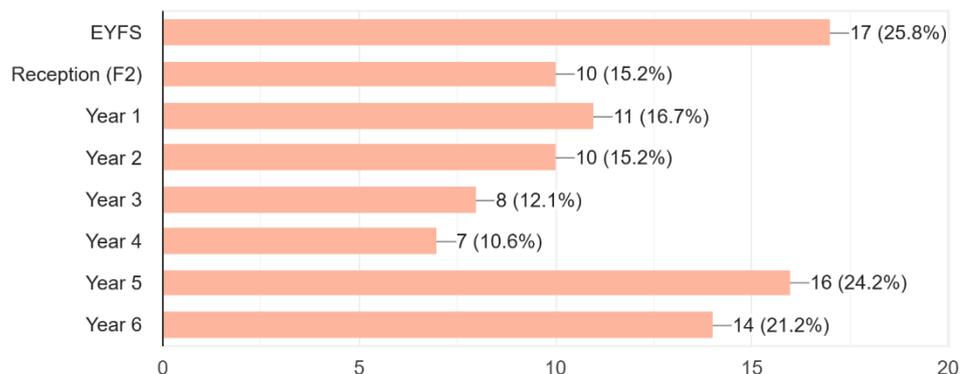


Parent Survey Responses 24-25

66 Parent responses

Child's Year Group (Please tick the year group that your child attends, please tick multiple groups if more than one child.)

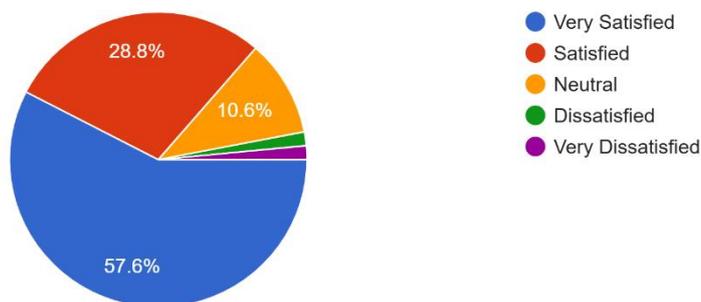
66 responses



Communication and Engagement

How satisfied are you with the overall frequency of communication at a class/year group level?

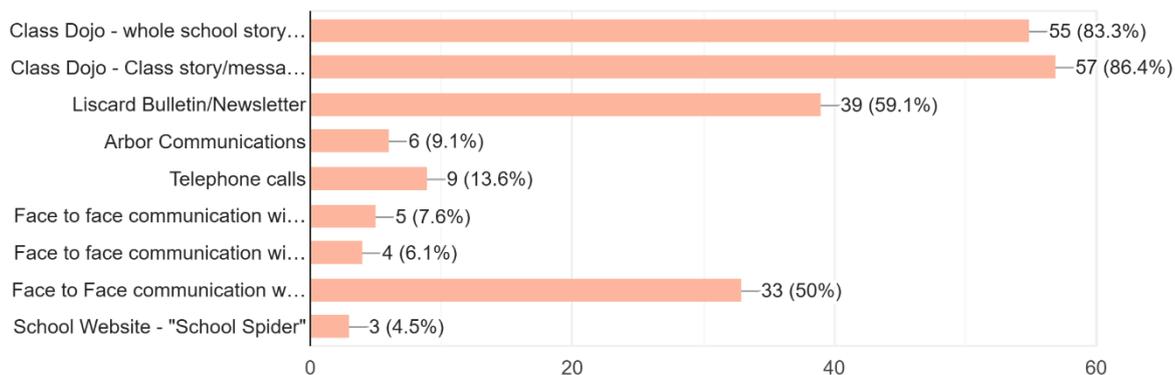
66 responses



97% parents answered neutral, satisfied or very satisfied.

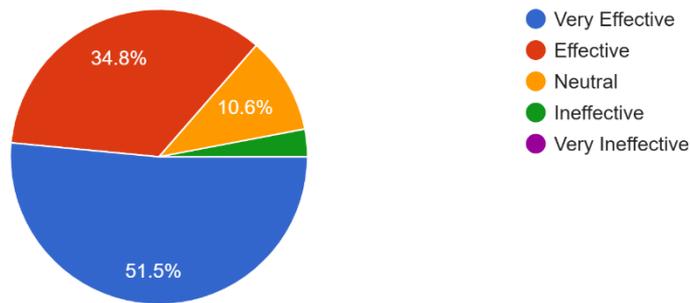
Which of the following communication methods do you find the most effective?

