

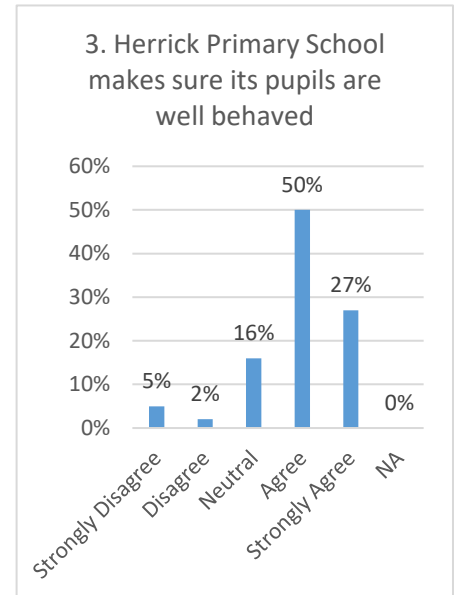
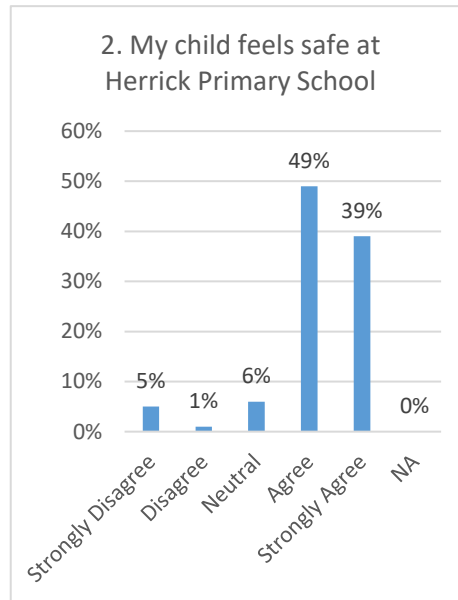
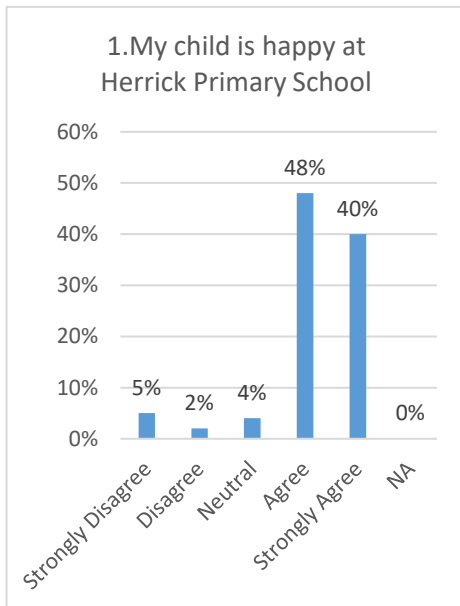


Going Forward – Parental Feedback (Summer Term 2023)

At the end of last academic year we conducted a parent/carer questionnaire and would like to share the outcome with yourselves. We want to pass on our thanks to all who responded, which was approximately 30% (122) of the total parent body of 405).

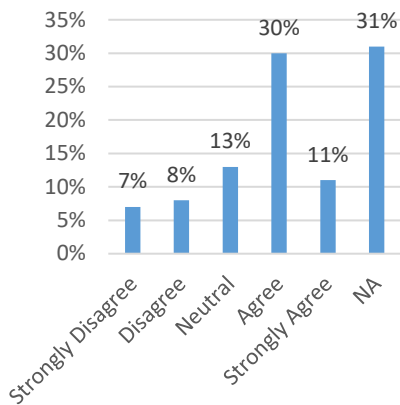
The answers provided are extremely useful, enabling us to gain insight into particular aspects of what we do and how we do it, and to inform development planning for improvement.

The questions have been grouped and linked to a specific school strand (Personal Development, Leadership and Management, Quality of Education and Behaviour and Attitudes), although they join together across all areas of school life, the analysis has supported in formulating the actions to address concerns. Going forward, we have identified the things we will do as stated in our School Development Plan for 2023-24.

