

Parent/Carer Survey Results and Analysis

Summer 2023



It was pleasing to see that we had such a good response for returning surveys with 98 in total. 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.	70%	29%		1%		99%
2	My child feels safe at Harlow Green.	73%	26%	1%			100%
3	My child makes good progress at Harlow Green.	67%	29%		3%	1%	96%
4	My child is well looked after at Harlow Green.	76%	21%	3%			100%
5	My child is well taught at Harlow Green.	76%	21%	1%	1%		99%
6	My child receives appropriate homework for their age at Harlow Green.	54%	37%	3%	5%	1%	94%
7	The school supports children to be well-behaved at Harlow Green.	58%	34%	4%	4%		96%
8	The school deals effectively with bullying.	47%	20%	28%	2%	3%	95%
9	The school is well led and managed.	74%	22%	1%	1%	1%	98%
10	The school responds well to any concerns I raise.	58%	30%	4%	4%	4%	92%
11	I receive valuable information about my child's progress.	62%	31%		5%	2%	93%
12	The school communicates effectively with parents/carers.	65%	28%	1%	4%	2%	94%
13	I would recommend Harlow Green to another parent.	72%	23%	3%		1%	99%

Data Analysis

- The results of the survey have been greatly positive with over 90% positive/neutral responses in all areas.
- The results are particularly high for the key aspects of children being happy, safe, and well looked after, in school. Knowing that parents feel confident about their children's welfare in school is the most important aspect to the staff team.
- There is a strong feeling that children make good progress, and that teaching is supporting this.
- There is a very small number of parents/carers who have expressed a less favourable experience in various aspects. This is, of course, disappointing as we aim for our systems, procedures, and interactions to be supportive of all.
- Although relative strong, the two lowest areas are in relation to homework and information received about children's progress.

Comment Analysis

There were 36 comments with 31 providing extremely positive experiences, 2 providing clear constructive criticism, 2 referring to a specific context for their child, and 1 expressing negativity about their full experience at Harlow Green.

Areas of Strength

- The time taken for all parents to make comments, regardless of what these are, is important and appreciated. The number of positive comments, their overall level of positivity, and the specific nature of them, is heartening for the governors and the whole staff team. We are lucky that families do take the time to make comments over the year, both verbally and through emails, and to have this replicated in a formal survey is hugely appreciated.
- There are numerous messages about how children are supported to make progress but that this is done through a balanced curriculum which ensures children are provided for emotionally and personally.
- There are a significant number of comments that refer specifically to how happy children are in school and how this is supported through wider curriculum opportunities as well as the work that goes on in the classroom.
- There is clear appreciation for the work undertaken by staff in the context of Forest School and Sports, with families passionate about how these holistic opportunities are essential for our community.
- Parents/carers have commented on the community feel of Harlow Green and have enjoyed the events and activities that have been scheduled which allow access into school life.
- Some parents/carers have indicated how well their children have been supported by a range of staff in order to meet their needs and how, over time, this has put them in a position for a successful transition to secondary school.

The volume of positive comments means it is difficult to share all of these with our wider community. However, all comments will be made accessible to staff and governors before the end of term, so that they can be reflected upon.

A Few Positive Quotes:

My daughter loves going to school because of the great learning and happy environment that has been made by the teachers.

I feel this school takes every effort in 'knowing' each student and 'understanding' them individually and it reflects in their teaching and how the students respond with great respect ... This is truly a school to be proud of with staff and students to be praised for many reasons and on many different levels.

Throughout the time that our son has been at Harlow Green, we have observed his development into a confident, caring young person who has been assisted to reach his full potential.

All my kids have gone to this school and all loved it. The staff are easy to talk too in general but if you have a problem it will get sorted ... lovely school.

We are so happy with the school and have no complaints - think you do an amazing job all around ... P.S. You were robbed that you didn't get outstanding at OFSTED!

We accept that school cover the essentials in Maths and English but really appreciate the extras that are offered. This year she has attended Netball, violin and outdoor learning clubs and had the opportunity to perform at the Gateshead dance festival. My concerns over a balanced curriculum during year 6 have been reassured by these opportunities and the continuation of other subjects not just maths and English.

The school Fayre and the discos are such a nice thing to be part of as a parent.

The academic team have run this school impeccably the past year, my son has developed immensely on all fronts. The effort Mr Malik and his team put in does not go unnoticed. I would like to single out Mr McCann for special praise, the impact he has had on my son's sporting development has been beyond positive. I would like to take this opportunity to thank you all for the hard work that has been put in.

Myself and daughter both love Harlow Green! She is so happy, has come on leaps and bounds, has a wide social circle and always comes out of school very happy.

I love the community feel of the school and the opportunities you provide for parents to be involved.

[Our son] has had a fantastic first year at Harlow Green. He goes into school happily each day and is excited to tell us about all he has learned at home time.

The transition day this week was enjoyed by both our girls and they are excited for their next school year.

