



# **Parent Questionnaire September 2012 Results, Feedback and Future Actions**

Dear Parents and Carers,

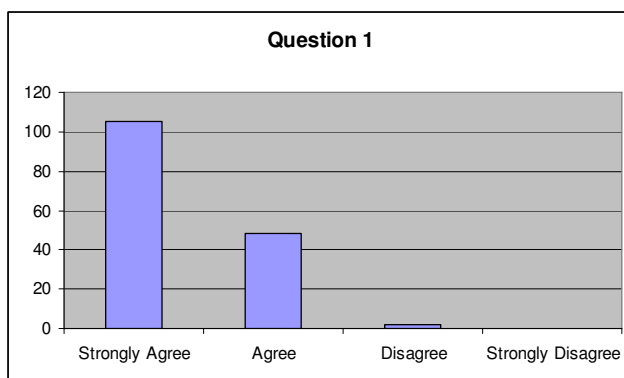
Thank you for your responses to the recent survey we sent out. Approximately 150 were returned and we have collated the results which you will find below.

We have noted the comments that you included and have considered these very carefully as your views and opinions are very important to us. In response to these we have endeavoured to respond with additional information to answer any queries raised as well as adding actions which school have either undertaken since September 2012 or are currently working on.

Thank you for your continued time and support.

Mrs. J Bayes and the Archibald Staff

## 1. My child enjoys school



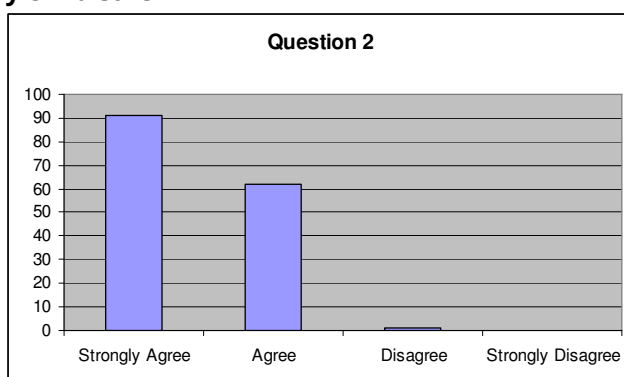
### Parental Feedback

- Excellent school, great head and staff. My daughter is very happy.
- School is super!
- I've had three children attend this school and am very happy with everything.
- It is a fantastic school and is very well run.

### School's Response

Your positive comments about how much your child enjoy school and the fact that they are happy at Archibald were a pleasure to hear and echoed our vision of 'Having fun, achieving excellence!'

## 2. The school keeps my child safe



### Parental Feedback

- Not 100% convinced with the safety of children leaving at 3.15 so many come out at 3.15 and no one checks to see if parents are there.
- Are all safeguarding and health and safety issues taken seriously?
- Early years and younger children should have a separate area to play and more supervision on a lunchtime.

### School's Response

We take the health and safety of our children very seriously. School has very thorough safeguarding procedures which all staff adhere to. All staff and governors have undertaken Safeguarding training and we have recently completed our annual refresher training.

### Beginning and End of the School Day

This year we have changed the entrance and exit doors for the children to try to create a smoother flow throughout the school building with less cross over.

Other actions that we have taken this year have been to have a member of staff on every entrance and exit point at the beginning and end of the school door. This is for two reasons, firstly it provides a familiar face to meet and greet the children and a point of immediate contact for those bringing the children to school, and secondly staff are aware of the identity of any adults entering the building and ensure that the doors are closed properly at the appropriate times for the safety of our children.

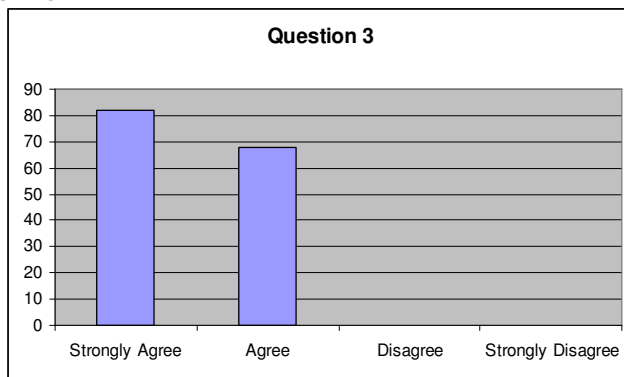
At the end of the day children in Reception and Year 1 are released from the respective doors. Staff bring the children to the door and release them as they see you.

