

Parent View Results and Actions – Summer 2024

Parent View Survey – completed by 61 families <small>*percentages rounded to the nearest 1%</small>		Strongly agree	Agree	Disagree	Strongly disagree	No answer
1	My child is happy at this school	67%	28%	5%	0%	
2	My child feels safe at this school	70%	25%	3%	2%	
3	The school makes sure its pupils are well behaved	53%	41%	5%	2%	
4	The school has dealt with any bullying quickly and effectively	26%	21%	13%	8%	Not aware of bullying 31%
5	The school makes me aware of what my child will learn during the year	62%	33%	3%	2%	
6	When I have raised concerns with the school, they have been dealt with properly	51%	41%	5%	3%	
7	3 parents responded to say their child has Special Educational Needs (5% of the 61 respondees); however 13 parents then proceeded to answer question which was intended only for the parents of pupils with SEND: My child has SEND, and the school gives them the support they need to succeed.	70% (9 responses)	15% (2 responses)	15% (2 responses)	0%	
8	The school has high expectations for my child.	61%	37%	2%	2%	
9	My child does well at this school	64%	31%	5%	0%	
10	The school lets me know how my child is doing	54%	34%	10%	2%	
11	There is a good range of subjects available to my child at this school	57%	38%	3%	2%	
12	The school supports my child's wider personal development	59%	28%	11%	2%	

Analysis

Positives:

- 61 families (23%) returned a questionnaire.
- 98% of parents either strongly agree or agree that the school has high expectations for their child.
- 95% of parents say their child feels safe at school.
- 95% of families believe there are a good range of subjects available.
- 95% of parents believe their child does well at our school.
- 95% of parents believe their child is happy at our school
- 95% of parents say the school makes parents aware of what their child will learn.
- 94% of parents feel school ensures its pupils are well behaved
- 92% of parents feel concerns have been dealt with properly

“Edward the Elder broadens the pupils' horizons. Offering extra curricular activities, arranging special events, and encouraging a wider knowledge about our world. Staff go above and beyond to give pupils the best possible education. Staff are conscientious, dedicated, caring and supportive. Truly outstanding education available at this warm and vibrant school.”

“Great school, my kids love going to school, the teachers are ever so lovely.”

“I am very grateful for the support my son has received.”

“This school is amazing and the support I have been given is 100%. I have nothing negative to say. I am so glad my children attended this school and will definitely be recommending it to friends and family. Well done to all the staff! You do an amazing job. I couldn't be happier and nor could my children. Thank you.”

“Both my children are happy there and settled at the school and have progressed since their time being there.”

“School is well maintained and disciplined.”

“Great school, my son is really enjoying going to school.”

“My son has really flourished since starting this school. He gets help when needed and is encouraged to do better and always pushed to be the best he can be and work hard.”

Next steps: These statements have been selected as the highest priorities for 2024-25, based on results from both surveys:

1. Parent survey:

-45% of parents said any bullying had been dealt with quickly and effectively with 31% unaware of any bullying. 13% disagreed and 8% strongly disagreed.

What we do now:

- Behaviour in school was found to be excellent (Review of Edward the Elder conducted by leaders from other schools in Elston Hall Learning Trust 2024)
- The Behaviour for Learning Policy (available to download at www.edwardtheelder.org.uk) was reviewed in June 2024. It outlines expectations for behaviour for staff, pupils and parents. It also outlines school rules, guidance for the playground, procedures for the classroom, consequences, rewards and procedures for exclusion.
- Staff are given regular training on implementation of the policy and where adaptations have been made, this is communicated immediately to staff in order to improve systems. Due to confidentiality, circumstances regarding a child cannot be discussed with any other family, except the parent/carer of that particular child. Where a circumstance requires it, there may be a particularly in-depth plan to support behaviour for learning for an individual. This may involve a number of outside agencies. Where, at times, it may be frustrating that this information cannot be shared with other families, we hope that you understand the need to maintain confidentiality for safeguarding reasons.
- The policy and 'on the ground' procedures are regularly checked during Safeguarding Audits by an outside consultant, and also leaders from the Trust. Systems have always been found to be rigorous, and where minor alterations have been suggested to improve practice further, these have been implemented immediately.
- Mrs Yeomans, Emotional and Behaviour Learning Support Leader for the Trust, spends part of the week dedicated to Edward the Elder. She support individuals and families displaying need within this area, often linked to outside agencies. Mrs Houlston and Ms Karakas also spend part of their role providing emotional and behaviour support for 1:1 and friendship groups.
- We held our first coffee and cake morning in Summer term 2024, which enabled families to drop in and speak to a variety of professionals.

What we now plan to do to improve further:

- This term, we will again offer a coffee and cake drop-in session but will extend this to explain the work that school do. The date and time will be published on an upcoming newsletter.
- Since the policy review in June 2024, the main behaviour system has been amended to the three focus words:
 - Ready
 - Respectful
 - SafePupils have been taught the amended rules and these are continually reinforced in school and on the playground.
- We will continually take further feedback in order to improve our systems for dealing with any unacceptable behaviour that should arise.

