

Response to Auchterhouse Primary School Parent Survey 2009

By Lorna Higgins (Acting Head Teacher)

Sent home 24<sup>th</sup> April 2009

The responses and comments on the questionnaires were generally positive. 60% of parents returned the questionnaire so it is assumed that the other 40% of parents are happy with the aspects covered by the questionnaire. However, as we are always striving to improve standards all comments suggesting a need for improvement have been addressed in the following Action Plan.

Many thanks to the Parent Council for devising the questionnaire and for your time spent completing it. The original summary of responses is available in school and I can send you out a copy if you would like one or you can come in and view it in school.

As always please feel free to pop into the school for a chat or make an appointment for a longer discussion about any aspect of school or your child's development.

Regards

Lorna Higgins  
(Acting Head Teacher)

<p>Please rate your response using 1 = Good/Agree to 4 = Poor/Disagree Please comment where appropriate.</p>	<p>☺ Good/ Agree</p>			<p>☹ Poor/ Dis- agree</p>	<p>Action Points</p>
<p><u>Section 1: Parental Involvement</u></p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	
<p>I received adequate information regarding my child starting nursery/school.</p>	<p>9</p>		<p>2</p>		<ul style="list-style-type: none"> <li>• Introduce induction meeting for P1 parents to go through basics of the way the school day works, examples of the way their child will be taught and homework.</li> <li>• Set up a short life working group with interested Nursery/ P1 parents to produce simple information booklet.</li> <li>• Organise a Maths Evening similar to the Reading for Excellence Evening to raise awareness of the way Maths is currently taught and the language used.</li> <li>• Parents have already been given books suggesting Maths activities to carry out at home to practice Maths Skills while having fun. Look for more ideas to share, including ideas from parents.</li> <li>• Homework given is to practice skills or embed knowledge. Children will not be set homework in an area in which they "struggle" although</li> </ul>

					<p>homework to re-enforce the existing skills required may be set.</p> <ul style="list-style-type: none"> <li>• There is always huge debate over the type and quantity of homework set and how far in advance it should be set. Children who are encouraged to do their homework by an interested, enthusiastic adult tend to develop and maintain positive attitudes towards schoolwork.</li> <li>• Lots of talented parents willing to help but we don't have names to match to the skills as the survey was anonymous. I will put out a tear off slip on the next information letter asking for names and how parents would like to help.</li> </ul>
I feel involved in my child's education.	11	5	1		<ul style="list-style-type: none"> <li>• The school will continue to ask parents to come in either regularly or as a "one off" to help and see how the children learn at school.</li> <li>• The topics being studied can be shared through school newsletters but for more specific information relating to individuals parents should ask for an appointment with their child's teacher.</li> <li>• Again, information evenings can be arranged to show how specific subjects are taught (as with maths) if there are sufficient</li> </ul>

					numbers of parents interested.
I am aware of what my child is learning at school/nursery.	10	7	1	1	<ul style="list-style-type: none"> <li>As above. Topics covered can be listed in Newsletters and parents are always welcome to come in and see their child's work. Please make an appointment and let us know so we can look out the relevant jotters.</li> <li>The learning logs sent home at regular intervals and the wiggly books, going home book and notice boards in nursery give information about the children's learning.</li> </ul>
Prior information regarding what my child will be learning at school/nursery each term would be useful.	12	3	1	2	<ul style="list-style-type: none"> <li>Set up working group to prepare parents for their child starting school</li> <li>Although general information can be made available the "Child Centred" approach recommended means that topics and projects can change depending on the children's interests.</li> <li>As above, information on topics to be covered included in Newsletter at the beginning of each planning block. (This can only be general, for more detailed information make an appointment with your child's teacher).</li> </ul>
The information given on how to help my child with their learning at home is sufficient.	8	7	1	1	<ul style="list-style-type: none"> <li>Maths information evening is being organized in response to parents' requests.</li> <li>Please ask your child's teacher if you are unsure of</li> </ul>

