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**Parents Survey 2018**



***Your Views Count!***

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Dear Parents,

I wanted to write to thank all of you who took the time to fill in our recent Parent Questionnaire; your opinions and feedback are extremely important to us. We have been analysing the results and identifying what we can learn from them and how we can use them to further the development of the school. Any good school needs to be constantly looking at itself and reviewing its procedures and your opinions form a fundamental part of that process.

The responses from the parent survey are also available on the school website under ‘Parents; Parent Surveys’. There are a huge number of positives to be taken from the report and this highlights a number of strengths that you feel the school has. The school must, however, learn and listen to areas that you feel could be improved upon and the staff and I will be addressing that in the coming weeks and months.

Finally, I would always welcome any feedback about any aspect of school life. Although the official surveys are only once every other year I am always very keen to hear from parents with suggestions for improvement in the way we are operating. Please feel free to contact me at school if you feel you have something to contribute.

With best wishes

Marina McCusker

There were 30 surveys returned.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Neither agree nor disagree | Disagree | Strongly Disagree | Response to comments or results...already in place/ future actions |
| **Well-being** |  |  |  |  |  |  |
| My child enjoys coming to school | 67% | 28% | 3% | 6% |  | Nothing specific about school...many children just prefer being at home! |
| My child feels safe and secure in school | 64% | 30% | 3% |  | 3% | All children have the right to feel safe and secure. If you believe that your child does not feel like this, please make an appointment to talk to the class teacher so that specific steps can be put in place to ease this anxiousness and upset. |
| The school caters for my child’s needs adequately | 57% | 43% |  |  |  | All learning is differentiated and children with additional needs are targeted through support in class, withdrawal in booster groups, programmes such as Reading Partners, Catch Up Numeracy and Lexia. |
| The school provides opportunities to develop his/ her personal qualities beyond the classroom | 57% | 33% | 10% |  |  | Beyond the classroom includes after school activities, trips, visitors to school, participation in festivals, choir, swimming galas etc. |
| The school encourages my child to reach his/ her potential | 57% | 40% | 3% |  |  | High standards are expected in all areas of learning and behaviour. Children are involved in setting personal targets and reviewing these. Children’s performance in tests and levelled work is tracked throughout the year and specific targets for improvement put in place. |
| My child is valued within the school and their efforts and achievements are celebrated | 53% | 37% | 10% |  |  | Celebratory assemblies every Thursday where children are rewarded with special mention and any other achievements are celebrated from inside or outside school (it is important for anyone with an achievement outside of school to notify teachers so that this can be announced) |
| My child is encouraged to respect and value the opinions/views of others | 57% | 40% | 3% |  |  | Respect is one of our school values. It encouraged through class charters, PDMU lessons, assemblies, rewards, supervisor awards weekly and through Shared Education |
| There is positive relationships between staff and pupils | 57% | 43% |  |  |  | Positive relationships are evident in interaction between pupils and staff and their engagement in trips and activities |
| My child is encouraged to have a healthy lifestyle | 57% | 40% | 3% |  |  | Healthy Breaks, Dinner stickers, Healthy eating certificates, reminders for healthy lunches on school trips  Sports Day, Daily Mile, PE and swimming throughout the year.  Active Travel School |
| There is a good range of activities including trips or visits for my child to take part in | 60% | 40% |  |  |  | All classes have the opportunity to go on educational visits linked to their World Around Us topics throughout the year. End of year trips for all year groups, residential for P6/7, visits to post primary schools, local performances/ plays, visitors to school. |
| My child is confident that should they have a problem, there is someone they can go to in school who will listen to them | 50% | 40% | 7% | 3% |  | Encouraged in assemblies and in class through PDMU, NSPCC visits for speak out, stay safe to encourage children to talk about their problems, posters displayed around school of designated and deputy designated teacher for child protection and online safety officer. |
| **Learning and Curriculum** |  |  |  |  |  |  |
| My child is encouraged to work hard and do their best | 57% | 40% | 3% |  |  | Children are encouraged through high standards and expectations. Encouraged to take ownership by setting their own targets and reflecting on their learning |
| My child finds the work stimulating and interesting | 50% | 40% | 7% | 3% |  | Efforts are made to make learning fun with practical activities, outdoor lessons, the use of ipads and ICT, a mixture of individual, paired and group activities, investigations and experiments. However, some aspects of work for example transfer preparation are difficult to make exciting as they are restricted to a particular structure and format that must be followed.  Children complete a survey to identify their preferred learning style at the beginning of the year and teachers use this to inform their planning for the styles within their class. |
| The work my child is asked to do is matched to his/her abilities | 43% | 47% | 10% |  |  | Learning content and activities are differentiated and take account of children’s needs and prior knowledge. Children are supported in their learning by teachers and classroom assistants. |
| Children who need extra help are identified and well catered for | 53% | 27% | 20% |  |  | Children with additional needs or requiring extra help are identified and targets and actions put in place to assist with these.  Early identification is key.  Nurture is offered to children needing social/ emotional support |
| My child receives an appropriate amount of homework for his/her age. Please comment.  \* This is a controversial area...please be specific in quantity of homework your child receives, the length of time it takes to complete it, whether your feel your child could do with less or more or none at all. Your views shape future decisions in our school. Please comment on what you feel homework should be. | 43% | 40% | 7% | 3% | 3% | Homework is always controversial as parents have differing views on homework based on what they feel is appropriate and based on how their child manages with the homework.  1 no response  Other responses include:  ‘Quite a lot of homework  More homework  Would like more reading books  Homework is a discipline they need to learn to help prepare them for secondary school  Homework is suitable, manageable and age appropriate  Homework can take a long time for some children who find it too much.’  Parents can always talk to class teacher about differentiated homework as the need arises. |
