

# High Bank Junior, Infant and Nursery School



## Parent and Pupil Consultation

April 2015

## **Aim**

The aim of the surveys undertaken with pupils at the school and their parents between March and April 2015 was to capture strengths in teaching, leadership and extra curricula activities and also identify gaps in provision. The work was commissioned by the head teacher who chose to employ a freelance worker experienced in consultation to ensure adequate time was devoted to this important work and objectivity in the process and interviews.

The information gathered through the consultation work will shape future provision in the school and also be used in the development of the Children's Centre offer and provide evidence in future funding applications to enhance the curriculum, out of hours activities and wider support for families in the community. The school is a key player in Windybank Learning and Community Hub and will share the findings of this survey with commissioners of adult learning and community provision.

## **Consultation process**

The OFSTED report of February 2014 identified many strengths in the school including behaviour of pupils, commitment of staff and security of children. The report did however highlight that in the most recent consultation with parents, insufficient responses to surveys were received. Therefore it was important to work alongside staff and parent governors as part of the 2015 process to adopt flexible, informal approaches.

The head teacher provided the freelance work with information on previous consultations, key services and activities within the school and important links into key teaching staff and the Friends of Highbank, a parent group and teaching staff. A timescale for work was set to ensure work was completed by the Easter break to allow pupils to focus on SATs from May; this would also allow senior leaders to consider results to shape provision in the following academic year. The consultation survey for pupils (Appendix 1) was based on a previous version used and the parents' survey (Appendix 2) was based around questions suggested by OFSTED but included more detailed investigation regarding parent and family support. The head teacher was conscious that the consultation should not raise expectations about provision that might not be deliverable in the future and therefore consideration was given to questions asked regarding potential new services to avoid disappointment.

After reviewing existing work with pupils, experience and groups associated with the school, the following approach was used to conduct the surveys. The freelance worker also met with school staff to brief them on the process which would be undertaken and seek their advice on the approach. Notification of the work was included in the bi-monthly parents' newsletter before half term and information was also shared with all pupils.

## **Parent Consultation**

The freelance worker met with the teacher responsible for family support who had an excellent rapport with parents and was trusted by the community. The aim was to engage all 89 parents in the consultation process, if possible, and therefore consideration needed to be given about an informal way of working. They concluded that it would be helpful to work

through the Friends of Highbank, which is led by school parents and the group has experience of delivering small projects and connections with other parents and the community. The group suggested helpful amendments to the questionnaire and recommended they should be anonymous and a prize draw with raffle tickets should be provided to encourage parents to be involved. They agreed questionnaires should include scaled response options in tick boxes with images. The helpful teacher leading family support and the group also agreed an informal consultation as part of a coffee afternoon was a good way to engage parents as these sessions were always well attended. The freelance worker also met with several parent governors and parent volunteers to obtain views about school provision and also attended a school parents evening. Through this process, 40 anonymous surveys were actually completed by parents, a very good response rate of 45% which is an increase on participation in the previous parental survey. The surveys also contained more detailed questions and graded their views on current provision or future developments.

