



## **PARENT QUESTIONNAIRE November 2016**

- ⇒ The Questionnaire was sent out at the end of November and we had 63 responses.
- ⇒ The main comments linked to either homework or our banding/assessments-which have been explained below.
- ⇒ The higher percentage of "don't know" under the question of "does the school deal effectively with bullying?" I assume is that there have been no experience of it, as no cases have been brought to myself or other members of staff.

### **Homework**

There were 6 comments (9.5%) regarding homework, which was a mixture of wanting more spelling/English/maths sheets or SATs related homework, and one comment related to feeling that the extended homework was too complicated. There was also a comment regarding more feedback from the extended homework.

- ⇒ In the past worksheets had been given out weekly and the number of responses back were minimal. This proved to be ineffectual within the children's daily classroom practice and time consuming for teachers.
- ⇒ We, as a school, have researched the effectiveness of homework, and it is believed that our extended homework teaches the children many more life skills, rather than teaching them how to perform for a test.
- ⇒ However, we have listened to these comments in the past, hence why the children are given at the beginning of the year a list of key spellings for their year group to practice.
- ⇒ At the top of the extended homework sheet, for each class, it gives an outline of the "daily" homework to be completed-this links to the next steps that the class are looking at for that half term.
- ⇒ The responses back from the extended homework is generally around 90%.
- ⇒ The children get to develop a wide range of skills across all of the curriculum and do not see this as "having to do English and maths"-even though they are!
- ⇒ By giving the children the opportunity to share, discuss and evaluate their homework they are developing their confidence and speaking and listening skills. This has had a positive impact on class/school assemblies/performances.
- ⇒ We will be discussing, as a staff, how we can provide more feedback from the extended homework.

### **Banding (assessment/attainment)**

There were comments linked to "not knowing the progress between terms" or "not understanding the banding system", along with ensuring the headings on the termly parent reports are consistent and a key to the band and steps that the children make.

- ⇒ The Government brought in a new system for assessment within schools, which meant that schools should not be "over-assessing" pupils, and therefore the expectation of reporting assessment was changed to: the end of EYFS (year R), the end of Key Stage 1 (year 2), and the end of Key Stage 2 (year 6)-with an interim assessment at the end of year 4.
- ⇒ However, as a school, it is very difficult to "ignore" a child's progress and level of attainment for two years, therefore we still Teacher Assess termly, to ensure that the children are given the necessary support within class, through group or one-to-one interventions, on a regular basis (and hopefully before it is too late ☺). These may be changed depending on individual children's needs.
- ⇒ We also hold termly pupil progress meetings, which coincide with our parent's evenings and reports to ensure that children are being monitored.
- ⇒ If we, as a school, have any particular issues with your child's progress, in between terms, that we feel we need to rectify with your support you will be informed. Of course, if you have any issues concerning progress our open door policy allows you to come in and discuss this with the class teacher, and then myself, if you do not feel the issue has been fully resolved.
- ⇒ An up-date regarding the banding and steps to show attainment and progress for your child will be produced before the next parents evening, with the headings adapted appropriately.

