

Autumn Parent Survey 2015 – Headline figures

Dear Parents and pupils, Please find attached the results of this term's Parent Survey. We have listed the percentages that either agree or strongly agree above the total for each class – we felt this would allow us to clearly pick out the key areas of satisfaction and areas for development and then let us to offer suggestions about how we will look to improve in the future.

I hope you read the information below and feel that the school is using the information appropriately but if you would like to discuss any of the matters in greater detail, then I am always able to be contacted via my e-mail or via the office. Best wishes, Mr Painter 4/12/15

Survey Question	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2. My child is happy at school (Strongly Agree /Agree / Both combined)	67%/33 % (100%)	69%/31% (100%)	69%/31% (100%)	54%/46% (100%)	73%/27% (100%)	51%/46% (97%)	45%/50% (95%)	99%
3. My child is taught well	63/33 (96)	63/36 (99)	67/31 (98)	59/39 (98)	58/38 (96)	56/40 (96)	50/50 (100)	98%
4. I am happy with the school's communications with parents	60/35 (95)	41/58 (99)	40/50 (90)	30/62 (92)	35/62 (97)	40/54 (94)	29/67 (96)	95%
5. What do you think about the school's website?	33/47 (80)	23/53 (76)	21/58 (79)	16/60 (76)	21/48 (69)	22/53 (75)	25/55 (79)	77%
6. The school adopted its new Homework grids in Autumn 2014 alongside daily reading practice and KIRFs for Maths. After one academic year do you think that:	Tapestry (Exc /Gd) 59/22 (81)	46/42 (88) (Grt/Gd)	54/33 (87)	56/28 (84)	51/37 (88)	53/25 (78)	38/33 (71)	83%
7. The current school uniform represents good value for money	27/63 (90)	22/70 (92)	22/61 (83)	18/62 (80)	37/49 (86)	14/71 (85)	26/64 (90)	87%
8. I would like the option to purchase uniform for my child online	32/38 (70)	20/53 (73)	33/40 (73)	32/36 (68)	35/35 (70)	25/45 (70)	24/41 (65)	70%
9. My child has the opportunity to enjoy a good range of extra-curricular activities for their age	16/45 (61)	13/57 (70)	33/58 (91)	20/70 (90)	31/63 (94)	30/52 (82)	33/57 (90)	83% 89% (Yrs2-6)
10. The COPS School Aims are the bedrock of the school's work when planning opportunities for children. How aware of the Aims are you?	35/26 (61) Fully Aware/ Aware	20/55 (75)	30/44 (74)	24/44 (68)	30/42 (72)	31/48 (79)	25/53 (78)	72%

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My child is happy at school:

Key points: Parents overwhelmingly feel their children are extremely happy at the school.

Actions: The couple of statements about bullying in Phase 3 need to be addressed in partnership with the school. We address bullying through our PSHE teaching and via our COPS aims in assemblies and via our behaviour policy.

My child is taught well:

Key points: Parents overwhelmingly feel their children are well taught at the school.

Actions: We would encourage any parents who feel that there are things that we can improve to engage with us and to share any concerns.

I am happy with the school's communications with parents

Key points: Parents are very happy with the school's communications.

Actions: The school will continue to publicise upcoming events in the weekly newsletter and by updating the list of events sent to parents at the start of each term. We would always aim to respond to e-mails sent by parents within 48 hours of receiving them, if not sooner. Concerns about the sending of several texts in a day or at short notice are noted but the school will only do this if circumstances require the prompt sharing of information i.e. cancellation of clubs, changes to planned timings etc...

What do you think about the school's website?

Key points: Parents are satisfied with the school's current website but it could be improved.

Actions: The website is not as easy to navigate as people would wish / The images and information are not refreshed as often as parents feel is needed / The look of the website pages has become dated – school to look at how these issues can be addressed and the website updated to address these issues.

Homework Grids – Concerns and our response:

The recent Parental Survey has been analysed by the Senior Leadership Team and one of our school Governing Body Committees. One element of the questionnaire that came to our attention was the responses to our Homework systems in school.

83% of you felt that the Homework Grids were a great way to get children and parents developing skills and qualities together. We are pleased that the vast majority of you feel this way, however, we noticed that parents with children in older year groups were not as convinced and, in reading your comments, we wanted to take this opportunity to detail to you how we are trying to make our system even better across the school.

At Cherry Orchard we believe that, as part of the process of teaching and learning, good homework can make an important contribution to the development of pupils. There are 4 core strands to our Homework provision across the school. They are:

- 1) Reading (The expectation is that pupils read daily);
- 2) KIRFs – Mathematics Instant Recall Facts given out on a termly basis supporting the Maths work taking place across the school year;
- 3) Homework Grids – Linked to the School's Curriculum Aims (COPS School Aims);
- 4) Teacher-set extras – decided by each teacher and appropriate to the age of the pupils.

Why did the Homework Grids come about?