66 responses



How effective are school at responding to your queries and concerns?

66 responses



97% parents answered neutral, effective or very effective.

Parent Celebrations:

Teachers have been really good in helping me as my child has anxiety and the collaboration with the teachers senco and family support have really helped her

Teachers are accessible at the end of the day and at any time on Dojo. F1are particularly strong in this area and engage lots through Dojo. All staff I've dealt with are approachable and friendly

Any communication with any of the staff at the school is/had always been positive the lovely ladies in the office seem to go above and beyond when you call up and query anything. Teachers get back to you promptly on class dojo and communication as a whole school is brilliant. Thank you

I've always found staff responsive, supportive and professional with any queries or issues I've raised.

Keeps my son safe

Points to consider:

More consistency across Year groups in terms of messages and information shared by Year groups/class teachers. I have found personally - as a trend- communication is much more frequent and messages are replied to quicker in the lower school and this tails off a little as you progress up the school.

School needs to understand that parents have questions especially with regards to class teachers and what is happening with them. Turning off comments on posts when you don't like the questions and don't want to answer them is unacceptable

Action taken as a school:

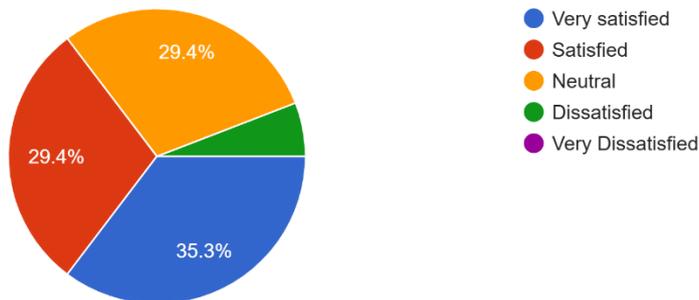
SLT and middle leaders to work with all staff to ensure consistency in communication approach.

AS to lead on a document that will ensure consistency and communication expectations for staff. E.g. posts that offer a comment option/ posts that do not offer a comment option.

SEND- 17/66 Responses

How satisfied are you with the overall support your child receives for their SEND needs in our school?

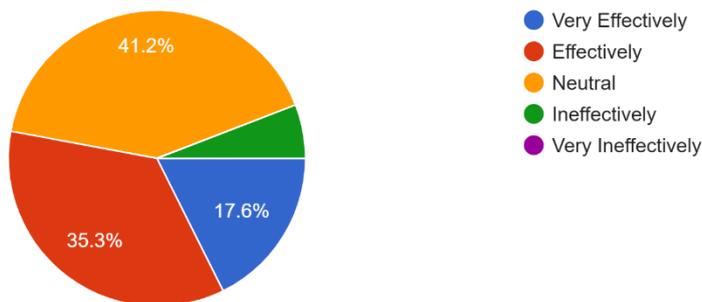
17 responses



94% parents answered neutral, satisfied or very satisfied.

How effectively does the school communicate with you regarding your child's SEND provision and their Individual Support Plan?

17 responses



94% parents answered neutral, effectively or very effectively.

Parent Celebrations:

I have received fantastic support throughout the school regarding my child's support. Even when we moved we decided to keep our children at LPS due to the SEND support that they received.

They have supported my child brilliantly. Her teachers and any staff she has come in contact with her has been really understanding and encouraging with her. I felt the staff have been super supportive and i feel not only is she heard with her needs but i am also heard

I am aware that my child has an IEP and I feel confident that this is being put in place for her. There is also access to other areas of provision across the school for emotional/social support which is being used effectively

Points to consider:

Similarly to before - consistency across Year groups in terms of sharing and updating of IEPs and progress. Some class teachers have sent a copy home each term, others havent done so which makes it harder to support similar targets at home. Although these are usually shared at parents evenings as a minimum

Maybe more advice on if children need EHCP, I would have applied sooner for my son if I had known, he will now not have one in place for when he moves to high school, it will still be going through. Also more advice regarding high schools that can offer SEND support.

silly things like transition day maybe more then just one day then expect them to be fine going back in after 6.5 weeks also long term sickness with teachers more transition back for them as children need the time to readjust

Actions taken as a school:

SLT and SENCO have led a school review cycle of individual support plans. All teaching staff have attended staff training sessions on how to write support plans, ensuring targets are SMART.

