



## Summary of school response to ongoing parental feedback Updated 31.10.2017

In 2015 – 2016 parents asked if the school could be more explicit about the actions taken in response to parental surveys and Parents Forum discussions as some parents didn't always feel that they knew about the impact of their input. So last Autumn, the school provided an annual summary (like this one) of the action taken by the school in response to parent feedback .We try to provide as good a service as we possibly can but we are also aware that there is always room for improvement. Without minimising our areas for development, we want to share with you where we have worked in partnership with you and responded to parent feedback

<p><b>Homework</b></p>	<p><b>In the 2015 – 2016 parental survey</b>, 26% of parents, who returned the survey, felt their children do not receive appropriate homework. This was a drop of 7% on the previous year.</p>	<p>At the Autumn 2 Parents' Forum, parents presented a range of views to us Some wanted to see a more consistent approach to homework and reading as they felt that it varied from week to week. Some felt that there was an inconsistent approach to spellings &amp; tables. Expectations were not shared clearly with home, despite raising queries at Spring parents evening – a more thorough approach was needed Some parents wanted more homework to do to help support the classroom learning Others wanted no homework at all and wanted to be able to make the most of family time after school and at the weekends</p>	<p>Following the Autumn 2 Parents' Forum, and discussions with teachers, we revised our Homework Policy. We made the decision to focus our homework on basic skills development each week – reading, spelling, tables and some topic work. We are aware that it is hard to satisfy all parents with regards to homework and some parents made it clear to us that they wanted more homework for their children. We explained that by focusing on reading, spelling and tables, homework can easily be set by the class teacher to match the ability of each child so that all children can be challenged. Teachers have also used the Class VLE to set additional learning, often in the form of mini-project ,linked to the class topic, which can be developed over a half term and then celebrated in class. We are pleased that in this year's parental survey, we saw a 5% increase in parental satisfaction with our homework arrangements. This does not make us complacent in any way and we will continue to refine our arrangements. We welcome parental feedback and recommend that parents use events like our upcoming Parental Consultation evenings to feed back to teachers about their child's homework. Our phase leaders are also available to meet with parents if there is anything about our homework arrangements that parents would like to celebrate with us or discuss with us.</p>
<p><b>Good learning opportunities</b></p>	<p><b>In the 2014 – 2015 parental survey</b>, 14% of parents, who returned the survey, felt the school could provide better learning opportunities for their children</p>	<p>This feedback coincided with the introduction of the new National Curriculum and with new initiatives in education like <b>immersive learning</b> which promotes taking a more creative approach towards the planning and delivery of lessons in order to immerse the children in their topic. Teachers were very keen to respond to this parental feedback.</p>	<p>In 2015-16 &amp; 2016-17, teachers have been working steadily on embedding <b>Project Based Learning (PBL)</b>. Project based learning involves children gaining knowledge and skills by investigating and responding to an "essential question" across a term like: - Year 4: Were the Dark Ages really dark? - Year 2: Which came first, the chicken or the egg? Topics, based on PBL, can be hugely engaging and help to motivate children to love to learn. We are pleased that over the past 2 years, we have seen a 12% rise in parental satisfaction with the learning opportunities that their children are experiencing. This is also being corroborated by our pupils. In last years' pupil, survey, they listed school work, especially class topics, as the top thing that they particularly enjoyed in school in 2016 – 2017.</p>

## How effectively the school deals with bullying

In the 2015 – 2016 parental survey, 17% of parents, who returned the survey, felt that bullying was not dealt with effectively. This was a drop of 6% in the previous year.

There was some disparity between the 17% of dis-satisfied who returned surveys & other written comments also submitted by parents as part of the survey e.g.

- My daughter's teacher has been very helpful and supportive of issues and has adapted some work and additional support to her needs. That has extended to a wider range of staff too. Anti-bullying awareness has improved tremendously although fortunately has not been an issue for us.
- Although my daughter did not appear to be aware of anti-bullying, I am and feel it has improved tremendously.

At the Autumn 2 Parents' Forum, we had a very positive and productive discussion with the parents who attended about how the school deals with bullying and we were very grateful for both the feedback we received and the suggestions that were offered.

At the Parents Forum, Mrs Giblett shared a couple of powerpoints with the parents that she had done with the children in assemblies that term. One was in relation to our whole-school Friendship/Anti-Bullying Code, the other was about our Rewards & Consequences system within the school. Parents at the forum felt that it would be helpful to share these powerpoints with all parents.

As a result of this suggestion, we made these powerpoints available on the school website on the Aims & Values page along with an A4 summary of our Friendship Code, which we also sent home to all families, so that parents might have a clearer understanding of our approach to building & maintaining friendships & relationships within the school.

We spent a lot of time in 2016 – 2017 working with the children on our Anti-Bullying theme – **We All Belong!** including celebrating national Anti-Bullying Week in November. Random Acts of Kindness Week in February and The Great Get Together (TGGT) in June. We worked closely with FABB to support them with their fund-raising to help raise sufficient funds in 2016 – 2017 for the Play Pod programme in the Junior playground. We chose the Play Pod scheme because it focuses on collaborative play and pro-social behaviour. By keeping the children active and engaged at lunchtimes, we were reducing the opportunities for anti-social behaviour and bullying incidences.

We also refined our School Bullying Log to record, for the first time, incidences of potential bullying, which could then be tracked to ascertain whether certain behaviour was related to poor relationship skills or a pattern of recurring behaviour by a particular child. We were a little disappointed, therefore, in this year's parental survey that 16% of parents who returned the survey still felt that bullying was not dealt with effectively and that a further 12% of the parents gave no answers to the question

Having given this point a lot of consideration, we feel that the main issue is that while parents can see that the school is working hard to promote anti-bullying at a whole school level, they are not as satisfied with how the school deals with individual cases of potential or actual bullying in relation to their own child. Therefore in 2017-18, the school is going to explore **the Anti-Bullying Quality Mark**.

ABQM-UK is a national award that enables schools to demonstrate to parents, OFSTED and others that the safety of children is taken seriously and bullying is not tolerated.

In gaining the award we will be able to show that:

- We have a positive, progressive, inclusive ethos
- Everyone in the school community knows that
- bullying is not accepted or tolerated
- Children and young people come to school
- without the fear of being bullied

Parents can feel confident that, should bullying happen, they know who to approach and can be reassured that it is dealt with efficiently and effectively.