

Wildmoor Heath School

Newsletter

9th June 2017

Parent Survey Results – Summer 2017

Thank you to all those who took the time to respond to the parent survey. We had questionnaires returned from the parents of 79 children, so approximately 40% of the school population. The responses per year group ranged from 6 (in Year 6) to 13 (Year 5), with a median of 11. Some parents chose not to answer all the questions (e.g. where they felt it wasn't applicable or didn't have enough information to) - blank responses have not been included in the analysis. We also appreciated the many comments - both positive and providing constructive criticism – that were provided. The results of the survey and comments have been reviewed and discussed by both the Senior Leadership Team (SLT) and the governing body and you can be assured that we will now take action to address any concerns. (NB. Because of rounding, percentages shown may not add to exactly 100).

1. My child feels safe at Wildmoor Heath

Strongly Agree	69%	99%
Agree	30%	
Disagree	1%	1%
Strongly Disagree	0%	

2. My child is making good progress at this school

Strongly Agree	47%	96%
Agree	49%	
Disagree	3%	4%
Strongly Disagree	1%	

3. This school meets my child's particular needs

Strongly Agree	42%	95%
Agree	53%	
Disagree	4%	5%
Strongly Disagree	1%	

4. This school ensures my child is well looked after

Strongly Agree	46%	100%
Agree	54%	
Disagree	0%	0%
Strongly Disagree	0%	

5. My child is taught well at this school

Strongly Agree	63%	97%
Agree	34%	
Disagree	3%	3%
Strongly Disagree	0%	

6. This school helps my child to develop skills in communication, reading, writing and mathematics

Strongly Agree	65%	96%
Agree	31%	
Disagree	3%	3%
Strongly Disagree	0%	

Feeling Safe

We are pleased that 99% of respondents said that their child feels safe in school and that 90% said that we deal with cases of bullying effectively (see Table 9). However, our aim is that every child feels safe in school and all parents are satisfied that any potential case of bullying is identified / investigated and dealt with properly. Our PSHE programme is designed to give children skills and strategies to keep themselves safe and to help them understand what bullying is and what to do if they or a friend is being bullied. We will remind all staff, including those working at lunchtime, of our behaviour and anti-bullying policies and where appropriate provide additional training and supervision.

Teaching & Learning / Additional Needs

Responders are overwhelmingly positive about their children's experience of 'teaching and learning' with 95% saying their child's needs are met, 96% saying their child is making good progress and are developing key skills and 97% saying their child is well taught. Again, however, we recognise that there is still room for improvement. Although there were only a few comments around home learning from the survey, this is one of the topics that parents often mention to me 'on the gate'. We know from a previous consultation that parents have disparate views about

'homework', but we do need to ensure that we are consistent and that it is valued when it is done. The Senior Leadership Team (SLT) will review how home learning is set and consider how we can better monitor it.

An improvement in supporting children with additional needs is one of our objectives in our new School Development Plan (SDP). A lack of resources can be a problem, but we can still be better at early identification and ensuring Individual Education Plans (IEPs) are carried out effectively. We are pleased that Miss Leadbeatter will be a long term appointment as SENCO and this should provide some stability. Staff have recently undergone training in various aspects of SEN and more is planned. We have also introduced an on-line 'Learning Plan and Provision Manager' (LPPM) which allows better sharing of information both between teachers and other professionals, but also with parents. Parents who have a child with SEN should have received their log-in details – if this is not the case, please speak to Mr Strudley.