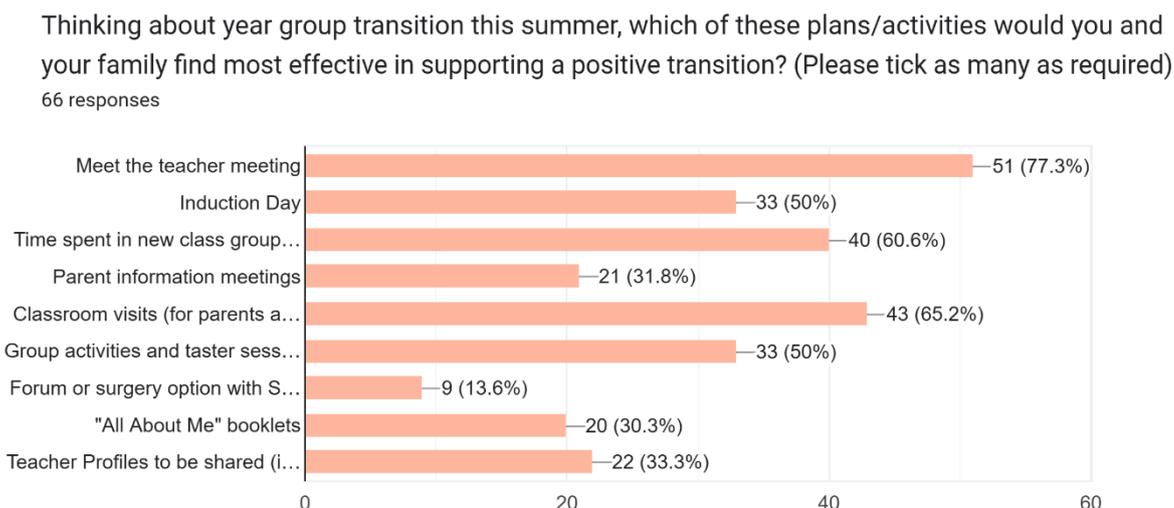
Plans are reviewed termly and new plans are shared with parents.

Targets are shared with children and are written using 'I can ' and 'I will' to encourage ownership over specific targets.

Adding capacity to the SEND team in light of increase of demand, specifically with EHCP requests.

SENDCO and SLT to offer a parent information meeting to discuss stages of SEND support.

Transition:



Parent Celebrations:

I feel the school is aware of the need to make transition work well and is thinking about how to strengthen in this area. I feel the EYFS does this exceptionally well for transition from F1 to F2. School are also aware of children who may need enhanced transition and put this in place where needed

Transitions for both children from starting in nursery to moving from reception to year 1 was a positive transition for us with both of them so thank you.

Induction day is well-managed and activities last year generated excitement for "moving up"

Points to consider:

Last year's transition (year 4 to year 5) was really difficult. My daughter went from loving school to not wanting to go. I know it was also extremely hard for the teachers. I'm not sure what could have been done differently, maybe more limited mixing of the classes, but it is still having an impact now. My child definitely holds a grudge about what happened

More time spent getting to know class teacher in the summer term. Story sessions on a Friday afternoon may work well for EYFS/KS1?

After the very unsettling mix up of classes in year 5 more consideration should've been given to the children losing their friendships as well as considering how unsettling it is for children to change into mixed ability classes

Earlier comms around the new year teacher would be appreciated with an option to meet the new teacher if possible. I welcome the possibility of mixing the classes up from next year to encourage new learning and friendship opportunities and to foster resilience and teach our daughter about handling change.

Actions taken as a school:

Transition sessions will increase- The last weeks of term will see children spending afternoons with their new teacher.

Parents and children will be spoken to if classes are to be changed or mixed.

Friendship groups will be taken into consideration when mixing classes,

Meet the teacher profiles will be shared with families.

Transition project with Weatherhead for year 6 children to spend time in a secondary environment.

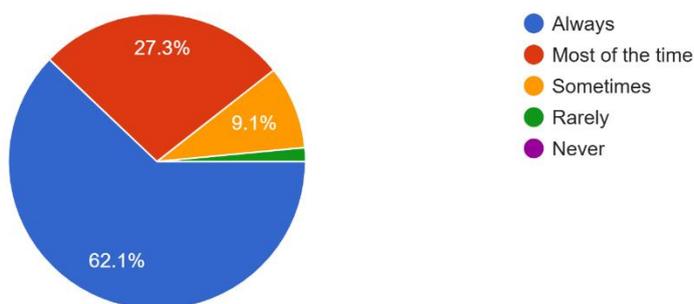
Children who need enhanced transition will be a priority including parent meetings in summer term.

