



Talbot Primary School - Parents' Survey Results June 2018

Thank you very much to those parents and carers who completed the questionnaire this year. We received 134 responses from across the school, from Nursery to Year 6. Every response was considered and supports us in celebrating the school's successes, but also crucially identifying how we can improve further. We really do aim to be the best we can be, and are guided by our commitment to 'Courage, Truth and Loyalty.' We appreciate your support and will ensure that your comments and responses will be integrated into our school improvement planning for 2018-19.

To support your understanding a thorough feedback of parent and carer responses has been provided. This is combined with school based actions and your additional comments. We have also added opinions from the children to further support your understanding.

As always, please do not hesitate to contact me, via the school office or on the playground if you have any questions or queries.

Kind regards,

Mrs Parm Gill
Headteacher

My child/children enjoy school and is/are happy to attend

97% Positive Responses

What are we doing to support this statement?

- Staff and children are regularly involved in reviewing and discussing our teaching and learning approaches, participation in sporting events and charitable events to ensure they remain enjoyable and relevant.
- We regularly discuss the impact of our approaches with the children and ask their opinion as to how these can be further developed.

What are we doing well?

- *'We are very happy with the school. Learning has been fun and inspiring. My child feels very happy and valued in school.'*
- *'My child really enjoys attending Talbot and we have been impressed with her progress.'*

How can we do even better?

- *'I think the school can celebrate sporting achievements as much as academic.'*
- *'Can more be done at playtimes to support all children....the friendship stop has gone.'*

What will we do now?

- Provide regular updates in the school newsletter demonstrating how children's achievements are celebrated in school, e.g. through the established, weekly 'Good Work' Assembly programme and special Headteacher certificates.
- Ensure that the newly installed friendship bench is accompanied by a review with the children. This will include a review of peer support on the playground.

My child/children feel safe at this school

99% Positive Responses

What are we doing to support this statement?

- Children know at least five people they can talk to in school if they feel worried or upset. This is embedded in school and supported by pupil, staff and governor questionnaires.
- A programme of assemblies, curriculum provision and day to day pastoral care combine with parent discussions to ensure pastoral needs are supported.

What are we doing well?

- *'Extra meetings with teachers were easy to arrange.'*
- *'My child's class teacher and her support staff have made such a difference to my child's life and enjoyment ... everything has been done with kindness, care and consideration.'*

How can we do even better?

- *'We are very pleased with the school...I think it could improve further in the ability to assess and encourage the emotional health of the children.'*

What will we do now?

- Continue to embed the school based approach as outlined to parents and carers in September 2018 (please see the PSHE tab on the school website for an outline of our approach).
- The school is a member of the Local Authority Mindmate Champions programme—this will be embedded further next year.

'The people and teachers are very kind to everyone....the playground is so much fun!' Y6 child

'I love the way you all teachkeep it up!' Y4 child

'I feel welcome here and I know I will be safe here.' Y3 child

My child/children make good progress at this school

95% Positive Responses

What are we doing to support this statement?

- Utilising Growth Mindsets and Talk Matters approaches to ensure children continue to develop the language and tools for learning. This secures inclusivity for all.
- Robust use of assessments to support children to access the right level of challenge within lessons, thereby leading to progress.
- Celebrating small steps and recognising achievements in school via our 'Good Work' Assembly programme.

What are we doing well?

- *'The teacher has been fantastic ... and helped my child grow in confidence massively. My child no longer shies away from homework.'*
- *'Our family regularly comment that they cannot believe how much our child has learnt since starting school in September.'*

How can we do even better?

- *'I would like to see the school testing the children on their times tables ... it is an invaluable skill and I still use it everyday and I'm in my 40s!'*
- *'More information on how children progress through reading levels would be useful.'*

What will we do now?

- As part of our maths development programme next year the school will embed daily, mental maths skills from Years One to Six. This will complement our participation in the DfE pilot multiplication programme for Year 4 in June 2018.
- Incorporate more detail on challenge, support and development in our Key Stage One induction programmes as well as re-establish expectations for reading at home in Key Stage Two.

My child/children is/are well looked after at this school

93%% Positive Responses

What are we doing to support this statement?

- Ensuring parents and children are able to approach support staff, teachers, phase leaders and senior leaders if they have concerns or worries.
- Proactively following up any issues to ensure support is effectively provided, our positive behaviour policy utilised and additional support sourced if required.