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When we reviewed our Homework procedures in September 2014, we found that the existing system wasn't providing us with a way to successfully embed the COPS School Aims; we were increasingly aware that our homework wasn't, perhaps, as good as it could be. Before we changed the homework, we had received regular comments over struggles parents were having with 'sit-down worksheet' tasks and the inconsistencies between classes in terms of what was being asked of pupils.

We plan our curriculum to create experiences in school that support the COPS School Aims; last year we recognised that we could offer parents the chance to bring these into the home environment by adapting our homework systems. As well as supporting our School Aims, the activities that make up our grids were also inspired by the National Trust's '50 Things To Do Before You Are 11 ¾'.

The school was also mindful of the research of John Hattie which suggests that the impact of homework on pupils at primary school is very minimal. In this research, Hattie also illustrates how this impact becomes greater as the pupils get older so that, at secondary school, homework has an excellent effect on their learning.

Extra Homework

We noted that in Years 5 & 6, you were less convinced that the rigour of the Homework Grids were enough to prepare children for secondary school. At Cherry Orchard, we wish to ensure that children get the right balance of school working time and home leisure time; we are all-to-aware of the massive jump in homework expectation as pupils start Year 7. We do not wish to replicate this at the end of their primary years; however we do wish to make pupils ready for this. This is one of the reasons why we have our 4th strand, 'Teacher-set extras', and we give autonomy to our teachers on how much and what they set based on their professional understanding of the pupils they teach. Levels of independence are expected to increase as pupils get older. As an example, this could mean that Yr.6 pupils' extra tasks may be set without a written note home but explained to the children with an expectation that they will do the work. This is part of building their independent learning skills ready for secondary school. This would obviously not be an appropriate method for much younger children.

Recognising Pupils' Work

One thing we always seek to do at Cherry Orchard is recognise and value the contributions that pupils offer to school life. This can be through something as high-profile as our whole-school assembly, where all manner of achievements are recognised, to something as small as a "Well done" whilst passing a child in the corridor. Both have a significant effect on the way that pupil feels and they are more likely to continue to strive for excellence. We wish to build in pupils the self-motivation to do homework, and do it WELL, not because they have to but because they recognise the value in doing so and see it as a way to get better.

We place these values and expectations on the Homework pupils produce as part of their Grids. A look around the school will show classrooms with displays dedicated to excellent examples of Homework Grid tasks; videos being shared on the big screens through iPads brought in from home of children making breakfast in bed for their parents; a lesson being set aside to allow the Deputy Head the chance to look at the wonderful work produced by 19 pupils in a Y4 class on Remembrance Day; whole-school assemblies dedicated to looking at the work done at home such as the Extreme Reading Challenge...the list goes on. However, we have picked up from your comments that not all pupils feel that their Homework Grid tasks are given the time within the school day to be acknowledged. We will work on this; as we hope you can see, this is very important to us and something we always intended from the Homework Grid provision. One way we may do this is to show examples of Homework Grid tasks through our weekly newsletter or the school's website.

Next steps for Homework at Cherry Orchard:

Over the course of the academic year we will, supported by your feedback:

- Maintain the structure and expectations on the 4 strands of Homework in our school;
- Continue to provide 'Teacher-set Extra Tasks' with an emphasis on more academic rigour for older pupils in readiness for the transfer to Secondary School;
- Further develop the way we share the excellent Homework Grid work that pupils produce and set this as an expectation amongst our teaching teams;

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- Look to enhance the provision for Reading Homework by working on the school library project and looking to bring an even wider range of books into school;
- Review the way KIRFs are shared and presented with parents in order that you feel they have as much value and are as 'easy-to-access' as the Homework Grids

The current school uniform represents good value for money:

Key points: Parents believe that the school's current school uniform is very good value for money.

Actions: The issue of whether to source the school uniform elsewhere in the future or to continue providing it through the COSA shop will be reviewed by the Governing Body, COSA and parents at the school to ensure it is resolved in time for Sept 16.

I would like the option to purchase uniform for my child online:

Key points: The majority of Parents would like the school's current school uniform to be available online.

Actions: This will be reviewed by the Governing Body, COSA and parents at the school to ensure it is resolved in time for Sept 16.

My child has the opportunity to enjoy a good range of extra-curricular activities for their age:

Key points: The majority of Parents believe their child has the opportunity to enjoy a good range of extra-curricular activities for their age, particularly in Years 2-6.

Actions: Whilst recognising that some parents feel that children in our Reception class would benefit from extra-curricular clubs, the school does not believe there is sufficient interest or available providers of suitable activities to make this feasible. We also believe that our youngest children have a long day and that extra-curricular activities are more appropriate for Years 1 upwards. We will continue to review or club provision and seek to improve it to meet parents' wishes, but the recent problems with Rugbytots demonstrate the need to only work with committed and trustworthy providers.

How aware of the COPS Aims are you?

Key points: Parents are not fully aware of the COP's Aims and their relevance to the education we offer.

Actions: The COP Aims still need to be shared more fully with parents via the school website, in the weekly newsletter and within the information packs that go out to new parents at the school when starting in Reception and other classes