| There are opportunities for extra-curricular activities | 53% | 37% | 10% |  |  | HOP activities are varied each term  School council were consulted on afterschool clubs that they would like on offer and their suggestions were put in place.  Breakfast club is available for all children throughout the year.  Variety of clubs with sports, ICT, art and craft, cookery etc. offered and alternated each term to provide opportunities to meet all needs and interests.  Opportunities also offered for children to participate in activities such as choir, swimming, speech and drama etc. |
| The school communicates with me effectively about my child’s progress and I receive helpful information about my child’s progress via seesaw/ at parent teacher meetings. | 57% | 40% | 3% |  |  | Communication is regular through the use of the school website, newsletters, and letters either sent home or emailed.  Most popular method is Seesaw app which is very effective for sharing messages and photos and samples of children’s learning.  2 parents teacher meetings offered (Term 1 and term 2) and open door policy where parents can arrange an appointment with the teacher when necessary. |
| The school communicates with me effectively about how to support my child’s learning | 43% | 40% | 7% |  |  | Information offered in numeracy support booklets in term 1, termly class letters to outline areas planned for that term, advice offered in parent/ teacher meetings and via Seesaw when specific areas for development or home support are identified. |
| The school communicates with me effectively about school events and activities | 57% | 40% | 3% |  |  | Newsletters, website, Facebook and most commonly; Seesaw. |
| The school seeks my views and listens to my concerns | 53% | 30% | 17% |  |  | Regular audits and surveys for curricular areas and pastoral provision sent for parental input.  Open door policy, use of homelink books where appropriate. |
| The school sets high standards for pupils in work and behaviour | 57% | 37% | 10% |  |  | High standards are expected and encouraged through our motto, our promotion of school values, our ethos, the development of thinking skills and personal capabilities and through exposure to a range of real life situations where children can apply their learning.  Pupil progress is tracked to ensure children are performing to their potential and targets are established for those who fall below this. |
| The school has a good system to reward good behaviour | 40% | 37% | 23% |  |  | Individual awards for personal achievements, Certificates for respect, being a good friend, making good choices awarded in assemblies, special mention, start of the day, fuzzies, in class reward systems in place, playground points, class of the week, VIP lunch table etc  List of rewards available to view in our Positive Behaviour policy |
| Staff deal effectively and fairly with unsatisfactory behaviour | 37% | 33% | 30% |  |  | Strategies are outlined in our positive behaviour policy.  Staff are trained in managing behaviour  Continual training and monitoring of consistent approach through clear system of steps for dealing with unsatisfactory behaviour will take place  Continual interaction with school council for pupil feedback on behaviour and ensuring fairness |
| **Communication** |  |  |  |  |  |  |
| Parents feel they can communicate with the class teacher about any concerns e.g. at meetings, by making time to talk to the class teacher, through homelink facilities or seesaw where necessary | 60$ | 40% |  |  |  | Seesaw can be used to communicate with teachers, homelink books/ systems are in place where appropriate, opportunities to comment on children’s reading reading logs or diaries, appointments to meet or phonecalls to discuss concerns can be easily organised between teachers and parents. |
| The school website, social media, seesaw is useful in providing clear information regarding what has happened in school and also about future events | 73% | 24% | 3% |  |  | School website, Facebook and Seesaw are updated regularly with photographs and information about learning and activities in school. |
| The newsletter provides useful information about school life | 57% | 43% |  |  |  | Newsletters are used to share information with parents. Their distribution is not required as frequently now as Seesaw is very quick and effective as a mode of communication between staff and parents without the need for a printed version. |
| I am given information about the school’s pastoral policies or know how to access them e.g. safeguarding, anti-bullying etc | 67% | 30% | 3% |  |  | Pastoral policies are sent home in term 1 for signing.  Also available on the school website  [www.castledawsonprimaryschool.com](http://www.castledawsonprimaryschool.com)  Shortened guides for parents also published as leaflets to summarise the key points for quick and easy reading. |
| **School Environment** |  |  |  |  |  |  |
| The school building is well maintained and safe | 53% | 47% |  |  |  | Doors are locked at 9am and gates at 9:05 and to ensure safety of all.  Regular maintenance checks are completed to ensure that all areas of school property are effective and secure for purpose and for children’s use.  Play equipment checked weekly  Regular health and safety checks, fire drills etc |
| The school building is of a high standard of cleanliness inside and out | 57% | 34% | 6% | 3% |  | ???? |
| The classrooms are attractive and stimulating reflecting pupils’ work | 53% | 47% |  |  |  | Classrooms are bright with a balance between educational displays and children’s work.  Tables and chairs are appropriate to the size of the children using the, and areas of learning e.g. ICT area are clearly identifiable. |
| The school is well thought of in the community | 57% | 33% | 10% |  |  | Community are kept updated on school activites through the use of social media, the school website and through events such as the Shared Education Community Coffee Morning. |
| I would recommend Castledawson Primary School to another family | 70% | 20% | 10% |  |  | Any parents who have a concern about their child at Castledawson Primary School are encouraged to make an appointment with the class teacher/ principal to discuss concerns and to outline the way forward. |
| Please indicate by ticking the box  Apart from information booklets already sent out, as a parent I would like to know more about:  **How the school teaches Reading and Phonics 1**  **How the school teaches Mathematics and Numeracy**  1  **Ways in which I can help my child at home**  **How the school supports children with additional needs**  **The process in helping ensure your child receives support if required**  **How school policy is shaped**  **How school provides for my child’s pastoral needs**  **How the school deals with bullying, online safety and teaching a preventative curriculum**  **The school’s expectations in terms of behaviour as outlined in our policy which includes attendance, uniform, completing homework etc.** | | | | | | |

Thank you for your feedback.