

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 really useful exercise to identify what we are good at and any areas for improvement. We are delighted with the high participation of 99 responses (compared to 39 last year) which makes the exercise far more meaningful. As such, we thank you for taking the time to share your thoughts and the wealth of positive responses.

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>	68.7% (59.0%)	29.3% (38.4%)	0.0% (2.6%)	0.0% (0%)	2.0% (0%)
<i>My child feels safe at this school.</i>	68.7% (66.7%)	27.3% (30.7%)	1.0% (2.6%)	0.0% (0%)	3.0% (0%)
<i>My child makes good progress at this school.</i>	49.5% (41.0%)	48.5% (59.0%)	2.0% (0%)	0.0% (0%)	0.0% (0%)
<i>My child is well looked after at this school.</i>	70.7% (59.0%)	28.3% (38.4%)	0.0% (2.6%)	0.0% (0%)	1.0% (0%)
<i>My child is taught well at this school.</i>	60.6% (66.7%)	37.4% (33.3%)	0.0% (0%)	0.0% (0%)	2.0% (0%)
<i>My child receives appropriate homework for their age.</i>	27.3% (35.9%)	57.6% (41.0%)	8.1% (7.7%)	2.0% (5.1%)	5.0% (10.3%)
<i>This school makes sure its pupils are well behaved.</i>	45.5% (41.0%)	50.5% (56.4%)	1.0% (2.6%)	0.0% (0%)	3.0% (0%)
<i>This school deals effectively with bullying.</i>	20.2% (28.2%)	31.3% (33.3%)	7.1% (0%)	0.0% (2.6%)	41.4% (35.9%)
<i>This school is well led and managed.</i>	49.5% (56.4%)	45.5% (41.0%)	0.0% (2.6%)	0.0% (0%)	5.0% (0%)
<i>This school responds well to any concerns I raise.</i>	44.4% (53.9%)	44.4% (30.8%)	1.0% (2.6%)	2.0% (0%)	8.2% (12.7%)
<i>I receive valuable information from the school about my child's progress.</i>	40.4% (33.3%)	51.5% (59.0%)	6.1% (7.7%)	0.0% (0%)	2.0% (0%)
<i>Opening school from 8:50am to allow parents to read with their children and to allow a smoother start to the morning is working well</i>	39.4% N/A	36.4% N/A	5.1% N/A	4.0% N/A	15.1% N/A
<i>The Maths and English mornings in school helped me understand the expectations for my child's learning.</i>	17.2% N/A	33.3% N/A	7.1% N/A	0.0% N/A	42.4% N/A
<i>The PTA benefits the school and my child / children.</i>	45.5%	39.4%	3.0%	0.0%	12.1%
<i>The PTA keep parents updated with information about events.</i>	35.4%	51.5%	8.1%	0.0%	5.1%
<i>I know what the money raised by the PTA is used for.</i>	14.1%	37.4%	25.3%	4.0%	19.2%

Survey Highlights:

99% 'Strongly agreed/agreed' their child is well looked after (an increase of 11.7% who Strongly Agreed)

98% 'Strongly agreed/agreed' their child is happy (an increase of 9.7% who Strongly Agreed)

98% 'Strongly agreed/agreed' their child makes good progress (an increase of 8.5% who Strongly Agreed)

We have been humbled by the many positive comments made and here are just a selection:

Communications:

- *Communications to parents is excellent - especially the email address for children to share updates.*
- *Communication via the blogs are very effective.*
- *In previous surveys I have mentioned the communication being an issue and I want to say that I do think this has really improved over the last few years*

School Environment

- *Well managed and a strong ethos of good behaviour*
- *Family feeling and excellent teachers who genuinely care about the children.*
- *A lovely environment, it feels welcoming and supportive.*
- *Extremely friendly and caring atmosphere - I especially like the idea of the "Family Service" at lunch time.*
- *Staff are approachable and listen to concerns, it does feel like a partnership (parents / teachers)*
- *The school seems very well managed and organised. Behaviour systems work well and pupils always seem very well behaved and kind.*
- *Helping my child to feel included and catering to her needs, amazing school*
- *Ability to make the children feel proud of their achievements and aspire to do better. Promoting a culture where good behaviour and work is applauded.*
- *Absolutely EXCELLENT response to a mild bullying situation we raised. Very impressed with how you dealt with it. Thank you.*
- *The reading mornings are fab and I think that they have really helped with [my child's] reading, it also helps me have this time as we are always very busy.*
- *You have some truly wonderful teachers at Crossdale who seem to be trying their very best and seem to really love children*

Teaching

- *Providing well-planned and well-taught lessons that inspire children to learn as a class, but focus in on the individual development of the children.*
- *Learning is being well encouraged; our child is happy and excited about what he has been doing.*
- *Getting in interesting speakers. Tailoring instruction to the individual. Making learning fun (there always seems to be something exciting going on)*
- *The teachers are excellent and the atmosphere is very good. I have liked this year's homework structure more than previous years.*
- *The quality and variety of teaching the different topics is great and has really brought the subjects to life and my child has been really enthused as well as clearly absorbed the facts and details taught.*
- *The sports curriculum, enrichment week and competitions have developed my daughter's confidence immensely, and Mr Sanders should be congratulated for the role he fulfils so well.*

Areas for improvement

From the survey, there was a range of suggestions that the school have taken on board. Governors identified a few significant trends and raised the following point with the school:

1.) My child receives appropriate homework for their age

10% parents in the survey Disagreed/Strongly disagreed that their child receives appropriate homework. There were 4 comments identifying the issues (though 2 comments that stated they were in favour of the current homework being set). Parents made the following comments:

- *Although I believe the homework is age appropriate and has its uses in reinforcing learning I feel that having less would be better, allowing greater family time. As I understand it, research has shown that additional homework does not automatically lead to better comprehension of the subject.*
- *Rely less on internet based homework*
- *Hold lessons for parents some evenings to help with homework. The lessons in grammar and maths have changed so much from when we were at school that I feel we are disengaged with the new learning methods.*
- *Homework in general is too focused on screen-based exercises. We need more opportunities to WRITE*

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. We have invested in Apps to support homework as it is easy to tailor the homework to the specific needs of each child, thus maximising the benefits. However, we will continue to review our approach to setting homework, always considering how straight forward it is for parents to access the homework, and the benefits for children.

