and Y5) • We have had issues with the connection on both occasions (no-one’s fault, just technology) (Y5) • My video call never happened when it was booked (Y5) • As technology is unpredictable I feel face to face would be beneficial (Y2 and Y5) • Video is good but maybe a minute or two longer (Y5) • Although I have had no problems with the video calls it is more personal face to face and provides an opportunity to see the classroom and workbooks (R and Y2) • I am happy with either. However the time on the video call is short especially when out son has an SEN plan which requires discussion as well as his progress (R) • I much prefer coming into school, looking through the work, seeing the classroom and having a face to face appointment. The video calls feel a bit awkward and rushed. (Y1 and Y3) • Allows working parents the opportunity to attend/speak to teachers which is not possible face to face due to working away (Y3 and Y6) • Although I do enjoy coming into the school and meeting with the teachers, I found the video call very good. Firstly it helps with timing and access for when both parents are working, in our case my husband was able to attend the parent meeting whilst he was at work and I was at home. Also, the timer counting down is really good, it is really frustrating to turn up to a parents evening to find they are running behind and this takes time away (Y3) 			

- On my first virtual parent meeting, my fault as I hadn't realised I needed to put all my details in, so lost 2 of the 5 minutes call. On my second virtual parent meeting, this year, I was logged in on time but Mrs Davis has issues at her end and so again I lost 3 minutes of the meeting time. I didn't have any opportunity on either occasion to ask any questions. I have not spoken with Mrs Davis outside of these meetings as my son goes to After Care and there seems no other opportunity to do so. Maybe this is because there is less one to one contact once they are in the upper school. But I do feel a slight lack of personal communication with the teacher. I have seen Miss Hemmings much more than the teacher this year! (Y3)
- Original 5 minute slot was ludicrously short, new 7 minute slot is still far from sufficient. There is no time for parent questions or expansion on teacher comments. Furthermore, while it was understandable last year, there is no way these should have been held by video this year, especially when parents are invited into school immediately after the video meeting to look at their children's work (Y1 and Y6)
- Appointments are kept to and can't run late. Very structured and informative due to the time allocated (Y5)
- Feel I have missed out on seeing my daughter's progress through phone call as in Pre-School. Would love to come in and see the classroom and how she is doing and any work she had done (PS)
- Face to face so that we have the ability to see their work/learning environment when starting in Reception (PS)
- Easier to access as do not have child care for my other child. The added time helped too. (Y3)
- With my son being referred to CYPS this year, it would be beneficial to have a face to face meeting to discuss the support he may require in Y4. (R and Y3)
- I've ticked video as I have a smaller child who would have to come with me if it was face to face. Where as with video she can either play with her toys or her sister (Y3)
- Need more time; be good to see work as we chat (Y2 and Y4)
- A lot easier to do via video call and was better with the extra time this year (Y5)
- I much prefer coming into school, looking through the work, seeing the classroom and having a face to face appointment. The video call feels a bit rushed and awkward (Y1 and Y3)
- I think the face to face meeting feels much more like a 2-way conversation and it's nice just to come into school and see classrooms etc. (Y2 and Y4)
- We don't mind any (PS)
- If it helps with the covid situation and less foot flow in the school I will stick to video call (PS)
- Connection issues with last meeting (showing we were connected but no video/sound, which showed to the teacher that we weren't) therefore had face to face. Found this more reassuring and able to ask questions easier and have more dialogue (Y2)
- I prefer a face to face meeting with the teacher (Y6)
- Video is great because it saves a lot of time and I can join the video call from wherever I am (Y6)
- Tech is unreliable (both ends) and the way the system cut off was particularly unhelpful (Y4)

Clearly there have been frustrations with the video call but for many, it's made things much more manageable too. However, overall parents prefer the option of a face-to-face meeting. This should be possible next year.

However it is clear that some parents would benefit from a phone call/video call so we will look to see if we can offer a combination in the autumn term.

For the Parent Meeting we just had, parents were invited to come in to see their child's work.

