



# Thythorn Field Primary School

## Parent Voice Survey Spring 2023

We would like to thank all parents/ carers who took the time to respond to our parent voice survey recently. We received 52 responses.

Getting your feedback is always helpful so that we can reflect on what we are doing well and look at how we can improve.

### **My child is happy at school**

44% strongly agreed

50% agreed

2% were neutral

4% disagreed (2 responses)

**We strive to be an inclusive school where children can feel happy and secure. In school we have a worry box where children can share their worries no matter how small. Many children report they have a trusted adult or adults they feel happy speaking to if they have a worry. We have introduced emotional check-in areas in each classroom for children to identify when they aren't feeling happy. Each class has elected two members of the school council which meet every month to help children feel they have ownership of their school and can make changes.**

**Please do speak to your child's class teacher if you have any concerns.**

### **My child is safe at school**

61% strongly agreed

33% agreed

2% were neutral

4% disagreed (2 responses)

**The safeguarding of our children is our number one concern. Ofsted judged our safeguarding procedures as effective and that pupils said they felt safe (October 2022). It is the right of every child to feel safe in school. Please speak to your child's class teacher if you are concerned.**

'My child feels safe at school and I also believe that my child is safe at school. Following an incident before Christmas, I spoke with the Headteacher who was able to reassure me about the safety at school and I believe that it's held to the highest standard at Thythorn.'



'I do not recall any incident or occasion where my children have felt unsafe at school. it always feels a safe environment to learn.'

'Teachers are always reassuring'

### **The school ensures that pupils are well-behaved**

17% strongly agreed

56% agreed

15% don't know

12% disagreed

**The School's behaviour policy is available on the website. Consequences for negative behaviours are consistent and parents are informed as per the policy. We have robust processes in place. Positive behaviours are praised and always encouraged. Most of our children are excellent role models to others. Ofsted judged the behaviour and attitudes of our children as good (October 2022).**

### **Bullying is dealt with effectively**

37% stated this was not applicable to their child

12% strongly agreed

25% agreed

12% were neutral

12% disagreed

2% strongly disagreed (1 response)

**The safeguarding of all our children is of paramount importance to our staff. Children are taught regularly about equality through our 'Everyone's Welcome' work in assemblies and lessons. Staff teach about British values and the 9 protected characteristics which are law in this country. Our anti-bullying policy was recently updated and our school council created our child friendly version (both on our website). We use CPOMS to record and track incidents to monitor potential cases of bullying so that it can be dealt with swiftly. Ofsted noted that our pupils show 'respect and tolerance' towards different viewpoints (October 2022).**

'We have had some issues previously, but I am happy with how the incidents are dealt with. It is a shame that any of it happens but in terms of managing the situation I think the Head and teachers do a great job.'



'Teachers will always address issues in a timely manner'

### **The school makes me aware of what my child will learn during the year**

24% strongly agreed

40% agreed

8% were neutral

16% disagreed

12% strongly disagreed (6 responses)

**Teachers in each class ensure that planning for each term and how the learning links to the National Curriculum is on the class page on the website each half term. These documents map out the learning and how topics will progress in each subject throughout the term. If you have any questions about your child's learning please do ask or email the class teacher.**

**We are in the process of improving the whole curriculum at Thythorn Field. We will share details of this in the coming terms to help ensure parent/carers are aware of what your child/ren will be learning.**

#### **You said...**

'All on the website. Could be updated with photos more I suppose.'

**We did... Class teachers will ensure class pages have weekly updates on learning. Latest news will include whole school events/ successes**

**We are looking at changing how each subject and progression is shown on our website to make it clearer for each year group and parents/carers. We will keep you updated and all changes should be on the website by Autumn term 2023**

#### **You said...**

'Sometimes 'homework' was nice (non-compulsory) to help connect the children's school learning with home. Especially the types where you can do anything e.g. if the topic was about the seaside the children could share anything about that topic at school such as a photograph, drawing, collect shells, build a sandcastle, share a book about it etc. Non pressured fun but made us feel more connected with their learning.'

#### **We did...**

**We will clarify homework for each year group in a letter home shortly. Staff will also look at providing a more creative/ open ended homework for those who would like to complete it over a half term.**



### **When I have raised concerns with the school they have been dealt with properly**

28% strongly agreed

42% agreed

22% have no concerns

4% disagree (2 responses)

4% strongly disagree (2 responses)

**Please raise concerns with your child's class teacher in the first instance (unless the issue is of a serious safeguarding nature) either by speaking to them at the start/end of the day or ideally phoning/emailing and/or making an appointment to see them in person if necessary. If you still feel your concern has not been addressed appropriately, please then contact the school office to speak to Mrs Brewster or Mrs Price.**

'Never a doubt. All things seem to be taken seriously no matter how significant.'

