



Edward the Elder Primary School

Parent View Results and Actions

2023

55 responses

		2023 Results				
		Strongly agree	Agree	Disagree	Strongly disagree	No answer
1	My child is happy at this school	33 (60%)	19 (35%)	3 (5%)		
2	My child feels safe at this school	34 (62%)	19 (35%)	2 (4%)		
3	The school makes sure its pupils are well behaved	24 (44%)	27 (49%)	3 (6%)	1 (2%)	
4	The school has dealt with any bullying quickly and effectively	11 (20%)	15 (28%)	7 (13%)	2 (4%)	Not aware of bullying 20 (36%)
5	The school makes me aware of what my child will learn during the year	32 (58%)	18 (33%)	5 (9%)		
6	When I have raised concerns with the school, they have been dealt with properly	25 (45%)	22 (40%)	8 (15%)		
7	Only answered by parents of a child with special educational needs and/or disabilities (8 respondents said their child had SEND but then 32 answered this question): My child has SEND, and the school gives them the support they need to succeed.	11 (34%)	17 (53%)	3 (9%)	1 (3%)	
8	The school has high expectations for my child.	31 (56%)	22 (40%)	2 (4%)		
9	My child does well at this school	28 (51%)	26 (47%)	1 (2%)		
10	The school lets me know how my child is doing	28 (51%)	20 (36%)	7 (13%)		
11	There is a good range of subjects available to my child at this school	27 (49%)	24 (44%)	4 (7%)		
12	The school supports my child's wider personal development	24 (44%)	26 (47%)	5 (9%)		

Analysis

98% of parents feel their child does well at Edward the Elder

96% of parents say their child feels safe at school

96% of parents say the school has high expectations for their child

95% of parents say their child is happy at school

93% of parents say there is a good range of subjects available

92% of parents say the school makes sure its pupils are well behaved

91% of parents say the school makes families aware of what children will learn during the year

91% of parents say the school supports children's wider personal development

"The creative curriculum and lengths all staff go to for my child is second to none. My child adores school and has so much fun every day. She is excited by the prospect of what each day will bring and is empowered with knowledge of her own learning as staff keep her informed of activities that are planned."

"Every member of staff is very professional and caring about children, my child can't wait to go to school every morning."

"We've been really impressed with this school. The teachers are caring and make time to speak to you. My child knows teachers who teach the higher years and they know her by name. I feel strongly that my child will grow and develop at an intelligent and emotional level at this school."

"I love the way they support us with providing homework and giving books to read them at home."

"My son is always happy to go to this school unlike past schools he's attended and is always talking about his school day, his lessons and how nice his teachers and class mates are."

"They do an amazing job! My kids love the school, always happy and doing ever so well... couldn't be more proud."

"Edward the Elder has been amazing with my daughter and all her additional needs, all staff are caring, friendly and go above and beyond for the children in their care. I couldn't wish for a better school for my child to attend."

Next steps: These statements have been selected as the highest priorities for 2023-24, based on proportions of parents who disagreed with the statements:

The school has dealt with any bullying quickly and effectively (20% strongly agree, 28% agree, 13% disagree, 4% strongly disagree; 36% not aware of any bullying)

When I have raised concerns with the school, they have been dealt with properly (45% strongly agree, 40% agree, 15% disagree, 0% strongly disagree)

What we do now:

- The Behaviour for Learning Policy (available to download at www.edwardtheelder.org.uk) was reviewed in April 2023. 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 Trust leaders and an expert from Services for Schools. Systems have always been found to be rigorous, and where minor alterations have been suggested to improve practice further, these have been implemented immediately. Behaviour at Edward the Elder has always been found to be excellent.
- Miss Taylor, 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. Her work is supported by Mrs Houlston.
- If concerns are raised, these are dealt with in line with our Complaints Policy. If a parent is concerned about anything to do with the education that we are providing, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress. Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher or other senior leader at the school. Most complaints are normally resolved at this stage. We strive to act on the concern in a timely manner and communicate our response to you as quickly as possible in order to find a suitable solution.
- School has invested in additional support in 2023 from an outside 'expert' provider in order to provide families and pupils with informative workshops linked to online safety and supporting children to ensure online bullying does not occur.
- School has invested in a new system to record behaviour, which supports more effective analysis of patterns and triggers of behaviours, in order to provide early intervention if needed.