Arrangements for entering and exiting the school grounds:		Yes	No
10.	<p>This year we are operating a one-way system on entering and exiting school.</p> <p>Do you feel the one-way system is effective?</p> <ul style="list-style-type: none"> It's good sending Y5 – less congested (Y5) 	85%	15%
11.	<p>We have a staggered start to the school day (between 8:40 and 8:50). Can you see the benefit of this and would you like to continue with this in September 2022?</p>	86%	14%
<p>Please feel free to write any further comments below.</p> <p>In support of a staggered start to the school day:</p> <ul style="list-style-type: none"> Much better as not as busy (Y5) Really like the one way and staggered start as it doesn't feel congested on the path next to the car park (Y1 and Y5) We feel it's quicker and overall 'better' for the children to go straight into the classroom rather than standing waiting on the yard. (Y5) Yes as it is not as crowded on drop offs and distancing can be done (R) We have only ever known the staggered start/end of the school day and have no complaints (Rec) Less congested on the grounds. Children are not waiting on the yard for the whistle – feels safer. (Y3 and Y6) The one-way system flows well and the staggered start is calmer than a yard full of children and parents (Y5) Not as busy on a morning (Y3) It's much better rather than having to line children up and wait for teachers to collect. I feel it gives a calmer start to the day (Y2 and Y4) Much better for my child as she can feel overwhelmed in crowds. She goes in to school happily every (most!) morning ! (Y2) As per Q2 to 5, I would welcome a return to staggered finish times too. (Y3) <p>One-way system comments:</p> <ul style="list-style-type: none"> Parents need to use the one way system rather than just cut in the way out (Y5) This works fine if you have one child at school however becomes tedious when you need to wait around. One way system is pointless in my opinion (Y3 and Y5) One way system – I would prefer to use the top entrance, closer to where I live (PS) The one way system is good when it is adhered to by parents. (Rec) One way system is unnecessary and should not be kept for any COVID related reasons. Staggered start does help with drop off of children and results in fewer parents loitering whilst waiting for their child to go in (Y1 and Y6) Answered no to question 10 due to fact a lot of the parents aren't paying attention to this an on numerous occasions saw them walking in through the top way with children (PS) The one way system doesn't work as some parents do not follow it, they enter by the wrong gate and gather round the steps in groups. The staggered start is useful but has had little difference on drop off routine. (Y4) Some parents are starting to not follow the one way system but I find it helps with myself having a pushchair, you're not running into people which is great (PS) <p>It is clear that the majority of parents like the staggered start and it is working well for them.</p>			

Having talked to parents about this too, they feel more comfortable on the school grounds as it not such a crowded area for both parents and children.

The one-way system supports this, reducing the number of people in one area at one time. It is not in place for Covid reasons now.. This means the school grounds are less crowded and people can move more freely. We recognise that some adults do not follow this. The majority of people who do not adhere to this have requested to take this route due to combination of reasons including mobility. If the majority continue to follow the one- way system it will ensure the grounds flow freely and are accessible for everyone.

We recognise that depending on what direction you are coming to school from then you may have to walk further but this is minimal and, we hope, worth the sacrifice.

As for people gathering in groups round the steps at the top of the Upper School exit, we will write to parents again and encourage them not do this.

We will therefore continue to use this system in the next academic year.

12.

Early Years have held information sessions for parents, giving them guidance on what they do in school with regard to English, Maths and Phonics. We are wondering if parents of children in KS1 and KS2 would find similar sessions beneficial – offering advice supporting parents with certain areas of learning.

Yes	No
56%	6%
Not including Pre-school and Year 6 parents	

Question 12: 56% Yes 6% No 38% N/A

If you think this would useful, please state below any suggestions for what you'd want the guidance sessions on.

Positive comments:

- The R session was good for child's Dad as he doesn't work in education (R)
- I attended one and found it useful to see what and how my daughter is learning at school, to better support her home learning (R)
- Really helpful (Y3)
- We found the information events useful (Rec)

Suggestions for meetings:

- English meanings e.g. adverbs etc. Anything to be covered that term so that we can support at home. However we do use the information included in their organisers a lot when struggling with homework (Y1 and Y5)
- If my child was in KS1/KS2 I would find this beneficial. However, as he is moving to Y6 in September he'll be more encouraged to undertake his own homework (as he does now) ready for comprehensive school (Y5)
- I'm happy just being in the loop, it keeps me up to date with what the boys are doing and if I know then I can help. Any information is useful (Y2 and Y3)
- What a child should be aiming to achieve at each Key Stage so extra support from home can be given if needed (Y2 and Y5)
- Current topics, books working from (English), formulas for maths used at school (R) [Curriculum plans for all subjects are available on the school website within the curriculum section – these give a detailed breakdown of the various areas of study,](#)
- I feel it would be more beneficial to know what my child needs help on specifically (throughout the year, as and when needed). For example an email or message/note to say to concentrate on something in particular (Y1 and Y3)
- Assessment criteria – SATs assessments. Online programs used and how they impact. Maths – how it is taught in school as this can vary from school to school over time (Y4)
- How lessons are taught e.g. Maths and working out as I was taught differently to how my son shows me (Y5)
- Yes, particularly at Maths. It's not my strong point and would be useful to understand ways to support my children as they move up the school (R and Y2)
- How things are taught in school, especially maths strategies (Y5)
- Maths/English (Y2)
- Just an overview of how the school teach some things e.g. Maths as this is different from when I was at school and I'd rather teacher them the way school do it. (R and Y5)

Maths co-ordinators are currently updating the school calculation policy which will be available on the school website when completed. We aim to show examples of calculation methods used in the school organiser.

- I feel it would be more beneficial to know what my child needs help on specifically (throughout the year as and when needed). For example an email, or message/note to say concentrate on something in particular (Y1 and Y3)
- Not necessary for these age groups (Y1 and Y6)

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

13. In your opinion, what are the school's strengths – what do we do well?
Where possible we have grouped the responses parents gave us in this section.