Staff in years 2, 3 and 4 take their classes out of school at the end of the day. All teachers wait in the yard until their children have been collected. The children must wait with the teacher until they or the teacher see the adult who is collecting them. No children are released from their classrooms to the yard.

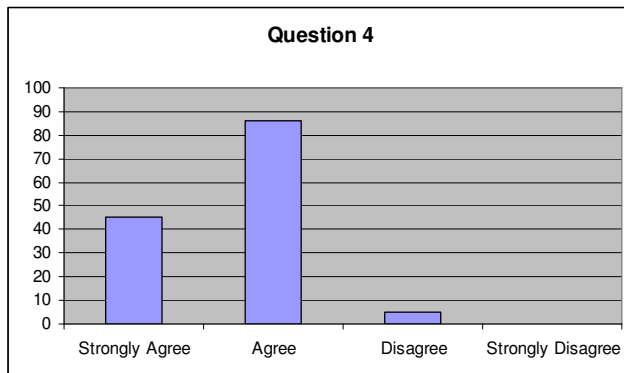
Some parents collect siblings from other places in the yard whilst some wait outside the school gates. Whilst we encourage parents to come to collect the children we appreciate and understand that some children come to find you at the 'spot' which you stand in.

Any child not collected at the end of the school day goes or is taken to the table in the hall where there is a member of staff waiting to sit with them and to make contact with yourselves.

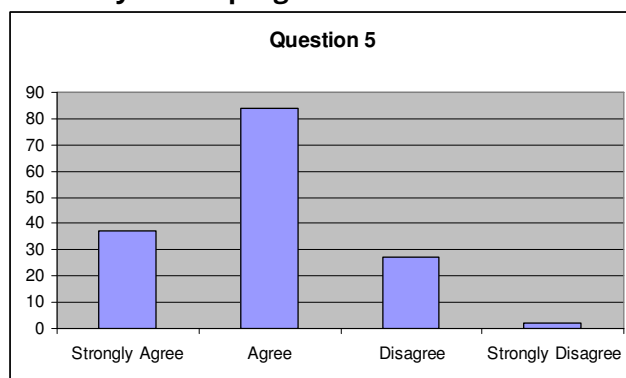
### 3. My child is making progress at this school



### 4. The school helps my child to have a healthy lifestyle



## 5. The school informs me of my child's progress



### Parental Feedback

- Parent's evenings are great!
- Would like to know my child's progress on a weekly basis
- Individual's progress should be communicated on a more regular basis
- I do not know how my child is getting on or progressing. I do not know my child's ability within their group.
- We would like more feedback, perhaps more written reports or parent's evenings
- More information about children's progress
- Not enough information regarding progress.
- Only one parents evening a year.

### School's Response

As a school, and in accordance with requirements, we hold two formal parents evening every year – one within the Autumn term and one in the Spring term.

These provide the opportunity for parents to meet with their child's class teacher to discuss their child, their well being and their progress. In addition to this once the school report is sent out at the end of the academic year there is time for parent's to meet with the class teacher to discuss the report in detail should they wish to do so.

School also holds 'informal parents afternoons and evenings' with the purpose of inviting parents to work alongside their child in the classroom during the afternoon and provide the opportunity to speak to the teachers on a more informal basis.

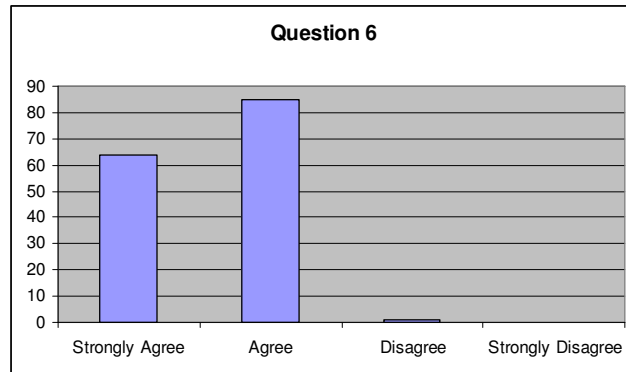
As an 'open door' school teachers are available to speak to at the beginning and end of the day however we would suggest that parents aim to approach the teacher prior to 8.45 as the start of school is often a busy time welcoming the children into the classroom. If you would like to make an appointment to speak with the class teacher regarding any queries or concerns then please speak with them to arrange a mutually convenient time. Staff should always inform parents if there are any issues or concerns in between the key meetings of the year.

