



## Parent/Carer Survey Results and Analysis

### Autumn 2018

It was pleasing to see that we had such a good response for returning surveys with 136 in total which is just over a third of the school. In addition to the raw numbers there were numerous comments, positive and developmental, which parents/carers wanted to share. It is essential that we are transparent with this and, consequently, we have published a comprehensive response.

*Please note that percentages may not total 100 due to rounding.*

		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Neutral/ Positive
1	My child is happy at Harlow Green.	65%	33%		2%		98%
2	My child feels safe at Harlow Green.	63%	32%	2%	3%		97%
3	My child is well looked after at Harlow Green.	60%	34%	3%	3%		97%
4	My child makes good progress at Harlow Green.	62%	30%	5%	3%		97%
5	My child is well taught at Harlow Green.	63%	32%	1%	4%		96%
6	My child is supported well to develop their reading at Harlow Green.	63%	29%	6%	1%		98%
7	My child receives appropriate homework for their age at Harlow Green.	51%	40%	6%	2%	1%	97%
8	The school supports children to be well-behaved at Harlow Green.	51%	36%	10%	3%	1%	97%
9	The school deals effectively with bullying.	32%	18%	43%	7%	1%	93%
10	The school is well led and managed.	49%	35%	10%	4%	1%	94%
11	The school responds well to any concerns I raise.	48%	36%	10%	6%		94%
12	I receive valuable information about my child's progress.	49%	37%	4%	10%		90%
13	The website and newsletters provide me with valuable information about the school.	50%	44%	1%	4%	1%	95%
14	I would recommend Harlow Green to another parent.	59%	33%	3%	3%	2%	95%

#### Data Analysis

- Overall, the response has been hugely positive with there being minimal disagreement in relation to school provision.
- Unfortunately, although minimal, there are parents/carers who are currently not having the experience we would want them to have at Harlow Green.
- The most important aspect is whether the children are happy at Harlow Green and there was 98% approval which is extremely pleasing.
- The response to how we support reading, which is one of our key areas for development, is very strong.
- There is a strong feeling that children are taught well and that they make good progress.
- Although still high, relatively the lowest percentage is regarding the receiving of valuable information about children's progress.

## Comment Analysis

### Strengths

- There have been some fantastic comments regarding the support from staff. Office staff, teachers and Teaching Assistants are regarded as caring, friendly, helpful and approachable.
- Communication has been a strong theme from the day-to-day communication at the door to the distance communication via website/newsletters/letters/texts.
- The use of Tapestry, in Early Years, to support information-sharing about pupil achievement is liked by parents/carers who can then see what their children are involved in and how this supports progress.
- The school's focus on a wider curriculum has been a strength according to parents/carers who appreciate that we do not narrow the curriculum to focus only on English and maths. Extra-curricular activity has been identified as a key aspect at Harlow Green which children enjoy accessing.
- Families appear to understand the specific emphasis on our Outdoor Learning/Forest School curriculum. It is appreciated that we are different to other schools and that this opportunity benefits the children immensely.
- Teaching has been identified as being strong and there have been lovely comments about how it has had a hugely positive impact upon specific children. Comments have also stated that children are seen as individuals and that teachers know pupils' strengths and areas for development clearly but have also been able to work with parents to support. This has also included the additional support we give for children with Special Educational Needs; this is important to us as we are an inclusive school and we want to support all children to access the education they are entitled to.
- Leadership and management have been positively regarded. The leadership structure is designed so that we work as a team with shared responsibility for developing Harlow Green into a school which supports all children so we are pleased this is appreciated.
- Parents/carers have commented upon the school's reading provision supporting their children well. This includes early reading development with phonics and increased reading opportunities during the day for independent reading and teachers reading to children.

### A Few Positive Quotes:

We feel our child is really benefiting from the smaller groups for phonics and maths, she is making fantastic progress.

I feel like my daughter is making good progress and is very happy at school. She said, "I love my teachers ... because every day they look really nice and they are beautiful and kind."

I feel that my child is regarded as an individual.

Teaching in Year 1 is fantastic.

Feels like a family friendly school.

Excellent teaching has resulted in my daughter making great progress, staff are friendly and approachable and the head teacher dealt with concerns promptly. My daughter loves her teacher and her school and is thriving in a safe and happy place!

We love Harlow Green's emphasis on school being safe and happy, that you guys focus on the 'whole child'. Our children are very happy with you. We've been particularly pleased with the SEN provision our son has received and the outdoor learning is also very popular in our house.

My child loves Harlow Green so please continue what you are doing.

Child reading time each day as well as the teacher reading each day are both very good initiatives. My child really enjoys both.

Office staff both very helpful and kind which is very much appreciated.

## **Summary of Main Areas for Development**

### **There have been a number of comments regarding inaccuracies in letters and follow-up texts.**

We have been conscious of our errors and it has been frustrating. We will endeavour to be better at this and will be closely monitoring the letters and texts on a monthly basis so that we are providing parents/carers with information accurately and in a timely fashion. There may be times when information goes out with short notice due to context but we understand that this should happen infrequently.

### **There has been some comment about children being taught by Teaching Assistants and some uncertainty about the regularity of this.**

Teaching Assistants play an important role at Harlow Green in **supporting** the teaching provision for many children. Teaching Assistants across the school will deliver short sessions to groups of children at times but this is only to enhance the planning and delivery of the teacher. Within Early Years in particular, the deployment of Teaching Assistants (following teachers' planning) allows groups to be smaller so that pupils can have more attention within these group sessions.

