

Results of Parents Questionnaire 2009-2010 - WHOLE SCHOOL July 2010

Number of respondents (out of 205 families on roll): 68 (EYFS), 59 (KS1), 60 (KS2) TOTAL= 187 1% = 2 responses out of 187 1 response/187 = 0.5%

How useful is the information on the report?	What other info would you like to have received?	In what ways have you been supported by the Key Stage adults this year?
<ul style="list-style-type: none"> • Some errors noticed, so must have been cut and pasted (PE and German) • It just shows how well you all know our children • So detailed for all subjects! • Value added sections mind boggling! 	<ul style="list-style-type: none"> • Where is my child amongst his peers? (Lit and Num) • Info on what the other levels (other than a 6!) means of the FSP • More on what I can do in terms of catch up • Rubrics great – what about maths and literacy? • Website out of date • Where my child should be/how far from the targets (EYFS) • Results/attainment for maths/Lit (yr3) • More Numeracy/Literacy details (yr1) • Info on how children are achieving nationally • Results from assessments would help (KS1) • Could we next time keep the picture of the new teacher? • Explanation of attendance record. We can't work out the 274 days! 	
<p>School response <i>Sometimes in the processing of the reports the wrong paragraph can be included but it quickly rectified when drawn to our attention.</i></p>	<p>School response <i>Key stage one (yrs 1 and 2) is a two year programme and so it is difficult to give firm levels half way through. We will certainly look to give parents of those children an indication on what children should be doing but cannot compare them as developmental rates differ across the 2 years. The same applies to Year 3 in a two year Key Stage two programme.</i> <i>We will address something like the rubrics for Maths and English.</i> <i>The website is going to be a more major tool in communication so it will be kept updated this year.</i> <i>The photograph of the teacher will be arranged to be kept next year.</i> <i>The 274 in attendance is the number of half days the schools was open for registration morning and afternoon.</i></p>	<p>School response <i>Comments made were all highly positive and praised the staff for their commitment and professionalism. No significant comments made.</i></p>
<p>How have you found the daily organisation of the Key Stage?</p>	<p>What do you feel about the methods of communicating with you?</p>	
<ul style="list-style-type: none"> • A bit confused by the spellings (KS1) • Found gold/silver split segregated making friendships. • It has been hard to keep up with the changes made to swimming (KS1) 	<ul style="list-style-type: none"> • Good – I like the regular rubrics • Could be improved, even if more info just posted on website • Sometimes more notice would help • Too much paperwork • Overwhelmed with paper at times. • Average. Sometimes little time to prepare or I have needed to clarify • Some sort of settling in meeting would have been helpful (say xmas?) (EYFS) • More info on maths skills would help • More notice sometimes please (KS2) • Love reading weekly emails form CM • Emails a great success and a real move forward, congratulations • Don't always receive letters... • Communication excellent. How about email? • Update website. • Snow messages ...by text? • Yearly events calendar would allow both parents to make arrangements to attend. • Less paper! • Notes on the window are not read by all 	
<p>School response <i>We apologise for the confusion at the beginning of the year around spellings which has been addressed for this year.</i> <i>Gold and silver children have shared the same classroom spaces for the whole year.</i> <i>KS1 have noted swimming was changed too much for parents to understand.</i></p>	<p>School response <i>We would like to save as much paper as we can, so we are therefore going to try out email communication and use of the website so parents can have as much or little as they wish.</i> <i>Early year's staff nursery and reception believe they meet regularly with parents everyday to discuss how children are doing but if parents want a more formal meeting we can look at that also.</i> <i>The school has looked at text messaging which is very expensive to all mobile phones used. We discovered during the recent snowy weather demand was so great, messages from Middle and Upper schools were blocked. We are open to reviewing this again.</i> <i>A yearly calendar is an excellent idea and we could do this on the website.</i></p>	

