

Parent Survey 2018

Each week, in the newsletter, we will respond to the comments we received in the annual parental survey. In each case, the box on the left represents the comment from one form. The response from the headteacher is in the box on the right hand side.

Comment	Response from the Headteacher
<p>Home Learning</p> <ul style="list-style-type: none"> • Too much x 9 • The format sometimes makes it look more but it is fine • Really helps us to understand his capability • More emphasis on maths homework please • Expecting children to read 7 days a week is unrealistic – no one works 7 days a week. Too much topic homework which has no merit – with additional homework, with very short deadlines, all far too much. When can I have family time if I do all this homework? • Much improved x 2 • No longer receives regular maths – mainly topic • It's a lot but have seen benefits • It's a lot better since it was restructured • SATs busters are perfect for year 6 • If I compare to other schools in area, yes. That's not always a bad thing 	<p>We reviewed the home learning policy in response the comments from the 2017 parental survey.</p> <p>The following changes were made:</p> <ul style="list-style-type: none"> • We reduced the amount of home learning required from pupils • We emphasised reading and times tables as home learning activities. <p>Home learning works best when pupils can practise skills they have learned in school, hence the emphasis given to reading and times tables. The pupils who read regularly and who learn their times tables do well in school.</p> <p>We reduced the number of home learning tasks expected of pupils to allow more time for reading but kept the element of choice and the freedom to decide when to complete the tasks (as long as the end of term deadline was met).</p> <p>Where home learning tasks are enjoyable, there is a higher likelihood that they will be completed. The Reading Magpies initiative has increased the number of children wanting to take part in book related activities and we intend to maintain this.</p> <p>Home Learning should never be stressful. We are very happy for parents to note that a child has tried but not completed a task.</p> <p>The Mathematics Subject Leader will review the setting of Maths home learning in response to the comments received this year.</p>
<p>Do you feel your child is making good progress?</p> <ul style="list-style-type: none"> • Not this year! • X seems to be Y not so much • For one child the other may do better if had additional support • One is going backwards but hopefully 	<p>Although the vast majority of parents responded positively to this question, five parents or sets of parents felt otherwise.</p> <p>If you have concerns, we will address them. The class teacher is the first point of contact but other members of staff are also available.</p> <ul style="list-style-type: none"> • Headteacher (especially if the concern is about the

<p>we'll go forward next block</p> <ul style="list-style-type: none"> • Parents evenings are useful but it would be good if things could be brought to attention before parents evening e.g. reading not updated, home learning • Making progress and slowly catching up • But getting support we need • Slow but certain 	<p>quality of teaching and learning)</p> <ul style="list-style-type: none"> • SENCo (if concerns are about Special Educational Needs or if you believe your child is experiencing difficulties) • Pastoral Manager (who can liaise on your behalf if necessary) • Deputy Head or Assistant Head (who can respond if the headteacher is unavailable or if you would rather speak to somebody else.) <p>Pupil Passports were introduced as a result of comments in a parental survey several years ago and have been modified in the light of experience. These provide periodical updates on your child's time in school so that you do not have to wait for a parents' evening or annual report.</p>
<p>Meeting Individual Needs</p> <ul style="list-style-type: none"> • X yes. Y to an extent • Really good at listening and helping our children meeting their individual needs • They're trying • To some extent but eldest could benefit from stretching. Youngest could do with more support in confidence • More support could be offered with areas they struggle with • Don't feel the school pushes my child who is very able enough 	<p>Every teacher has the responsibility of challenging and supporting each child. Our school motto is 'Inspiring, Nurturing, Challenging' because this is what we believe in.</p> <p>Again, although the responses for this question were highly positive, there were still parents who felt otherwise. I would encourage all parents who have a concern to raise it with us by using the list of colleagues listed in the box above.</p> <p>Stretching (challenging) all pupils is very important and is included in the school's quality assurance processes.</p>
<p>Ensuring Good Behaviour and Dealing with Incidents</p> <ul style="list-style-type: none"> • Mostly yes but sometimes no x 2 • But not well behaved at home sometimes • However both sides of story need to be heard before processes followed 	<p>I agree that listening to both (all) sides in a dispute is important. I also believe that we need to understand why some pupils have got into trouble. Asking questions of the pupils involved to understand what might have led up to an incident is helpful.</p> <p>However, the vast majority of our pupils are always on green and most of the pupils who find themselves on orange or red take responsibility for their actions. We can move on as a result.</p> <p>In a very small number of cases, a pupil does not take responsibility and then my duty is to safeguard the majority of pupils by removing individuals from lessons or the school. I believe this approach is effective, evident from the number of children who are on green at all times.</p>

There will be a second set of responses with next week's newsletter.