

## Parent Survey Feedback Response – January 2022



Thank you so much to all the parents and carers for your time in feeding back to us your thoughts about the school. We received responses from parents representing over 100 pupils from across the school. We will continually reflect on your feedback as we look to make further developments going forward. Please see below a summary of your responses alongside the provision which is in place.

<p><b>93% agree or strongly agree that the school makes parents aware what children will learn during the year with 6% disagreeing.</b></p>	<p>This was an area for development raised by parents last year. Since then we have relaunched the school website giving parents access to much clearer guidance on what the children are learning across the year and in different topics. In addition, this year we introduced our termly topic guides which we share with parents and are again available online:  <a href="https://pevenseyschool.org.uk/learning/topicguides">https://pevenseyschool.org.uk/learning/topicguides</a></p> <p>We are currently undertaking a review of all our communication with parents to ensure this is clear and efficient for all. Some parents highlighted the multiple platforms can be challenging to keep up with and requested a more streamlined approach.</p>
<p><b>When concerns have been raised with the school, 85% feel that these have been dealt with properly with 4% disagreeing. 11% either had not raised a concern or answered 'don't know'</b></p>	<p>Staff across the school aim to take any concerns raised by parents seriously and respond in a timely manner. For those parents who disagreed with the statement, we have contacted them to review their concerns and identify if there is anything we can learn.</p>
<p><b>95% of parents agree or strongly agree that their child does well at PaWS. 84% of parents agree or strongly agree that the school has high expectations for their child with 5% disagreeing.</b></p>	<p>As you are aware, pupil outcomes, particularly at the end of Key Stage 2, have not been good enough at PaWS. Alongside managing the pandemic, addressing this has been a priority for all staff working at the school.</p> <p>We have introduced a greater level of consistency of approach to teaching and learning and staff have high expectations for all pupils. This will continually be a focus for us as we raise standards and prepare pupils for their next stage in learning.</p>
<p><b>91% agree or strongly agree that the school makes sure pupils are well behaved with 7% answered 'don't know'</b></p>	<p>Last year we introduced our 'Good to be Green' behaviour system which celebrates children's positive behaviour. When visiting different classes members of the SLT use these to celebrate classes where all children have remained on green and to highlight any pupils who have received a silver or gold. Children respond positively around school when praised by staff for having a silver or gold sticker. It is also great to hear parents discussing these with children at the end of the day.</p> <p>The yellow and red cards act as a visual reminder for children when standards of behaviour have slipped. Where there are repeated concerns a member of SLT will discuss these with the child and parents may be informed.</p> <p>External visitors to our school regularly comment on the positive learning behaviours that the pupils at PaWS demonstrate.</p>

<p><b>98% of parents responded that their child is happy at school with 100% agreeing or strongly agreeing that their child is safe at PaWS.</b></p>	<p>Staff across the school work hard to provide a safe and engaging environment for all our pupils. In the free text space, many parents identified examples of a range of members of staff who have supported their child with anxieties following Covid-19 as well as the general encouragement and support their child receives at PaWS.</p> <p>During the Spring Term we will work with the children further around road safety. This is an important area for us to reinforce with children due to our narrow busy high street.</p>
<p><b>75% agreed that the school helps to teach children how to stay safe online. With 25% answering 'don't know'</b></p>	<p>We take our responsibility to support children to stay safe online very seriously. A key driver for this is through our Computing and RSHE Life Skills curriculums. An online safety objective is taught to children in age appropriate lessons each term. When relevant in wider society, topics are also discussed during whole school worship. This year the School Council have devised a set of 'Online Safety Agreements' which all children have discussed and signed up to in their classes.</p> <p>There are times when we need to respond to concerns raised by children and parents about online use at home. These are addressed with individuals often with a follow up session for a class or year group. We contact parents where we have concerns. For parents, we regularly highlight current issues in relation to online safety in our newsletter as well as signpost parents to safety guides and available courses. Please see our website for more information about online safety at PaWS:  <a href="https://pevenseschool.org.uk/safeguarding/online-safety">https://pevenseschool.org.uk/safeguarding/online-safety</a></p>
<p><b>87% of parents agree or strongly agree that we let you know how well your child is doing at school. 12% disagreed with this statement.</b></p>	<p>We are conscious that the remote parents' evening we offered in the autumn term had some limitations compared with parents being in school.</p> <p>If parents ever feel they would like to discuss their child's learning at any point during the year, then please email your child's class teacher.</p> <p>We will need to decide, based on the situation with Covid-19 at the time, how to proceed with our March parents' evenings. At this time, parents will also receive children's mid-year reports.</p>
<p><b>95% of parents agree or strongly agree that there is a good range of subjects taught at PaWS. With 1% disagreeing.</b></p>	<p>Since the start of last year, we have reviewed all curriculum subjects and developed clear progression maps across the school. These subjects are all taught using our agreed school learning principles.</p> <p>In PE children benefit from having a specialist teacher in all year groups. We have introduced French as our modern foreign language. In KS2, children now have specialist provision in French and music.</p> <p>Going forward, we aim to enhance the food and nutrition elements of our Design and Technology curriculum.</p> <p>Several parents highlighted a need for the school to increase the range of extra-curricular activities available for children after school. This provision has been impacted by Covid-19, however this will be an area where we look to develop further going forward.</p>