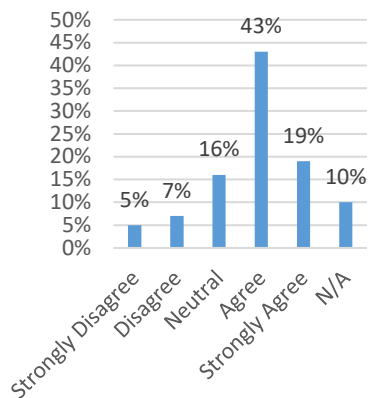


Personal Development: Strengthen the use and impact of pupil leaders so that their roles are respected and deeply embedded across all aspects of school life			
Question	% Strongly A. or Agree	% Strongly D. or Disagree	Actions to include:
1	88%	7%	<ul style="list-style-type: none"> Formulate Herrick Management Team (Red Hats, Fabs & School Councillors) Devise plan of assemblies to share outcome of children survey summer 23 (next steps) Review playground procedures and behaviour that impacts school environment (continue classroom reviews by children) Weekly assemblies to support in distinguishing between 'Learning Attitudes' and 'Herrick Character' – ambassadors to choose phone home Friday (check against criteria)
2	88%	6%	
3	77%	7%	

4. My child has been bullied and Herrick Primary School have dealt with the bullying quickly and effectively



6. When I raised concerns with Herrick Primary School they have been dealt with properly



Leadership and Management:
Develop further incident recording to inform monitoring, additional pastoral provision and follow up actions.

Question	% Strongly A. or Agree	% Strongly D. or Disagree
4	41%	15%
6	62%	12%

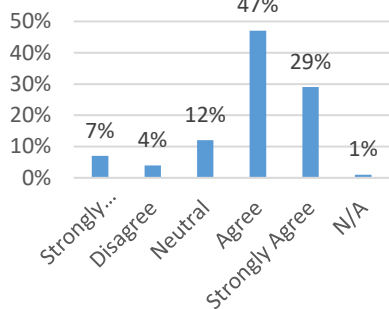
- Actions to include:
- Staff meeting to ensure that all staff continue to record clear chronologies are in place
 - Weekly safeguarding updates to be incorporated in staff meetings (15mins)
 - To continue with weekly DSL(incident) meetings held to discuss current concerns and discuss timelines for monitoring

The good proportion of our parents/carers feel that children are safe at school and that we make sure they are well behaved. In addition, whilst bullying is rare, most agreed that it was dealt with effectively where it happens.

However, there have been incidents of poor behaviour and children making the wrong choices. We take all aspects of behaviour seriously and we have a behaviour policy detailing how we expect children to behave at our school.

We respond appropriately to any reports of behaviour which falls below the expected standard. In addition, we will take action to deal with any inappropriate behaviour of children which may include behaviour beyond the school day. We know working in partnership with parents/carers is key, and we recognise the importance of developing understanding of e-safety on-line.

5. Herrick Primary School makes me aware of what my child is learning



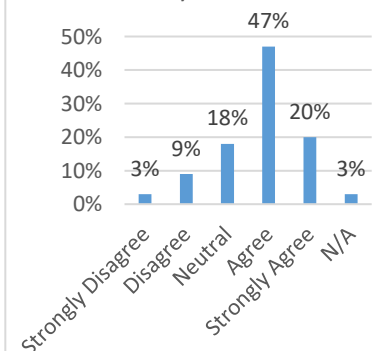
Quality of Education: To develop the use of end of unit quizzes to assess children's knowledge and understanding of a topic

Question	% Strongly A. or Agree	% Strongly D. or Disagree	Actions to include:
5	76%	11%	<ul style="list-style-type: none"> • Complete quizzes that reflect knowledge and vocabulary the children will be exposed to in the unit • Quizzes formulated and saved on school website

