

2018/19 Crossdale Parents & Carer Survey Report

Dear Parents and Carers,

As you will be aware, staff and governors recently conducted the annual Parent & Carer Survey. This is part of our commitment to understand your thoughts of the school and is a useful exercise to identify what Crossdale is good at and any areas for improvement. We are delighted with the high participation of 78 responses which makes this process more meaningful. As such, we thank you for taking the time to share your thoughts and are encouraged by the positive responses.

With regards to the survey itself, parents have suggested in the past (and again this year) that it should have a 'middle' response option if you neither Agree nor Disagree with a statement. I can sympathise with this view as an ex-parent who used to fill them in. However, for clarification these surveys are based on guidance from Ofsted and a middle option is not recommended so that positive/negative trends are easier to identify. For future reference we would suggest that parents leave comments at the end of the survey to illustrate their thoughts where they have doubts on whether they Agree/Disagree with a statement. This will help Governors get a better overall picture.

The results are summarised below compared with the previous year in brackets (X%):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
<i>My child is happy at this school.</i>	69.2% (68.7%)	29.5% (29.3%)	1.3% (0%)	0.0% (0%)	0.0% (2.0%)
<i>My child feels safe at this school.</i>	85.9% (68.7%)	12.8% (27.3%)	1.3% (1.0%)	0.0% (0%)	0.0% (3.0%)
<i>My child makes good progress at this school.</i>	52.6% (49.5%)	42.3% (48.5%)	1.3% (2.0%)	0.0% (0%)	3.8% (0%)
<i>My child is well looked after at this school.</i>	70.5% (70.7%)	29.5% (28.3%)	0.0% (0.0%)	0.0% (0%)	0.0% (1.0%)
<i>My child is taught well at this school.</i>	60.3% (60.6%)	38.4% (37.4%)	0.0% (0%)	0.0% (0%)	1.3% (2.0%)
<i>My child receives appropriate homework for their age.</i>	26.9% (27.3%)	62.8% (57.6%)	9.0% (8.1%)	0.0% (2.0%)	1.3% (5.0%)
<i>This school makes sure its pupils are well behaved.</i>	46.2% (45.5%)	50.0% (50.5%)	0.0% (1.0%)	0.0% (0%)	3.8% (3.0%)
<i>This school deals effectively with bullying.</i>	28.2% (20.2%)	29.5% (31.3%)	1.3% (7.1%)	0.0% (2.6%)	41.0% (41.4%)
<i>This school is well led and managed.</i>	57.7% (49.5%)	39.7% (45.5%)	1.3% (0%)	0.0% (0%)	1.3% (5%)
<i>This school responds well to any concerns I raise.</i>	42.3% (44.4%)	46.2% (44.4%)	1.3% (1.0%)	0.0% (2.0%)	10.2% (8.2%)
<i>I receive valuable information from the school about my child's progress.</i>	37.2% (33.3%)	56.4% (59.0%)	5.1% (7.7%)	0.0% (0%)	1.3% (0%)
<i>The school has high expectations for my child</i>	47.4% (N/A)	44.9% (N/A)	5.1% (N/A)	0.0% (N/A)	2.6% (N/A)
<i>The school makes me aware of what my child will learn during the year</i>	39.7% (N/A)	55.2% (N/A)	5.1% (N/A)	0.0% (N/A)	0.0% (N/A)
<i>I know how to support my child to develop their reading at home</i>	53.9% (N/A)	43.5% (N/A)	2.6% (N/A)	0.0% (N/A)	0.0% (N/A)
<i>My child can take part in clubs and activities at this school</i>	52.6% (N/A)	41.0% (N/A)	1.3% (N/A)	0.0% (N/A)	5.1% (N/A)
<i>The school supports my child's wider personal development</i>	42.3% (N/A)	48.7% (N/A)	2.6% (N/A)	0.0% (N/A)	6.4% (N/A)

<i>There is a good range of subjects available to my child at this school</i>	53.9% (N/A)	39.7% (N/A)	0.0% (N/A)	0.0% (N/A)	6.4% (N/A)
<i>My child has Special educational needs or disabilities and the school gives them the support they need to succeed</i>	0.0% N/A	50% N/A	0.0% N/A	0.0% N/A	50% N/A
<i>Would you recommend this school to another parent?</i>	YES 100% (100%)	NO 0% (0%)			

