

Parent and Carer General and Cultural Opportunity Survey

76 Responses

11:35 Average time to complete

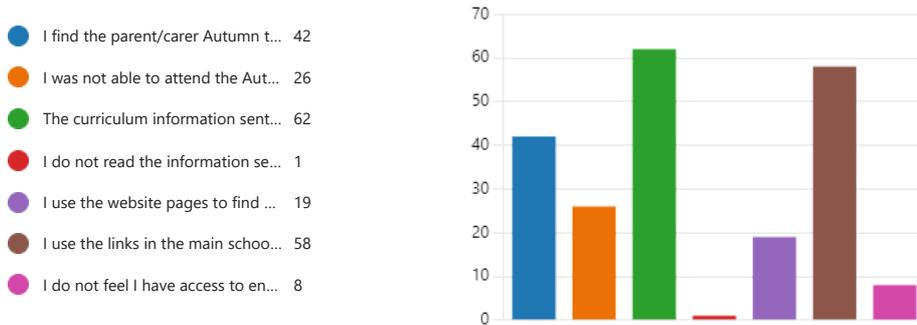
Closed Status

1. I know what my child is learning in school

As a school we provide the following to help parents and carers understand what their child is learning and our systems and routines:

1. A phase information meeting at the start of the Autumn term (with presentations available on the website for those who could not attend)
2. Termly Information letters and curriculum documents for Years 1 to 6 and weekly 'newsletters' for Reception
3. A curriculum section on the website with a curriculum overview and specific information on key areas such as phonics and reading
4. A website page for each phase with curriculum information and documents to support learning
4. A whole school newsletter which is sent out most weekly with updates and links to activities/events, the curriculum and other relevant information
5. Individual phase emails with specific information such as information on trips, national assessment etc.

Please consider that statements below and tick all that apply.



2. Please provide any further information you would wish to receive/have access to about what your child is learning or activities they do.

18 Responses

Latest Responses

7 respondents (39%) answered **children** for this question.

activities done by my child school hours children years support better
 spellings and maths Spellings email personal to each child
 Parent information home children school
 school website useful homework helpful teacher
 parents evening individual children homework book

3. **I know how well my child is doing at school.**

Parent Consultations - We continue to offer meetings in the Autumn and Spring term as we did pre-Covid but as we returned from Covid-19 restrictions we surveyed parents and carers about parent consultation organisation and at that time the overwhelming majority wished to continue with virtual meetings. The benefits of this has been support for childcare, attendance more easily accommodated around work commitments, improved punctuality of appointments reducing waiting in corridors where meetings overrun, flexibility for staff on the days of the week meetings can be offered (in person is limited due to cleaning requirements and letting commitments of building space), options for staff to undertake these meetings from home better supporting their family organisation. The difficulties have been technical issues for some appointments and reduced opportunity to see children's work during the year (we did offer an open afternoon/evening in the Autumn term this year which we would continue with virtual meetings).

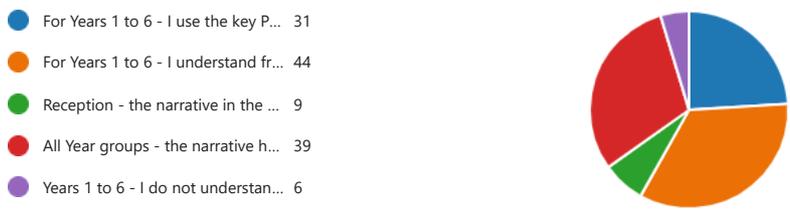
Please consider the options below for future parent consultation organisation, ticking your preference.



4. **School reports** - (if you have yet to receive a report from us as this is your child's first year at our school please skip this question)

Parents and Carers receive a written report once a year providing information on 'general progress and brief particulars' (DfE) on a child's achievement, including results of any national assessments undertaken. A number of years ago we worked with parents and carers on our reports leading to the present format for our school reports. More recently, in discussion with parents and carers of children with specific needs we have adapted the school report for their individual circumstances for this year. Alongside the report we sign post you to the Key Performance indicators for each year group for Reading, Writing and Maths. Our Reception report differs in format to our Year 1 to 6 report as they follow a different curriculum.

In thinking about the report format please consider the statements below, ticking all that apply (templates were with the email link to the survey as a reminder).



5. Please provide any further information you would like to share about the information you receive through our summer school reports.

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Responses

Latest Responses

3 respondents (30%) answered **report** for this question.

Key terms in the word cloud include: **parent report year**, **comparison with the results**, **general comment**, **year at school**, **previous format detail about areas**, **format much better**, **parent meetings**, **report so much more personal**, **reception report**, **report so much more personal**, **summer break**, **explain clearly**, **narrative**, **results of other schools**, **areas for development**, **child was at access**, **bit superficial**, **tick boxes**, **general comment**, **year at school**, **parent meetings**, **report so much more personal**, **reception report**, **summer break**, **explain clearly**, **narrative**, **results of other schools**.

6. **Communication**

School Newsletter

Post Covid-19, we have tried to reduce the number of individual emails sent to parents and carers using our main newsletter to provide information.