<p><b>86% of parents agree or strongly agree that we support children's wider personal development enabling them to flourish socially and emotionally. 12% answer 'don't know'.</b></p>	<p>Our <b>RSHE Life Skills</b> curriculum has been refined over the last year to support children to develop safe and respectful relationships, valuing others, promoting healthy lifestyles and learning to make independent choices and not to be influenced by others</p> <p><b>Forest School</b> at PaWS is a further opportunity to develop values such as respect and empathy and greater emotional intelligence through self-awareness and self-reflection. Children are supported to become active learners in the environment developing the resilience to meet the challenges and responsibilities of everyday life.</p> <p>Following input from children, parents and governors, we have introduced a clear set of <b>school values</b> with the children. The values of kindness, resilience, honesty, forgiveness and being healthy in body and mind have quickly become integrated into the everyday language at PaWS.</p> <p>The <b>Zone of Regulation</b> approach which we have taught to all our pupils give them the vocabulary and tools to manage their emotions. This has also been rapidly adopted by the children and will be further embedded throughout the year.</p> <p>Over the coming weeks, we will have a focus on <b>mental health and wellbeing</b> in the run up to Children's Mental Health Week on 7th February. Children have already been introduced to a wellbeing challenge this week.</p>
<p><b>93% of parents in Early Years or KS1 agree or strongly agree that the Read, Write, Inc Phonics programme that we introduced in September is supporting their child in learning to read.</b></p> <p><b>85% of parents in KS2 agree or strongly agree that the Accelerated Reader programme we introduced last year is supporting their child in learning to read with 9% answering 'don't know'</b></p> <p><b>96% of parents in KS2 agree or strongly agree (70% strongly agree) that DoodleMaths, used to support Home Learning, is helping with their child's progress in maths.</b></p>	<p>All staff received training with <b>RWI Phonics</b> in September. Since then children across Early and Key Stage 1 have received more targeted teaching of phonics and reading. Children have responded well to this and have been making some really good progress. Please see below for more information on RWI Phonics:  <a href="https://pevensesyschool.org.uk/learning/reading-and-phonics">https://pevensesyschool.org.uk/learning/reading-and-phonics</a></p> <p><b>Accelerated Reader</b> was introduced in Key Stage 2 at the start of last year. Children read graded books based on how well they have done in an assessment. Once they have finished their book they take a short online quiz which enables teachers to quickly check that children are reading regularly and that they understand the books they are reading. We have introduced a range of incentives such as 'Reading Millionaires' which have supported children's engaging in reading. Children have been making good progress in their reading support by Accelerated Reader.</p> <p>We introduced <b>DoodleMaths</b> at the start of this year to support children accelerate their progress in maths. DoodleMaths provides pupils with questions and support at their current level. Children are encouraged to access DoodleMaths either at home or in school everyday using a 'little but often' approach. Parent feedback has been extremely positive about the impact on children's learning and engagement. Following requests from parents, this term we will be introducing DoodleMaths to Early Years and Key Stage 1.</p>