What are we doing well?

- *'Our child has integrated well into Talbot due to the wonderful culture and caring attitudes of staff. Thank you!'*
- *'Thank you to all the staff at Talbot, we are really grateful for your support in helping our children.'*

How can we do even better?

- *'I would like to hear about any incidences from school rather than through my child.'*
- *'It is sometimes harder to get to know teachers further up the school ... but my older child has loved every year of school'*

What will we do now?

- Introduce a new revised Personal, Health, Social and Cultural (PHSCE) programme in 2018-19 to develop the children's confidence to speak out or challenge behaviours they find uncomfortable.
- Continue to deploy learning mentor, class teacher, phase leader and senior leader support when working with parents to support with pastoral needs.

'The best thing about Talbot are the lessons...they are very fun and interesting.' Y5 child

'I have lots of friends and have LOADS of fun at playtime.' Y6 child

'Everyone is dealt with the same way.' Y3 child

My child/children is/are taught well at this school

97% Positive Responses

What are we doing to support this statement?

- Fundamental commitment by all staff and Governors to make our mission statement of 'Courage, Truth and Loyalty' relevant to each child and their learning.
- Combination of strong year group ethos and collaboration across school to promote high standards in teaching.

What are we doing well?

- *'The teacher has been fantastic ... extra meetings were easy to arrange and were followed up.'*
- *'The children have learned so much and taken on the curriculum full force and so far it has been fun for them!'*

How can we do even better?

- *'I know we get termly key stage communications but they are quite general ... [they] do not tell me how to support my child when they are stuck'*
- *'Consider the homework policy as sometimes my child does not receive weekly homework.'*

What will we do now?

- As a staffing team re-consider the value and impact of termly communication newsletters for parents.
- Maintain a commitment to teach the above within an exciting, interesting and engaging lesson structure.

My child/children receives appropriate homework for their age

85% Positive Responses

What are we doing to support this statement?

- Combining weekly practise based tasks focused on basic skills alongside opportunities for more in-depth learning log investigations covering the broader curriculum.
- Trying to balance national recommendations for homework against varying viewpoints amongst parents and carers.

What are we doing well?

- *'We have enjoyed working together as a family to complete the learning log tasks.'*
- *'Celebrating home learning adds to the excitement.'*

How can we do even better?

- *'My child gets too much homework.'*
- *'My child doesn't get enough homework that will prepare him for High School.'*

What will we do now?

- Review the homework policy through a child, staff and parent questionnaire in 2018-19.

'We learn new things everyday and the teachers are great.' Y4 child

'We get to go on fun trips and get to enjoy what is in our community.' Y5 child

'I really love the assemblies.' Y3 child

The school celebrates diversity

97% Positive Responses

What are we doing to support this statement?

- Combination of an embedded curriculum programme, special assemblies, visits and celebration of all faiths and cultures across the school.
- Celebrating all major faiths and none (agnosticism) to ensure that all of our community's beliefs are reflected in school.

What are we doing well ?

- *'I am extremely happy with the school, its ethics and style of learning.'*
- *'Good behaviour and respect for others is important and poor behaviour is dealt with appropriately.'*

How can we do even better?

- *'I don't know enough about how diversity is celebrated across school.'*
- *'Children can be the best teachers when it comes to sharing their culture.'*

What will we do now?

- Continue with our programme of special, parent led assemblies on faith and cultures and encourage more children to participate alongside their parents.
- Continue to signpost special events which have taken place via the newsletters and school website.

The school promotes cohesion, tackles prejudice and promotes understanding

90% Positive Responses

8% Don't know

What are we doing to support this statement?

- Ongoing curriculum teaching, assemblies and theme weeks to address prejudice and discrimination in all its forms, e.g. gender, faith, orientation, disability and race.
- Regular pupil interviews to discuss understanding of community cohesion and prejudice.

What are we doing well ?

- *'The staff at Talbot are fantastic (not just the teachers but the office staff too), always friendly, helpful and responsive and supportive.'*

How can we do even better?

- *'A personal approach to diversity always makes it relevant.'*

What will we do now?

- Continue with our programme of assemblies which educate children on identifying and challenging prejudice.
- Continue to work alongside parents and carers to encourage them to come into school to celebrate diversity with their child's class or year group.
- The School Council to continue as advocates for equality and democracy across school.

The school makes sure its pupils are well behaved

95% Positive Responses

What are we doing to support this statement?

