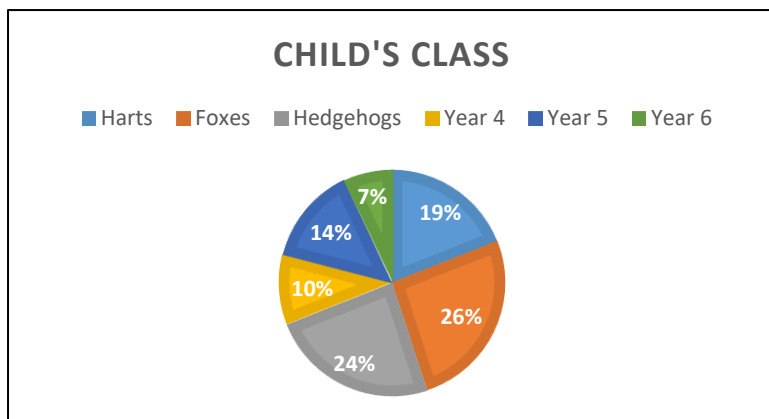
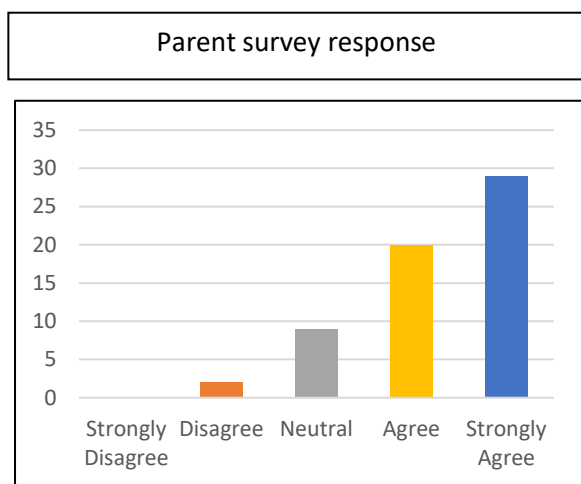


**HIGH LANE PRIMARY SCHOOL**  
**PARENT SURVEY FEEDBACK 2022**



Sixty families took part in the survey altogether, with the majority of respondents (almost 70%) being those families with children in the younger classes in school. The responses to each question are given below. Where appropriate, our interpretation of the data is included alongside our response to it – including further information about things we already do in school and actions we intend to take to continue to improve in the future.

**My child is happy at school.**



Our learners' wellbeing is always at the forefront of everything we do. The chart shows that the vast majority of our parents feel that their children are happy at school or are neutral/not sure.

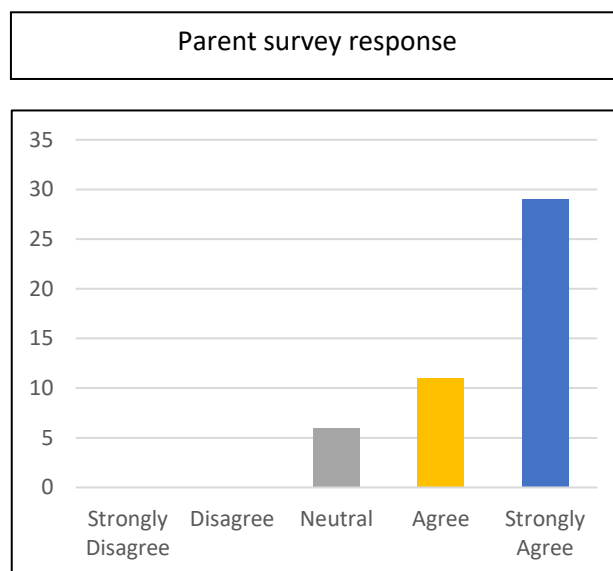
In class, we do regular check-ins with our pupils and teach them to 'scale' how they are feeling. If we become aware of emerging issues around pupil wellbeing and happiness, we always try our best to explore and address this with them.

**My child feels safe at school.**

It is essential that our learners feel safe in school and in their everyday lives. In school, children need to feel safe to be able to thrive and learn well.

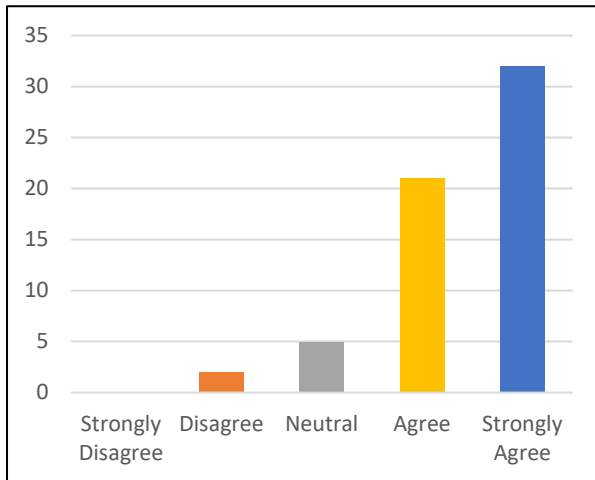
Our health and safety and safeguarding procedures alongside our core values and the taught curriculum aim to ensure everyone feels that school is a safe place for them.