It is very important to us that your child makes good progress from their individual starting points. We do not discuss academic levels and would never compare your child to another in the class. Each child is thought of as an individual, we look at where they are, where they need to go to next and how we can support them in moving forwards.

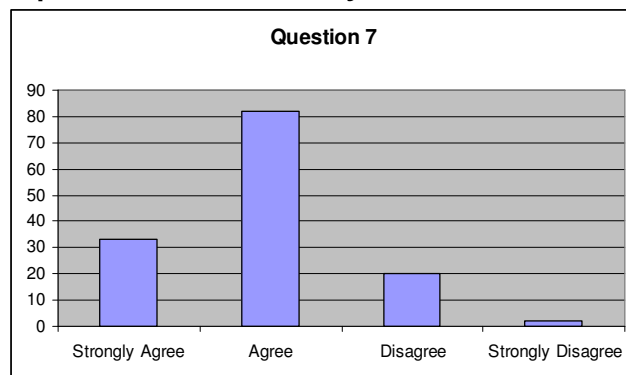
## Actions

- This year we did not have an informal parent's afternoon during the first half term as we moved the parent's evening to before the half term holiday. In response to your requests to meet the teacher's at the beginning of the school year we have already added an informal afternoon and evening into the school calendar for the beginning of the next academic year to ensure that you have all have the opportunity to meet and greet your child's new teacher.
- As a staff we are looking at how we can report your child's progress perhaps on a half termly basis. We are working to devise a method that keeps you informed whilst being manageable for the staff.

## 6. The school expects my child to work hard and to do their best



## 7. The school sets appropriate homework for my child



## Parental Feedback

- Homework should relate to weekly work in class so parents can help at home.
- More homework given other than reading and topic work. I.e. numeracy and literacy.
- More homework should be given to prepare the children for middle school.
- You and me books to be rolled out over whole school.

## School's Response

The children work exceptionally hard during the school day. Any homework set must be purposeful and productive, and aim to enhance the children's knowledge and understanding or clarify concepts. We understand that it allows you to support the children's learning and to see what we are teaching them in school although alongside this school feels that there must be a balance and that the children need time to relax and reflect away from school.

The homework set for each year group is listed on the website and is as follows: -

**EYFS: Nursery Children**

- Sharing book bag
- You and Me Books: A weekly task to be completed together that links to class work

**EYFS: Reception Children**

- Letter Sounds
- Weekly Reading Books
- Word Tins
- You and Me Books: A weekly task to be completed together that links to class work

**Years 1 – 4**

- Weekly Reading Books
- Fortnightly Maths challenges: Years 1 – 4
- Handwriting as appropriate
- Years 1 and 2: You and Me Books:
  - Year 1 - a weekly task to be completed together that links to class work
  - Year 2 – a half termly task related to the topic work)
- Years 3 and 4: Half termly research projects or tasks linked to the topic work:

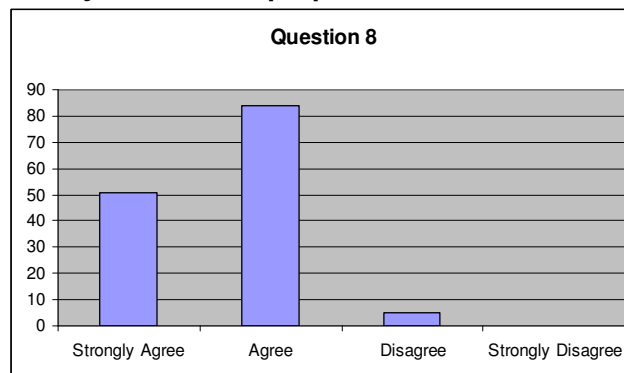
The You and Me Books are established in Reception, Years 1 and 2. The half termly project which appears in the Year 2 You and Me books continues in both Year 3 and year 4 just in a different format.

We hope that the curriculum booklets also inform you about what the children are to be learning about each half term. These are sent out with the children at the beginning of the half term and are also on the website.