Strong Staff

- I think it mainly comes down to the teacher. My son massively improved with Mrs Marley then seemed to go downhill in the dip until he went to Mr Temple where he seems be improving again which is great. (Y5)
- Staff have a collective attitude to ensure learners have the opportunity to develop and maximise potential (Y4 and Y6)
- Brilliant engaging teachers. My daughter just loves going to school and is very happy. She really enjoys her lessons and tells us all about what she is learning. Lots of fun activities, OPAL play, waterslides in the summer, linking in with Key Events e.g. VE Day, sports events. Even helping children understand the war in Ukraine and how they can show support by donations. Fantastic communication with parents, regular emails, newsletters.... (Y3)
- The Reception (and Early Years) staff do a fantastic job of giving a broad academic and personal/social education experience from what we have seen and been told by our child (R)
- We have always had a high regard of the school since our son joined in Pre-School. The very few issues have been handled well and resolved quickly (issues with other children but not to a level of bullying) All members of staff are approachable and friendly (Y5)
- The school had good leadership. Our child always enjoyed school and has been happy at school. He missed it immensely during Covid lockdowns. Our child has made good academic progress at Tanfield. The staff are caring and have encouraged our child to always aim high. Our child has enjoyed his school meals this year. He feels the meals have improved since previous years.
- Listen to parents' concerns, and take immediate action. Staff are and always have been approachable. Our boys have learnt at a steady pace throughout the years, teaching methods are manageable and homework appropriate (Y2 and Y3)
- I think on the whole the school is ran very well and even the things I have raised were ideas from the school that could have been a lot more effective. Not bad at adapting (Y3 and Y5)
- I have always found the teaching methods to be outstanding (Y2)
- The Reception teaching team are very good at promoting a fun environment for our child to learn. They were quick at realising our child needed to be re-referred for speech therapy. The school are very good at safety especially online. We have had numerous calls with the head teacher regarding the sharing of his image online (Rec)
- Safe school. Teachers are patient and always help my child (Rec)
- Very good and helps my son. (Rec)
- We say it every year, but we are pleased the school has such a good leadership team under the supervision of an excellent head teacher/The outdoor spaces are excellent/School keeps parents well informed with current and forthcoming activities and events (Y1 and Y6)
- I can only really speak about Pre-School. However my child has thrived here. He is always eager to go and is loving learning in a fun way. So for us Pre-School is definitely the right formula and staff in place (PS)
- I think that communication is good with school and I always feel I can approach school/staff if needed. Staff have worked hard during these past 2 years and we are grateful for the support you have given to our children to help them feel safe and settled. I really love the OPAL play and the opportunities all children have to still engage in play with their friends. The wellbeing support that you provide through Mr Mansfield has been extremely positive and

had a real impact on my son. I also think that teachers really get to know the children as individuals which is really great to see (Y2 and Y4)

- Our daughter loves going to PS. She loves that there is lots of activities. She feels comfortable around the teachers (PS)
- I can only really speak about PS. However my child has thrived here. He is always eager to go and is loving learning in a fun way. So far as PS is definitely got the right formula and staff in place.(PS)
- They are very committed to what they do and involving the parents with twitter and homework. Teaching each child as an individual as well within a group (PS)
- Fantastic at helping my child when she's needed extra support due to my health issues, and helping her cope with separation anxiety during early stages of my cancer (Y2)
- Our daughter loves coming to school and we could not speak highly enough about Mrs Dunham and Mrs Watson. They have been key in her progression and are giving her amazing skills that she will use when she grows both academically and as a little human. Thank you so much for your hard work. (PS)
- I find staff understanding of my child's differences and promotes his learning well (PS)
- My child is in PS and the attitudes to learning and them progressing is brilliant (PS)
- I am happy with the school! I think everything is fine! (Y4)

Strong Curriculum

- Staff are friendly and approachable./ Many routines in place to help us keep ourselves organised e.g. set home learning day, spelling day, reading comments day etc. /Information shared with parents in a variety of ways: twitter, website, emails/High expectation – children supported and guided to aim to achieve academically, participate in productions (reading in church, singing), attend residential etc./school grounds – ample opportunities to develop social skills/investment in reading materials – always plenty of choice (Y3 and Y6)
- Encouraging and helping children develop in a variety of subjects/Opportunities to take part in various extracurricular activities e.g. football, hockey, cricket etc. (Y1)
- The school has a good range of subjects for the children to learn. The school keeps parents up to date with emails and letters (Y6)
- The school, although quite large, has an intimate feel about it. You recognise the children and there is a familiarity about the place. I just think the school has a lovely welcoming feel about it/Communication through email and newsletters from Miss Hemmings is great/I particularly really like being able to see what my child has been doing on twitter – he is a typical child who doesn't tell you anything of what he has been doing, so I usually find out on twitter!/The sharing of videos of events on YouTube is also a great help/The online learning facilities are excellent/The After School Care provision is excellent and a great support for working parents. The mix of ages and the way all the children play well together has really helped to bring on my son's confidence (Y3)
- The school is very caring and welcoming to both children and parents/The school genuinely wants the children to be happy and reach their full potential/The Head Teacher is always willing to listen and help in any way she can/The school actively promote the arts/The school communicates with parents effectively/The school passionately promotes OPAL/The school benefits and works with the local community. (Y5)
- Cultural Capital – the extended school activities such as visits and residential. The focus on outdoor play and learning (Y4)