Alongside encouraging our children develop the resilience and self-confidence to deal with the ups and downs of everyday life, we teach them how to identify what is reasonable and what is not. We make sure that they know what they should do if they do not feel safe. We build strong relationships with them so that they feel that a trusted adult is never far away.



### My child has friends at school.

Parent survey response

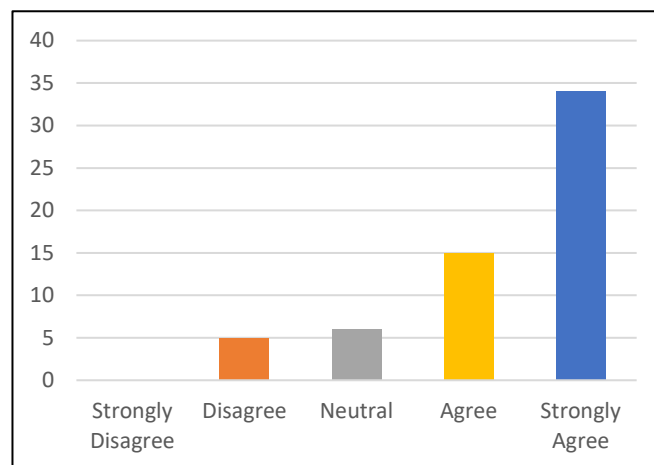


Building relationships, including friendships, is one of High Lane’s core values. Supporting our children with learning to manage the full range of their social landscape in a healthy, respectful and positive way runs through all aspect of the children’s learning and many of them show great skill in this area.

However, inevitably things will sometimes go wrong – children will make mistakes and friendships will break down. Where children report being unhappy at school, this is often due to conflict with their friends or peer group both in and out of school so it is essential that they learn strategies to restore and mend their relationships. School staff will use our school’s restorative processes and systems to support them in this and help them to move forward in a constructive way.

### My child enjoys their learning at school.

Parent survey response



It is encouraging that over 80% of parents who responded agree or strongly agree that their child enjoys their learning at school – your views reflect what we see on a daily basis.

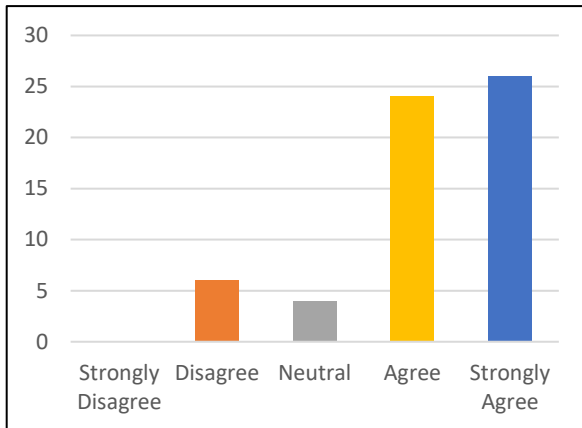
We carefully prepare an interesting and engaging curriculum and we are always striving to find different and varied ways to motivate our learners. Teachers skilfully plan their lessons across all subject areas, incorporating different learning styles and teaching strategies to engage children’s curiosity. Whether it is an image, a piece of music, an experiment, a visit, a high quality text or a film clip, we try to create ‘wow’ moments to capture our children’s interest.

However, there is no doubt that learning can often be difficult and very hard work. This can impact on children’s attitude to their learning. Building academic resilience through Growth Mindset and teaching our children to enjoy the challenge of the journey, gain satisfaction from a strong work ethic and develop the skills to engage fully (whether that is in the ‘favourite’ subject or one they do not like as much) is our ultimate aim for them all by the time they leave us at eleven years old.

Our Teaching and Learning Policy can be found [here](#).

### **My child is doing well in their learning.**

Parent survey response



It is encouraging that many of you agree with our judgement that your children are doing well in their learning in spite of the disruption caused by the pandemic. Indeed, our ongoing assessments show that the majority of our children are making good progress towards closing the gap. There is no doubt that two years of restrictions in how we could teach and how the children could learn, the high levels of pupil and staff absence and the two terms spent learning at home has had significant impact. It will take time to level the playing field in comparison to pupils who went through their education prior to 2020, but all staff are committed to doing everything we can to make this happen for our youngsters. Where children are not yet making this progress, we will continue to build in support. We are also working with all of our pupils to encourage them to understand how to motivate themselves to work hard and achieve well in school.

