



Edward the Elder Primary School Parent View Results and Actions 2019



		<u>April 2018 Results</u>					<u>April 2019 Results</u>				
	<i>(Please tick)</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>No answer</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>No answer</i>
1	My child enjoys school	53 (65%)	26 (32%)	2 (2%)			38 (58%)	24 (36%)	4 (6%)		
2	The school keeps my child safe	48 (59%)	29 (36%)	2 (2%)	1 (1%)		44 (67%)	21 (32%)	1 (2%)		
3	The school always encourages parents to play an active part in school	36 (44%)	36 (44%)	9 (11%)			29 (44%)	30 (45%)	4 (6%)		3 (5%)
4	School is approachable if I have a problem or concern regarding my child	40 (49%)	39 (48%)	2 (2%)			41 (62%)	20 (30%)	3 (5%)	1 (2%)	1 (2%)
5	My child is making progress at this school and staff share this information during parents evenings	50 (62%)	30 (37%)	1 (1%)			45 (68%)	17 (26%)	2 (3%)		2 (3%)
6	The teaching at this school is effective in supporting my child	45 (56%)	35 (43%)	1 (1%)			40 (61%)	24 (36%)	1 (2%)	1 (2%)	
7	The school expects my child to work hard and do his/her best	49 (61%)	30 (37%)	2 (2%)			48 (73%)	16 (24%)		1 (2%)	1 (2%)
8	The school sets appropriate homework for my child which builds on their learning in school	38 (47%)	37 (46%)	6 (7%)			37 (56%)	22 (33%)	4 (6%)	2 (3%)	1 (2%)
9	The school makes sure that my child is well prepared for the future (starting school, changing year group, changing school)	36 (44%)	41 (51%)	4 (5%)			39 (59%)	22 (33%)	1 (2%)		4 (6%)
10	The school regularly communicates with families eg. newsletters, meetings, website, text messages	49 (60%)	30 (37%)	2 (2%)			42 (64%)	20 (30%)	2 (3%)	1 (2%)	1 (2%)
11	The school website is helpful and informative	33 (41%)	39 (48%)	7 (9%)	1 (1%)	1 (1%)	31 (47%)	29 (44%)	2 (3%)		4 (6%)
12	There are a good range of activities including trips or visits for my child to take part in	29 (35%)	38 (47%)	11 (14%)	3 (4%)		29 (44%)	29 (44%)	6 (9%)		2 (3%)
13	There are a good range of after school activities available	29 (35%)	37 (46%)	10 (12%)	3 (4%)	2 (2%)	27 (41%)	30 (45%)	6 (9%)		3 (5%)
14	The school treats my child fairly and with respect	42 (52%)	38 (47%)	1 (1%)			36 (55%)	27 (41%)	2 (3%)		1 (2%)
15	The school expects my child to behave appropriately	49 (60%)	32 (40%)				43 (65%)	23 (35%)			
16	The school deals effectively with unacceptable behaviour	26 (32%)	46 (57%)	9 (11%)			29 (44%)	26 (39%)	6 (9%)	3 (5%)	2 (3%)
17	School effectively supports children with any social and emotional needs they have	42 (52%)	35 (43%)			4 (5%)	29 (44%)	27 (41%)	6 (9%)	2 (3%)	2 (3%)
18	The school helps my child to have a healthy lifestyle	38 (47%)	42 (52%)	1 (1%)			37 (56%)	25 (38%)	2 (3%)	1 (2%)	1 (2%)
19	The provision for pupils with additional learning needs is effective at this school	36 (44%)	40 (49%)	2 (2%)		3 (4%)	27 (41%)	28 (42%)	4 (6%)	1 (2%)	6 (9%)
20	The school takes account of my suggestions and concerns	32 (40%)	41 (51%)	8 (10%)			24 (36%)	33 (50%)	5 (8%)	1 (2%)	3 (5%)
21	The school is led and managed effectively	32 (40%)	43 (53%)	5 (6%)	1 (1%)		27 (41%)	30 (45%)	4 (6%)	1 (2%)	4 (6%)
22	I am aware that the school has a local Governing Body with parent governors	32 (40%)	39 (48%)	10 (12%)			25 (38%)	32 (48%)	4 (6%)	1 (2%)	4 (6%)
23	Overall, I am happy with my child's experience at this school	43 (53%)	34 (42%)	4 (5%)			35 (53%)	26 (39%)	1 (2%)	1 (2%)	3 (5%)
24	I would recommend this school to others	46 (57%)	28 (35%)	3 (4%)	1 (1%)	3 (4%)	38 (58%)	20 (30%)	3 (5%)	1 (2%)	4 (6%)

“My child is so excited about school everyday. She absolutely loves her experiences on a daily basis and looks forward to what each day will bring. The creative curriculum delivered in a fun and engaging way by the staff ensures her education is as good as it can be. Staff always go the extra mile for their students and we as parents are fully involved in this wherever possible. I cannot praise and recommend the staff and school enough. My child loves school.”

“I cannot ask for a better school for my children to attend. The staff are always supportive to the individuals and the family. The communication is always amazing and staff are approachable when you need to speak to them. The school is just amazing. Thank you for all you do with our children.”

“My child is extremely happy at school and excited every day. The teaching staff go the extra mile to make the experience fun and engaging. They take the curriculum outside of the classroom and make learning relevant and real. We, as parents, are fully involved in this wherever possible and I cannot praise and recommend the staff and school enough. My child loves school.”

“Staff have often gone above and beyond to address any concerns I have had.”