Good communication

- Keep parents well informed (R and Y5)
- My daughter has settled quickly and is confident that adults will keep her safe. Any concerns I have had were addressed promptly and resolved. I was particularly impressed with the communication channels as a working parent. Key staff have telephoned me at work, as I'd requested, rather than leaving a voicemail on my mobile. The Reception team have switched my daughter onto learning. She loves learning and is making good progress (R)
- Communication. The head teacher being visible on the yard and very approachable. School staff are lovely. Keeping up to date with regular emails. Seeing the children's achievements on YouTube (PS and R)
- Communication via email is useful and informative. Good support for SEND children e.g. helpful books, worry monsters etc. Good safety measures in place regarding covid, one way system etc. Learning/Singing songs about feelings/worries (R)

- Good communication via emails. Friendly and approachable staff. Variety of outdoor play. Tidy grounds and classrooms. Success cards. Privilege Time. Pushing reading at home. Catch Up sessions. (Y1 and Y5)
- Keeping parents up to date about what is happening and giving reminders. As life can be quite busy. I personally appreciate the reminders to ensure we are on track. (Y2 and Y5)
- Communication, supporting children in areas that need support, giving advice to how we can work together at home to bridge any gaps (Y3)
- Communication, educations (help where needed + SEN), after school clubs, encouragement and understanding, helping the community (R)
- Communication – up to date newsletters, website, twitter etc./ Friendly staff/visible and approachable head/my children feel safe and happy at school ☺
- Can't fault anything the school does or provides for the children. Amazing school. The communication - I enjoy seeing the photos on twitter however would like to see more (PS)
- As last year. Communication is second to none. Can not complain, well informed. Progression updates are great. Easy to talk to if any issues arise (Y3)
- The school always provides an insight for parents to what's happening in school. Information is provided from twitter, email and letter from which is always informative. The school is very good at supporting local communities and involving the students in this e.g. Annual litter pick and Friends of Tanfield Lea. Teachers know the pupils well had have a good working relationship (R and Y3)
- Good communication. Good range of subjects being taught. Level of care from all the teachers. Good discipline. Good choice of school menu (Y1)
- Communication – up to date newsletters, website, twitter etc. Friendly staff. Visible and approachable head. My children feel safe and happy at school ☺ (1 and Y3)
- Effective communication via email (school calendar). Well organised. High expectations of their learning (R and Y2)
- Good communication. Caring and great teachers. Well organised and led (Y6)

Extra Curricular Activities

- Extra curricular activities are plentiful and readily available (Y4 and Y6)
- Offer good opportunities outside of the classroom too (R and Y5)
- The school is very good at rewarding the children for good work and our daughter is always very excited/happy when she receives a certificate or prize. At the same time, the school are good at addressing underperformance and bad behaviour when necessary./The wrap around care is great for parents who work outside of school start/finish times and it is brilliant how our daughter has the chance to attend additional classes after school e.g. Spanish (Y3)
- Non Uniform days, Christmas parties, fun activities in science and other lessons (Y5)

Outdoor Space and OPAL

- Outdoor spaces are excellent for play and learning (Y4 and Y6)
- OPAL play is fantastic. Teachers, TAs, Support Staff are all friendly and approachable. Wide range of topics covered and shared with parents. Curriculum provided on the website to follow the targets for the academic year. Before and after school childcare available and a range of activities. Plenty for the children to get involved with e.g. reading competition, Christmas and Easter activities etc. Wide range of platforms to access at home for home learning e.g. Nessy, TTRS, Athletics, Bug Club. Communication and information sharing. (R and Y2)
- The outdoor environment is excellent. I would like to see more use of the mud kitchen/enhancements to pre-school garden. Text message reminders for events are very helpful (PS)
- The OPAL play and all you have to offer the children is really good. I like that if a child needs more support additional extra help is given and also if a child is exceeding they are encouraged to do more and join in with older children to further develop. The older children helping the younger children gives the older children more responsibilities (Assisted reading). That you encourage children to push themselves and they are given team reward points for doing so. To encourage them to go one step further. Information in Newsletters and emails and twitter. Very good support and additional time given to compensate for time lost due to Covid. (Y6)
- Lots of activities shown on twitter/children given opportunities to feel important/listened to/excellent outdoor space (PS)