### **My child is able to make good behaviour choices at school.**

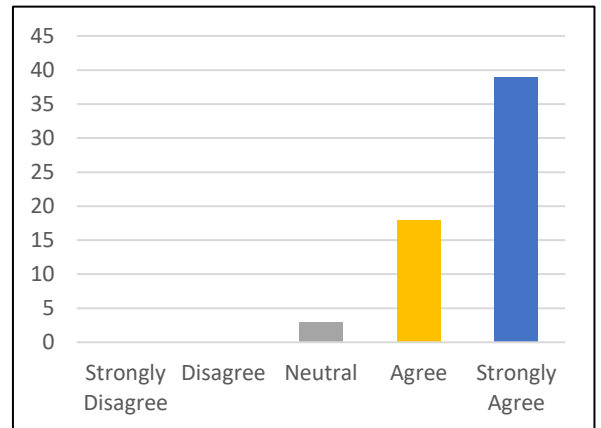
There is a very strong relationship between behaviour and learning; children learn better in an ordered and positive environment both in and out of the classroom. We have high behaviour expectations for all of our children and support them in gaining the skills they need to meet them.

Behaviour in school is affected by many things, including maturity, the children's own sense of wellbeing, parenting styles, their self-confidence, their ability to understand and interpret situations, stress and external factors to name but a few.

Our curriculum, our ethos and our restorative approach to behaviour management help us to guide the children in learning the positive behaviour skills they will need to succeed in life.

As parents, you are an essential part of this and we strive to work in partnership with you to support all children in learning positive learning and social behaviours.

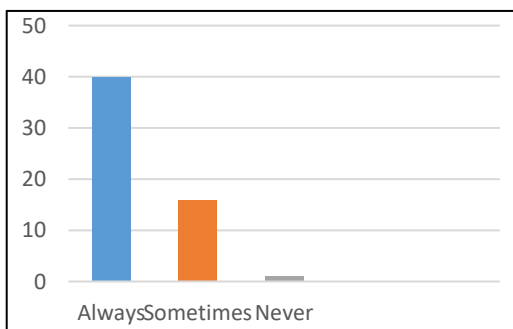
Parent survey response



Our Behaviour policy can be found [here](#).

### **My child engages with Home Learning.**

Parent survey response



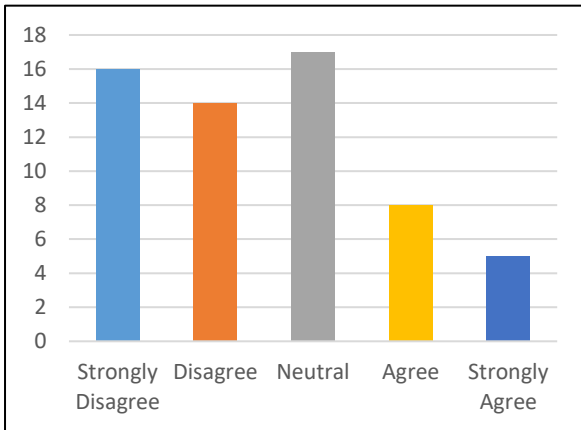
Our Home Learning Policy can be found [here](#).

We work hard to find the right balance between the amount and type of homework we expect from our learners and we know our parents' views on this vary widely. However, there is no doubt that an emphasis on high quality reading at home alongside regular work on number facts and spellings makes a huge difference to children's ability to access their curriculum and maximise their learning in school. Alongside this, we include activities to enhance their understanding of topic work and other subjects they are learning about in school.

We appreciate parents' support in encouraging children to complete all homework to a high standard – it really does make a difference to their achievement in school.

### My child has lost significant learning this academic year due to the Covid pandemic.

Parent survey response

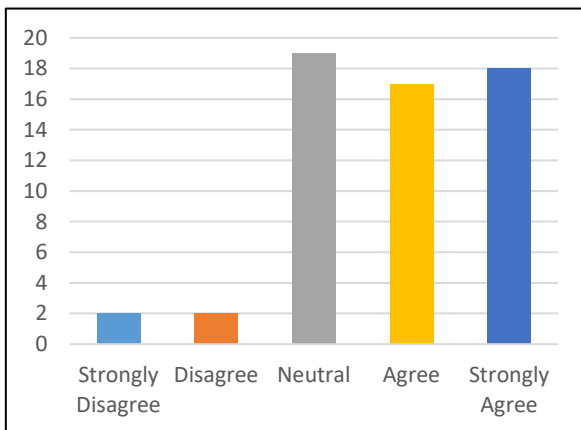


Pupil and staff absence has been significantly higher than usual throughout the Covid-19 pandemic. However, since September it has not been necessary to close any class bubbles. Although illness and absence among children and staff has continued to create challenges, overall attendance has now begun to improve. We feel that your vigilance and willingness to test and keep children at home when they have Covid-19 symptoms has helped us to keep as many children as possible healthy and in school. Thank you!

Where children test positive for Covid-19, but are well enough to learn, we will continue to provide remote learning for them to complete at home.