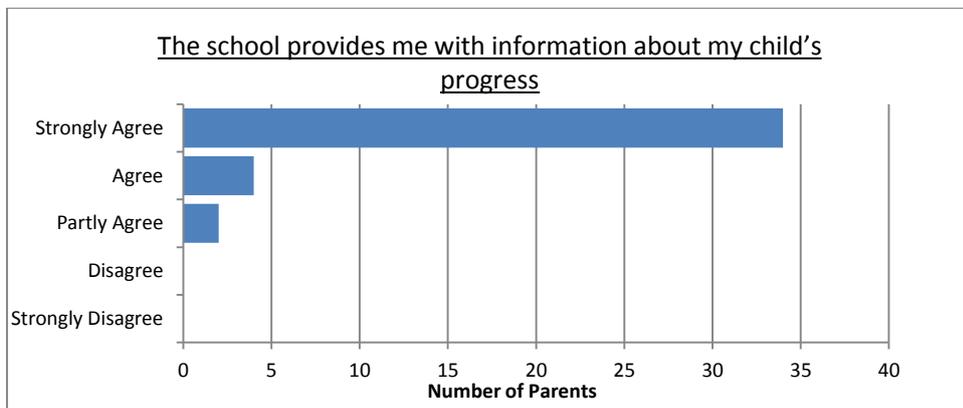
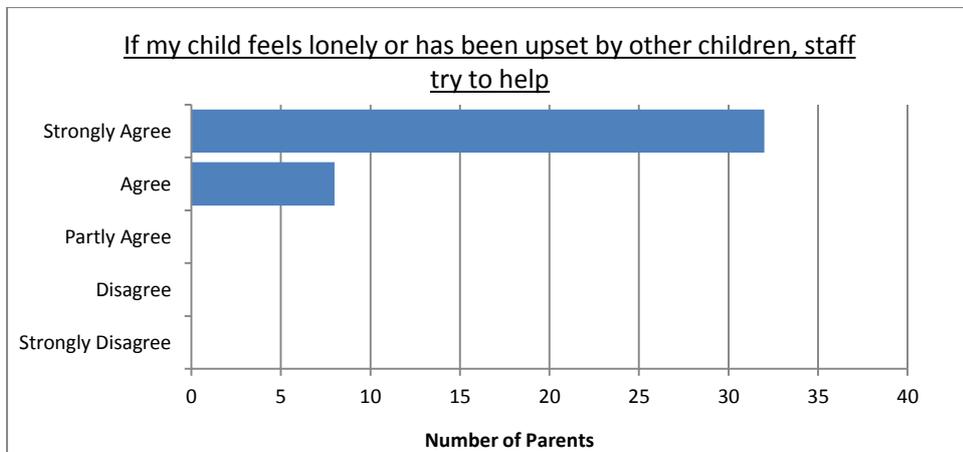
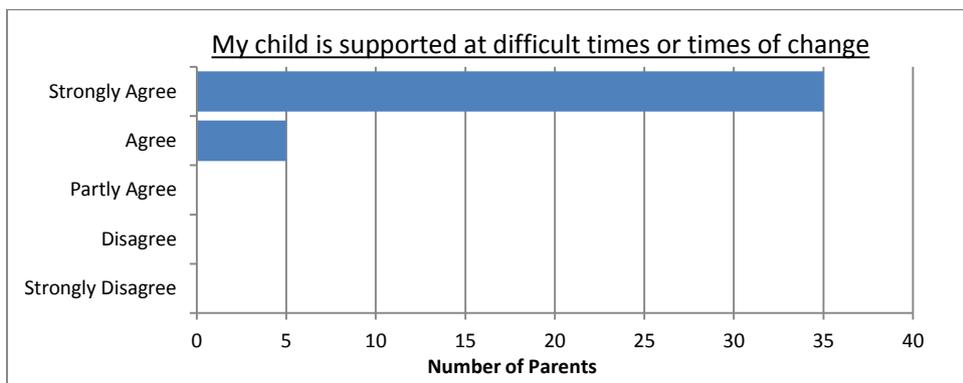
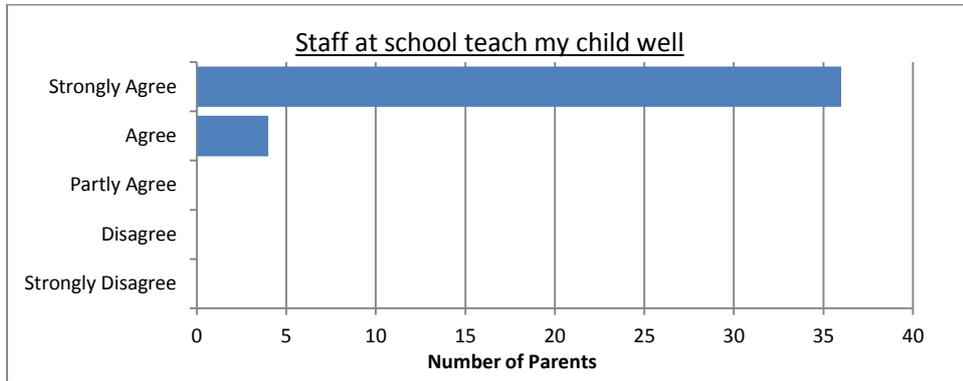
Additional parents, who did not wish to complete surveys, also had the opportunity to provide comments to the freelance worker and Friends of Highbank at the coffee afternoon where tea and cakes were provided and a free prize draw for supermarket voucher and Easter egg were offered. Parents had giant questionnaires on the coffee tables with pens and stickers to allow informal gathering of additional comments.

