

Alderman Pounder Infant and Nursery School

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31st March 2017

Dear Parents/ Carers,

RESULTS OF PARENT QUESTIONNAIRE (Spring 2017)

Many thanks to all parents who completed the questionnaire given out last week. We had a brilliant response of 67% (143 out of 211 pupils) from Key Stage 1 and FS2. The Seedlings summary will follow after the Easter break.

We have been encouraged by the many positive comments made where strengths significantly outweigh areas for attention. The number in brackets refer to the number of parents who made that particular comment.

I would like to share with you a summary of the findings...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
My child is happy at this school	110	33			
My child feels safe at this school	117	26			
My child makes good progress at this school	108	35			
My child is well looked after at this school	116	22			
My child is well taught at this school	110	26			
My child receives appropriate homework for their age	85	32	3	1	15
This school makes sure its pupils are well behaved	94	43			2
This school deals effectively with bullying	66	39			38
The school is well led and managed	107	32	1		
The school responds well to any concerns I raise	105	30	1		7
I receive valuable information from the school about my child's progress	97	42	3		
Would you recommend this school to another parents	Yes = 100%				

Areas in which the school works particularly well:

- Safe atmosphere/ environment (3)
- Challenging work
- Good support for SEN pupils/ or those children who need a bit of extra support (15)
- Caring (16)
- Treating children as individuals (9)
- Wonderful staff/ positive staff (11)
- Good communication (13)
- Focus on teaching not just looking good for Ofsted
- A fun place to be – stress free for the children (10)
- Friendly atmosphere / approachable staff (17)
- Good sense of community (2)
- Good reputation
- Parent involvement (4)
- Good relationships between staff and children (3)
- Lots of effort put in by all staff (especially Christmas)/ fantastic range of activities (6)
- The school is well led and managed (6)
- School responsive to all concerns raised (5)
- Pod squad (3)
- Togetherness/ team work (3)

- Maths and literacy education (4)
- Office staff – nothing too much trouble for them (4)
- Always keen to improve
- PTFA (2)
- Staff who are passionate about education
- Staff professionalism
- Multiculturalism
- Excellent after school club provision (3)
- Family values
- Good behaviour
- creativity
- Dinners! (2)

One parent said:

"When you get home at night and see your child smiling, happily recounting what she has been doing at school, and then the next morning seeing her calm, happy and looking forward to going to school, you know you've made the right choice of school. There is nothing we have not been happy with at all! Thank you all for creating a special place for her to grow and learn."

We continue to be delighted with all the positive comments we have received. Everybody on the team works so hard to make your child's time in school happy and successful and this definitely has been acknowledged in your responses. Thank you!

Areas the school could improve standards:

- Homework (9)
- More information about child's progress/ more communication about day to day stuff they are doing (8)
- Allow the children to enjoy themselves more
- Invite parents in if raining in the morning
- Bring back 'It's a Man Thing'
- Dairy dates with Eskdale (2)
- Informing of events sooner (2)
- Letting children out on time
- More competitive sports in school (2)
- Better communication
- Behaviour of some children
- A system for parents to communicate/ make friends
- Making multiple drop offs/ pick up easier
- Smaller class sizes
- A school disco!

As you are aware, we are always striving to improve the school and below are responses to all of this years suggested areas for development.

Homework

Getting this right is always difficult, as parents have very mixed views about how much homework a child should have. We strongly encourage that every child should be reading every night. Reading is essential to all aspects of learning and at this age/ stage we feel it is the most important thing they can do. In addition, the younger children in school (FS1 and FS2) are sent home with mini tasks and challenges on a half-termly basis e.g. letter of the week. Supporting your child with their phonics will help them with their reading and writing as they progress. This year at the marvellous maths evening, we highlighted maths activities you could be regularly doing at home to help them in school. Children work really hard during the day and if they are to engage in further activity I feel this should be fun and practical.

More information about child's progress/ what they are doing day to day

We are currently trialing a system called Class DoJo in Maple class and so far, the feedback is hugely positive. This allows parents to see snippets of the topics that their children are covering in class, plus

children will have their very own 'page' which logs achievements and examples of their work. As parents you are able to see, what their behaviour is like on a day-to-day basis and you are able to comment and add photographs about their achievements at home. We have a staff meeting scheduled in May to talk about how we will roll this out across the school so that it is manageable and consistent across classes. We hope that Class DoJo will help address this issue. Watch this space!