**Actions**

- Since the Summer Term 2012, classes have received Maths homework fortnightly. We are working as a staff to look at how often we set Maths homework and how we can do this more effectively.
- The Non Negotiables are the key maths skills which we are teaching the children with the aim that children can rapidly recall number facts and times tables etc. practising these with the children would be a great way to support their maths development. A copy of these for each year group was sent out and we will add them to the website.
- We aim to add to the website support topics and key skills which the children are working on however this is an ongoing job so please be patient with us.

**8. The school makes sure my child is well prepared for the future**



## Parental Feedback

- Transition was excellent my child was well prepared.
- A chance to meet the teacher at beginning of term would be ideal.
- It would have been nice to have a meet and greet with new teachers.

## School's Response

### EYFS

We have a welcome meeting for children joining us in the Nursery or Reception either in June or July each year.

### Year 1

For the last three years we hold a 'transition week' in which the children in Reception and Year 1 work together on a project allowing the Reception children to meet their new teachers and to work in the Year 1 classrooms. To coincide with this we then hold a transition evening for the parents of the children in Reception to inform you about the move into Year 1.

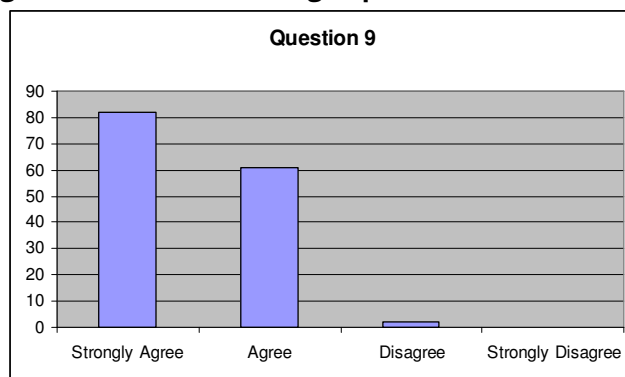
### Year 4

Transition between Archibald and the middle schools is also an important stage. The children go on various visits to the middle school (GJA) and the staff come into school to work with the children during the summer term. The staff from Year 4 also spend time with the teachers to ensure they know all about your children.

## Actions

- We will hold an informal parent's afternoon and evening into at the beginning of the next academic year to ensure that you have all have the opportunity to meet and greet your child's new teacher.

## 9. There is a good range of activities including trips or visits



## Parental Feedback

- Pleased about the trips but feel I am constantly sending money into school
- We would prefer more trips as they seem to lessen as the children get older.
- We would like to be informed about the dress code for trips.
- Constant request for money trips and non uniform days. Parent's disposable incomes vary and this is not recognised by the school.
- No sports day over the last 4 years.
- All children need to find something they are good at no opportunity for sporty children to increase their confidence.
- More spaces and options for training in music instruments.

## **School's Response**

### **Visits and Visitors**

School feel that visits or visitors into school enhance the children's learning, appreciation and understanding of a topic. We aim to provide a balance of visits out of school and experiences within school.

Last year the visits and visitors were as follows:

**EYFS:** Walkergate, Whitehouse Farm and Cullercoats

**Year 1:** Sainsbury's, Transport visit, Alnwick Castle, Rising Sun Country Park, Frank Coles the explorer and Cullercoats.

**Year 2:** Blue Reef Aquarium, Synagogue, Quayside, Theatre Royal, Tynemouth, and Cullercoats

**Year 3:** City Learning Centre, Art Gallery, Sunderland Winter Gardens, Discovery Museum, Tudor Housewife and Greek Merchant visitors and Cullercoats

**Year 4:** City Learning Centre x 2, Beamish, Centre for Life, Hawkhirst, library and Cullercoats

Unfortunately visits do cost money to organise particularly if a coach is required or if the visits are lead by a member of staff from the place we are visiting.

Whilst visits come at a cost for each child, school can only ask for a contribution towards the visit. If you are unable to contribute the full cost then even part of the cost is much appreciated however we are sure that you understand that if the cost of the visit is not covered through the contributions of the children being taken on the visit then it may have to be cancelled.

Cancelling visits is not a route that we would like to follow.

### **Sports and Musical Tuition**

As you will appreciate, whilst the new Junior Academy has been being built, we lost use of their school field. This has prevented us holding traditional sports days however we have held various school sporting events and sports days for the last 4 years during the school day. Last year for example we held two sporting weeks to coincide with the Euro Football tournament and the Olympic Games. There was also the school sponsored run and the swimming gala.