Survey Highlights:

100% Would recommend this school

100% 'Strongly agreed/agreed' their child is well looked after

98.7% 'Strongly agreed/agreed' their child feels safe (an increase of 17.2% who Strongly Agreed)

97.4% 'Strongly agreed/agreed' the school is well led & managed (an increase of 8.2% who Strongly Agreed)

The staff at the school has been humbled by the many positive comments made and here are a selection:

School Environment

- *Strong values and sense of community. The school promotes a positive school spirit*
- *I love the Crossdale family, I think it works so well to bring the family into the school life of the child!*
- *School has a friendly vibe and we're really pleased with everything we've seen so far*
- *Crossdale School truly is like a family environment. The smaller size of the school allows them to know each child individually and they feel comfortable in this environment*
- *Promoting an environment where each child is encouraged to do well and is congratulated by their peers for doing so*
- *Really feel like part of a family not just part of a school*
- *This school is very caring and I do feel that the children are in really good school. Not too much pressure, but allowing the children to press forward*
- *Encouraging, family ethos to the school helps with my child's confidence at school.*
- **LOVELY ENVIRONMENT**
- *The school has a great family feel, we as parents are always made to feel part of the school community and welcomed in at anytime. Our daughter still feels a strong sense of belonging to the Crossdale family, despite having left over two years ago!*

Teaching & Learning

- *Outstanding Teaching & Learning*
- *I think the school is very well run and the quality of teaching is generally excellent. I have been particularly impressed in recent yrs with support given to my older child. He has never struggled academically but needed more support to develop social skills and teachers willingness to recognise and support his needs has been brilliant.*
- *Teaching seems to be really high quality and my daughter is very engaged and comes home telling us what she's been learning*
- *Kind, caring and supportive teachers and TA's*
- *We're very impressed with the encouragement given to children to self-manage and the guidance they're given to achieve this*
- *Great Reception teachers*
- *The introduction of reading time with parents at the start of the day is great, getting all the children involved with school plays, using doodle maths is a great resource, standard of teaching is consistently excellent.*
- *Variety of interesting special activities and learning opportunities e.g. Diwali day etc. Great outdoor playground and forest school.*
- *I feel that there is a number of opportunities available for the children to take part in extra activities (sporting, musical...etc) and develop their learning on their external environment and other cultures*

- *The staff at the school know our son really well and they tailor education to suit his interests. Good balance of pastoral and academic learning. Topics always seem really interesting. Good choice of extra curricular activities.*
- *The school offers wonderfully interesting, engaging, broad learning opportunities for the children. The staff all clearly love what they do and put their all into providing the best opportunities for our children. There is also a great balance in academic and social learning for the children.*
- **GREAT TEACHERS**

Communications:

- *Communication has improved over the past year or so*
- *Communication with the children and adults is excellent*
- *I have been very impressed with the communication between parent and teacher*
- *Communication with parents is great too*

General:

- *Excellent pastoral care and fabulous leadership*
- *Fantastic school. I feel very lucky that my child is having the opportunity to have such a brilliant start to her education*
- *I am grateful to have my kids at this school*
- *We are very pleased with the school.*
- *Thank you very much for your efforts and time you spend on our kids.*

Areas for improvement

From the survey, there were a range of suggestions that the school have taken on board. Governors identified a few trends from both the statistics and the comments. As such the following points have been raised with the school:

1.) *My child receives appropriate homework for their age*

9% parents in the survey Disagreed/Strongly disagreed that their child receives appropriate homework. There were 6 comments identifying the issues:

- *The children have a lot of homework set, mainly through apps. It is a lot of pressure for them especially when they have outside clubs*
- *Less app based homework for children. More communication with regards to reading homework. Children are expected to progress with their reading but aren't given the materials to come home with and knowing colour gradings of books is not always easy*
- *Homework could be a little more challenging occasionally - perhaps with one more challenging question to finish with*
- *There is an awful lot of homework to do and it can take up a lot of home time up getting it all done. While we appreciate this may be curriculum driven it can impact family time which is also important at a young age*
- *Increased homework in year 6 as my son was under-prepared for the frequency and amount of homework he received when starting at secondary school.*
- *More paper and less online homework*

Response from the school:

Homework is a tricky one to get right! We often find that parents are very split on this one, with some parents wanting more homework and some wanting less.