During afternoons, Teaching Assistants do support children on a one-to-one basis but we have a 'precision intervention' approach which means they will generally only come out of the classroom for approximately 5 minutes at a time for a focused input as we are adamant that they cannot miss their entitlement to the whole of the curriculum.

### **The amount of information regarding children's progress is an aspect which has been raised as parents/carers have either been uncertain or believe they do not get enough.**

The school follows the structure that the vast majority of schools do which is that we must report to parents three times a year. Firstly, we meet with parents/carers in the autumn term to discuss how the children have settled and about the focus for the new year. Secondly, we meet with parents in the spring term and discuss progress as well as next steps. Finally, we provide a final report which will explain what the children have achieved within each subject over the year. This is the same format that is used by most schools and I have checked the schools within our cluster who have stated that they do the same.

Homework is designed to provide additional activity based on what the child should be currently working on to support the skills that have been recently taught; this should give parents an understanding of what children should be working on which they can help with at home.

If a teacher feels the need to speak with a parent about a particular aspect (e.g. we would like the child to do some extra work on Mathematics) they will speak with the parent/carer. We would want any parent/carer who has queries about their child's learning to contact the class teacher and to have this as a continual dialogue rather than have additional formal set times.

Informing parents/carers about what children have achieved in their spelling tests is something we will look to address as it is important that parents/carers know the outcomes in this important aspect.

### **There was one comment regarding time off from school once a child has been sick.**

There is a clear misunderstanding in thinking that children must all come back to school immediately. If a child has had regular vomiting and possibly diarrhoea, then they should be absent from school for 48hrs from the last episode. However, there can be a number of reasons for a child to have vomited (e.g. eating too much, being overheated, after having had a headache). A parent will understand why their child has vomited and will use their judgement to make decisions regarding when a child can return to school. This ensures that children do not unnecessarily miss time from school by having a blanket 48hr policy.

The expectation is that children attend school for at least 96% of the time, taking into account some potential illness. We will continue to have high expectations for attendance as this is key to children's success now and in the future.

### **There is some concern about children on the yard at the beginning and end of the school day.**

We are aware that there are children who are not following the expectations and that they are not supervised properly outside of the school's responsibility. We will be looking to make some changes soon to address the issues but we will be planning this out carefully to ensure that its implementation is as successful as possible.

**Some limited comments were made regarding unhappiness with the school website with two comments stating that the website is “poor”.**

We have worked hard on the website to ensure that it meets the statutory requirements but, more importantly, so that we can share the information we feel a parent/carer needs. We know that getting parents/carers into school to see what goes on, on a regular basis, is difficult. As a result, our aim is to ensure that each year group provides regular updates on the website so that parents have an understanding of what is going on across the curriculum for their children. We would hope these posts provide starting points for discussion at home especially when the inevitable answer to “What have you done today?” can end up being, “Nothing!”

We are still in the process of adding to the website as this will be continually developing. We will be updating curriculum information in particular, over the year, but there will be other aspects also to improve upon. In our opinion, and for many parents/carers, the new website format is much easier to use than the previous. However, the amount of information a school has to/should share is large and getting a menu system to be as simple as possible is important. We want this to be the case and will regularly evaluate it.

Two helpful suggestions have been implemented over the last week: parents/carers can now comment on the posts; and we are presenting attendance information on the attendance page (although we will look to get this more prominent, if possible).

Nevertheless, we believe the word 'poor' does not reflect our website. If anyone who feels strongly negative about the site would like to discuss this further they should contact Mr Malik and arrange an appointment.

**There was some comment about rewards for children in school querying how often this happens.**

Over the last year, we have adapted the way in which we reward children. Previously, stickers were given out regularly and, on a weekly basis, one certificate per class was given out. Presently, we give out ‘Ask me ...’ stickers regularly but now five certificates per class are given out weekly in celebration assemblies, on a Friday. This means that currently, by the end of a week, approximately 70 children are recognised for their achievements. In addition to this, certificates are provided for swimming and Outdoor Learning. Also, three children per week are selected for Hot Chocolate with the Head Teacher as a special award for demonstrating the highest standards in behaviour and attitude on a constant basis. Other rewards that are in place include: Platinum Playtime on a Friday, reading certificates for regular reading at home and attendance certificates.

It is important that we recognise children’s achievements but also support them to understand that they should be proud of themselves as well as them seeing how proud school and home are.

**There is mention of specific incidents of bullying and misbehaviour within the school.**

As happens in schools, there are times when some children are unkind with their peers. The school aims always to deal with this when it is apparent. This will always involve support and care because it is our responsibility to help all children who have made mistakes or who are having difficulties, whether it is academically or personally. However, there will also be consequences for misbehaviour which will be age-appropriate e.g. speaking with senior staff, time-out, removal from break/lunchtimes, detentions, writing lines. Where there are ongoing issues, plans are put into place to create strategic support and this may include outside professionals/agencies. On occasion, the school may have to implement further sanctions such as removal from class and even exclusion. Although we will always try to support the individual pupil, we want to minimise any impact on other children. We understand that for parents/carers, it may seem like nothing is being done at times but we do not openly share our procedures around specific children as this is a matter between school and the parents of the children in question.

**There was some comment about the previous role of the school family support worker and how it is missed.**

The school did have this role and the member of staff did provide some valuable support to families. However, the potential to regularly have this post is challenging in the current funding climate. Presently, where families may have difficulty, the school will try and establish a relationship with the Early Help team which is in place to provide support for a focused amount of time, often around the issues that are being faced outside of school. This team are experienced and skilled in providing this support and, where families are open to it, they can have significant impact.

We will always be assessing the needs of our children and the way we work now does not mean that we won’t rethink things in the future. Having a specific post for family support will be dependent on the need and the funding available.