- Use rewards to praise good behaviour, e.g. stickers, stamps, visits to teachers and senior leaders and Good Work Awards.
- A strong nurture programme, combined with individualised mentoring to support children to develop their social and emotional behaviours in structured and un-structured times.

What are we doing well ?

- *'Children are very polite and well-behaved.'*
- *'We have been very impressed with the school and in particular the support we have received from the learning mentor team.'*

How can we do even better?

- *'I would rather hear from the class teacher if my child has been hurt by another child rather than from my child.'*
- *'Sometimes children's parents interfere in school when something happens outside of school.'*

What will we do now?

- Eliminate the rare occasions when parents are not directly informed about any incidents.
- Continue to ensure we celebrate good behaviour and swiftly implement structured support where required.

The school deals effectively with bullying

49% Positive Responses

41% Don't know

What are we doing to support this statement?

- Regular, curriculum based programmes to support children to identify bullying type behaviours, including in school, online and within peer relationships.
- Regular assembly and pastoral programmes have ensured children speak to one of their 'five adults' if they feel unsafe in any way.

What are we doing well ?

- *'There were concerns about bullying last year – this was dealt with exceptionally well.'*
- *'We have not experienced bullying ... because in my experience all staff promote a culture of respect for one another and strive to create a learning environment where the children support, encourage and praise one another.'*

How can we do even better?

- *'I feel a strong stance has not been taken against the bully.'*

What will we do now?

- Encourage children to seek out one of their 'five adults' if they are unhappy, to ensure events can be followed up straight away by a member of school staff.
- Develop our school based Digital Ambassador programme to ensure children can support their peers to identify and seek help if they are subject to online-bullying.

The school is well led and managed

99% Positive Responses

What are we doing to support this statement?

- Senior leadership commitment to engagement with all stakeholders is paramount to any success enjoyed by the school.
- Phase Leaders have established their presence and are continuing to support parents and carers as required.

What are we doing well?

- *'The school is well organised and good communication is in place.'*
- *'Talbot is a very well led, very organised school which both children and parents feel part of.'*

How can we do even better?

- *'Would like to hear more from the governors on school performance other than achievement to get a balanced view of strengths and challenges.'*

What will we do now?

- Continue to ensure the Headteacher, Deputy and Assistant Head teachers are accessible and available to all parents.
- Ensure the Governing Board's annual statement for 2017-18 reflects how the school has developed pastoral care and challenged the school leadership team.

'If you have a problem someone is there.' Y3 child

'You feel motivated to get better.' Y6 child

'The trips and sports events are fun.' Y5

The school responds well to any concerns I raise

87% Positive Responses

8% Don't know

What are we doing to support this statement?

- Leaders and teachers at all levels are receptive to any contact from parents/carers.
- The Headteacher, Deputy Headteacher and Assistant Headteacher are consistently available to discuss any concerns formally or informally.

What are we doing well ?

- *'I haven't really had any concerns to raise.'*
- *'I have been very impressed with the way concerns I have raised have been dealt with – thank you.'*

How can we do even better?

- *'I had to raise my concern again as I felt it wasn't dealt with.'*

What will we do now?

- Leaders at all levels to continue to be available to discuss concerns and ensure all parties feel the resolution has been fair.
- Eliminate the rare occasions when parents are not directly informed about any incidents.

I receive valuable information from the school about my child's progress

94% Positive Responses

What are we doing to support this statement?

- Providing parents and carers with the opportunity to bring their children to consultation evenings if they think it is helpful.
- Ensuring there is a combination of both formal and informal opportunities for parents and carers to receive updates on their child's progress.

What are we doing well ?

- *'Parents' evenings are invaluable and informative.'*
- *'Extra meetings with teachers were easy to arrange...I feel I know the expectations.'*

How can we do even better?

- *'I would like more information on topics and resources in school, not just in the form of the learning log.'*
- *'I would like more opportunities to see and share in the work the children are doing.'*

What will we do now?

- Review the format of curriculum newsletters to incorporate additional information for parents.
- Continue to ensure that we remain open and flexible to meet parents to discuss progress.

Would you recommend the school to another

parent?

Yes: 99%

No: 0%

Don't know: 1%

'If you feel sad you can talk to one of your five people ...this makes it better.' Y4 child

'The teachers are always enthusiastic and can help you when you are stuck.' Y6 child