All children in school take part in PE sessions including the children in the Nursery. Each class from Year 1 – 4 have two PE sessions a week and Year 3 go swimming as one of these sessions. In addition to this we regularly have PE specialists into school such as skipping, football, badminton, squash and tennis coaches.

Various sporting clubs run such as football, martial arts, kickboxing, tennis, cross country and dance. These all ran last year and are running again this year. Children receive letters about the clubs and these also appear on the website.

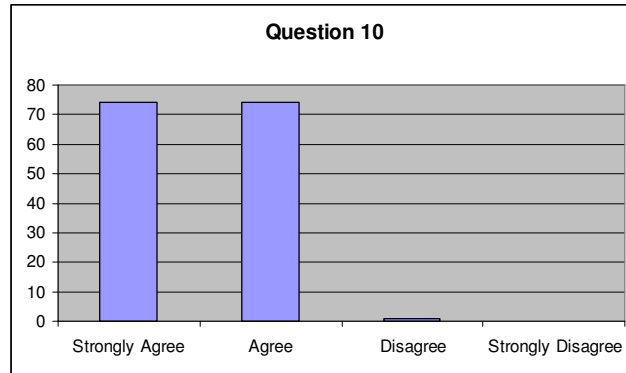
All children are taught music on a weekly basis from Years 1 – 4. Mrs Brown, our musical expert delivers the music sessions in Years 3 and 4 as well as leading the school choir. In conjunction with this we have a violin teacher who comes into school to teach a group of children however parents must opt into this and there is a cost for this tuition.



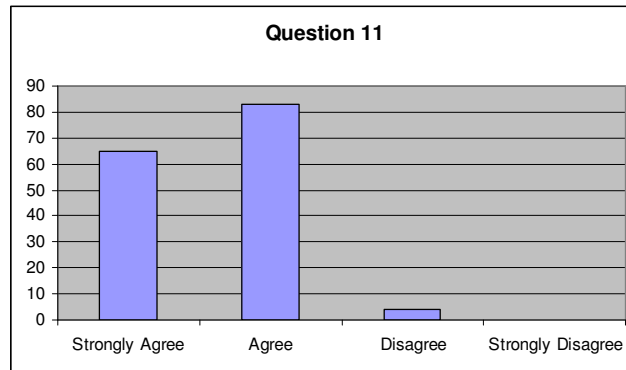
### Actions

- We will ensure that the dress code for the children is included in the letters and that a date for the return of the letters is clearly indicated. As a general rule children should be at least wearing their school t-shirt, jumper and coat.
- We can look at the opportunities for musical tuition and could also signpost you towards musical opportunities outside of school.

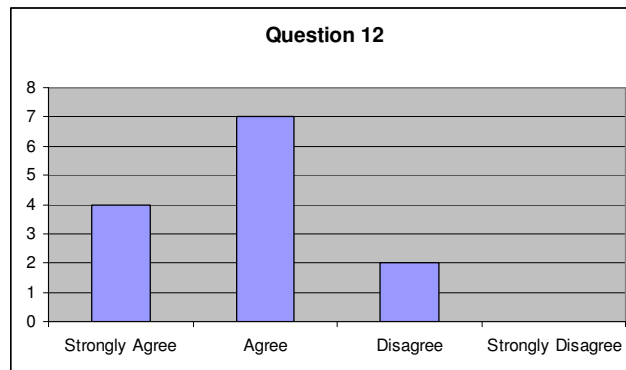
### 10. The school treats my child fairly and with respect



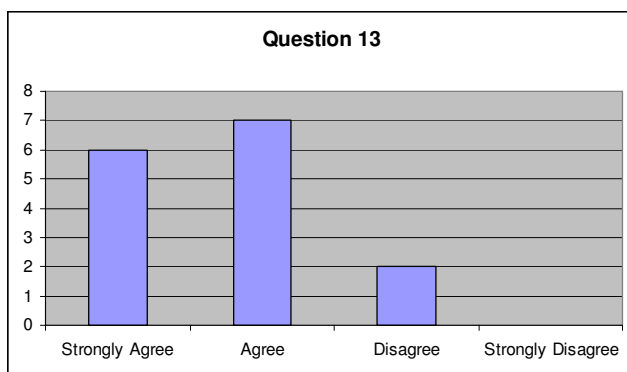
### 11. The school meets my child's particular needs