Reviewing homework is already a priority for this year's School Improvement Plan. Over the coming months we will be reviewing the benefits, appropriateness and clarity of the homework we set. We have already made some changes and will communicate further changes as we move into 2020.

Although homework continues to be an aspect of school life that some parents have concerns about, we have seen improvements in parental perceptions. For instance, in 2014 25% parents disagreed that their child received appropriate homework.

2.) Lunchtime/Playtime Arrangements

There were 6 comments from parents in reference to lunchtime and playtime arrangements. The comments were as follows:

- *I do worry that both our boys feel lunchtimes are difficult. They seem very upset sometimes by the partnering arrangements and they say that lunchtime assistants can be quick to discipline children when perhaps they are not fully appraised on how a situation has arisen*
- *I recommend the school considers thinking about the level of oversight during playtime / at lunchtime. Lunchtime staff (non-teacher) appear to be harsh in some of their reactions toward children*
- *Give the children more freedom at lunch time as there are too many rules when this should be their free time.*
- *That at lunchtime you can sit with all your friends and you don't always have to sit with people from a different class*
- *Dinner time is not very well organised and is the most worrying time for all children. I think that they are not getting enough time outside and being kept in the hall too long*
- *Lunchtime partners policy where the children 'choose their own partners' each day, causes ongoing concern and anxiety in my household. Less popular children are chosen last and therefore have rejection every day. Our previous school, partners were assigned to the children and this made things much smoother, and less worry for the children*

Response from the school:

We have very recently reviewed our strategies for promoting positive behaviour with pupils and have shared strategies and guidance with all staff, including midday staff.

We will also review how children are allocated to tables at lunchtime, involving the school council and classes in this review.

To ensure better continuity and communication regarding lunchtimes, we recently recruited Shelley Szymkiw to work in the office but also as a midday supervisor. As she becomes more familiar with her role, she will be able ensure issues are communicated and considered between the midday and teaching teams.

3.) General School Communication

Governors acknowledge that effective communication in multiple formats and platforms is a universal problem in modern society, particularly when people have different preferences on how they wish to be kept informed. However, 'general communication home' was raised in 9 comments and deemed worth some consideration by the school. Comments included:

- *Using the blogs (that are not searchable or indexed) as the main source of information on school events can be very difficult as we have to track back through various announcements to try and find key information about events and activities. I wonder if a central school calendar with events on it would be more helpful then the blogs could be used more as a window on what's going on in different classrooms vs a main information channel.*
- *Sometimes communication can be slack regarding information parents need to know*
- *Improved communication to parents. Various channels are used by different members of staff, letters, blogs, email, texts, all coming from different sources. Can be confusing and not aligned. This is highlighted with multiple children. Some paper letters make it home, some don't.*

- *Communication with parents*
- *Better communication - letters home*
- *More timely communication*
- *More communication, it's definitely improved over the last few years but sometimes the information is a bit late coming*
- *Home-school communication remains a bit confused: paper letters (that sometimes don't make it home and so are missed completely), Newsletters sent via text, website blogs sent via email and vast numbers of texts about all sorts of things.*

Response from the school:

Communication is an issue that raises its head every year. We do acknowledge how important it is that we communicate effectively with parents and will continue to prioritise achieving this. We did remind staff in September about preferred channels of communication and also switched providers for our blog notification service. We are hoping these two initiatives bring about noticeable improvements. Please speak to Mrs Westmorland or Mr Cresswell if you have any further feedback.

If you have any further comments about this survey or questions for Governors, please feel free to email Alex Demetriou (Alex.Demetriou@governor-equalstrust.org).

Yours faithfully,

A handwritten signature in black ink, appearing to read 'A. Demetriou'. The signature is written in a cursive style with a large initial 'A' and a long horizontal stroke extending to the right.

Alex Demetriou (Governor)