'When my year 3 kid had a physical assault from another kid it was dealt with accordingly and investigated internally with the staff and other pupils to make sure the school had the whole picture'

### **You said...**

'More after school maths tuition is needed but not offered'

**We did... Post Covid the government provided schools with funding for extra after school tuition for specific year groups. Unfortunately, this funding has now stopped. School is still provided with some funding for tuition that we must match from school funds. This is focussed this year on our Year 6 children to support with English and Maths.**

### **The school has high expectations for my child**

18% strongly agreed

52% agreed

18% were neutral

8% disagreed (4 responses)

4% strongly disagreed (2 responses)

**All our staff work hard to ensure high expectations for all our children. These expectations are discussed and shared regularly with the children in all areas of school life.**

### **My child has SEND, and the school gives them the support they need to succeed**

88% agreed



12% disagreed

**At Thythorn we strive to be an inclusive school and understand the importance of making reasonable adjustments to ensure every child receives the education that they have a right to access. All staff undertake regular training to ensure all children receive high-quality adaptive teaching. We also work closely with a number of outside agencies, such as the Autism Outreach Team or Speech and Language Therapy Team (SALT), to try to ensure that every child can be effectively supported.**

**For those children who we feel cannot be effectively supported without additional funding we apply for SEND Intervention Funding (SENIF) or an Education Health and Care Plan (EHCP). However this process in Leicestershire (as in many other local authorities) is currently taking much longer than usual. This often means as a school we have to try to put support in place without receiving funding from the Local Authority, which has a huge negative impact on the schools budget.**

**If you have any concerns regarding your child please speak to your child's class teacher or Mrs Brewster.**

### **My child does well at school**

40% strongly agreed

46% agreed

6% were neutral

6% disagreed (3 responses)

2% strongly disagreed (1 response)

**We are very pleased that most of our parents/ carers believe that their child does well at school. Our staff strive to know every child well that they work with to ensure every child reaches their full potential and makes good progress.**

### **You said...**

'Yes, however do believe that the standards of reading has dropped. Reading used to be a big focus at the school with lovely books parents had to write in and children received awards and stickers for reaching a milestone. Examples of awards may have been a silver 50 balloon when they reached that milestone. I also believe the level of spelling focus has dropped. Children used to get spellings for homework, this no longer happens as well as times tables.'

**We did... reading is still a key priority at Thythorn Field. School has received £3000 from the English Hub and has purchased new phonics books to match our new scheme. Class libraries have a good selection of current and classic titles for children to take home.**



Reading diaries were very costly and have been replaced with exercise books so that funds can be spent on more reading books.

Some classes still have rewards for reading – this is something that will become a focus again across all classes going forward to promote reading. Daily reading is key, no matter what children read. Reading is the gateway to accessing all other areas of the curriculum.

We have a new phonics scheme in Key Stage 1 and a new spelling scheme in Key Stage 2. Research has shown that sending home lists of words to learn for spelling is not an effective way for children to improve their independent spelling skills. We have subscribed to Spelling Frame which is accessible for all children to support their current spelling learning and we will ensure that all children are sent home with a log-in for this shortly.

### The school lets me know how my child is doing

24% strongly agreed

52% agreed

2% were neutral

20% disagreed (10 responses)

2% strongly disagreed (1 response)

Statutory reporting procedures state that schools must provide parents and carers with updates regarding their child's education 3 times a year. At Thythorn, this takes the form of 2 parents' evenings in October and February as well as the end of year report. At Thythorn, we provide more than this. We also provide snapshot reports after each assessment period. In EYFS, families are provided with regular updates regarding their child's learning via Tapestry. If you do require any further updates, please arrange a meeting with your child's class teacher; they are always happy to discuss learning with you.

Children on the SEND register have access to reviewed and updated Individual Support Plans three times a year, which should also be discussed with you at Parent's Evening. Those children with an EHCP also attend an Annual Review meeting (a Transition Meeting if in Year 6) to discuss their child's progress towards the outcomes on their plan.

### You said...

'I would like to know what they are doing to support him in the areas that he is classed as below.'