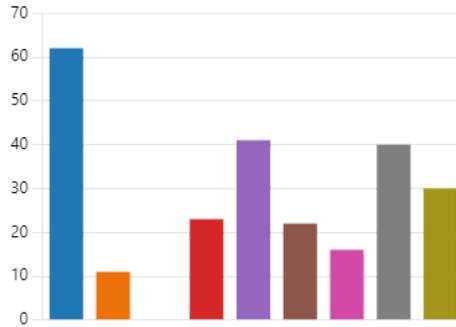
The newsletter has permanent links providing quick access to news articles about events, specific school website pages and documents, as well as links to external provider information.

We also use the newsletter to update you on information for forthcoming events, new information and reminders about deadlines and the like.

Where an email may have been sent to a specific group of parents/carers a link to this information is also added to the newsletter for easy reference and to act as a reminder.

In thinking about the school newsletter please consider the following statements and tick all that apply.

- I read the school newsletter eac... 62
- I occasionally read the school n... 11
- I never read the school newsletter 0
- I use the permanent links provid... 23
- I enjoy reading the articles the c... 41
- I use the newsletter to access sc... 22
- I use the links in the newsletter t... 16
- I refer back to newsletters to fin... 40
- I know the newsletters can be a... 30

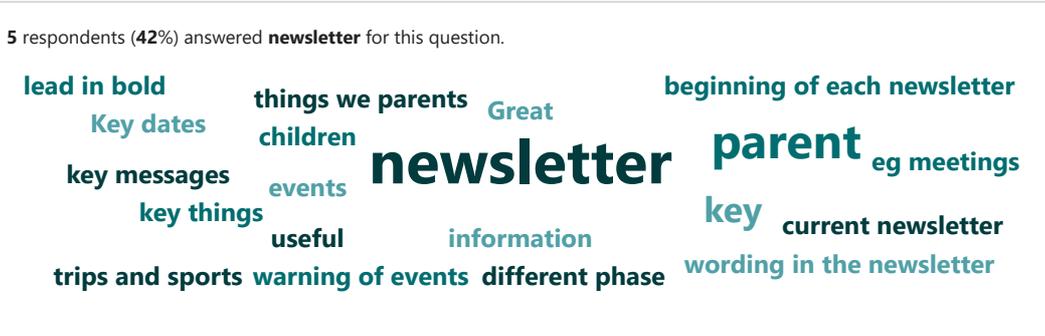


7. In considering the newsletter please detail any information you feel is missing from the newsletter that would support you or would support our development of this resource.

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Responses

Latest Responses

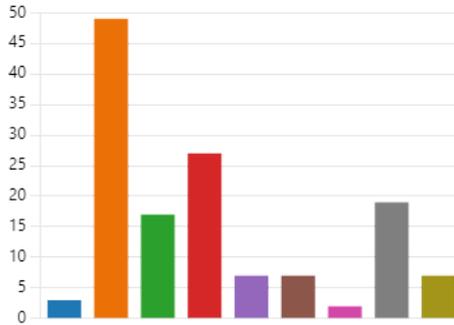


8. **School Website**

We have made changes to the website to make access to information more intuitive and supportive of parents and carers. We have added more information pages on areas parents/carers have asked for and/or indicated would be useful.

In thinking about the school website please consider the following statements and tick all that apply

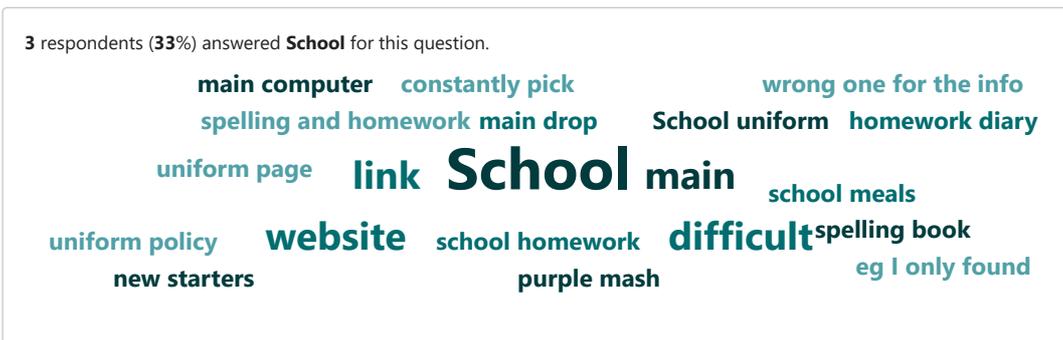
- I do not use the school website 3
- I occasionally use the school we... 49
- I regularly use the school website 17
- I find the website easy to naviga... 27
- I find the website difficult to nav... 7
- I have noticed the changes you ... 7
- The changes to the website hav... 2
- I have not noticed any changes 19
- I use the website search function 7



9. In considering the website please detail information you feel is missing that would support you.

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Responses

Latest Responses



10. **Safeguarding and Health and Wellbeing**

Safeguarding

Safeguarding is important to us as a school and our processes, and procedures, cover many aspects including attendance, behaviour, child protection and health and safety.