					the methods/ procedures used or request an information evening on any other subject.
The homework given encourages me to support my child's learning in school.	8	5	4	1	<ul style="list-style-type: none"> <li>Homework will be set so your child can practice/ embed particular processes or information. We would not deliberately give a child work he/she would "struggle" with as homework.</li> </ul>
What are your views regarding homework - amount, time, variety, relevance, concerns, etc?					<ul style="list-style-type: none"> <li>As always views are very mixed. If you are unhappy about the amount of homework your child is being asked to do please speak to your child's teacher. However, if you don't want your child to have homework he/she may not be able to keep up with the children they currently work with. If you would like your child to do more homework you could use the Education City site, borrow books from the library or research an area of interest.</li> </ul>
Enough support is available for people without computer/internet access. (Electronic Reading Library/Internet for Projects)	3	1	1	1	<ul style="list-style-type: none"> <li>No comments other than positive ones so not sure how to improve this.</li> </ul>
I am aware that I can offer help, skilled or unskilled, in school either as a one-off or on a regular basis.	14	3			
I have a particular interest or skill that I would like to bring to school. (Baking, art, gardening, DIY, sewing, IT, sport, music, stories, wall displays, photocopying, etc) Please state.					<ul style="list-style-type: none"> <li>Lots of skills and talents mentioned but as questionnaires were anonymous it's difficult to know who has the skills mentioned.</li> </ul>
I am confident that I offer the school as much support as I could do.	13	1	3		<ul style="list-style-type: none"> <li>We will welcome help from anyone who can do more to support the school and are very grateful to the many parents, relatives and community members who have already helped and who continue to support the school.</li> </ul>
I feel the school uses resources in the local community well. (Local councillors, medical staff, locals etc.)	8	8	1		<ul style="list-style-type: none"> <li>Again no comments to suggest which resources or how we can use resources more effectively.</li> </ul>

<u>Section 2: School Contact</u>	☺ Good/ Agree			☹ Poor/ Dis- agree	COMMENTS/SUGGESTIONS
	1	2	3	4	
I find Auchterhouse Primary School welcoming.	15	2	1		<ul style="list-style-type: none"> <li>• Very positive comments.</li> <li>• Any suggestions for ways for the school to be more welcoming gratefully received!</li> </ul>
I am aware that I can contact the school at any time to discuss any issues.	16	2			
I find parent's evenings beneficial.	15	1	2		<ul style="list-style-type: none"> <li>• Comments were received about the lack of privacy for P1-3 parents and children on parents evening. We will now have meetings with class teacher in the "middle room" to allow privacy.</li> </ul>
I find the privacy at these meetings to discuss my child's progress adequate.	11	2	5		<ul style="list-style-type: none"> <li>• P1-3 parents and children will have meetings with class teacher in the "middle room" to allow privacy.</li> </ul>
I would like the option of additional contact time with staff. (e.g. drop-in time after school).	5	6	3	3	<ul style="list-style-type: none"> <li>• All the comments were very positive.</li> <li>• Parents are invited to pop in anytime if they want a quick chat or to make an appointment for a lengthier discussion with either myself or their child's class teacher.</li> </ul>
I am satisfied with the way the school communicates with parents.	11	6	2		<ul style="list-style-type: none"> <li>• The Curriculum for Excellence has just been published in final form and the school will be working to take the new curriculum forward. Information is shared with parents as it is received by the school. The new curriculum can</li> </ul>

					be viewed subject by subject on the Learning and Teaching Scotland website.
I am satisfied with the notice given for forthcoming activities.	9	6	4		<ul style="list-style-type: none"> <li>Although the school does try to give plenty of notice about forthcoming events, we do sometimes get the opportunity at short notice to participate in a variety of activities.</li> <li>I will list the events currently in this school years diary for the next newsletter to keep everyone up to date.</li> </ul>
How would you prefer communication to be made? - email, texts, suggestion box, newsletter, telephone call, appointment etc.					<ul style="list-style-type: none"> <li>All very positive comments.</li> </ul>
I feel that the school supports children with additional needs.	10	5	1		<ul style="list-style-type: none"> <li>All comments good.</li> </ul>
Are you aware of any bullying in the school?		2		5	<ul style="list-style-type: none"> <li>One comment about 1 child not wanting to tell staff on 1 occasion about teasing. If something has upset your child please let us know. Chatting through a problem usually leads to a swift solution.</li> </ul>
I feel that the school deals effectively with issues of bullying.	8	4	1		<ul style="list-style-type: none"> <li>All comments very positive</li> </ul>
I am aware that there is a Pupil Council in school.	13	3	1		<ul style="list-style-type: none"> <li>Some parents are still unaware of the role of the Pupil Council. We could include a paragraph in the Newsletters from time to time from the Pupil Council and the Eco Council.</li> </ul>
I am aware of what the Parent Council does.	13	4	1		<ul style="list-style-type: none"> <li>Not everyone is aware of the Parent Council and its role. The Parent Council has recently sent out the constitution which includes a description</li> </ul>