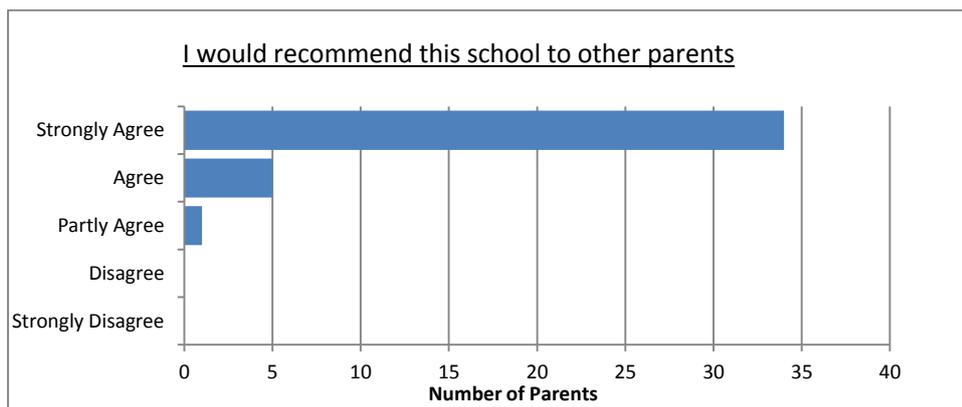
### **Summary of Parents' Survey Findings**

Most of the 40 surveys were completed anonymously. Within the survey, not all questions were answered by the parents as they either over looked these, were rushing or not interested but did not indicate their reasons for not completing. As part of questions asked in Sections 1 and 2 of the survey (which sought views of parents' satisfaction with the education of children and support to parents) 99% of all responses were positive. Detailed questions asked whether parents agreed that the schools teaching, management, behaviour of pupils was good and whether sufficient parental support was provided. There were only 10 negative responses out of all 874 responses provided which demonstrates a very high satisfaction rate. Negative responses were only given on anonymous questionnaires.

It should be noted that Section 3 of the survey explored the interest of parents in additional school activities and therefore a negative or 'strongly disagree' response is merely an indication of whether this is a service they require.

Below are several of the summary of responses to questions received by parents – full results are attached at Appendix 3.





### **Additional comments made by parents**

A number of parents commented that the special needs provision within the school was excellent and the staff team worked well together and were committed to pupils and parents alike.

Specific comments made were:

*“The school goes that extra mile – meeting us during the summer before our child was due to start to help them settle in September”*

*“I love how friendly the staff are and how there is always time to discuss things that are going on with my daughter. I also am very impressed with the extra provision that are made because of her special needs”*

*“The support to families is outstanding - please keep the school small the way it is now!”*

*“The school offers fantastic support to both children and parents - thank you very much!”*

*“We like school fairs, provide more.”*

*“Nothing to add, the school is fantastic!”*

*“Breakfast club is really good start to the day and gets children to calm down before lessons”*

*“I love the school, I came to this school!”*

### **Parents also suggested the following developments to the school could be made:**

*“Coffee meet ups for friends of the school should also be on an evening rather during working hours”*

*“Signposting to services would be really helpful”*

*“Day trips for family in the summer would be great”*

*“Some healthy cooking advice from staff”*

*“Help to find jobs”*

*“To improve the school website, they could put weekly newsletters on here, important dates, a yearly calendar, perhaps, key information, make it easier to navigate the website”*

*“There is a gap in holiday activities for families”*

*“Can assemblies be earlier so children are out of school on time?”*

*“Art group for children”*

*“Put school information point in the entrance so parents can look at it there”*

## **Pupil Consultation**

The school has an established School Council with two representatives from Years 1 to 6 classes supported by an experienced teacher. The freelance worker met with members of the council and teaching staff to develop the pupil survey and the following approach was agreed to encourage all classes, except the nursery pupils, to complete surveys. A free Easter prize draw was provided for each class.

The freelance worker held open sessions with pupils in Years 1 and 2, supported by the enthusiastic class teachers. Years 3, 4, 5 and 6 completed surveys as part of classwork on the computer. School council representatives for the latter years were responsible for collating their class responses and sending them back to the freelance worker who then amalgamated results with those from Years 1 and 2.