It is worth noting that since we started to introduce the use of Apps for homework, we have seen more parents responding positively to this question on the annual survey. For instance, in 2014 25% parents disagreed that their child received appropriate homework.

2.) *This school deals effectively with bullying.*

7% parents in the survey disagreed that Crossdale deals effectively with bullying. Only two additional comments specifically mentioned bullying:

- As parents our only concern is how the behaviour of other children and bullying is dealt with, we have felt supported when raising issues but it hasn't necessarily translated or been resolved fully, probably need to update the Crossdale Way to make it more relevant / current, or maybe even reinforce it more!

- Absolutely EXCELLENT response to a mild bullying situation we raised. Very impressed with how you dealt with it. Thank you.

Response from the school:

The school's anti-bullying policy is on the school website and contains the following definition:

BULLYING: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

As a school, we always consider the 'repetitive' element of this definition in the context of how much adult support has been put in place to discuss and explain the *hurting* of another child. If a child has been spoken to several times, yet he/she continues to hurt another child, we would start to describe the behaviours as bullying. Fortunately, the vast majority of children at Crossdale do not continue to *hurt* other children once they understand the impact and consequences of their behaviours. As such, we normally reserve the word 'bullying' for the most serious and repeated incidents of *hurting*.

In addition, to resolve issues of *hurting* between children we often find that both parties need to modify their behaviours. Typically, it is not as straight forward as one child deliberately, and without provocation, hurting another child. In these cases, which could be described as developmentally normal 'falling out', we would not use the word bullying unless negative behaviours escalate, are sustained and the children do not respond to adult intervention.

If you believe that the definition of bullying given above applies to your child, we would urge you to come into school urgently to discuss our concerns. We fully understand the impact of bullying on children and would wish to address your concerns immediately. Ensuring the well-being and safety of all children must be our top priority.

3.) *I receive valuable information from the school about my child's progress.*

6% parents in the survey disagreed that they receive valuable information from the school about their child's progress. Only two additional comments specifically mentioned the information parents receive about their child's progress:

-Regular updates on progress. Would welcome information throughout the year not just at parents evening and at yearly report. It would be useful if as regular as attendance updates are.

-Last year we only found out at the second parents evening around Easter that there was an issue with my son's learning. We should have been made aware earlier. However, I feel that his current teacher has kept us well informed and the school is doing all it can to help him achieve his potential.

Response from the school:

Two years ago, we introduced our termly 'Interim Progress Reports' to ensure parents have regular, clear information about their child's attainment in Reading, Writing and Maths, which we provide to parents at parents' evenings. Since we introduced the Interim Reports, we have noticed a slight improvement in parents' responses to this question on the annual survey.

We do find that different parents have significantly different expectations about the amount of information they would like regarding their child's progress and performance in school. Although 96% parents feel the information, they receive is sufficient, we do understand that some parents would like more information – we always encourage parents to speak to their child's class teacher if you would like to talk about your child's progress.

4.) *Opening school from 8:50am to allow parents to read with their children and to allow a smoother start to the morning is working well*

9% Disagreed/Strongly Disagreed that our earlier start is beneficial. We received four comments about the changes to the start of the day:

- The Open early morning reading is a nice idea, but many parents cannot attend due to work commitments - children don't always understand why and may assume their parents are not bothered.

-The 10 minute reading time is a nice thing but has removed the time parents had to talk and get to know each other... that family feeling gone.

-The timing of the reading before school was not good. It really upset our son's start to a new year. It has taken weeks before he is happy with this [...] The only benefit seems to be a calmer start to the day in class. Not a winner for us.

-The reading in the morning looks good for the school in that kids are sitting quietly [...] and some parents just drop kids earlier to get to work quickly [...] What is lost is fresh air in the playground before school [...] At drop off I used to see the teacher interacting with the kids - it was a good impression of a safe, happy, caring school, Now, this has been lost.

Response from the school:

A large majority of parents are seeing the benefits of our different starting arrangements. In school, we feel the day starts more smoothly and purposefully, allowing the children to settle into the day more quickly. We will continue to monitor the changes, ensuring they continue to deliver the benefits that staff and many parents have noted.

5.) *I know what the money raised by the PTA is used for*

29% Disagreed/Strongly Disagreed they knew what the money raised by the PTA funds was being used for

Response from PTA:

We will be working hard to publicise the use of PTA funding in school from now on. The PTA are currently funding improvements to the playgrounds and nature areas. In the past, PTA funding has funded improvements to our ICT infrastructure and many other curriculum resources. For instance, the PTA funded the project in September this year whereby every child at Crossdale painted a tile for a display in the entrance area. PTA funding has brought about huge improvements and benefits to children at Crossdale for many years. Watch this space for more updates!

A good way to keep up with the PTA is to like them on facebook: www.facebook.com/CrossdalePTA

If you have any further comments about this survey or other 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 (Vice-Chair of Governing Body)