

# Parent and Carer General and Cultural Opportunity Survey

Dear Parents and Carers,

In continuing to develop our provision, we would like to seek your views on aspects of school organisation, development and specifically the work we have begun on the cultural opportunities we provide our children. This includes views on systems we introduced or changed due to the impact of Covid-19 to support ongoing decision making.

Hopefully the survey will not take too long to complete and the questions are self explanatory. Some questions give a space for you to provide more detailed information to be given so please use these to add additional information and ask any questions you may have which we will collate and answer in a collective response.

One section relates to work we have begun through the school council with our children, and also with the school staff and governors, on considering the cultural opportunities we offer our children to develop their understanding, knowledge and skills in many diverse aspects of life. You can see the School Council's blog on the work they have begun through this link - <https://www.swavesey.cambs.sch.uk/blog/?pid=272&nid=6&storyid=1197>.

Each section has an overarching title and information, with a series of questions.

Please note that each parent/carer may complete the survey it is not limited to one completion per family/child.

The survey will close on 28th June at 3.30pm and the collated information will be used to support future decision making, organisation and systems. Additionally, the information from you on our cultural opportunities will be used to further develop the cultural entitlement provision for the children in their time with us. A summary of the results from this survey will be able to be accessed on the website page 'School Survey Results and Information' a few weeks after the closing date.

We thank you in advance for supporting us.

Kind regards,  
Anna-Claire Norden  
Headteacher

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**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.

- I find the parent/carers Autumn term meeting useful
- I was not able to attend the Autumn term parent/carers information meeting
- The curriculum information sent out for Year 1 to 6 each term/ weekly in Reception supports me knowing what my child is learning about and doing in school
- I do not read the information sent out for Year 1 to 6 each term/ weekly in Reception
- I use the website pages to find out more about the curriculum
- I use the links in the main school newsletter to access information on my child's learning and activities they have been involved in
- I do not feel I have access to enough information to know what my child is learning and doing in school

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

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**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.

- Continue with both Autumn and Spring meetings virtually with an open afternoon/evening to see children's classroom and work
- Move to one term of 'virtual meetings' and the other term with 'in person' meetings
- Return to both meetings 'in person'
- I do not mind

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**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).

- For Years 1 to 6 - I use the key Performance indicator sheets when reading my child's report
- For Years 1 to 6 - I understand from the report my child's attainment for the subjects covered against age related expectations (key performance indicators).
- Reception - the narrative in the report helps me to understand what my child can do and what they need to work on in the seven areas of learning.
- All Year groups - the narrative helps me to understand aspects of my child's personal development as well as academic development.
- Years 1 to 6 - I do not understand from the report if my child is working in line with age related expectations.

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

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**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 each time it is published
- I occasionally read the school newsletter
- I never read the school newsletter
- I use the permanent links provided in the school newsletter to access information
- I enjoy reading the articles the children and staff have written on events and activities
- I use the newsletter to access school website pages
- I use the links in the newsletter to access information from external partners/organisations
- I refer back to newsletters to find information and access links
- I know the newsletters can be accessed through the school website as well as the email links sent

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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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**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
- I occasionally use the school website
- I regularly use the school website
- I find the website easy to navigate (find what I want)
- I find the website difficult to navigate (find what I want)
- I have noticed the changes you have made in the last few months to the website
- The changes to the website have made finding information easier
- I have not noticed any changes
- I use the website search function

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

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**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 safeguarding seriously
- I have read the school safeguarding policy
- If I had a safeguarding concern I know who I would need to talk to about it
- If I raise a concern the school deals with it proactively
- I know what the school's attendance systems are and the procedures the school take if a child is absent from school

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**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 Mental Health and wellbeing website pages
- I have used strategies/ideas from the school's Mental Health and wellbeing website pages
- I have accessed the EIFA newsletters
- I have attended an EIFA workshop in the last year
- I have sought support directly from Jane Rogers in the last year.
- I have accessed one of the external apps linked in the newsletter for health and wellbeing
- I have read information from external health agencies to support my family
- I didn't know that these links were in the newsletter

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

	Stronlgy agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel my child is happy at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my child is safe at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the school supports my child's wider personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the school supports children to behave well, making positive choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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

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**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'.

Things we do	Things we would like to do
Sports Day	Have a school mascot
RE week	Bench ball club
Science week	Food from around the world day
Number Day	Cooking club
Santa Visit	Choir/Singing club (go back to having one)
Christmas Lunch	Camping night
Special visitors to talk to us	School Dog
Bikeability	Sponsored walk
Year 6 residential	Children being able to teach children
Golden Mile	Earth Day
Swavesey's Got Talent	Assembly singing to include more modern songs
Gardening club	More special days
Helping with the chickens	
World Book Day quiz	
School Council	
Pantomime	
Dress Up Days	
SVC exchange student activity afternoon	

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We recognise that you may not know all the opportunities that are offered, dependent on the age of your child/ren, but please now think about any opportunities you feel your children would benefit from that we may not already offer. In doing this please consider the school council's explanation to help you:

- 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.

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Please provide any other thoughts you think would support us in our work on cultural opportunities.

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