Analysis

Positives:

- 31% of questionnaires have been returned.
- More than 80% of parents agree or strongly agree with every statement.
- 96% of parents either strongly agree or agree that their children enjoy being at school.
- 98% of families believe the school keeps their children safe.
- 97% of parents believe that teaching at this school supports their children of which 61% strongly agree.
- 100% of families feel their child is expected to behave appropriately, with 65% strongly agreeing.
- 97% of families agree or strongly agree that the school expects their child to work hard and do their best.
- 96% agree or strongly agree that the school treats children fairly and with respect.

Impact of actions since Parents View 2018 for top five 2018 priorities:

	Parent View 2018		Parent View 2019	
	Strongly Agree	Agree	Strongly Agree	Agree
The school always encourages parents to play an active part in school	44%	44%	44%	45%
The school web site is helpful and informative	41%	48%	47%	44%
There are a good range of activities including trips or visits for my child to take part in	35%	47%	44%	44%
There are a good range of after school activities available	35%	46%	41%	45%
I am aware that the school has a Local Governing Body with parent Governors	40%	48%	38%	48%

Next steps: These statements have been selected as the four highest priorities for 2019, based on proportions of parents who disagreed with the statements:

1. The school deals effectively with unacceptable behaviour (44% strongly agreed, 39% agreed, 9% disagreed, 5% strongly disagreed, 3% provided no response).

What we do now:

- The Behaviour for Learning Policy (available to download at www.edwardtheelder.org.uk) was reviewed in Summer 2018. It outlines expectations for behaviour for staff, pupils and parents. It also outlines school rules, guidance for the playground, procedures for the classroom, consequences, rewards and procedures for exclusion.
- The policy and 'on the ground' procedures are regularly checked during Safeguarding Audits by an expert from Wolverhampton City Council. Systems have always been found to be rigorous, and where minor alterations have been suggested to improve practice further, these have been implemented immediately.
- Miss Taylor, Emotional and Behaviour Learning Support Leader for the Trust, spends part of the week dedicated to Edward the Elder. She support individuals and families displaying need within this area, often linked to outside agencies. Her work is supported by staff in school.

What we plan to do:

- In Autumn Term 2019, we will offer informative workshops to families outlining procedures within the policy, and examples of the types of work completed.

- We will continually take further feedback in order to improve our systems for dealing with any unacceptable behaviour that should arise.

2. School effectively supports children with any social and emotional needs they might have (44% strongly agreed, 41% agreed, 9% disagreed, 3% strongly disagreed and 3% provided no answer)

What we do now:

- Miss Taylor, Emotional and Behaviour Learning Support Leader for the Trust, spends part of the week dedicated to Edward the Elder. She supports individuals and families displaying need within this area, often linked to outside agencies. Her work is supported by staff in school.
- Mrs Turner is the school's SENDCO (Special Educational Need and Disability Coordinator). Mrs Turner works alongside other teaching staff to identify children with a Special Educational Need and, through consulting with families, actions support for these pupils. This may include in-class targets, support from a specialist provider, or a more in-depth plan, involving multiple agencies.
- School works closely with the area school nurse. She supports families with one-off or longer term issues that may arise.
- Social and emotional aspects are taught in all aspects of school through PSHE lessons and in assemblies, as well as being tackled as discussions arise, in class through circle time.
- Classes have adopted different systems to suit their needs to enable pupils to speak to an adult about a social/emotional issue should they need to. For example, Year 6 has a jar in class whereby pupils can write down their worry if they do not feel able to verbally say it to an adult at the time.

What we plan to do:

- In Autumn Term 2019, we will offer informative workshops to families outlining examples of the types of work completed.
- In Autumn Term 2019, we will offer a drop-in coffee morning session with Miss Taylor, to enable families to discuss any new social/emotional needs their child may face.
- We will review the in-class systems and ensure all children know who they can speak to, if they have a worry.
- We will continually take further feedback in order to improve our systems for supporting children with any social and emotional needs that should arise.

3. The school takes account of my suggestions and concerns (36% strongly agreed, 50% agreed, 8% disagreed and 2% strongly disagreed, 5% provided no response)

What we do now:

- Suggestions made by parents/carers are absolutely valuable to improve systems around school. Our in-school display board 'What you said...We did' documents actions taken following parental suggestions. We thank parents/carers who have made suggestions to improve our school within recent months.
- We have an 'open door' policy and always happy to speak to families regarding any concern they may have.

What we plan to do:

- We will consider a 'Positive Suggestion Box' for the new academic year – more details of this to follow in Autumn term.
- We will continually take further feedback in order to improve our systems for dealing with any concerns that should arise.

4. The school sets appropriate homework for my child which builds on their learning in school (56% strongly agreed, 33% agreed, 6% disagreed, 3% strongly disagreed and 2% provided no answer)

What we do now:

- 'Purple Book' homework is sent out on the same day across school. This is designed to allow you to share in cross-curricular learning your child has been taking part in. It is designed to be completed in a 'fun' way, chosen by the child, in order to avoid it becoming an onerous activity.
- Reading is expected to be completed daily, alongside a journal when the book is completed (Year 2/3 upwards) and weekly spellings.
- Homework is designed to have a positive impact on pupil's learning, and act as a 'discussion' for parent/child providing the link between home and school.

What we plan to do:

- Review the homework set, to ensure it continues to have maximum impact on learning.
- In Autumn 2019, offer homework parent workshops to enable pupils to showcase their homework/ give parents more of an understanding why particular homework was chosen.
- Enhance rewards/feedback provided for pupils completing homework.