

Calton Primary School
Spring Term 2016 Parent Questionnaire Feedback

Thank you very much to those of you who took part in the parents' and carers' views of our school questionnaire. There were 80 responses.

Year group	R	1	2	3	4	5	6
Number of replies	16/90	18/89	15/58	15/88	7/57	4/48	5/55

Your views are greatly appreciated.

For your interest I have grouped the responses into those who strongly or tended to agree and those who strongly or tended to disagree in the table set out below. The figures may not always total 100% due to any 'Unknown/NA' responses.

Question	Strongly or tend to agree	Strongly or tend to disagree
1. My child is happy at school	96%	1%
2. My child feels safe at school	98%	1%
3. My child makes good progress at school	98%	2%
4. This school helps my child to develop skills in communication, reading, writing and mathematics	98%	2%
5. My child is well looked after at school	96%	3%
6. There is a good standard of behaviour at this school	88%	8%
7. The school deals with cases of bullying effectively (Bullying includes persistent name-calling, cyber, racist, and homophobic bullying)	70%	3%
8. The school is well led and managed	91%	5%
9. The school responds well to any concerns I raise	81%	8%
10. I receive valuable information from the school about my child's progress	91%	6%
11. I find the school newsletter informative.	94%	0%
12. I would recommend this school to another parent	89%	5%

Analysing the additional information illustrates that you feel that the school has many strong areas. These are:

- Clear expectations and examples given for parents to support learning
- Choices of clubs
- Strong leadership
- Teachers are accessible and listen – committed and dedicated staff. Teachers are approachable, will deal with any issues.
- Being kept up to date with child /children
- Good communication
- Celebration and the amount of awards
- Standard of behaviour
- Children feel safe and happy
- Lots of hands on experiences

The following are areas that you feel we could improve:

Whilst the percentages and strengths for communication and progress identified by the majority of parents was 98% and 94% respectively, there were some parents who felt that progress and communication was an area that needed improving.

If you would like to discuss your child's progress or have any concerns over progress at any time then please contact your child's class teacher. They will share the most recent assessments carried out and let you know if your child is progressing in line with expected progress for similar aged children. The table below sets out expected levels of attainment for children from Year R to Year 6 for the end of the year. I hope that this will be useful when your child's class teacher is discussing the level that they are currently working at.

R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Early learning goals met (ELG)	1s	2s	3s	4s	5s	6s

's' = secure within the year group

Communication:

We frequently send texts, letters and emails so that parents are kept up to date on all activities and events throughout the year. In order for this to be successful, it is important that the school has up-to-date contact details (addresses, phone numbers and email addresses). If you do not have access to text or email please let the office know who will be willing to print and send any letters/newsletters which go via email home with your child. I am sure that you can appreciate that there are many pages to the newsletter so we do prefer to send this out by email.

Building:

Many of you commented that you would like to be kept more up to date on the building works. As a result, every fortnight there will be a building up date in the newsletter. Unfortunately there will not be any facility for a parent carpark! The next building update will be in Friday 22nd's newsletter.

Homework:

Many of you stated that there was too much homework. We have taken this into consideration and as a result we have decided to concentrate on the core skills that pupils require to access all areas of the Curriculum. This does not mean that the time spent on homework activities has decreased it means that the focus has now changed to support learning in school and prevent homework being too much to deal with. Below is a summary of the letter sent:

Spelling books are required in school **every day**. Within the WOW book you or your child are requested to record a set amount of reading and Maths Passport practice per week – please see the table below. Equally teachers will record guided and individual reading within the books and will allocate 1 house point for every home learning activity recorded. Moreover, teachers will communicate the current Maths Passport target that your child is working on within the WOW book. If you are not sure how to address this target then please contact your child's class teacher for advice.

Year group	Reading	Spellings	Maths passport
Reception	At least 3 times per week	Practise sounds	At least 3 times per week
Year 1	At least 3 times per week	Practise and write in sentences	At least 3 times per week
Year 2	At least 3 times per week	Practise and write in sentences	At least 3 times per week
Year 3	At least 4 times per week	Practise and write in sentences	At least 4 times per week
Year 4	At least 4 times per week	Practise and write in sentences	At least 4 times per week
Year 5	At least 5 times per week	Practise and write in sentences	At least 5 times per week
Year 6	At least 4 times per week	Practise and write in sentences	At least 4 times per week + assigned Mathematics tasks

If you have any questions regarding this review then please come into school, where we will be happy to discuss further.