## **Summary of consultation with pupils**

Ninety-six pupils completed surveys out of a possible 138 pupils in school – see breakdown below of pupils by year (pupils not completing surveys were either in nursery provision or in school but absent at the time):

Year 1 - 18 pupils participating

Year 2 - 16 pupils participating

Year 3 - 17 pupils participating

Year 4 - 15 pupils participating

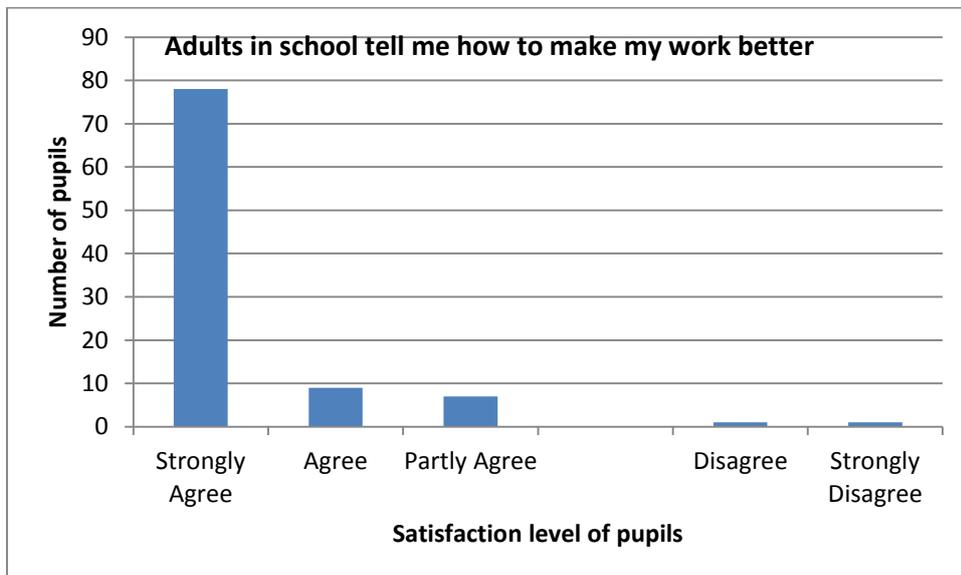
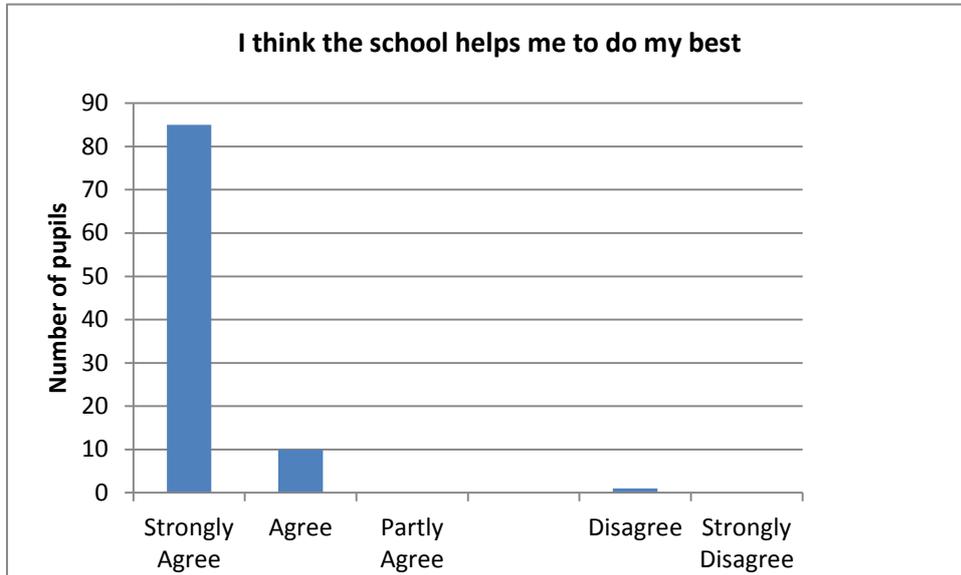
Year 5 - 15 pupils participating