Allow the children to enjoy themselves more

As you will see from the positive comments there is an overwhelming feeling that school is already doing this well. I am passionate about children having fun and encourage staff to be spontaneous and plan exciting topics and activities. Many of the things we do in school are in an attempt to counteract the high academic expectations set by the Government despite the children being so young. This is why Friday fun, structured play, Bob, the outdoor environment, an annual investment in play equipment, the 12 days of Christmas to name a few all feature in our timetable. We are always constantly looking at ways to make the children's experiences at Alderman Pounder as memorable as ever.

Invite parents in if it is raining in the morning

We are more than happy to do this. When raining we will open the doors from 8.50am but there is an expectation that you will need to stay with your child until 8.55am.

Bring back 'It's a Man Thing'

It is great to hear that people enjoyed and miss this after school activity. For those who do not know what this is, it is a weekly afterschool club that's runs from 6pm – 7pm which encourages dads, granddads, uncles etc. to be more involved with their sons, grandsons, nephews. We know from research that nationally boys do not attain as well as girls in reading and writing so this programme was designed to raise standards for boys. If this is something you would be interested in please let the office know.

Dairy dates with Eskdale

Every year we liaise with Eskdale over INSET days and other key diary dates. The importance of getting these dates aligned was raised at our governors meeting and shared with Eskdale Junior School last week. Unfortunately this isn't always possible. We are aware that this year our Mother's Day meal and parent consultations clashed and we will try to avoid this in the future.

Informing of events sooner

We will endeavour to do this with immediate effect.

Letting children out on time

This issued has been discussed at staff brief this week and all classes will make a concerted effort to get the children out on time. It is not an intentional delay, but we appreciate the frustration.

More competitive sports in school

The aims of the national curriculum for PE clearly states that children should engage in competitive sports and activities. In Key Stage 1 children are taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. In addition, they are taught to participate in team games, developing simple tactics for attacking and defending. These key skills prepare children for Key Stage 2 when they will be playing games that are more competitive.

Better communication

We have invested over the last few years in a better text messaging and email system to help improve our communication, and the majority of parents thought this was a strength of our school. We aim to improve this further and we are currently looking into Class DoJo as mentioned above plus the (safe) use of social networking.

Behaviour of some children

Every year there appears to be an increase in the number of children with additional needs in all mainstream schools. Whilst we have a strict policy on behaviour, some children do not respond to the thumbs up and thumbs down system due to their complex needs. These children all have their own

individual behaviour charts. We have a school behaviour champion, who works closely with staff and parents and attends regular training about managing complex behaviours in school. The school behaviour policy is reviewed annually with governors and additional money is put in to provide some children with additional support. The safety of all of our children is our primary concern and if I ever feel that a child or other surrounding children are in danger, then immediate action will be taken.

A system for parents to communicate/ make friends

The PTFA is a great place to make friends! Mr Gould, school governor, is currently exploring a social networking option that is safe for school use. I will update you on this in due course.

Making multiple drop offs/ pick up easier

We have deliberately staggered our school times to help parents with this. If you are still struggling with school drop off or collection, please speak to your child's class teacher and ask if your child can go at the front of the line to speed up the collection process.

Smaller class sizes

I completely agree! Unfortunately, this is not an option with the school budget and the demand for school places in our area. We will always ensure that the adult to child ratio is as high as our budget allows.

A school disco!

I will feed this back to the PTFA! However, the size of the school hall needs taking into consideration and if it does go ahead then the number of places available will need to be limited.

We also asked for some feedback about our new **phonics scheme and the reading incentives** that we have been trialling. Overall, the feedback on both things has been hugely positive and is already having an impact on the children's reading and writing abilities. The results are impressive and we are on track to meet our reading and phonics targets this year.

Whilst we find the parent questionnaire a valuable source of parent feedback, please remember that we have an 'Open Door' Policy at Alderman Pounder and any member of staff or myself would be happy to discuss any concerns you might have.

Once again, many thanks for taking the time to complete these questionnaires. Together we can continue to move the school forward.

Kind regards



Miss J. Shelton
Head Teacher