7. There is a good standard of behaviour at this school

Strongly Agree	33%	96%
Agree	63%	
Disagree	4%	4%
Strongly Disagree	0%	

8. My child's lessons are not disrupted by bad behaviour

Strongly Agree	26%	76%
Agree	50%	
Disagree	20%	24%
Strongly Disagree	4%	

9. This school deals with cases of bullying effectively

Strongly Agree	31%	90%
Agree	59%	
Disagree	10%	10%
Strongly Disagree	0%	

10. This school helps me to support my child's learning

Strongly Agree	47%	93%
Agree	46%	
Disagree	7%	7%
Strongly Disagree	0%	

Behaviour

Overall 96% of responders said that there is a good standard of behaviour at the school. Our internal monitoring of behaviour logs supports this view – incidents of poor behaviour have reduced over the last 4 years and the vast majority of children behave well in and out of class. However, this is clearly not every parent or child's experience and only 76% of responders agree their child's lessons are not disrupted. This clearly needs to improve. Further analysis showed that those who put 'disagree' were clustered in two particular year groups, both of which have children with Special Educational Needs (SEN). This would suggest that disruption is not widespread or common across the school and that if there is disruption, it is caused by only a few children.

Children who regularly disrupt learning are identified through our Behaviour Logs. Where appropriate, they are reminded of our expectations by the Headteacher or Deputy Headteacher and if there is not an immediate improvement, we speak to their parents and support and / or sanctions are put in place. While the school's Behaviour Policy works for the vast majority of children, there will be a very small minority (typically with a special educational need) who require a personalised plan which takes their individual needs into account. Having a special educational need does not give a child a "license to misbehave" and they will receive sanctions for poor behaviour up to and including internal and fixed term exclusions. We work closely with parents and where appropriate, external

11. This school responds well to my concerns

Strongly Agree	36%	93%
Agree	57%	
Disagree	7%	7%
Strongly Disagree	0%	

12. This school keeps me well informed

Strongly Agree	44%	96%
Agree	52%	
Disagree	4%	4%
Strongly Disagree	0%	

13. I would recommend this school to another parent

Yes	93%
No	4%
Not Sure	3%

professionals, to reduce incidents. We also employ additional staff to work 1:1 with the children concerned. We know that the number, frequency and severity of incidents have reduced over the last 12 months, but recognise that we can still do more. Be assured that we will continue to do all we can to further reduce disruption, not only in these specific classes, but across the school.

Communications

96% of responders said that they are kept well informed, while 93% said we respond well to their concerns and help them support their child's learning. However, it is clear from the comments we received that we can do better both generally and in some very specific instances. Four years ago, 'communication' was regularly an area of complaint and we are pleased to see that vast majority of parents are now happy with the information and support they receive. In the last few years we have revamped the website (and are better at keeping it up to date), created a Twitter account and launched an App for smart phones and tablets. Nearly all parents have now registered for 'School Comms' and this has helped us a great deal. We regularly send a newsletter home (including a 'Curriculum' supplement) and the Reception class are sent a weekly e-mail update. The information screen which, until recently, was in the playground didn't work as intended and was removed.

We have also listened to and acted on feedback about parent consultations and transition. Last year we sent home written information in July and held 'meet the teacher' events in September. We have changed the upcoming parent consultations so that both evenings run later, making it easier for parents to come after work. We now hand out additional information at parent consultations (i.e. a summary of attainment and current targets). We have also formally consulted parents on home learning and school uniform in the last 2-3 years.

While we all make errors while typing, we do need to be better at ensuring that our communications are accurate and timely. Teachers will be reminded to tell the office much earlier when they want information sent and I will work with the office to find ways to reduce any errors. Also there are some specific instances where we simply get it wrong and we can only apologise when this happens, learn from it and do better next time. We will always try to make these instances as rare as possible.

Helping You Support Your Child's Learning

We know that some parents would like more information about how to support their children's learning and we have provided a great deal of information on our website: <http://www.wildmoorheath.org.uk/OurSchool/Curriculum/>. We have also run workshops in reading, writing, mathematics, e-safety and developing a growth mind-set over the last 2 years, both during the day and in the evening. Unfortunately, the average attendance at these events is around 4, so we do need to think about whether this is the best format and we would value any suggestions that you might have. We'd also be happy to know if there are other topics you would like to know about.

Teachers are always happy to talk to parents about their concerns and / or how they can support their children. If you can't speak to teachers in person, please e-mail the office and they will either pass the message on or arrange a call back.



REACHING for our BEST

Respect - Everyone - Achievement - Courage - Helpful & Caring – Individuality - Never Give Up - Go for It!