2. Parent survey:

- **85% of parents feel their child with SEND is given the support they need to succeed. (school is unsure how accurate this response is as 3 parents said their child had SEND but 13 parents answered this question).**

What we do now:

- School has high expectations of all pupils, including those with Special Educational Needs.
- All children on the SEND register have 1:1 sessions with staff at least twice during the week, to support them on their specific individual targets. Targets are reviewed as soon as they are achieved, and at least every term.
- Learning for all children in all lessons is adapted according to their needs. Strategies may include support from the teacher or teaching assistant, peer tasks or adaptations through resources in order to promote pupils' independence.

- A number of outside agencies support children within school. This includes Speech & Language Therapy, Outreach, SNEYS (Special Needs Early Years Service), Educational Psychologist, Specialist Teacher. School makes referrals to agencies when needed, with parental consent.
- Children with Education Health Care Plans have individualised timetables and access to the rainbow room for more specialised learning, when needed.
- Mrs Turner is the school's SENDCO (Special Educational Need and Disability Coordinator). Mrs Turner supports teaching staff with strategies to support pupils.
- In 2024, staff have received additional training from Outreach regarding sensory breaks/snacks/circuits; additional training regarding Lego therapy and additional CPD from the specialist teacher.
- In 2024 the markings were installed on the playgrounds supporting sensory breaks when needed.

What we now plan to do to improve further:

- This term, we will extend our coffee and cake morning to offer more specialist SEND advice and information to families.
- Families with additional questions are more than welcome to make an appointment to meet Mrs Turner.
- Staff will continue to receive additional training from Outreach.

3. Parent survey:

- **88% of parents say school lets them know how their child is doing.**

What we do now:

- Termly parents consultation evening giving parents a chance to speak to their child's teacher on a 1:1 basis face to face.
- Annual report sent home every July detailing children's achievements in all areas of the curriculum and progress
- Half yearly report sent home in January with summary of progress and next steps.
- Ongoing awards sent home as achieved (eg: Superhero Timetables, merits). A variety of online learning resources with tasks pitched to their child's learning (Purple Mash, TT Rockstars)
- Staff are always available to speak to throughout the year either informally at the gate/classroom door, or by appointment more formally.
- Children's workbooks are sent home annually (with a small selection retained within school)

What we now plan to do to improve further:

- Add additional content to the school website
- Ensure all classes have a variety of learning content added to X
- Invite parents in to experience further elements of their child's learning with their child

4. Parent survey:

- **87% feel the school supports their child's wider personal development.**

What we do now:

- Significant investment has been made in the foundation subject thematic curriculum and PSHE curriculum, with advice taken from specialist providers – learning is mapped to the national curriculum and progressive across ages and stages. During each academic year, pupils will spend one topic each focusing on four core values of Communication, Conflict, Culture and Conservation. They progress through learning as Explorers (Nursery & Reception), Pathfinders (Years 1&2), Adventurers (Years 3&4), Navigators (Years 5&6).
- We have a dedicated Early Intervention Officer (police) who visits school regularly to work with children and support them
- A range of visitors supplement the curriculum including: NSPCC, Guide Dogs for the Blind, authors, school nurse, Animal Man and Sea Cadets. School has excellent links with the community, including Wednesfield Rotary Club. During the year, school offers a variety of free after schools clubs and aims to change these during the year to ensure a mixture of sports and creative clubs are all on offer. We appreciate these are often held on the same night but due to other staff commitments (training/meetings etc), additional evenings are not always possible.
- During the year, school plans a range of educational visits to all classes with the aim of giving a mixture of experiences throughout their school life. Years 2 and 6 attend a residential. Other educational visits have



included: Cadbury World, Cosford, Museum of Cannock Chase, Sarehole Mill, local area walks, Grand Theatre. Pupils have taken part in a variety of charity and community events including: the choir singing in Sainsburys at Christmas, harvest food donations and Children in Need. Due to the cost of transport increasing significantly, alongside the national financial crisis, we aim for each class to attend one 'traditional' educational visit, one free/significantly cheaper visit (eg local walk, visit to religious building) and have at least one visitor to school (eg Egyptian day). All visits are linked directly to learning.

- We have also marked Anti Bullying week with Odd Socks day, and achieved the Local Authority Anti Bullying charter and marked Safer Internet Day and Number Day. As part of learning in school, all year groups have held inspiration days across the year, EYFS have hatched ducklings and parents have joined us on a number of occasions including Christmas & Commonwealth crafts and Parent/child PE sessions.
- School has invested in the pop-up pool to increase the number of swimming lessons available to classes.
- Over recent years, our sporting offer has increased. In 2024, every child in Years 1-6 had a block of additional cricket sessions and school has participated in competitive events such as cross country, boys football, girls football, netball. Links have been made with Wolves Foundation.

What we now plan to do to improve further:

- The forest area on the field to be developed to offer a fully immersive outdoor learning experience for pupils in all classes. This has been supported by a £10,000 grant secured from the Royal Horticultural Society. Work began in Summer 2024 and will continue in the coming months.
- Continue to offer pupils fresh experiences.
- Further enhance participation in sporting activities/competitions outside of our school.

Additionally, we also appreciate your individual suggestions of next steps – we will ensure these are actioned over the coming months.