	<ul style="list-style-type: none"> • My daughter very much enjoys OPAL play and has made a great relationship with one of the Play Supervisors. She recently enjoyed the garden that they are working on and I really wanted to say how much of an asset he is to the school. How he puts up with her on a daily basis, he deserves a medal, she really has a lot of time for him and he has a special place in her heart. She thoroughly enjoyed her time at school, in the classroom and outside and I could not be happier with the progress she has made. (Y3) • I am satisfied with everything the school has to offer (Rec)
14.	<p>What opportunities is your child offered that you really value which support their personal development?</p> <ul style="list-style-type: none"> • Teacher engaging and being enthusiastic about work. My son loves going in because the teacher is very good. (Y5) • Extra curricular provision to increase friendship groups, become more independent and develop skills (Y4 and Y6) • School Council, choir and residential trips (R and Y5) • Outdoor learning (PS and R) • Bringing library/reading books home every week. Home learning tasks. SEND support. Achievements such as Star of the Week (R) • Bringing learning to life! My daughter is really enjoying learning about history, Tommy Armstrong and the Miners. She thoroughly enjoyed the local walk to Joicey Terrace cottages and is extremely excited for the visit to Beamish. She loved Charlie and the Chocolate Factory and winning the golden ticket ☺ (Y3) • OPAL (despite the daily washing!) Success Card and Privilege Time (both teach my children that good behaviour is rewarded) (Y1 and Y5) • Opportunities to perform which encourages confidence ie guitar, choir (Y5) • Our child got a great deal out of the visit to Howtown. We feel that residential visits are brilliant for confidence and for new experiences. (Y6) • My boy likes memory skills and PT. My other boy likes iPads and PT. I am not sure about what else my boys are offered. Movement and music is useful to one of my boys given his ability with his motor skills (Y2 and Y3) • Apart from the odd occasion I feel that the children feel the teachers are very approachable which makes me feel comfortable as I know they aren't bottling stuff up. (Y3 and Y5) • Performing at the Gala Theatre (Y2 and Y5) • Intervention Groups - Lightning Squad (Y5) • SEN, extra things in place based on my child and what works best for his learning and understanding. Movement groups, mega maths, funky fingers (R) • The one-to-one reading (Y2) • After School Activities/ support to progress – further support their achievements e.g. extra resources at home to interest their learning like books that are at their level or extension sheets once completed their work in lessons/involvement in topics at school e.g. visitors like fire service, jewellery maker (Rec and Y2) • Teacher sharing photos/experiences sent in from home with the group/promoting his independence (PS) • My child learns English, Maths and the alphabet. It develops him on a personal level and he is independent (Rec) • Residentials – promoting independence, confidence/opportunities to participate in performances/opportunity for elders (Y6) to be a reading buddy has made him feel valued/representing the school in sporting activities/trip to the theatre/visits and visitors to enhance learning and understanding (Y3 and Y6) • I like the community feel of the school and that it is nice to see how happy the teachers are and that they must enjoy working at the school. I feel like any time I have had a problem which includes the school, it is dealt with quickly and efficiently. (Y3) • I am happy that my child gets extra support in subjects that they struggle in like booster sessions. It really does help (Y6) • Challenged to achieve beyond target grades (Y2 and Y3) • My son has recently started Science Club and is really enjoying it as it is something he has always been interested in./He loves being able to choose new books from the school library – he is a great reader/Again the After School Care provision helps in his socialisation with children of all ages from the school/The new projects each term really help to keep the children interested, and the added extras for those projects, for e.g. the visit from the gentleman from Beamish, really helped spark my child's imagination (Y3) • Residential trips are invaluable/Older children love to be involved in schemes such as reading buddies. This has clear benefits for both the older and younger children involved (Y1 and Y6) • Working with different visitors to the school, for example the animation work, which draws on the children's interests/The opportunity, with some support from staff, to develop new friendships (Y5) • Discuss things that interest him/photos from home (PS) • Breakfast Club and After School Club give our daughter the chance to play and socialise with other children outside of school; Spanish class also develops her understanding of language and other cultures (Y3) • The overall support he gets from all staff not just his teacher. He can go to anyone if he has any problems (Y3) • School visits such as Beamish. School visitors such as parents/authors etc. Lessons outside the classroom, such as spotting signs of spring. Online resources e.g. Nessy, Star Reader, RSTT, Athletics (R and Y3)

- My daughter is offered the chance to do Spanish after school which she loves and is now considering joining the choir (Y3)
- Gala Theatre performances. Choir. Spanish. Residentials – educational visits including theatre performances (Y4)
- The care and support our child receives from her teachers is second to none. We can see her maturing every day she attends school and it is all due to the teaching of Mrs Dunham and Mrs Watson. (PS)
- Extra support hours which has really developed his learning (PS)
- With my child being in PS she really enjoys the learning aspect as well as playing, such as Mega Maths (PS)
- We find the choice of extra curricular activities good, our son is often excited to share what he has done at school. He particularly enjoyed the recent animation session (Y5)
- Teachers make learning fun, e.g. bringing teddies in to aid their learning and development (Y1)
- They both enjoy the extra clubs they do – choir, school council. If any opportunity arose for musical instruments, I know my son would be keen (Y2 and Y4)
- Kind and friendly guidance in general from staff (PS)
- Help more is beneficial to our son growing which is amazing you as a school have setup and we will help doing at home (PS)
- She has been given the opportunity to see how school life is before she starts full time (PS)
- Training, education, communication (Y4)
- Helping the younger children with reading given them responsibilities. School trip to encourage them to overcome some of their fears. Extra Music lessons to learn guitar. My daughter always wants to complete her reading time as she is given privilege time for doing so. (Y6)
- Team Captain has helped with my daughter's confidence and the trip to Howtown really boosted her confidence (Y6)

15. What do you think the school could do to improve?

- Nothing – the school is fantastic (Y4)
- Normal breaks – my son said everyone plays football but it causes a lot of arguments and if you don't like football he feels singled out a bit (Y5)

During morning break, there is not enough time to access OPAL. During the summer months, children are allowed on the grass to play. Approximately half of the children play football and half play other games.

- Online parent pay available for all fundraisers, raffles, trips, resources (Y4 and Y6)
- Use an online system to pay for donations e.g. Just Giving. Could this be done by using a google/online form? It may improve the response rate and allow easier collation of the response. (R and Y2)

Fundraisers via the Friends of Tanfield Lea need to be separate as they have separate bank accounts. There is a percentage charge on small amounts which means it is not viable to collect via SchoolComms. Just Giving isn't really designed for organisations to collect regular payments.