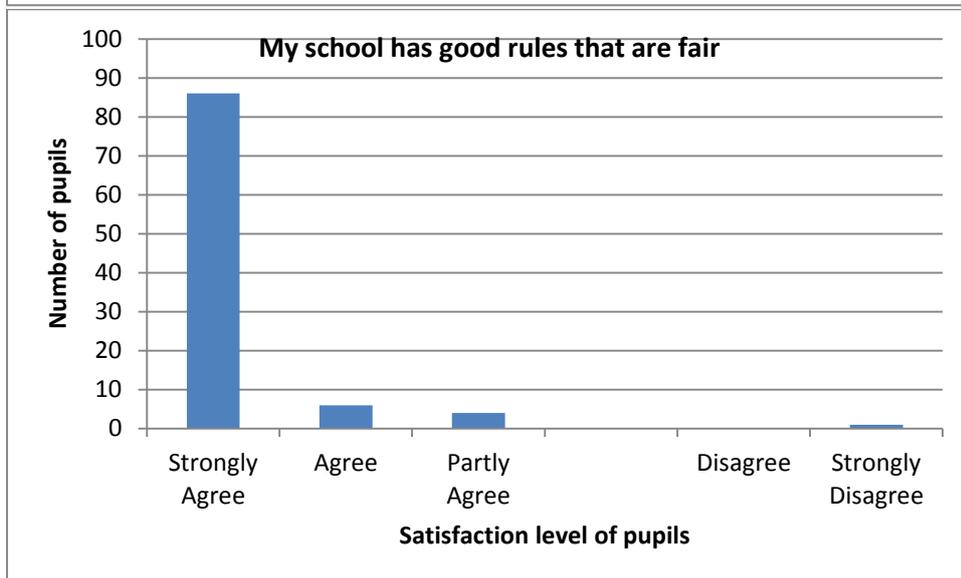
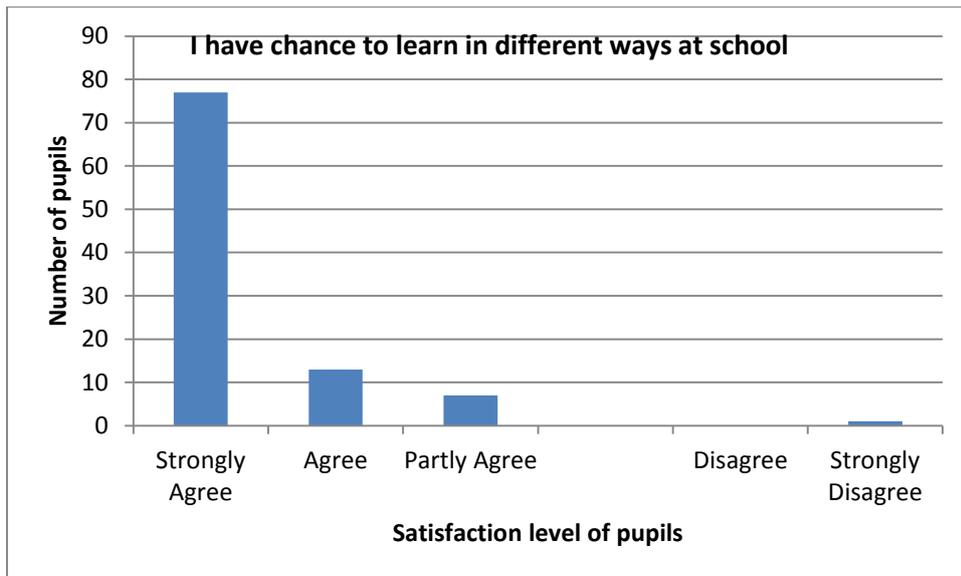
Year 6 - 15 pupils participating

Within the survey, 34 questions were aimed to establish pupils' satisfaction with teaching, behaviour and support encountered at the school. Answers were provided on a scale of 1 to 5, 5 being the highest satisfaction rate indicated by an image of a

smiling face; 95% of pupils selected one of the positive response options indicating extremely high satisfaction levels. As would be expected younger children had almost 100% satisfaction rate with older children slightly less satisfied. Seven additional questions were also asked to establish interest in additional forms of out of hours provision.

Below are several summary responses to questions received by pupils – full results are attached at Appendix 4.





**Additional comments made by Years 3 to 6 pupils included:**

*“It is an excellent school with the best teachers. I would like to get better at swimming and have more games”*

*“This is the school that I want to stay with! This school is the best .My favourite lesson is maths and I would like to have more games”*

*“It is the best school ever”*

*“I really like this school”*

**Additional comments made by Year 1 included:**

*My School is the best*  
*I love playing with my friends*  
*School is good*  
*I love my school*  
*This the best school ever*  
*My classroom is good*  
*Our school is lovely*  
*Baking Bread*  
*Painting*  
*Maths*  
*Reading*  
*Maths*  
*Outdoor Play*  
*Being friends with People*  
*Dancing*

**Additional comments from Year 2 included:**

*The school is nice*  
*We love the school's cooks*  
*Our school is amazing*  
*I love puddings at school*  
*The teachers are nice and friendly*  
*The school looks beautiful*  
*We want more sticking and gluing*  
*More reading*  
*More fruit and less chocolate*  
*More sports and gardening*  
*More children in school*  
*Less bullying*  
*School is too busy*