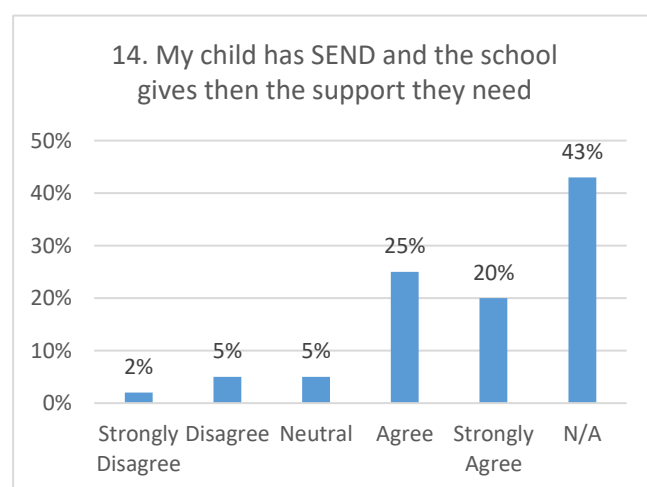
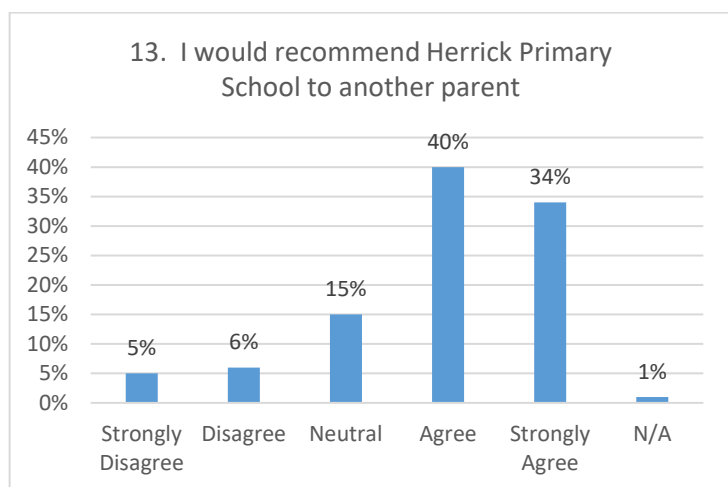
Quality of Education: To ensure all teachers deliver learning and teaching non-negotiables across the school.

Question	% Strongly A. or Agree	% Strongly D. or Disagree	Actions to include:
7	67%	12%	<ul style="list-style-type: none"> • To develop the use of non-negotiables as whole class strategies • To further develop the use of non-negotiables (TAs) to focus on strategies to support specific children

7. Herrick Primary School has high expectations for my child



Question	Strongly A.	Agree	Strongly D.	Disagree	Analysis:
8. My child does well at Herrick Primary School	35%	40%	3%	7%	When comparing outcomes to previous years there has been a decline – a priority of the school has been developing overall literacy skills with a focus on vocabulary and oracy.
	75%		10%		
9. Herrick Primary School lets me know how my child is doing	23%	52%	7%	8%	To further develop communication in-relation to children’s progress and ways in-which to support children at home the school will introduce a number of initiatives including books being sent home, assessment cards and informal teacher meets.
	75%		15%		
10. There is a good range of subjects available to my child at Herrick Primary School	24%	43%	5%	5%	Over the last 2 years there has been an emphasis on developing all aspects of the curriculum – we continue to pursue opportunities to extend children’s experiences of subjects beyond the classroom.
	67%		10%		
11. My child can take part in clubs and activities at Herrick Primary School	26%	43%	4%	5%	Looking ahead to the academic year a number of new activities will be on offer. We will also be seeking to extend both internal and external sporting competitions.
	69%		9%		
12. Herrick Primary School supports my child’s wider development	27%	39%	7%	7%	Weekly assemblies to support in distinguishing between ‘Learning Attitudes’ and ‘Herrick Character’. Pupil voice and leadership will play a critical role in taking the school forward.
	66%		14%		



While the results are generally positive, we are keen to address any concerns and to improve what we offer and how we communicate with you. It is evident that there is a small percentage of parents/carers who feel the school must do more, and it through this process that can support the school in developing the actions needed to make improvements.

Key actions for next academic year:
 Monitor and evaluate the progress of pupils with SEND in all subjects and review the effectiveness of teaching and learning approaches for these pupils.
 Check that pupils’ targets are being addressed in class.
 Check that adaptations shown in planning are being followed in class.

Final words from Chair of Governors

Thank you to all the parents and carers who responded to this questionnaire. Your opinions and suggestions are very important in helping us understand how we can continue to improve. It is reassuring to learn that so many of you feel the school is performing well but we can never become complacent and assure you that governors will be following up on the outcomes of the “Areas of Development” identified above.