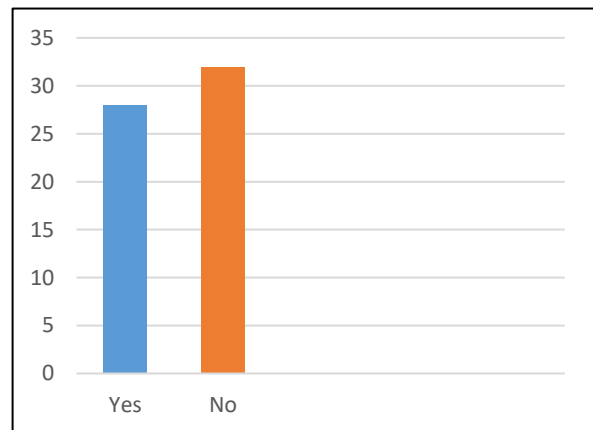
### **My child is beginning to close gaps in learning due to the Covid-19 pandemic**

Parent survey response



### **I feel that my child has additional emotional needs since the Covid-19 pandemic**

Parent survey response



Over the last two years, children have missed up to 24 weeks of face-to-face learning in school through lockdowns (a usual school year is 39 weeks). Some have missed anything from 1-6 weeks on top of this because of illness, bubble closures and/or isolation. Teachers in all Year Groups also noticed that many children's maturity, attention span, focus in lessons, confidence, resilience and writing stamina appeared to be less developed than they would have been in previous years and a greater number of children report feeling anxious about separating from parents and coming to school. All of these are a recurring picture across the country.

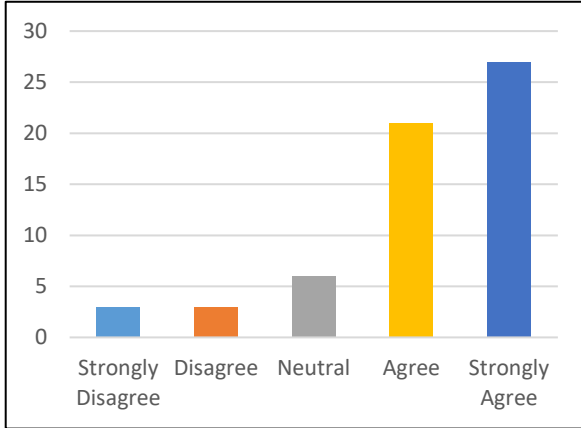
It is, therefore, unsurprising that many of our children are not yet achieving the standards we would have expected them to achieve pre-pandemic, even though teachers, parents and children worked (and are still working) exceptionally hard to minimise the negative impact on the children's learning. There is no doubt that this will take time.

**Our assessment data and the children's day-to-day learning in class, however, show that the majority of children are making very good progress in closing the gaps and we are really proud of this achievement. It is reassuring to see that our survey results show that parents have also noticed this improvement.**

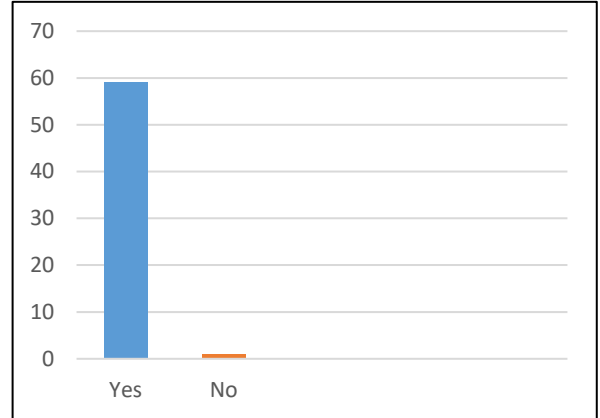
**Communication is generally good in school.**