- Childcare from CnS on Inset Days (R,)

We took this comment on board and were able to offer it for all 3 days in May. We will request this from CnS again for the November days.

- Such a fantastic school! It would be nice to start attending some face-to-face events (assemblies, Easter, Nativity) but understand this is for the safety of staff, parents and children (Covid) and hopefully will be able to soon. Text messages for key info would be good as sometimes emails can get lost! (Y3)

Face-to-face events have started to take place this term e.g. Howtown Slideshow and Sports Day have already taken place.

We now only send emails as there is a cost for the texting service and this soon mounts up.

- More after school clubs e.g. art club, football etc. Other schools in the area offer a lot more after school clubs (Y1 and Y5)
- Miss after school clubs (Y2 and Y3)
- After school sporting activities. Football/netball encouraging them to work as a team. Drama classes and music (Y6)

This year clubs have included Spanish, Choir and football. This term we are offering a sporting After School Club every night (Y1 and Y2 2 nights a week/Y3 to Y6 3 nights a week) and Y2 and Y3 have accessed a Coding club. School Council runs weekly.

- Introduce a system of sharing details of colour blindness as a child moves into the next year group. It has not been too much of an issue but he has had to explain to the teacher in each year, especially when got things wrong because he couldn't identify the colour (Y5)

This is a valid point. As a school, we try our best to be inclusive. This information should be shared with the next teacher. We have added this criteria to our central record which is shared with all staff.

- After School Care. It should be the same price for ALL children and not 'special' rates for some. It's £7.50 per child per day and yet some parents are paying £2 per day. How is this fair? (Y5)

As with many organisations, the staff are given a discount for their children to allow them to spend time in school carrying out their day-to-day duties which benefits all pupils in the school.

- Not sure – I think the balance school has is working (Y2 and Y3)
- Just continue to get additional resource for support. I appreciate the teachers do a really difficult job so extra support really makes the difference. I can see the difference compared to when other family members were in the school (Y3 and Y5)
- More support and consistency for SEN students (Y5)

Every school decides how to use their budget and we value the role our Teaching Assistants play in supporting the learning of all children and so endeavour to continue to fund this. Any additional adult support (e.g. for children with more significant Special Educational Needs) is always dependent on additional funding and this is allocated according to the needs of the child. The school has to apply for this.

- After school clubs returning. It is great that the option of childcare is available until late, however it is very expensive especially for those with more than one child (Y2 and Y5)

See above about school clubs returning. We offer a combination of free and chargeable ones.

- Free Breakfast Club. Different Sports in PE. Make Breakfast Club more enjoyable (Y5)

3 members of staff are employed to run Breakfast Club, in addition to the costs of breakfast. This would significantly impact the school budget. Our PE Curriculum is available on the school website. It covers all of the National Curriculum, but also includes festivals, competitions, OPAL, residentials and competitive football. We have set up Breakfast Club to cater for the large numbers. Staff have started to set up small games in the hall, they can watch Netflix or play games at the table.

Children are welcome to bring colouring books etc.

- I sometimes don't feel success cards are consistent. They are to support and suit the individual but not sure they are always rewarded fairly. (I can speak to you to explain if that helps). For an outstanding achievement I wouldn't always agree some are and from a parent's point of view, children can let it bother them – not entirely sure what you can do to help them move onto the next stamp (Rec and Y2)

Staff award these consistently within their own class. The idea is that they celebrate successes. They are progressive and so there will be differences across year groups. Children are not all the same either and so they reward the individual's success.

- Forest school area/activities. As a Forest School leader at Busy Bees Nursery in the past, this is something I value and really benefits children holistically (PS)

There are a lot of similarities between Forest Schools and OPAL. Staff use the grounds and the locality to support the wider curriculum.

- Go back to face to face parents evenings.

We have a parents' evening in July where parents can come in to speak to the teacher. The Meet the Teacher meeting is face to face this year. Some parents prefer the convenience of not having to attend the school, but we plan to offer face to face parents evenings from Autumn 2022.

- Give a little more detail on things that are happening in school so that parents with their first child in school know the protocol/what to do e.g. the Book Fair – information about bringing money in was sent via email on the day they had been to purchase books. I popped some money in his bag that morning just in case, but would be better to know in advance what is expected (Y1)

We do try to put as much information in our letters to parents and the Newsletters but recognise that sometimes we may have omitted some of the finer details, particularly for parents for whom it is their first child in school. We'll look to include this information in the future.

- Copy the partially completed Success Card from the previous academic year to carry forward – our son had a ¾ full card from Reception that wasn't shown when he moved to Y1. I took it out of his old organiser and put it into his current one, but it has either been lost or misplaced, meaning he effectively started the year from scratch (Y1)

We transfer success cards from one year to the next. Unfortunately, a misplaced organiser means that the record of previous stamps is lost.

- The only thing I can say is when the Lollypop Man is sick there is no other teachers or parents that could train and stand in for him when he is absent (Y6)

You have to be insured to do this job and in order to be insured you have to be employed in the role. We have explored this in the past as it concerns us too but there is no way round it.