'Reports don't really have a lot of personal information in'

'Just about there's a lot of general comments made on reports , not enough detail on your specific child'



'As mentioned above, the snap shot report we have received contains no context for the grading. If my child is working towards the level expected in a certain subject, I do not know how well they are working towards reaching/exceeding the expected level and/or if they need any additional help or support at home.'

**We did... we are always looking to ensure snapshot reports and reports are purposeful to parents/ carers and review the format regularly as a staff team. So far, we have added small steps reporting for children working significantly below their year group expectations and we have given next steps/ targets. We will look at including interventions and support children are receiving and suggestions for home support.**

### **My child can take part in clubs and activities at school**

34% strongly agreed

50% agreed

4% were neutral

12% disagreed (6 responses)

**After school clubs provision is currently provided by Football and Fitness. They aim to provide a variety of sports provision. Any clubs provided by staff are run in their own time without pay. There is no expectation for staff to run extra-curricular clubs but we are grateful to those that do offer them at any point throughout the year. We are hoping to provide some alternative lunchtime clubs - such as choir and Eco club soon.**

'My child has taken part in sports activities at Wigston College and thoroughly enjoyed the experience. My child also attends an after school sports club once a week, each term which they enjoy.'

'Loads on offer and easy to access. I like the app so I can give consent/pay. Staff are easy to talk to when you have concerns about money/paying etc which is positive as this is a difficult subject..'

### **You said...**

'Breakfast clubs should be offered for working mums in particular'

'My son accesses after school sports provision which he has to attend due to my work commitments, however I worry that the sessions all being sport related would not suit all children and may be detrimental to the work commitments of other parents. For example, my child won't go to dancing on a Monday, however we would benefit from an after school club he can access with generic activities/provision'

**We did... we will continue to survey parents termly regarding breakfast provision. We currently do not have enough interest for it to be financially viable for an outside provider to run. Governors will continue to review the situation termly and if sufficient need occurs**



**will source provision. Regarding alternative provision for after school, we are currently in talks with a possible alternative provider. This again will all depend on numbers.**

### **The school supports my child's wider personal development**

20% strongly agreed

50% agreed

18% were neutral

8% disagreed (4 responses)

4% strongly disagreed (2 responses)

**It is our strong belief that children should leave Thythorn as well-rounded, accepting and confident individuals. We are proud to now be an 'Everyone's Welcome' school respecting and celebrating our unique difference around the 9 protected characteristics. We also ensure we focus on our 4 learning powers in all that we do and on being 'the best version of you'**

'Relate and ELSA accessible to the children. School council/sporting opportunities to get involved in, school tries to be creative where possible. Newsletters acknowledge achievements and birthdays. Certificates given in assembly. Older kids can volunteer to help with younger children (like buddy system and reading scheme)'

### **You said...**

'I sometimes think that this could be enhanced. I like the values the school has but maybe some more focus to bring those out with key examples of how to develop.'

**We did... as a staff team we are looking at how to promote our learning powers further throughout school. We have a focus each month on a different Learning Power and award certificates for children demonstrating this in Friday assemblies. We are developing our well-being ambassadors in Year 5 and 6 and they will be working across school to see how they can support our children to be the best version of themselves. School council already meet every month and we will also put this on their agenda to discuss.**

### **I would recommend this school to another parent**

90% agreed

10% disagreed

**If you answered no to this question, please do contact the office to arrange a meeting with Mrs Price to see how we can support**

'We have loved the school. looking forward to the partitions and the new playground!'





'The school has many fantastic qualities and I would recommend them to another parent'

'I would because so far both my kids are doing good.'

**You said...**

'No morning or afterschool provision, if I was applying for a new school this would be the first thing I would look for, I have considered moving my children if my eldest was younger but he wouldn't be happy if I did that so I have to work around school which means I have to work much later spending less time with my children before and after school'

**We did... we will continue to survey each term regarding breakfast club provision.**

**Unfortunately, there must be enough take up for this to be financially viable for an outside provider. We do understand how challenging this is for working parents but have no funds available to provide financial support for the provision. All of our (limited) funding is focussed on education and well-being of all children**

**You said...**

'No homework, how do teachers know when children have understood their teaching with no homework'

**We did... Reading daily and mental Maths skills such as Times Table Rockstars are key to be able to access all other areas of the curriculum. As mentioned above, we will look at additional creative activities linked to themes of learning and will be in touch shortly regarding homework.**

**You said...**

'We used to see photographs etc of the children's learning on the website or twitter. Only year 5 and 6 seem to be continuing this. Is it something other years will do more regularly?'

**We did... this is something we will look at to ensure updates take place on a regular basis for all year groups going forward.**