Summary of Main Areas/Comments for Development

There was a comment about the school overlooking mental health issues if this is something which is not seen in school.

Mental health is an area which we have spent a lot of time and resource supporting in many ways. To support children generally, we ensure that we have a broad and balanced curriculum, provide clubs, organise curriculum visits and support the time children are playing at break/lunch times. Additionally, within school, staff have had regular training in various areas to support knowledge and understanding. We have developed a structured programme of regular input by teaching assistants, as well as higher level input from a trained counsellor, to work directly with children who we understand require support.

However, we do understand that there is a new level of expectation upon schools, due to the lack of resources from other agencies; this is a growing level of responsibility which we are having to develop further. There are a significant number of children who we work with and so prioritising a limited resource is challenging, especially when children present well in school. Although there may be only so much we can do in school, the ability to provide guidance and support to parents/carers, as well as signpost to other types of support if required, can and should be developed.

The new Assistant Head Teacher will aim to build upon the groundwork implemented by Mrs Armstrong-Hamilton, and the appointment of a Family Support Worker has been done with an understanding of the complexities that there are currently, but which we know will be increasing. It is a reality that we will not be able to put support in place for every request but what we can do is create a more consistent system of request where clear records are assessed by senior leaders rather than relying on conversations between families and teachers.

A parent/carer made a comment about how their children was not encouraged to drink their water in nursery and that this was also the case of other children.

Children across school are all encouraged to bring water bottles in from home and to access this during the day. For the three-hour session that nursery children attend school, they have access to their water. I have often walked into nursery to see children having free access to this, as part of their normal routine. Within nursery, children also drink milk or water as part of snack time, halfway through the session. As the session is only half a day, children may not choose to drink too much as they may not be particularly thirsty. During warmer weather, further time will be identified to ensure children are rehydrated.

There was a comment regarding the amount of homework for young children being high, although this was part of a wider comment which was positive about progress being made.

We regularly look at homework and how best to provide this, especially as we we have some families who want more whilst others want less.

The basic requirements for a primary school should be:

- Regular reading
- Spellings
- Number facts

To practice the basic skills enough for these to be embedded, work outside of lessons must be done. We choose the type of activity so that it can be done in short bursts across the week. Of course, we know this requires regular commitment from parents/carers who will have a multitude of other aspects to consider within family life.

We cannot change the requirement from the DfE and Government that children are to reach national expectations by learning and remembering the basic knowledge in maths and English, which will build towards their requirements at identified stages. Learning in school time is generally not enough to meet these expectations, with the whole curriculum to cover. For children to achieve their potential, they need to have high attendance and spend time practicing their basic skills so that they know them automatically which then allows them to apply in more complex situations, progressively.

However, if there are new expectations (e.g. a maths project) this should be taken into account and, rather than adding to the amount, adjustments should be made. This specific aspect will be discussed with senior staff along with reviewing the work and how we can support families further.

A comment was made about Harlow Green offering 30-hours in nursery rather than children going to two settings.

This is an ongoing conversation within school between senior leaders. Being able to provide further consistent quality Early Years education to children within our community would be positive. However, the complications in relation to staffing and lunches means that making a decision to move to this structure has a significant financial impact on the school. At this point, we are still in the position of evaluating nursery numbers and whether this would be a viable option – if we were to change provision, we would want to do so knowing that it was affordable, and that all children were benefitting from a high-quality offer.

There was one comment from a parent that staff show little care, children are undermined, staff cover for themselves and each other when issues arise, and that a lot of children struggle, with secondary schools left to pick up the pieces.

Even though this one comment is not matched by anyone others, it is hugely disappointing to think that this is the perception of even one parent/carer.

I can guarantee that, in my six years at Harlow Green, the commitment and dedication given to all the children across school, by the full staff team, has been constantly high. In addition to the actual teaching time, we spend our time in the hours before children come into the building, after they leave at the end of the day, on weekends and during holidays, planning and preparing how we can develop our provision. Where there are more vulnerable children, more consideration is undertaken, both in school and in conjunction with additional agencies, because we are focused on far more than the national expectations of SATs.

When we do not get something right, we aim to adapt and correct this, whilst being honest about the situation. However, there are times when we will disagree with parents/carers because our perception will be different – whether that is to do with a child's attendance, the behaviour boundaries set at home, the diets they are provided with, the free access to social media – all of which cause problems outside of our control.

In all instances, we attempt to work with parents/carers who are willing to collaborate and who accept their own responsibility in these matters. When this happens, the collaboration between home and school can be powerful and affect change, significantly, for the good of the child. This is what we have dedicated our professional lives to and which, when questioned to this degree, concerns us greatly.

Ultimately, if this is this the family's perception of what is happening in school, we would always advise swiftly arranging a meeting with the Head Teacher to attempt to resolve the problem. If this is not resolved to a family's satisfaction, then a change of school may be required as quickly as possible so that you are in a setting you can support for the long term good of your child.