- Nothing in particular, but I really would like to see the face to face meetings with the teachers return/ There is still sometimes an accumulation of people outside the school entrance on a morning, clogging up the pavement. Also parents parking on the double yellow lines and doing three point turns in the middle of the main road are a great irritant, though I know you raise this regularly with people. (Y3)

See above regarding parents evening. We continue to remind people about parking and safe manoeuvres on the road. We have in the past asked PCSOs to support this.

- More after school opportunities, particularly sports. We feel the school lags behind others significantly in this aspect/e-schools had obvious benefits during COVID school closures, however it should not be used when school is open normally. Currently, with some classes such as Y1, e-schools is used as an occasional alternative to homework but this is only signified by a lack of homework books sent home with the child that week. Additionally, any homework set on e-schools consists of a poorly laid out page which needs to be printed at home and is difficult for the children to engage with and no feedback is offered after its submission (Y1 and Y6)

We have continued to use E-schools this year to ensure children are familiar with their login details and how to access the site. This was to ensure that, in the event of further lockdowns or children being absent through isolation, they knew how to access resources. Feedback is sometimes given on E-schools or given to the whole class in school to ensure all children receive it. See above about after school clubs.

- The only thing I would find useful as a parents, is maybe a termly/half termly class newsletter to provide an overview of what the children will be focussing on/what the topic is etc. to enable me to better support my child at home and to initiate conversation. This could also highlight key events, dates etc. specific to each class (Y5) Curriculum plans for all subjects are published on the school website – these detail the areas of study and related texts. Dates for the diary are sent out for the whole school – these detail whole school and individual year group events.
- In regards to my own child, maybe seeing more photos of what she has been doing that day on twitter or by email as 4 year old isn't the chattiest when leaving school and would love to see what she has been doing (PS)

The priority during the day is interacting with children's learning. Taking a lot of photos can take away from this and be quite time consuming. We use twitter to give a general overview of what the children are doing.

- School diary given out termly – less changes/more detail can be given to later months (PS)

Dates for the whole year are distributed in September. Changes and updates are included in newsletters. We try to make as few changes as possible but know that some parents really appreciate getting dates well in advance so they can plan around these.

- Staggered finish times would ease the congestion outside of school, improving safety and lessening the impact on other road users (Y3)

Finish times are staggered to certain extent (over 10 minutes). To stagger this even further would be inconvenient for parents who have more than one child in different year groups.

- Poverty Proofing – the amount of contributions asked of parents within a term – school need to consider parents financial situation particularly at this time. Informing parents of accelerate progress over time – not attitudes. What are their targets/goals. What are they working on? Understanding of sexual violence and sexual harassment in schools Ofsted paper (Y4)

School are very mindful when requesting any contributions. We want to offer our children a variety of enriching experiences. We use our own grounds as a resource and use school fund to pay for as many opportunities as possible. We do ask for donations during the year but these are all voluntary. The Friends of Tanfield also support school financially. Enrichment activities we don't ask for funding include – Gala Theatre, In it Together Conference, Sports Events – Festivals and Competitions, visiting musicians and authors, Nissan visit. Where the cost of planned events are too high, we have looked at more affordable alternatives.

Other activities we ask for just a minimal amount include Lower School Activity Day, Climbing Wall, Sleepover
We subsidise all school visits and all residential visits.

All children can take part in all events, regardless of payment – they do not miss out.

Progress – termly updates are given through parent meetings and assessment summaries as well as an end of year report. Staff have undertaken training with regards to the understanding of sexual violence and sexual harassment in schools and are mindful of this when dealing with any incidents.

- Updates on what is being learnt or happening every day, other Pre-Schools have apps etc. which I previously found great (PS)

Our Twitter feed shares examples of what the children get up to each week. The school has explored possible other apps but these are time consuming and would impact on staff time which we feel is best used to ensure quality teaching and learning.

- I think it would be nice to offer support and guidance to those parents who may need it in some sort of capacity. Maybe a drop in type session. (Y3)

Meet the teacher sessions provide guidance for how parents can support their children at home. Additional information is available in organisers and on the school website. We are in the process of developing ways we can support parents. These include a calculation policy in maths and signposting to curriculum content/aims. For next year, we will also consider ways to share teaching strategies and approaches.

- After school clubs to help with homework. Reduce break times as I think the kids get a lot of homework. However, it's a tough position due to Covid so I understand. Bring back the extra hour on a Wednesday – I know this out of school hands and not an improvement (Y1).

The extra hour was beneficial but as recognised, was a Covid specific strategy and was tied to additional funding. We feel that the amount of homework is appropriate and uses a little, but often approach.

- Go back to face to face parents evening. Traffic outside school (Y1 and Y3)

We asked for preferences on this questionnaire and 65% said they would now prefer face-to-face. We will offer this in the autumn term. We continue to remind people about parking and safe manoeuvres on the road. We have in the past asked PCSOs to support this.