Strengths of Lark Rise Contributions from Yr4 leavers parents

- Stability
- High level of teaching expertise
- Safe
- Outstanding teachers who care too.
- Trips to Germany and France
- Nurturing environment
- Leadership/governance
- Communication and approachability of staff
- Clubs and activities
- If a child cries because they are too ill to come to school, the school must be doing something right!
- Office staff- Mrs Gransby never looked inconvenienced by me!
- Builds confidence in children
- Keeping parents informed
- Communication
- Varied activities
- Reports!
- Fantastic staff
- School trips amazing
- Caring
- Children top priority
- Resources fantastic
- Promotion of learning- where would my child be if I hadn't brought him to Lark Rise?!
- Forward thinking
- So many strengths! Love the aspect of caring for planet through eco-warriors/pets etc.
- Children's self esteem
- Disciplined environment
- Staff make learning fun
- Children given choices
- Children's confidence and enjoyment levels
- Staff respect for the children and each other
- Hard working teachers, going the extra mile with clubs, trips etc.
- Supportive
- Nurturing children personally and educationally
- Extra one to one tuition for those in need
- Talented Head leads effective team
- Rewarding children for efforts
- Ethos: happy, welcoming, calm, patient and kind

School response

We are grateful that parents see the values we live to and try to make the school successful for all children and their parents by listening and learning together.

Areas for Improvement contribution from Year 4 leavers parents

- not always choosing the same children for lead roles, reading in church etc. Favourites?
- dress up days difficult; not all children standard size to buy for.
- Supportive teachers
- I wish my child could take their A levels here!
- Support for football teams – more backing from the school
- Inform parents if a child is finding a subject hard (numeracy) so we can help them at home
- Email communication with parents e.g. newsletters
- Teaching children to look for lost property
- Longer to eat at lunchtime
- Times tables for homework, tested weekly like spellings
- One extra meeting with teachers a year
- More time reading- many parents would be happy to help

School response

The school keeps a log of all children chosen to do parts in plays, readings, posts of responsibilities and nominations for kindness and caring so we are fully aware of who are given chances to shine. This list is consulted every year. The reasons for kindness and caring are given to the child ambassadors for their choice without any names given. The Child ambassadors were voted for by the children themselves not the staff. All children are given the chance to show their talents and we try to provide equal opportunities in the selection process. All the staff members are most

happy to discuss the criteria for choice in all areas if asked to do so. We actively encourage parents to have this level of communication as sometimes the children request a more minor part but then do not communicate this enough at home.
 We will be more forthcoming with deadlines for homework this year and are already looking at reading opportunities.
 The efforts involved in organising any special event, such as dress up days, are appreciated by all staff as such events take a huge amount of organisation in school. We strongly feel that such occasions are so important to children and will often be those days that they remember for a lifetime. Should you require any help in your own preparations for such events, our staff are more than happy to help.

General Comments for Development and Wellbeing:

- My child complains that they do not have enough time to eat at lunchtime
- My child often comes home with food and says they don't have time to eat it
- Kindness and caring very biased. My child only nominated twice in last 4 years
- Would have liked more info on transition from Reception to Year 1; an explanation of who goes into what class and how decisions are made.
- More observations of certain children in the playground as I feel this is where we have had some issues. (EYFS)
- My child found it difficult to settle before Christmas when some of his friends went home at lunchtime. (EYFS)
- I had an issue with homework feedback – was told to put it in the comments box rather than discuss it with me there and then. My confidence in support decreased. (KS2)
- My son reminds us about manners!
- Often what is on the menu for dinners is gone by the time XXX gets her turn
- Would be helpful if school rules e.g. keeping child off for x hours after being sick would help new parents (EYFS)
- My child found it hard to stay for the whole day when some were going home at lunchtime

School response

Reception children enter the dining room for lunch at 11.55 and can then spend the whole hour and five minutes eating if they wish to do so with no pressure on them.

Year 1 and 2 children go to the lunch room at 12.00 also and have until 12.45 to eat their lunch.

Year 3 and 4 children go to the lunch room at 12.30 and have until 1.00 to eat their lunch.

We are happy to receive suggestions from yourselves and the children about how the time is being used and making changes if required. It is vitally important that situations regarding children and lunch eating is communicated immediately so that we can change processes to meet the needs of an individual. The senior Mid Day leader is happy to accommodate the needs of the slow eaters or frequent talkers.

Rules about the need to keep children off when sick is communicated clearly when children start school and reminded by the Office staff.