**I know how to get in touch with my child's classteacher to discuss any concerns.**

Parent survey response

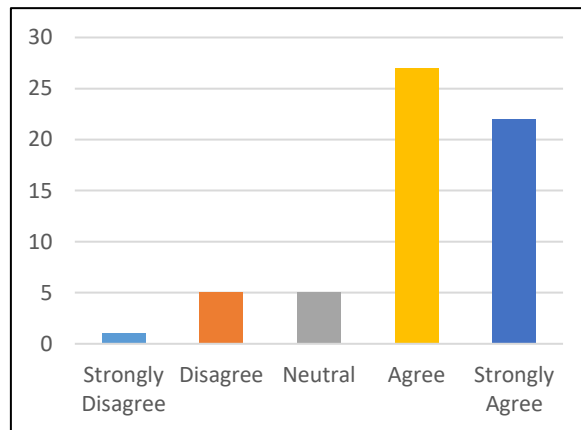


Parent survey response



**School share information about how my child is performing in school.**

Parent survey response

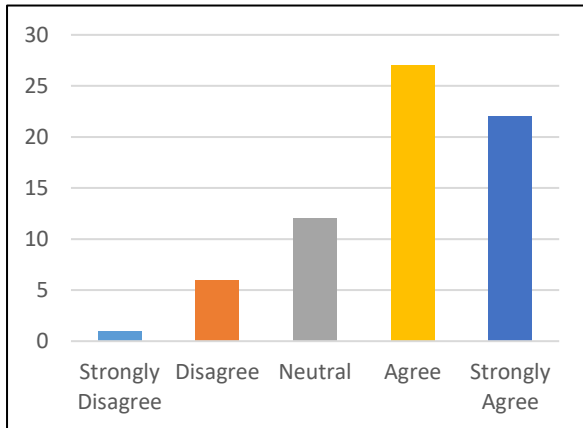


We aim to communicate the right amount of information, in the right format at the right time and, from your responses, it looks like we usually get it about right for most of you. However, we know that parents have a wide range of views about the optimum balance of communication. Too much and many may feel overwhelmed and confused: too little and parents are left feeling that they do not have sufficient information to support their children. At a school level we need to make daily decisions about what, how and when we share information. Although there are many positives, we feel there are still improvements to be made in this area so I intend to explore this further with a small representative group of parents in the future.

We will continue to strive to find a manageable balance so that our children and our families feel sufficiently informed, whilst enabling class teachers and school leaders to give the optimum attention to delivering the best education we can provide for our children.

### I know what my child will be learning across the year.

#### Parent survey response

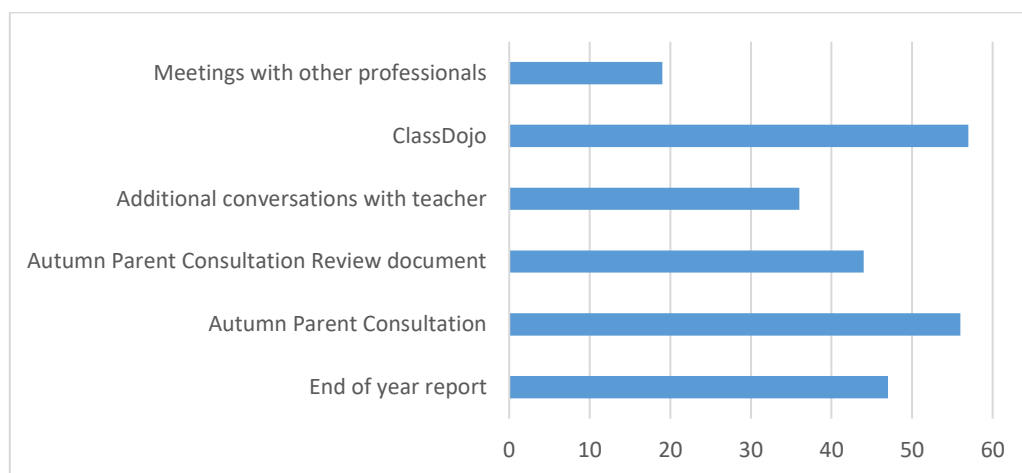


Information about what your child will learn in each class is shared on the school website via our Long Term Plans. The curriculum is also discussed during the year group 'meet the teacher' meeting. In addition to this, teachers send out a termly class letter and this is also shared on the website. On a day-to-day or week-by-week basis, teachers will use ClassDojo to keep parents updated about what their child is learning. To help parents know where to look for this information, we will be creating a 'Where can I find it' section in the termly notes for parents to signpost where you can find the information you may require.

In addition to this, now that we appear to be emerging from the pandemic, we will be offering some additional curriculum parent meetings so that you can find out more about how we teach subjects such as reading and maths.

### I have received the following communications from school regarding my child's learning.

#### Parent survey response



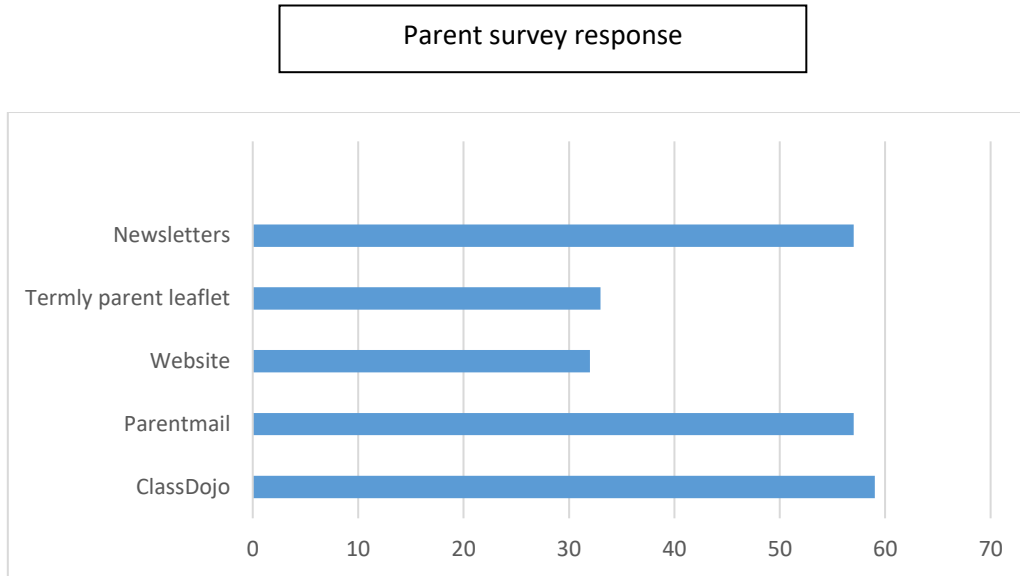
Annual end of year report- Although all children receive an annual report, new pupils and those who have started this year in EYFS would not have received this, so the relatively low 78% is understandable.