- I often find the balance of homework too much, especially for Y2. My daughter can sometimes get double the work that my son gets and quite often feels like it's unmanageable to keep up with it alongside reading, spelling etc. as well as their own out of school interests (Y2 and Y4). We feel that the amount of homework is appropriate and progressive across school. If you ever felt that your child was getting too much, then please speak to your teacher about it. The only other thing is minor but I just wanted to mention it (and it's not a criticism) but my son has mentioned a few times that the class often never get to the end of the class book they are reading due to running out of time at the end of term, and then starting a new one. We quite often have to go and get the book so he can finish

it and see what happens. He finally has a love for reading and we do lots to support him at home but it's hard to see the value of reading if a member of staff doesn't show that they love it enough to get to the end (Y2 and Y4)

We certainly want to encourage a love of reading and feel we do this well. Sometimes a teacher will introduce children to a story with the intention of hooking them in and then finishing it themselves. Other times they plan to read the whole novel. However, we will mention this to teachers and talk to them about how they approach this as we certainly don't want it having a negative impact on children's love of reading.

16. 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.

- Both my children thoroughly enjoy time in school. We're grateful to the collective effort that goes into ensuring this happen on a daily basis (Y4 and Y6)
- Thank you ☺ My children are happy and love coming to school despite all the recent covid challenges. I feel school had tried to keep things as normal as possible for them (Y1 and Y5)
- Both of our children have attended Tanfield and we have always felt 100% confident that we made the right choice of school. We have such mixed feelings about our youngest child moving on to Secondary School. On the one hand, we will be sad he is leaving Tanfield but on the other hand, we feel that Tanfield has done a splendid job in preparing our child for his next steps. (Y6)
- I have a comment in regards to homework. While we try to do everything, I feel sometimes it's too much – given the last 2 years I can understand the children have to catch up – however some nights the boys have activities and we don't get to do homework then as so many on-line it's hard to keep up (Y2 and Y3)
- I would like to know about the extra support my daughter receives as I am not sure what this area is in regards to subjects (Y4)
- Both of my children are very happy at school and enjoy their lessons with their teachers ☺ (Rec and Y2)
- More support for parents of children who have disadvantages, separated parents, abusive past experience, victims of domestic violence in the past, financial difficulties, struggling to afford new uniform, new to the area etc. (PS) School collaborate with a range of outside agencies to support families.
- I am pleased that I chose this school for my son. He has settled well. I am naturally concerned that he is behind the expected level and due to waiting for external speech therapy we are at the point where his teacher is doing everything he can but he may need more support than he gets. I am frustrated about the time speech and language is taking to help him which I appreciate is not the school's fault but really wish more could be done. (Rec) School have bought in additional support from County, providing us with a Speech and Language assistant who delivers weekly sessions. This is accessed by children who have had their initial assessment with Speech and Language. Although this does not help the time spent waiting for an assessment, it does allow us to provide blocks of therapy within school when recommendations have been made.
- My boys never complaining about going to school. They enjoy it and talk about it positively. They are enthused by their learning and enjoy linking activities and family days out to the topics they cover e.g. museum visits, book shops visits etc. (Y3 and Y6)
- I really appreciate the policy of sending the children into school already in their PE kit on PE days – quicker to get ready on a morning and less uniform to sort! A cheeky comment I know but one I imagine most parents would secretly agree with ☺ (Y3) This has been a positive from the school's perspective too, saving a lot of time.
- During the trip to Howtown, children were not allowed a device to take their own photographs. This is understandable but the school should consequently make sure that, as a minimum, a daily update and photos are provided as was promised before departure. Some groups seemed to offer more updates than others./ Parents should now be allowed back into school for events such as egg painting, Easter Service, Sports Day etc. Both children and parents have missed enough over the last couple of years and the COVID excuse cannot continue to be used. Anyone who is still concerned about attending can stay at home . (Y1 and Y6) Staff endeavour to do their best to give daily updates/photos via Twitter. However, this is often dependent on signal, wifi coverage and the fact that we are looking after children for 24 hours a day for 4 ½ days. The trip is then celebrated back at school via the slideshow. The Summer Term has seen a return to parent involvement in school activities (Howtown slideshow, the bike ride, new parent meetings, performances, Friends of Tanfield events etc..)

- PARKING! Parents parking on double yellow lines. Danger to children and public (PS)
- Star of the Week – almost two thirds of the way through the year and my child has still not received it despite excellent parents' evenings – he had found this confusing re the behaviours of some who have won it. If his behaviour was a concern at any point we would like to know so that we can help him model better behaviours (PS) Systems are in place to ensure that every child will have been awarded Star of the week before the end of each academic year.
- When I asked my child if they felt safe yes or no they asked if they could answer in the middle indicating they were not 100% confident that they were safe in school. I think this is because they do not see low level disruptive behaviours managed well, plus they do not feel there is consistency and fairness evident in all areas of school (Y4) The behaviour policy in place is very effective. Not all behavioural choices are dealt with publicly.
- Only found out his additional hours request had been granted in March but had been receiving these since January. (PS)
When the request for additional hours (30 hours instead of 15) was made there were no spaces left. It's best to request this in September.
- Throughout the year if there are things I could help with/discuss with my child to improve, then I'd like to know. My daughter has become more distracted by others in Y3 and as far as I am aware this was never an issue before. It might not be a problem, but her being moved to the front made me think it might be? (Y1 and Y3) School place an emphasis on parents supporting with spellings and reading regularly at home as they are key areas to support your child's learning. Additional home learning tasks are directed towards those areas of learning which benefit from further practice.