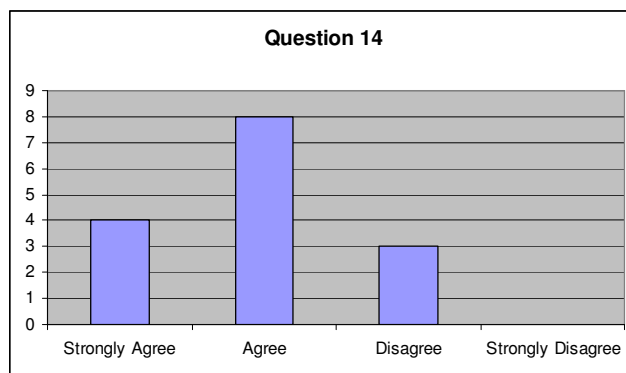
### 12. Special Educational Needs: The school informs me about the types of support available for my child's particular needs



**13. Special Educational Needs: The school provides specialist support for my child's particular needs**



**14. Special Educational Needs: The school informs me how the specialist provision is helping my child to progress**



**Parental Feedback**

- When child was given extra support I should have been informed how she got on and if she had made any improvement.
- Having to chase what the school offers in support available for SEN.

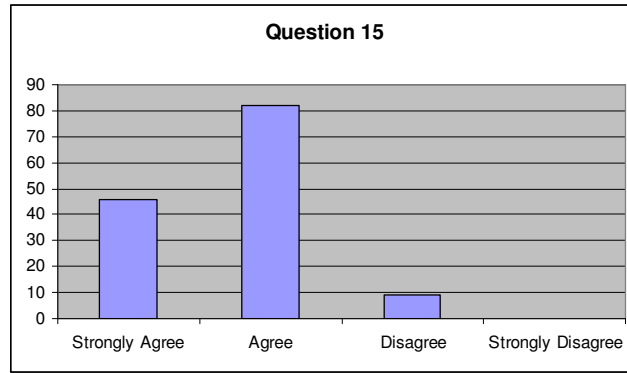
**School's Response**

Children who have identified special educational needs all have Individual Education Plans which ensure that their needs are being met and that they are making progress. Our Special Educational Needs Coordinator, Mrs Leake, meets with the parents and any other professional involved on a termly basis and works closely with the staff working with the children.

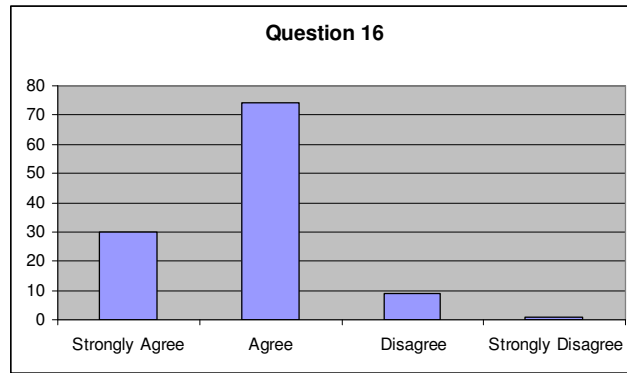
We are very lucky to have a number of classroom assistants, Higher Level Teaching Assistants and Nursery Nurses which enables us to provide additional support for children and groups of children within each year group.

The parent's evenings and informal afternoons / evenings provide the opportunity for feedback about any additional support to be discussed however if you would like to follow this up and one of these is not scheduled then please make an appointment with the class teacher who will only be more than happy to discuss the impact of support offered.

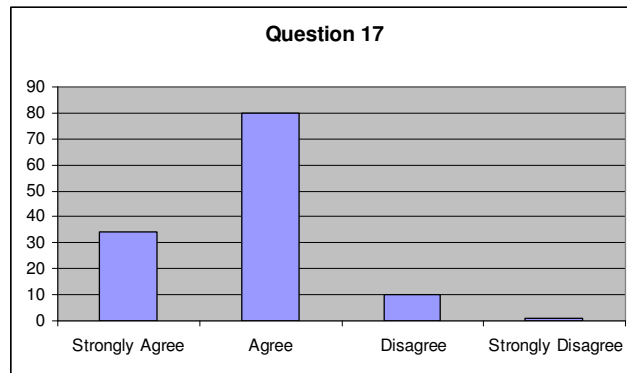
**15. The school deals effectively with unacceptable behaviour**