Autumn term parent consultation meeting and review document – There was a large disparity here. Parents should have received a consultation review document for all children who were on roll last term reiterating the overview of information about the child's learning shared during the parent phone consultation or face to face meeting. If you think you did not receive this, please contact your child's class teacher so that a copy can be provided.

ClassDojo – It is clear from the very high number of respondents who said they use this app that this is one of the key ways you keep up to date with what your child is learning in school. We will continue to work hard to build consistency and clarity in how it is used.

As we come out of the pandemic, we hope to return to offering you some face-to-face presentations about your child's curriculum and learning and how you can support them over the months to come.

**I access general information about school using the following media.**



ClassDojo – As well as being a source of information about your child’s learning, it is clear that parents are accessing ClassDojo more than all other aspects of communication and this will be taken into consideration as we make decisions moving forward.

Parentmail – Although we feel Parentmail is less user friendly than Dojo, we use it to contact parents with important messages and documents using their personal email addresses. We can see whether a message has been delivered and read and this is useful for when we need confirmation that parents have received a communication from school. Parents tell us, however, that they regularly miss messages that are sent out via Parentmail, so we continue to work with you to find a solution.

School website – There is a wide range of relevant information on the school website, but we are already aware that it is not used widely by our parent body. The relatively low numbers of respondents who reported that they use it would support this. We have a team of volunteers who have already begun to look into this to try and make the website more user friendly whilst being manageable at a school level and hope we can report back to you about the improvements made in the near future.

Termly parent leaflet and newsletters – These contain a wide variety of essential information about the day-to-day life of the school and upcoming events should be read by all parents. Copies can be found on the website if you missed them.

**Thank you for your many positive individual comments relating to areas we do well. A summary is included here.**

|  |   |
|--|---|
| <p>Happiness</p>   | <p>The children are happy!<br/>         Making my child feel happy to go to school<br/>         (My child) talks happily about stories read and about things he's learnt<br/>         Happy and friendly environment<br/>         Friendly atmosphere<br/>         The children are happy at school</p>   |
| <p>Belonging and relationships – nurturing environment</p> | <p>Making children feel safe and secure<br/>         Providing a warm, nurturing environment<br/>         The peer mentoring /buddying scheme<br/>         Pastoral support<br/>         Making parents feel welcome<br/>         Teacher genuinely cares about my children<br/>         Building confidence in the children<br/>         Nice school community.<br/>         Kind friendly children<br/>         Making my children feel welcome and involved.<br/>         Welcoming to children<br/>         You clearly get to know the children really well<br/>         (The teacher) genuinely cares for our children<br/>         It was so reassuring at parents evening to hear (our child) described as we know him<br/>         Provide a safe caring environment<br/>         The teacher has really taken the time and been very supportive of (my child) whilst she has dealt with her worries about going to school<br/>         Whole school integration and interaction<br/>         Look after the well-being of my child<br/>         Good relationships with pupils and staff<br/>         Like how it's a friendly environment where all the children mix in the playground</p> |
| <p>Communication</p>                                       | <p>Regular messages via dojo<br/>         Letting us know what learning is going to be happening in the term<br/>         Correspondence, communication, approachability<br/>         Clear communication with parents<br/>         So impressed with the communication from teachers as well as school as a whole<br/>         It's very helpful having updates and reminders sent through<br/>         We love the overviews of what the children are learning so we can talk about his school at home<br/>         Communicate termly about what will be covered in the curriculum<br/>         Good response to messages on dojo from staff<br/>         Class dojo - it's nice to see what the children are up to in school even if it's just a photo.<br/>         Accessibility to teachers</p>  |
| <p>Responding to concerns</p>                              | <p>Addressing concerns I have had<br/>         Respond quickly to queries and rectify any issues raised<br/>         Give honest feedback when needed<br/>         I like that when I had a concern about bullying it was dealt with swiftly and I was kept updated on the progress<br/>         When I informed school of (my child's) anxiety around school we were listened to and steps taken to support her in school quickly.<br/>         Staff have facilitated meetings to discuss issues we are facing with (our child's) education</p>   |