					of its role with notification of the AGM. If anyone would like another copy please let me know or ask one of the Parent Council committee for another copy.
I am aware that I can raise any points via the Parent Council.	14	4			<ul style="list-style-type: none"> <li>Parents knew they could raise issues through the Parent Council but parents may find it quicker to ask at school directly for clarification of many points in the first instance.</li> </ul>
My child is happy at school/nursery.	12	3			<ul style="list-style-type: none"> <li>All positive comments.</li> </ul>
Please indicate two strengths of Auchterhouse Primary School/Nursery.	Open door policy Easy to communicate with staff Warm & welcoming Treat children as individuals Older children always good with younger ones Staff very friendly Small class size results in teachers knowing child's strengths & weaknesses IT resources Good mixing of older & younger children Happy atmosphere Caring staff Small class sizes so more pupil teacher learning Pleasant welcoming atmosphere from head teacher, staff & pupils Friendliness of children & staff Welcoming surroundings Small & friendly Variety of educational activities e.g. gym, specialists Good friendships between pupils Pupils & teachers				

Made to feel part of the school "family"

Children play well together

Wide variety of subjects

Good at promoting reading & writing

Good at raising awareness of eco issues

Welcoming & friendly environment

Good all round education

Excellent open door policy

Lucky to have staff who genuinely care about our children - great start for educational journey

Please indicate one point for improvement at Auchterhouse Primary School/Nursery.

Resolving differences of opinion could be handled better. In what way? No example of where a difference of opinion was not resolved or was handled badly was given. If the parent who made this comment could clarify what was meant we could take steps towards improvement. Please phone me or pop in for a chat.

Reinforcement of uniform. The school can only encourage children to wear and parents to buy the school uniform. Almost all children wear the school uniform.

If some children are no longer keen to wear it perhaps it is time for a revamp? This would be something to be discussed by the Parent Council.

Punctuality Eco-duties at the end of the day are leading to the children being late out at the end of the day. A bell will now be rung at 3:15, rather than 3:20, to allow the duties to be completed by 3:30.

More out of school activities / clubs Any suggestions for after school clubs have met with a poor response as so many of our youngsters attend a variety of activities at the end of the school day.

Parent council - more info needed for parents about how it is operated and how they can be involved Information will be sent out to all parents prior to the AGM.

Hall joined on so children don't have to go outside in all weather to get there! This is not in the councils plan at the moment.

Consistency - too wide a learning gap from P4-7 (let alone in one year group) to allow sufficient teaching time for each Even in a class of children the same age, differing abilities mean that children need to be taught and/ or given activities in groups rather than as a whole class. In a composite class the maximum class size is smaller (25) than that for a straight year group (33).

Maintaining the basics - reading, writing, spelling accuracy, neat layout etc Communication Co-operative learning has been shown to improve children's learning, communication and confidence. Although we in Angus are committed to this approach we also value "the basics".

Children's views should be heard - can be disregarded Children's opinions are actively sought by staff and where possible acted upon. Explanations of why some ideas are acted upon and some ideas are not are explained to the children. If any child feels their

views have not been valued please let a member of staff know so that we can discuss this with the child.

Do more for local community We are always looking for ideas to link the school and the community. Please let me know of any ideas you have!

More detailed info re reading stages - ? Give at parents evening Any requests for specific information should be made before parents evening so the teachers can give you a full explanation. If it is likely to be a lengthy meeting it may be better to arrange another appointment longer than 10 minutes.

Children to be challenged more & more info re curriculum As before.

More opportunity for P7 children to work on own in prep for high school - perhaps P7 children could use middle room more to work on own as a group. Understand this would require more teaching input but would allow more in depth / challenging study in prep for high school. The children are encouraged to work independently but do require supervision. We aim to give all children challenge at the appropriate level.

Additional Comments	<ul style="list-style-type: none"><li>• P4-7 Geography project - feedback was given by peer assessment.</li><li>• Parking congestion is an on-going issue and Ged Gilmartin from Education HQ will be at the next Parent Council meeting to discuss it.</li><li>• Cycling proficiency is no longer organized by the police. Parents interested in running the training for pupils will be given training and support.</li><li>• We will look into possible funding for new climbing frames etc</li><li>• If you have any concerns about your child's development please speak to his/her teacher or me about it</li></ul>
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**18 forms were returned from 30 families - response rate of 60%**