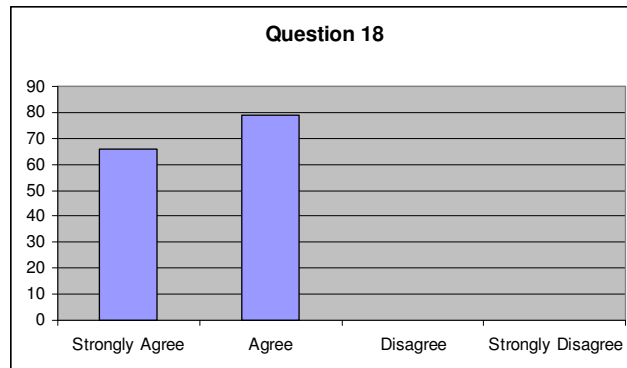
**16. The school has appropriate procedures for dealing with complaints**



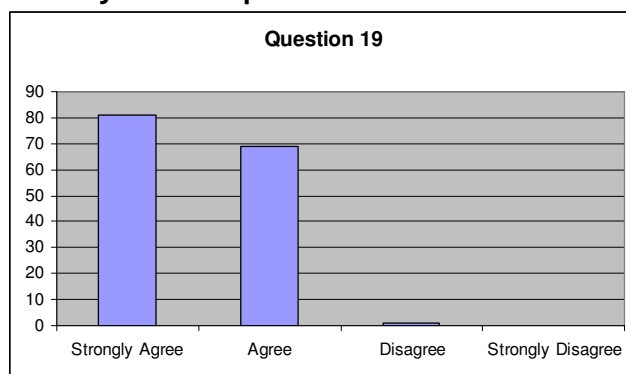
**17. The school takes account of my suggestions and concerns**



**18. The school is led and managed effectively**



## 19. Overall I am happy with my child's experience at the school



## 20. Additional comments

**Congratulations on new website especially the listing of letters:** Thank you for this. Wonder Stuff Studio did a brilliant job designing the site and we are working hard to keep it updated and relevant.

**Reading:** The children in Reception and Year 1 read with an adult one to one at least once a week. In addition to this the children in Years 1-4 take part in weekly guided reading sessions in which they read a text together and spend time discussing the text to develop their comprehension skills.

As the children's reading develops and as they take part in an increased number of reading activities within the day to day learning in the classroom, the focus moves from reading one-one to the weekly guided reading and comprehension sessions. The guided reading sessions are always led by an adult and are recorded in the teacher's file. The teachers are continually aiming to develop your child's reading skills and do so in other ways. Those children who still require and benefit from being heard one-one still have this opportunity.

The children also have the opportunity to read with the reading helpers who volunteer throughout the school but this does not replace the reading with the teachers and staff in school.

We do ask the children from Year 2 onwards to change their own books. This encourages independence and allows the children to choose the books that interest them which in turn enhances the reading experience as they are reading for pleasure.

**Better play area:** At the end of last year, the PTFA kindly provided the children with a sum of money to purchase new playground. This is now all being used by the children at both playtimes and lunchtimes.

**No more letters about uniform. Agree with uniform policy and see this as a positive move, however communication at the end of term was very confusing,**

The children are looking as smart as ever and we thank you for your support with the wearing of school uniform, PE kit and appropriate school shoes. We hope that the uniform policy available on the website and the page dedicated to Uniform clarifies what the children should be wearing for school.

**School Letters: The majority of letters come from the school have an inappropriate tone:** Our letters aim to inform you, include all the details we feel necessary and pre-empt any questions you may have. We will add in information about the dress code for visits.

### **Contacting School**

If you do have any questions or queries please do not hesitate to make contact with the staff when these arise: there is no need to wait until a parent's evening or an open afternoon.

In the majority of cases, the first point of contact would be your child's class teacher. We also have two senior members of staff within the school who lead the different age phases. These are Mrs Brown for Key Stage 1 (years 1 and 2) and Miss Scott for Key Stage 2 (years 3 and 4) whilst Mrs Graham is away on maternity leave. Mrs Nelson will be the lead teacher for the Early Years Foundation Stage when she joins us in January.

Mrs Bayes and Mrs Turner, as Head Teacher and Deputy Head Teacher are also available.

**Finally, thank you all for your responses. We value all feedback and hope that we can use it to continue to improve the school and provide the best experience for your child. If you have any ideas on how to improve any area of the school, please let us know so that we can act on comments.**