|                   |   |
|-------------------|---|
|                   | <p>I'm so grateful for the open communication my child has with her teacher and the security she feels every time she has 'a chat'</p> <p>Staff have engaged with requests for meetings regarding my child's education</p>  |
| Health and Safety | <p>The precautions taken during covid were excellent and reassured us that our child was safe</p> <p>Supporting emotional needs caused by Covid-19</p> <p>Have been very good with Covid-19 guideline and passing on information to parents</p> <p>Health &amp; safety, especially given covid and the difficulties it presented the school</p> <p>Excellent support when needing to home-learn due to covid isolation</p> <p>Continued to keep school as normal as possible despite the pandemic constraints</p>   |
| Staff             | <p>TA/LSA support is excellent.</p> <p>Excellent, dedicated teachers</p> <p>Always striving to improve teaching standards</p> <p>Learning objectives are clear</p> <p>Friendly and caring staff</p> <p>The office staff are nice</p> <p>Professional and caring teaching staff</p> <p>School is well led</p> <p>Support during homeschooling</p> <p>(The teacher) is a treasure</p> <p>I like that the office and (Headteacher) are very approachable</p> <p>Teachers and support staff are fantastic with the children</p> <p>I appreciate teachers have had a very difficult time over the past two years and all the staff at High Lane Primary have managed it very well.</p>   |
| Homework          | <p>Setting a manageable level of homework</p> <p>Assignments on Edshed really help</p> <p>Homework for year (group) is steady and easy to follow. Response from year (group) teacher is good.</p>   |
| The curriculum    | <p>Interesting and engaging lessons</p> <p>Making learning fun</p> <p>My child understands the topics being covered</p> <p>Interesting topics</p> <p>Children develop a love of learning</p> <p>Varied sports programme</p> <p>Motivate the children</p> <p>Range of activities</p> <p>Varied curriculum</p> <p>Lots of outdoor activities</p> <p>Good resources</p> <p>Well rounded approach to learning.</p> <p>(My child) loves Forest School</p> <p>A good range of learning experiences</p> <p>Wide curriculum</p> <p>Lots of outdoor activities and practical learning</p> <p>Wide range of opportunities to engage</p> <p>Engaging and fun curriculum</p> <p>Fostering children's love for learning</p> <p>Amazing variety of learning topics and interesting ways of learning</p> |

|                                |   |
|--------------------------------|---|
| <p>Individualised learning</p> | <p>Extra help when she is behind<br/> Target individual needs<br/> The learning is dynamic and changes with child's needs<br/> Helping with things my child struggles with.<br/> Give extra attention to children that may need extra help<br/> Push my able child to the limit of his ability<br/> See the children as individuals that have different needs</p> |
| <p>Activities and events</p>   | <p>The Christmas walk put on for the kids was well received and the Christmas Fair was also great fun<br/> Lots of well-being activities<br/> After school clubs<br/> Christmas activities were nice for families and children.<br/> Staff join in with ptfa events<br/> Running clubs and fun activities at the school</p>                                       |
| <p>Behaviour</p>               | <p>Boundaries are held firmly and positively so that the children can know what to expect</p>   |
| <p>Other relevant comments</p> | <p>School dinners<br/> Going into school in pe clothes on those days they do pe.</p>  |

## **Further information and our responses related to some of the areas for improvement you identified in the survey responses.**

### **More sports clubs/teams/after school activities**

A relatively large number of you identified areas for improvement centred around the provision of affordable after school clubs and teams.

We do understand that the added experiences that clubs can offer to children is valuable. However this needs to be balanced against what is manageable – particularly in a small school with limited resources and available staff. I feel it is essential that I explain the context around this so that parental expectations are realistic.

Until very recently, it has been logistically very difficult to offer a wide range of clubs and after school activities whilst balancing the risks of Covid – both to staff and children’s health and to avoid unnecessary absences from school. We also needed to limit the number of free or low cost clubs run by outside agencies as we chose to allocate the funding to Forest School. We simply do not have the funds to pay for both. For full price clubs, demand was relatively low and so companies were reluctant to offer them.

Where school staff offer clubs, it must be recognised that this is voluntary and is in addition to their already long working day. Anyone who regularly walks past the school car park will know that teachers often arrive at school around 8am and leave after 5.30pm (in addition to many hours spent working at home). Staff meetings take place on at least two evenings per week. Organising and running a club decreases the time that teachers have available in school to plan and prepare the next day’s learning. This must be a priority, so teachers must not be expected to offer an after school activity unless they feel able to do so.

Parent volunteers can help to run clubs, but must always be supervised by a member of staff for safeguarding reasons and to help with managing behaviour expectations.

We also only have one school hall. Outdoor clubs must have access to this if the weather is bad (apart from cross country!), so we can usually only run a maximum of one sports club in an evening.

In spite of these barriers, now that we are able to safely offer clubs, school staff have come forward and offered to run them as they believe in the benefits they offer your children and we have managed to significantly increase the number and range of activities on offer. Number and age ranges do need to be limited so that they are manageable and can be run safely. Currently we are not usually able to offer clubs to EYFS, but these children will benefit from them as they move up the school. We will keep this under review.

### **Mixed age classes**

The comments you have shared through discussions with staff, the parent survey and communications with school have already given us an overview of parents’ views around your perception of how the mixed age classes are working for individual children this year and we continue to address these as and when they are raised. We will collect an update of your views after the parent consultations later this term.