At the start of each year we use our newsletter to remind parents and carers of our commitment to safeguarding and all newsletters contain a permanent link to our website safeguarding page and policy, as well as, our attendance policy. Our safeguarding and attendance policies follow the expectations laid down for schools by the DfE and the LA.

In thinking about our safeguarding information and systems, please consider the following statements and tick all that apply.

- I feel the school take safeguardi... 63
- I have read the school safeguar... 30
- If I had a safeguarding concern I... 40
- If I raise a concern the school de... 28
- I know what the school's attend... 46

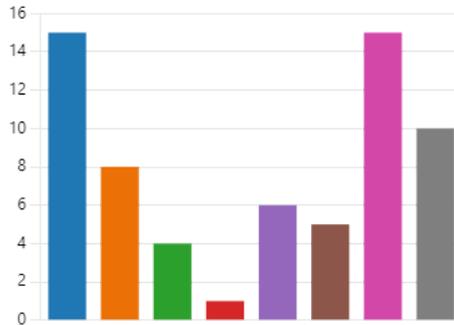


11. **Health and Wellbeing**

Health and wellbeing is an area of concern for many and as a school we have tried to develop the information available to support our families. The school newsletter contains a permanent link to our website Mental health and wellbeing pages containing advice and we have added links to external apps and support as well. There is a permanent link in each newsletter to the advice and workshop information from Jane Rogers, our local Early Inclusion Family Advisor (EIFA), which can support families in various ways including seeking direct support. Additionally, we always provide access to advice and support from external groups such as the local NHS asthma team to support general health for our families.

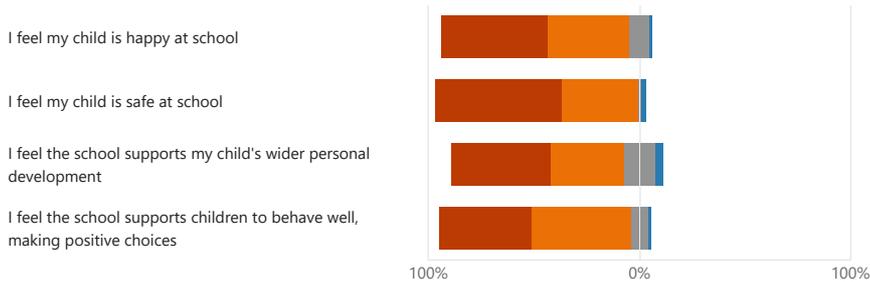
In thinking about Health and wellbeing please consider the following statements and tick all that apply

- I have accessed the school's Me... 15
- I have used strategies/ideas fro... 8
- I have accessed the EIFA newslet... 4
- I have attended an EIFA worksh... 1
- I have sought support directly fr... 6
- I have accessed one of the exter... 5
- I have read information from ex... 15
- I didn't know that these links we... 10



12. In thinking about safeguarding, health and wellbeing as a whole please answer the following:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree



13. Please provide any further information about safeguarding, health and wellbeing you would like to have access to or any comment on our systems you feel would support future developments

11 Responses

Latest Responses

6 respondents (55%) answered **children** for this question.

children ways

winter months PE would be beneficial social media informed training

publishing photos discussions around the impact

impact of gaming exactly what was being shouted

possibly needed lots of bugs likes and algorithms

slow work children about feelings children that are more troublesome

behaviour is of benefit break times permission - risk naked photos

14. **Cultural Entitlement (Opportunities) Work**

As part of our school development work this year, we have been reviewing the cultural opportunities we provide our children beyond their basic curriculum provision. These opportunities should develop their understanding, knowledge and skills in many diverse aspects of life, as well as, provide experiences to understand the diversity of our local and wider communities.

Through this work we hope to document this provision, as well as, identify gaps and take action to develop further the opportunities available.

As part of this work, the school council has been discussing ideas with their classes, school staff have reviewed our present provision and governors have begun to consider this as well. We would now like to gather the thoughts of our parents and carers to support us.

The school council felt this was quite a difficult idea to understand at first, so they came up with the following explanation to help our classes know what we were focusing on:

- Opportunities to learn through activities which are different to normal classroom/school learning sessions, e.g. trips.
- Opportunities to take part in activities which develop children’s skills, talents and what is important to them, such as Swavesey’s Got Talent.
- Opportunities to learn about other people’s traditions, religions and what is special to them.
- Opportunities which help us grow and develop in all ways beyond ‘classroom learning’, such as playtimes.

This chart provides some of the ideas from the children's discussions.

We feel that these opportunities help our children 'Leap into Life', alongside their 'Leaping into Learning'.

Please think about the opportunities you feel your children have had in their time with us, and give some examples of what you have felt have been the most important ones which would come under the title of 'cultural opportunities'.

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Responses

Latest Responses

"Fen Drayton Lakes, music performances in the community, Cambridge muse..."

[Update](#)

13 respondents (36%) answered **school** for this question.