### **Pupils**

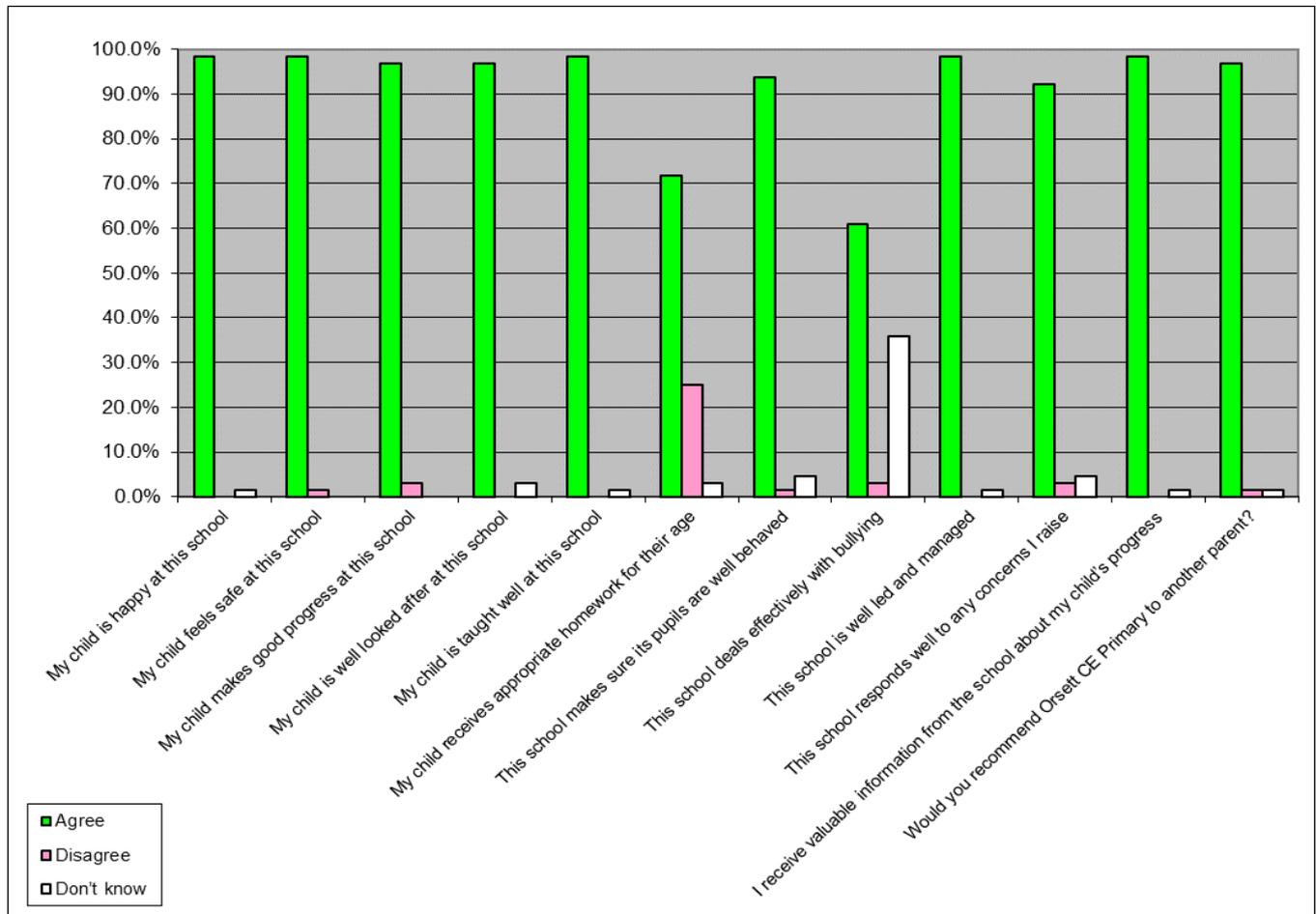
There was one comment made regarding the Reception children going straight out onto the playground when they started school, and two comments made regarding what would be happening with the year 1 class.

- ⇒ The Reception class only go out with the rest of the school at lunchtimes, until the summer term, when they also start going out at playtimes, as a transition, ready for year 1. They have a buddy for the first month (or longer if needed). They frequently mix with the school, during assembly or whole school events, so that the children get to know them and look out for them. However, we will have a discussion regarding looking into how this may be adapted.
- ⇒ A year 1 teacher was employed just before Christmas, after a great amount of searching. The year 1 parents were informed as often as I had any news regarding the matter. We are now lucky enough to have Mrs Wood on board, who is an experienced KS1 teacher.

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**Positive feedback**

- ⇒ Well informed and my child develops well and makes good progress
- ⇒ Parents evenings are very informative and useful
- ⇒ Keep up the good work
- ⇒ Continue to up-date the website
- ⇒ Thank you for taking care of my children
- ⇒ Thankfully not had any incidents of bullying to date
- ⇒ Not heard of any incidents of bullying, which I think is good
- ⇒ My child has settled into their new year group really well
- ⇒ My child has settled into school really well
- ⇒ Very happy thank you
- ⇒ Head responds well to concerns
- ⇒ Personal response that parents receive in response to concerns is very much appreciated
- ⇒ My children enthuse about their day-every day!



	<b>Agree</b>	<b>Disagree</b>	<b>Don't know</b>
My child is happy at this school	98.4%	0.0%	1.6%
My child feels safe at this school	98.4%	1.6%	0.0%
My child makes good progress at this school	96.9%	3.1%	0.0%
My child is well looked after at this school	96.9%	0.0%	3.1%
My child is taught well at this school	98.4%	0.0%	1.6%
My child receives appropriate homework for their age	71.9%	25.0%	3.1%
This school makes sure its pupils are well behaved	93.8%	1.6%	4.7%
This school deals effectively with bullying	60.9%	3.1%	35.9%
This school is well led and managed	98.4%	0.0%	1.6%
This school responds well to any concerns I raise	92.2%	3.1%	4.7%
I receive valuable information from the school about my child's progress	98.4%	0.0%	1.6%
Would you recommend Orsett CE Primary to another parent?	96.9%	1.6%	1.6%