This half term in EYFS, we have increased the time the Reception cohort are able to spend on more formal learning (separate from the Nursery) in readiness for KS1 in September, whilst retaining the freedom and enjoyment of more child directed learning alongside the Nursery children at other times.

This half term, we have also further increased support for Foxes and Hedgehogs, to enable teachers to increase preparation for the Year 2 SATS cohort whilst ensuring Year 3 and Year 1 can focus on their learning too.

In relation to next year, parents are understandably keen to share their opinions and request information about the future school structure and direction of mixed age learning at High Lane. A number of you have shared your frustrations, feeling that possibilities around potential decisions about next year should already have been shared and that parents should be involved in the decision making around this. Whilst I understand this view, this is unrealistic at this point for a number of reasons.

Schools have only been informed about our budget for the next financial year this week. Governors will be informed about this at the Resources and Full Governing Board meetings later this term. The school budget is the funding that is available to run the school, including paying for all staffing, utilities, premises and resources and must be at the forefront of key decision making around next year.

We do not yet have confirmation of Reception class numbers for next year. This is due sometime in the next two weeks although it may also change significantly right up until the second half of the Summer Term, due to appeals and movement into and out of the area. Again the Reception allocation will be shared with Governors at the upcoming meetings.

The window for applications for Nursery does not close until the end of March. Schools are informed in the first half of the Summer Term how many Nursery places are required. The number of applications will influence staffing allocation in EYFS which will, in turn, influence decision making about the rest of the school.

Pupil numbers in other classes continue to change and numbers across the school are continuing to increase as new children move into the area.

All of the above factors will need to be taken into account once they are available. They will need to be considered alongside existing staffing, resources and pupil needs when making final decisions for September. It is not in the interests of the school or pupils to formulate plans too early as they will need to be adapted/changed as circumstances change and lead to further confusion and frustration.

Key decisions about the structure and strategic direction of the school are made by Headteachers and Governing Boards. To do this, they take into account a broad and balanced view of the requirements of the whole school, its future aims and any constraints that may be upon it.

### **Website**

We have a team of volunteers who have already begun to look into this to try and make the website more user friendly whilst being manageable at a school level and hope we can report back to you about the improvements made in the near future.

### **Communication**

**Please see main Survey Feedback Document**

### **Feedback on progress**

As things return to normal following the pandemic, we will be reintroducing face-to face parent consultations this term. We will also be updating the parent consultation review document that we introduced last term. This will include updated targets for your child.

Statutory assessments will take place in Reception (New EYFS assessment), Year 1 ((phonics screening check), Year 2 (SATs), Year 4 (Times Tables check) and Year 6 (SATs). Ongoing teacher assessments will continue to take place in all year groups in all subject areas. We will continue to use the information from this to feedback to you on your child's progress.

We also hope to offer some parent information events so that you can find out more about the expectations for different year groups and how you can support at home.

### **Use of school field**

The school field and other outdoor environments around school are used to support teaching and learning, particularly in the Summer months. It is used for Forest School across the year and when classes are studying particular topics (eg plants and the environment). We would love to use it more – particularly at playtimes and

lunchtimes. However, it is very boggy on the grass and the cost of improving the drainage is high. We will continue to look into this in future.

### **Forest School**

Some parents felt that Forest School should be offered more widely in school.

There is no doubt that Forest School is enormously beneficial in promoting wellbeing, building resilience, teaching children to evaluate risk and building relationships (alongside the obvious enjoyment they get from taking part). It is, however very expensive in terms of funding and resources, costing £3,000 for a class to do one block of sessions in a term and needing an additional member of staff at all times. It also needs a substantial allocation of curriculum time that must be taken from other subjects. It is for this reason that we only offer it to a limited number of classes, so we have considered carefully how these opportunities should be allocated. EYFS use a Forest School style approach every Friday. Year 1, Year 2 and Year 3 are all due to have Forest School before the end of the year and Year 4 had a block during Term 1. Year 5 and Year 6 both get the opportunity to go away for residential visits and other events (eg safe cycling), so we cannot offer Forest School to them at this time.

### **Trips/visits/visitors**

Following Covid – 19, we have already done trips with some classes and visitors have started coming back into school. Residential and further school trips have been planned in during the coming months.

### **Areas you would like to know more about**

1. Where to find:
  - learning objectives for each year group
  - what the children are going to be learning about
  - levels for reading (colour bands)
  - expected reading levels / literacy targets
  - information about school lunches and adjustments for allergens
  - information about support for less affluent learners
  - information about the extensive vocabulary used in English and maths
2. How parents can assist the school
3. How the mixed age classes are working and how it is being adapted according to need
4. Class/school structure for next year
5. After school activities and clubs
6. How I can help my child
7. School renovations - what areas need work. How can we help?
8. How my child can represent the school in sports / events
9. What a typical day looks like in each year group
10. Plans for any investment into facilities/ resources
11. High school preparation