What we plan to do:

- In Autumn Term 2023, we will offer informative workshops to families outlining procedures within the policy, and examples of the types of work Miss Taylor and Mrs Houlston complete.
- Across 2023-24 further parental workshops will take place in order to support online safety/ prevent online bullying
- We will continually take further feedback in order to improve our systems for dealing with any unacceptable behaviour that should arise.

The school lets me know how my child is doing (51% strongly agree, 36% agree, 13% disagree, 0% strongly disagree)

What we do now:

- Our school website www.edwardtheelder.org.uk contains information regarding the curriculum and what children in each year group are learning. This includes curriculum overviews, help videos, intent, implementation, impact statements, coverage documents and curriculum policies. Slides from parent workshops are also added for applicable year groups, newsletters, curriculum overviews and termly teacher updates are published.
- Twitter is used constantly to post class' learning in real time
- A new half termly written summary report was introduced this year to give parents additional information regarding their children's attainment in February, alongside the annual report in July.
- Three parents evenings are held annually.
- An 'open door' policy exists – if parents have questions at any point during the year, they are welcome to contact their child's teacher.

What we plan to do:

- Children's workbooks (English, Maths and Science) will be sent home at the end of the academic year to enable you to revisit your children's learning with them and celebrate the progress they have made during the year. They will continue to use their current 'topic' books in the new academic year, but, over time, these will also come home to you.
- Update our school website to ensure it is easier to navigate and find the information you require (due to be launched September 2023)
- Further consider informing parents more regularly about incidental achievements (spelling results etc)

Additionally, 8 respondents said their child had SEND but then 32 respondents answered the following questions and therefore the data's validity is unclear.

My child has SEND, and the school gives them the support they need to succeed. (34% strongly agree, 53% agree, 9% disagree, 3% strongly disagree)

What we do now:

- Mrs Turner is the school's SENDCO (Special Educational Need and Disability Coordinator). Mrs Turner works alongside other teaching staff to identify children with a Special Educational Need and, through consulting with families, actions support for these pupils. This may include in-class targets, support from a specialist provider, or a more in-depth plan, involving multiple agencies.
- Our School Information Report (found in the SEN area of our school website [SEND2023.pdf \(edwardtheelder.org.uk\)](#) contains our SEN offer to pupils and gives information regarding how we identify needs, who supports the children and how we monitor and review SEN targets.
- Every half term children's targets are reviewed and new/ revised targets are set. These are sent home each time for parents to comment on and sign.
- An 'open door' policy exists – if parents have questions at any point during the year, they are welcome to contact their child's teacher/Mrs Turner the SENDCo.
- School works with a number of agencies including Specialist Teacher, Educational Psychologist, Special Educational Needs Early Years Service (SNEYS), Outreach in order to provide more specialist support for pupils with SEND.

What we plan to do:

- In 2023-24 we plan to introduce termly face to face parent meetings to further discuss children's targets directly with parents.
- We will continually take further feedback in order to improve our systems for supporting children with SEND that should arise.

Additional comments

We have also taken on board some additional written comments and have hopefully already tackled these this half term by:

- Hosting additional activities for parents to join in with – the 'rock garden' parent/child crafts sessions were held for every class and turnout was excellent. Sports Day was held for every class, with all parents invited to watch.
- Ensuring a broader range of after school clubs were held this term including: athletics, gardening, timestables, netball, multi games and choir (in addition to dance, reading buddies, cross country, Eco club, morning movers and SATs booster classes held earlier this year)
- We are looking to make some additions to our playground to enhance the space more permanently...watch this space! As an interim measure we have invested in additional games for pupils to play at lunchtimes.