New year group meetings will be held in Autumn term to introduce team and to discuss curriculum expectations and routine.

Pupil Wellbeing:

Does your child feel safe and looked after in school?

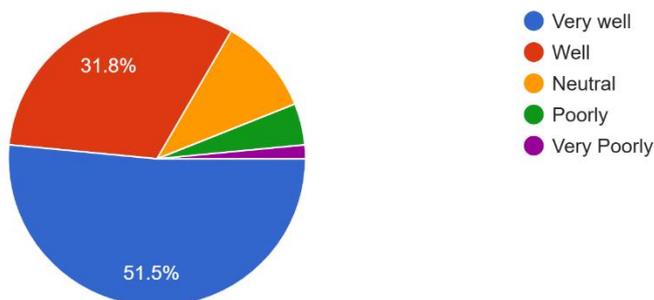
66 responses



98.5% parents responded sometimes, most of the time and always.

How well does the school support your child's mental health and wellbeing?

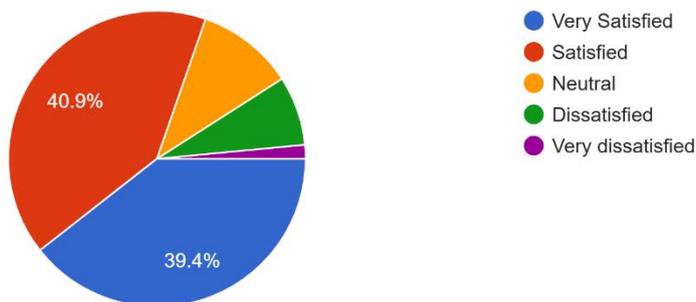
66 responses



83% parents responded neutral, well and really well.

How satisfied are you with school's approach to behaviour management?

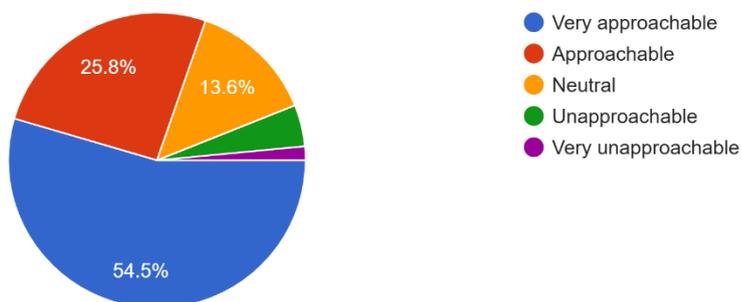
66 responses



80% parents responded neutral, satisfied and very satisfied.

How approachable do you find the school when you want to share a concern regarding behaviour/conflict issues?

66 responses



94% parents responded neutral, approachable and very approachable.

Parent Celebrations:

Really supported my son with his anxiety and getting him into school. They worked with him and now he's fine going into school

There is a clear focus on mental health and wellbeing and this is so important! It has helped us talk openly about it at home, too. We've found the school and staff easy to approach - and quick to take action - if something does need a discussion (rarely from our point of view!)

Any issues I have had I have been able to speak to the class teacher and to Family support

I really like the open comms with the teacher about behaviour, I am less fond of the involvement of teaching assistants though as I feel we don't have as much interaction with them but they appear to have lots of interaction with our children

Points to Consider:

Clearer comms on the role of the teaching assistants, how, when and why they may (or may not) be involved with our children and how to provide feedback or raise concerns we have with or about them

Have more 1 to 1s with parents. Be more firm when it comes to behaviour. Stop makeup, and long nails, having hair down as my kids want to do the same

Actions taken as a school:

Year groups to offer a meeting to introduce team to parents- including information about communication expectations and roles of staff in the year groups.

Continue to implement the My Happy Minds programme and share information relevant to this with parents.

Whole school reminders to families about uniform expectations shared in newsletter, Dojo and assemblies.

SLT and middle leaders to revisit the recognition boards/ positive behaviour management strategy.

Average rating (4.55)

Overall how satisfied are you with the school? (5 being very satisfied, 1 being very dissatisfied)

66 responses