General Comments for Achievement, Standards, Teaching and Learning:

- Parents evening good but would prefer to know more often in Num/Lit as I am concerned with her assessments
- My child has covered a huge variety of topics and expresses interest in them all!
- I like the rubrics but would like to understand them better
- What are the rubrics?
- The rubrics help me to set targets and work at home with my child
- Rubrics a great help in sharing learning together
- Teaching is outstanding
- Homework should not be on the computer for 8 year olds – they are still developing their handwriting and art skills
- Info on topics is excellent. More needed in maths and English and a chance to speak to their set teachers earlier on in the year too.
- It would be helpful to have the Learning Objectives/outcomes for each topic before it is taught so that we can support in the right way.
- It would be good to know what themes are coming up next year so that we could coincide our days out with each theme
- Info on themes before they are taught. Just a list of titles so I can keep my eye out for TV programmes etc.
- More info on how to teach numeracy at home.
- I do not find the rubrics helpful and hope that it is not just a paper exercise to satisfy some parents/inspections.
- I would like a list of topics to be studied in advance so that I can link home life to them

School response

We will look at providing some indications of where children are in numeracy and literacy more often perhaps online to avoid paper use. The rubrics have been appreciated and they are designed to show parents the vast array of assessment opportunities we use beyond just the written work. Key Stage two will look at the comments around the learning platform homework.

We have the themes set for the whole year so the titles can be made available if that is useful.

General Comments for Leadership and Management:

- Very impressive achievements.
- Pursue Lark Rise keeping Years 5 and 6
- The whole team make it so fantastic
- Whole staff; teachers and admin strive for standards
- Love the new sign!
- Parents involvement in discussions around academy status very good
- Issues with parking difficult but handled diplomatically
- I am sure the school has clear objectives for improvement but I don't know what they are, where to find them or how progress is measured
- Gates, fences etc in need of painting

School response

We thank you for the support of the school leadership team. There is a very detailed 95 page school improvement plan prepared each year which we feel parents may find a chore to go through. It can be made available however as it is a public document. The broad areas of focus are usually mentioned regularly on the newsletters but we will make this more explicit. The main thrust in a school like Lark Rise is to ensure excellent standards are maintained

which requires small steps often in the background.

We are grateful parents found the chance to share views on the Academy useful as this is a consultation method we want to expand on.

The new sign took a long time to come we are glad you like it. Thanks to Mr Pryor, school Governor for the suggestion and Miss Matthews for the links with the contractor.

The gates and fences have been painted this holiday as they were one of the areas untouched due to the issues related to no Site Agent for 11 months.

General Comments for Care, Guidance and Support:

- homework too much for their ages (KS1)
- less or NO homework during holidays please
- Only one problem – keeping up to date with last minute decisions (working parent, only at school twice a week). Use of website as a message board?
- The range of after school clubs has been excellent this year and really helps us working parents
- My child loves being a play leader
- My child brought in things to support learning but never had them shown
- Enjoyed Germany but not sure about France as she did not get enough sleep (there or when the Germans were here), even though we were told the children would have to settle- some where allowed to keep other awake.
- Pairing of penpals not always successful (KS2)
- Good balance of fun and learning
- More homework for my child, especially reading
- It would be good to have more than one club on one day, as was originally the case
- Kindness and caring – my child has been nominated countless times but never won
- Sports day – should have had a reserve day in place (as we parents spend money on tops etc. only to be rained off. It didn't happen, but it could have!)
- Do not agree with homework set over the holidays
- Children's manners are fantastic and a credit to parents and school
- Twitter for France excellent
- Fantastic experiences, happy memories
- When I have helped on trips, the children's behaviour has been superb.
- Class photo on reports better than the professional one!
- Class photo a let down – messy
- Drop off box in admin area for forms etc. as waste time queuing etc.
- Improved notice board
- Homework seems quite hard
- Basic Spellings would be nice
- Please bring back weekly spelling tests. The test provided the purpose for learning spellings.
- The only issue I have is the lack of girls in yellow class, year 2.

School response

The issue of homework is in all schools and is raised as children and parents needs are very different. We ask that children do as much or as little as they want to. Those who have attained higher standards this year are children who are self motivated not only to do homework we set but to do other work they design for themselves. We have now begun to ask parents if they want tasks during holidays and will only supply to those who want it. We are also considering another review of homework and will consult in the new year what is required.

The German study visit is an exciting experience for the children. Unfortunately, Year 3 (2009 / 2010) girls were particularly difficult at getting to sleep -the worst year we have ever had. This was not down to the organisation but the characters themselves.

In France the arrangements allow for much smaller numbers settling down in rooms.

We thank you for recognising the value going on all the numerous school trips adds to the education we provide.

I will pass on the admin box idea for dropping off things for the office. We do remind you however that all classes have two boxes in the classroom one for letters and the other dinner money and we ask that your child carries most communication in with them as part of the growing up process.

Development and Wellbeing				
Statement:	% Agree/strongly agree	%Neither agree/disagree	% Disagree	Notes/Comments by SLT
My child is happy and likes coming to school (EYFS only)	99%	1%		
The information I received when my child started school was very good. (EYFS only)	99%	1%		
Transition arrangements were good and my child settled quickly (EYFS only)	97%	1%	1%	
Children are taught to appreciate people from different backgrounds (EYFS only)	100%			
Racism is not tolerated (EYFS only)	97%	2%		
My child is encouraged to dress/undress with support (EYFS only)	100%			
My child feels safe in school.	99.5%		0.5%	

The school staff listen to my child.	97%	3%		
My child has times when they can speak about things (KS1/2)	94.2%	5%	0.8%	
My child learns about being healthy	99%	1%		
My child has a good lunchtime (KS1/2)	90%	6%	4%	Length of lunchtime
My child tells me about school.	92%	5%	3%	
My child is taught about caring for others (KS1/2)	100%			
My child tells me about their work as an eco-warrior or play leader (KS1/2)	93%	3%	4%	
My child knows what is right/wrong	100%			
I can speak to an adult in the class when I need to	97.5%	2%	0.5%	
Any issues my child has are dealt with	93%	7%		
I feel involved in the education of my child	97%	3%		

Achievement, Standards, Teaching and Learning				
Statement:	% Agree/strongly agree	%Neither agree/disagree	% Disagree	Notes/Comments by SLT
I think that teaching in the school is good.	100%			
Staff have high expectations of children.	99%	1%		
The school expects my child to do his/her best.	99%	1%		
My child is making good progress.	97.5%	2%	0.5%	
I am kept well-informed about my child's progress.	96%	4%		
I have opportunities to talk to the class teacher.	99%	1%		
The curriculum is exciting and meaningful to my child.	100%			
I know what my child is learning through letters and topic webs.	98%	2%		
The rubrics show me what my child can do.	95%	5%		Some did not understand them, some wanted year group/national comparisons
My child has access to homework as they require (KS2 only)	98%	2%		
I know how to help my child having discussed it with the teacher (not KS2)	92.2%	7%	0.7%	

Leadership and Management				
Statement:	% Agree/strongly agree	% Neither agree/disagree	% Disagree	Notes/Comments by SLT
I am always made to feel welcome.	97%	3%		Working parents?
I am kept up to date and informed about what is going on in the whole school.	98%	1%	1%	
The school has a clear vision for improvement.	94%	6%		Didn't know the vision
The school is well led by the Head, staff and Governors.	98%	2%		
I would feel comfortable approaching the school with questions or a problem.	96%	4%		
Issues are dealt with quickly.	89%	11%		N/A reason given
There have been improvements to the school buildings and grounds.	72%	18%		Paint sited in need of doing, new sign identified
The school works closely with parents/carers.	94%	6%		
The school has developed global links with other countries.	98%	2%		
The school is promoting caring for the local community.	91%	9%		
The school places safeguarding of children at the centre of its work.	99.5%	0.5%		

Care, Guidance and Support				
Statement:	% Agree/strongly agree	% Neither agree/disagree	% Disagree	Notes/Comments by SLT
The school makes it easy for SEN children to come to this school.	51%	49%		N/A answer given as we feel parents who do not have an SEN child sees this does not apply.
There is good provision for children identified as more able/talented.	60%	38%	2%	N/A answer
The children behave well.	98.5%	1%	0.5%	
Staff encourage children to do their best.	99%	1%		
My child has the correct amount of work to do at home to support them.	92%	6%	2%	
Behaviour at the school is good.	97%	3%		
The school provides an interesting range of activities outside of lessons.	94%	6%		
My child has the opportunity to do whole school roles e.g. play leaderships etc.	90%	10%		
My child feels well looked after and has an adult they are happy to approach for help and support.	99%	1%		
I am aware that poor behaviour is not tolerated and will be investigated when reported.	96%	3%	1%	
The visit to France/Germany gave my child a chance to experience a different environment in which to learn (KS2 only)	72%	28%		

We thank all the families who have given time to complete the questionnaire as all the opinions are listened to and changes made if necessary.

Sue Attard

Carrie Matthews